

## **Curriculum Proposals for 2012-13 Catalog**

**November 1, 2011 Curriculum Committee / November 8, 2011 Faculty Senate**

### **Department of Art**

- (a) Delete ART 4133, Art History, Native American;
- (b) Delete ART 4143, Art History, Latin American;
- (c) Add ART 3133, Art History, Americas & Africa, to the course descriptions;
- (d) Add ART 3143, Art History, Asia & Pacific, to the course descriptions;
- (e) Add ART 4113, Art History, Art After 1945, to the course descriptions; and,
- (f) Change ART 4103, Art History, Modern, as follows:
  - (1) Change the title to Art History, Modern, 1789-1945; and,
  - (2) Modify the course description.

### **Department of Behavioral Sciences**

- (a) Add ANTH 3103, Anthropology of Food, to the course descriptions; and,
- (b) Add SOC 2023, Sociology of the Ozark-Ouachita Region, to the course descriptions; and,
- (c) Add the curriculum Associate of Arts in Ozark-Ouachita Studies, **as amended: including the departmental support forms.**

### **Department of English and World Languages**

- (a) Delete SPAN 4384, Medical Interpretation Theory;
- (b) Delete SPAN 4801, Practicum in Medical Interpretation I (**Cultural Immersion and Research**);
- (c) Delete SPAN 4809, Practicum in Medical Interpretation II;
- (d) Add ENGL 0404, Developmental Reading and Writing, to the course descriptions;
- (e) Add SPAN 3382, Principles of Interpretation, to the course descriptions;
- (f) Delete the curriculum in Spanish for Medical Interpretation;
- (g) Delete the minor in Italian/Latin;
- (h) Modify the curriculum in World Languages (Spanish concentration) as follows:
  - (1) Require SPAN 3123, Spanish Civilization and Culture, and SPAN 3133, Spanish-American Civilization and Culture;
  - (2) Delete SPAN 3023, Introduction to Linguistics; and
  - (3) Add SPAN 4023, Introduction to Spanish Linguistics.
- (i) Modify the minor in Spanish Medical Interpretation as follows:
  - (1) Add SPAN 1063, Basic Spanish for Medical and Social Services;
  - (2) Add SPAN 3382, Principles of Interpretation, and,
  - (3) Delete SPAN, 4384, Medical Interpretation Theory.

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

- (a) Delete HIST 4043, American Constitutional Development;
- (b) Add GEOG 4983, Geography Seminar, to the course descriptions;
- (c) Add HIST 3613, History of Japan, to the course descriptions;
- (d) Add HIST 3623, History of India, to the course descriptions;
- (e) Modify the course description for HIST 4183, American Legal History;
- (f) Change HIST 4983, Social Sciences Seminar, as follows:

- (1) Change the title to History Seminar;
  - (2) Delete the cross-listing for POLS 4983, Social Sciences Seminar; and,
  - (3) Modify the course description.
- (g) Change PHIL 4093/5093, American Philosophy, as follows:
- (1) Add the cross-listing for HIST 4223/5223 (new course number); and,
  - (2) Modify the course description.
- (h) Change PHIL 4103, Advanced Logic, as follows:
- (1) Add the cross-listing for MATH 3103 (new course number);
  - (2) Add the prerequisites: MATH 2703, Discrete Mathematics, or PHIL 3103, Logic; and,
  - (3) Modify the course description.
- (i) Change POLS 4983, Social Sciences Seminar, as follows:
- (1) Change the title to Political Science Seminar;
  - (2) Delete the cross-listing for HIST 4983, History Seminar; and,
  - (3) Modify the course description.
- (j) Change the courses below as follows:
- (1) GEOG 2833, Introduction to Geographic Information Systems:
    - (i) Delete the prerequisite: COMS 2003 or permission of the instructor; and,
    - (ii) Modify the course description.
  - (2) GEOG 3803, Historical Geography:
    - (i) Delete the prerequisite: GEOG 2013; and,
    - (ii) Modify the course description.
  - (3) GEOG 4203, Place and Collective Memory:
    - (i) Delete the prerequisite: GEOG 2013; and,
    - (ii) Modify the course description.
  - (4) POLS 3013, Recent American Foreign and Military Policy:
    - (i) Delete the prerequisites: POLS 2013 and 3413 recommended; and,
    - (ii) Modify the course description.
  - (5) POLS 3083, Political Parties and Interest Groups:
    - (i) Delete the prerequisite: POLS 2013; and,
    - (ii) Modify the course description.
  - (6) POLS 3473, National Security Policy:
    - (i) Delete the prerequisites: POLS 2013 and 3013 recommended; and,
    - (ii) Modify the course description.
  - (7) POLS 3513, Research Methods II:
    - (i) Delete the prerequisite: Completion of MATH 1113 recommended; and,
    - (ii) Modify the course description.
  - (8) HIST 3043, Civil War and Reconstruction:
    - (i) Delete the prerequisite: HIST 2003 or permission of department head; and,
    - (ii) Modify the course description.
  - (9) HIST 3103, The Old South:
    - (i) Delete the prerequisite: HIST 2003 or permission of department head; and,
    - (ii) Modify the course description.
  - (10) HIST 3243, Archive and Manuscript Management:

- (i) Delete the prerequisite: HIST 2203 or permission of department head; and,
  - (ii) Modify the course description.
- (11) HIST 3281, Grant Writing for Historians:
  - (i) Delete the prerequisite: HIST 2203 or permission of department head; and,
  - (ii) Modify the course description.
- (12) HIST 3283, Historical Editing:
  - (i) Delete the prerequisite: HIST 2203 or permission of department head; and,
  - (ii) Modify the course description.
- (13) HIST 3291, Practicum in Public History:
  - (i) Delete the prerequisite: HIST 2203; and,
  - (ii) Modify the course description.
- (14) HIST 3463, The Enlightenment, French Revolution, and Napoleonic Eras:
  - (i) Delete the prerequisites: HIST 1503 and 1513; and,
  - (ii) Modify the course description.
- (15) HIST 3573, History of Eastern Europe:
  - (i) Delete the prerequisites: HIST 1503 and 1513; and,
  - (ii) Modify the course description.
- (16) HIST 4033, The Frontier in American History:
  - (i) Delete the prerequisites: HIST 2003 and 2013, or permission of department head; and,
  - (ii) Modify the course description.
- (17) HIST 4073, American Diplomatic History, 1776-1912:
  - (i) Delete the prerequisite: HIST 2003; and,
  - (ii) Modify the course description.
- (18) HIST 4083, American Diplomatic History, 1912 to the Present:
  - (i) Delete the prerequisite: HIST 2013; and,
  - (ii) Modify the course description.
- (19) HIST 4123, African American History:
  - (i) Delete the prerequisite: HIST 2003 or HIST 2013; and,
  - (ii) Modify the course description.
- (20) HIST 4143, Native American History:
  - (i) Delete the prerequisites: HIST 2003 or HIST 2013; and,
  - (ii) Modify the course description.
- (21) HIST 4163, American History Through Film:
  - (i) Delete the prerequisite: HIST 2013; and,
  - (ii) Modify the course description.
- (22) HIST 4293, Historic Preservation:
  - (i) Delete the prerequisites: HIST 2203 or permission of department head; and,
  - (ii) Modify the course description.
- (23) HIST 4823, Nationalism:
  - (i) Delete the prerequisites: HIST 1503 and 1513; and
  - (ii) Modify the course description.

- (k) Modify the minor in Pre-Law to delete HIST 4043, American Constitutional Development, as an elective.

### **Department of Music**

- (a) Add MUS 1631/3631, Symphonic Wind Ensemble, to the course descriptions.

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

- (a) Delete MGMT 2013, Management Productivity Tools;
- (b) Add BDA 2003, Business Problem Solving, to the course descriptions;
- (c) Add BDA 2013, Business Spreadsheet Modeling, to the course descriptions;
- (d) Add BDA 3003, Data Analytics Apps Development, to the course descriptions;
- (e) Add BDA 3033, Data Modeling and Management, to the course descriptions;
- (f) Add BDA 3053, Business Data Analysis, to the course descriptions;
- (g) Add BDA 4003, Business Intelligence, to the course descriptions;
- (h) Add BDA 4031-3, Internship, to the course descriptions;
- (i) Add BDA 4073, Special Topics, to the course descriptions;
- (j) Add BUAD ~~3093~~, Management, to the course descriptions; **BUAD 3123**
- (k) Add BUAD ~~3193~~, Marketing, to the course descriptions; **BUAD 3143**
- (l) Add BUAD 3293, International Business, to the course descriptions;
- (m) Add BUAD 3393, Small Business Firm Planning, to the course descriptions;
- (n) Change BUAD 1003, Introduction to Business Systems, as follows:
  - (1) Change the course number to BUAD ~~1004~~; and, **1111**
  - (2) Change the title to Introduction to Business.
- (o) Change MKT 4073, Service Marketing Management, as follows:
  - (1) Change the title to Retail Operations;
  - (2) Modify the course description; and,
  - (3) Add the prerequisite: MATH 2223, Quantitative Business Analysis.
- (p) Modify the College of Business core curriculum as follows:
  - (1) Change BUAD 1003, Introduction to Business, to BUAD ~~1004~~; **1111**
  - (2) Delete MGMT 2013, Management Productivity Tools; and
  - (3) Add BDA 2003, Business Problem Solving; and
- (q) Add the curriculum for Business Data Analytics.

### **Department of College Student Personnel (undergraduate)**

- (a) Add CSP 3003, Special Topics, to the course descriptions. **(Not approved)**

### **Department of Health & Physical Education**

- (a) Add WS 4013, Wellness Science Practicum, to the course descriptions;
- (b) Add WS 4023, Prin Strength and Conditioning, to the course descriptions; and,
- (c) Modify the curriculum in Health & Physical Education-Wellness/Fitness as follows:
  - (1) Delete six (6) hours PE 2523, Foundations in Health and Physical Education, and JOUR 1163, Basic Photography, or JOUR 2133, Introduction to Mass Communication, or JOUR 2143, News Writing; and,
  - (2) Add requirement for six (6) hours of WS 4013, Wellness Science Practicum, and WS 4023, Prin Strength and Conditioning.

## **Department of Biological Sciences**

- (a) Modify the curriculum in Biology (Environmental option) as follows:
  - (1) Add BIOL 1011, Orientation to the Biological Sciences;
  - (2) Move CHEM 2124, General Chemistry I, and CHEM 2134, General Chemistry II to the sophomore year of the matrix;
  - (3) Delete the requirements for two (2) hours of PE Activity and three (3) hours of COMS;
  - (4) Add flexibility on Social Sciences;
  - (5) Update recommended choices for electives in footnote;
  - (6) Add FW 3173, Biostatistics, as an alternative for Calculus requirement;
  - (7) Add BIOL 3174, Physiological Ecology, as an alternative for BIOL 3124, General Physiology, requirement; and,
  - (8) Add BIOL 4094, Coastal Ecology, as an alternative for BIOL 3114, Principles of Ecology, requirement.

## **Department of Physical Sciences**

- (a) Change PHSC 3033, Meteorology, as follows:
  - (1) Modify the prerequisites; and,
  - (2) Modify the course description.

## **Department of Professional Studies**

- (a) Add PS 3143, Applied Professional Research, to the course descriptions;
- (b) Change the course number for PS 4006, Capstone Project, to PS 4003, Capstone Project.
- (c) Modify the curriculum in the Associate of Science in Early Childhood Education as follows:
  - (1) Reduce degree-required credit hours from 61 to 60;
  - (2) Add SPH 1003, Introduction to Speech Communication, requirement;
  - (3) Add TECH 1001, Orientation to the University, requirement;
  - (4) Delete WS 1002, Physical Wellness and Fitness, requirement;
  - (5) Replace PE 2513, First Aid, requirement with NUR 2303, Nutrition; and,
  - (6) Delete duplicate listing of GEOG 2013, Regional Geography of the World, from the sophomore spring semester.
- (d) Delete the curriculum for the Bachelor of Arts in General Studies; and,
- (e) Modify the curriculum in Professional Studies as follows:
  - (1) Reduce degree-required credit hours from 124 to 120;
  - (2) Add PS 3143, Applied Professional Research, requirement;
  - (3) Add SPH 2173, Business and Professional Speaking, requirement;
  - (4) Add PS 3133, Applied Principles of Personnel Management, requirement;
  - (5) Add one (1) additional elective hour;
  - (6) Replace PS 4006, Capstone Project, with PS 4003, Capstone Project;
  - (7) Delete SPH 2003, Public Speaking, requirement;
  - (8) Delete requirement for BUAD 2053, Business Statistics, or MATH 2163, Introduction to Statistical Methods;
  - (9) Delete WS 1002, Physical Wellness and Fitness, requirement; and,
  - (10) Delete PSY 3093, Industrial Psychology, requirement.

JAR

**Arkansas Tech University  
REQUEST FOR COURSE DELETION FACULTY SENATE-PASSED**

11/8/11 per

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Art Department (Initiating Department)

DATE SUBMITTED: 9-12-11

**REQUEST FOR COURSE DELETION**

Title	Signature	Date
Department Head	<i>H. M. Tom</i>	10-4-11
Dean	<i>H. M. Tom</i>	10-4-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammey Goodis</i>	10-19-11
Vice President for Academic Affairs		

Course Subject: ART	Course Number: 4133
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Art History, Native American	
Effective Term: <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I	
<p>Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.)  <input checked="" type="checkbox"/> Elective      <input type="checkbox"/> Major      <input type="checkbox"/> Minor                      If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.</p>	
<p>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.                      This course was developed by a professor who is no longer at this university. This course is outside my area of expertise; while I recognize the need to teach non-Western art in order for an art history</p>	

curriculum to be truly complete, I do not have the knowledge necessary to teach an entire course on Native American art. Therefore, I plan to incorporate aspects of this course into a new course I am creating, entitled "Art History, Americas & Africa" (ART 3133, see separate course addition request form).

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

**CURRICULUM COMM**  
**-PASSED** 11/1/11  
 JHR

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

**FACULTY SENATE - PASSED**

TO: Curriculum Committee or Graduate Council (as applicable)

FROM: Art Department (Initiating Department)

11/8/11 pcc

DATE SUBMITTED: 9-12-11

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head	<i>H. Martin</i>	10-4-11
Dean	<i>H. Martin</i>	10-4-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Alvarado</i>	10-19-11
Vice President for Academic Affairs		

Course Subject: ART	Course Number: 4143
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Art History, Latin American	
Effective Term: <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
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. This course was developed by a professor who is no longer at this university. This course is outside my area of expertise; while I recognize the need to teach non-Western art in order for an art history	



curriculum to be truly complete, I do not have the knowledge necessary to teach an entire course on Latin American art. Therefore, I plan to incorporate aspects of this course into a new course I am creating, entitled "Art History, Americas & Africa" (ART 3133, see separate course addition request form).

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

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION FACULTY SENATE - PASSED**

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Art Department (Initiating Department)

DATE SUBMITTED: 9-12-11

REQUEST FOR COURSE ADDITION

11/8/11  
 PCC

Title	Signature	Date
Department Head	<i>H. McT...</i>	10-4-11
Dean	<i>H. McT...</i>	10-4-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gamm...</i>	10/19/11
Vice President for Academic Affairs		

Course Subject: ART	Course Number: 3133
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Art History, Americas & Africa	
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 checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours? Y / <input checked="" type="radio"/> N How many times?	
Does this course require a fee? <input checked="" type="radio"/> No	How much? Type of fee?

<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: ART 2103 or 2113, and Sophomore Review	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Course description as to appear in catalog</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No	
How does this proposal support the University Mission or University Strategic Planning Goals? The mission statement expresses a desire to educate a “diverse community of learners.” A course in non-Western art would help establish a diverse curriculum to match the diverse student body for which we strive. I also hope to achieve the university’s mission of lifelong learning by providing my students with a variety of writing assignments that give my students the practical writing experience they will need to succeed in an art-related career.	
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. Although I am the only art historian at Arkansas Tech, I want to provide students with the opportunity to take as wide a range of art history courses as possible, including the history of non-Western art. Up to now, non-Western art history courses have been taught only sporadically at Arkansas Tech, and they cover only a portion of the non-Western world. My plan calls for dividing the history of non-Western art geographically into two courses: this one on the art of the Americas and Africa, and the other on the art of Asia and the Pacific (ART 3143; see separate course addition request form). This way, we can offer an art history curriculum that covers the entire world, while still keeping my rotation of courses small enough to allow me to keep up on developments in the field.	
How will the effect of the change be monitored in ongoing program assessment? The immediate success of the course will be monitored in student evaluations and in peer review. The effectiveness of this course in the education of our art majors will be evaluated in the students’ senior assessment, part of ART 4703 (Senior Project and Exhibition). One of eight criteria which the	

reviewers look for is “evidence of connections of personal work to contemporary and historical movements, artists, and directions in the field.” This course can be deemed successful if the students’ work shows the influence of works of art shown and/or concepts discussed in the course.

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

**ART 3133**  
**Art History, Americas & Africa**

**Catalog Description**

*Prereqs: ART 2103 or 2133, and Sophomore Review*  
A study of the art of Africa, with a strong focus on African cultures south of the Sahara, along with art of native peoples of North, Central, and South America from both before and after contact with Europeans. Contemporary works by African, Latin American, and Native American artists will also be studied.

**Course Objectives**

This course examines the visual arts of Africa, and of the native peoples of the Americas, from prehistory to the present. The focus in this course will be investigating how art serves as documentation of the history and values of African and Native American cultures. As such, our reading assignments will be a mixture of art-historical writings as well as texts that provide a historical context. In this course, we move beyond the basic skills of art analysis, and begin to develop a critical approach. In our class discussions, expressing your critical opinion is not only allowed, but encouraged. This course is also designed to improve your writing, through a series of written assignments that will test your critical thinking skills, your ability to express your ideas in a scholarly tone, and your creative problem-solving skills. These assignments will give you an opportunity to learn the history of art independently, while at the same time giving you practical writing experience.

**Required Text**

Michael Kampen-O'Reilly, *Art Beyond the West*, 2<sup>nd</sup> ed.

**Other Texts to Be Used in the Course**

John Reader, *Africa: A Biography of the Continent*  
Charles C. Mann, *1491: New Revelations of the Americas Before Columbus*  
Jake Page, *In the Hands of the Great Spirit: The 20,000-Year History of American Indians*

**Grade Breakdown**

Participation: 15%  
Artist's Statement Assignment: 5%  
African History Paper: 10%  
Fantasy Curatorial Assignment: 25%  
Comparison Paper: 10%  
Final Exam: 25%

A = 90%+  
B = 80-89%  
C = 70-79%

D = 60-69%

F = <60%

### Participation

Roughly half of each class session will be devoted to discussion, mostly of the texts on electronic reserve. Participation in these discussions is essential to ensuring a full comprehension of the course material, and so it will be an important component of your grade.

### Artist's Statement Assignment

You are to choose ONE work of art from any of the Powerpoints for my lectures up through September 14, and imagine that you are the artist who made it. You are to write a statement of 1 FULL page (double-spaced, in 12-point type) explaining your reasons for making the work, and the meaning it has for you. You will not be graded on your ability to guess what the artist was thinking. No research is required for this assignment. **Due in class September 16.**

### African History Paper

The book *Africa: A Biography of the Continent* by John Reader is on 2-hour reserve at the library. You are to sign up for one of eight parts of this book, then choose TWO works of African art from either the textbook or my Powerpoints, then write a paper of 3-4 FULL pages, putting the works of art you chose in the context of the history Reader discusses in the part of his book you signed up for. In your paper, you must make reference to specific ideas and passages in Reader's book. No more than 4 students may sign up for a single part. No research is required for this assignment, other than your chosen chapter in the Reader book. **Due in class October 7.**

### Fantasy Curatorial Project

For this assignment, you will play the role of a curator organizing an imaginary exhibition of African art and/or art of the Americas at the Norman Hall Art Gallery. Because of the complex parameters of this assignment, I will be providing more information in a future handout. This project will require research. **Due in class November 4.**

### Comparison Paper

You are to write a paper of 5-6 FULL pages centered on a comparison between an African work of art and a work from the Americas. You must support your comparison with ample research, and you may also want to discuss other related works of art to reinforce the comparison. **Due in class December 2.**

### Final Exam

The exam will be in an all-essay format. One to two weeks before the exam, I will give you a list of eight questions for the exam; you will have to answer five.

## **Schedule of Classes**

### Part I: Africa

August 24: Ancient African Rock Painting

August 26: Ancient Civilizations of Africa: Nubia and Axum

August 29: Ancient Civilizations of Africa: Nok, Jenne, and Ife

August 31: Ancient Civilizations of Africa: Great Zimbabwe

September 2: North Africa

September 5: **Labor Day, NO CLASS**

September 7: The Bamana

September 9: The Dogon and the Senufo

September 12: The Mossi and the Bwa

September 14: The Baga and the Mende

September 16: The Akan Peoples

September 19: The Yoruba

September 21: The City of Benin

September 23: The Igbo

September 26: The Peoples of Cameroon

September 28: The Peoples of Gabon

September 30: The Peoples of the Congo

October 3: The Peoples of East Africa

October 5: The Peoples of Southern Africa

## Part II: The Americas

October 7: The Olmecs

October 10: Teotihuacan

October 12: Classic Maya

October 14: Post-Classic Mesoamerica: Chichén Itzá and Tula

October 17: The Aztecs

October 19: Chavín

October 21: Paracas

October 24: Nasca and Moche

October 26: Wari and Tiwanaku

October 28: The Inca

October 31: Adena and Hopewell

November 2: The Mississippian Cultures

November 4: The Ancestral Puebloans: Chaco Canyon

November 7: The Ancestral Puebloans: Mesa Verde

November 9: Native Peoples of North America: The East

November 11: Native Peoples of North America: The Plains

November 14: Native Peoples of North America: The Southwest

November 16: Native Peoples of North America: The Northwest Coast

### Part III: Contemporary Art

November 18: Contemporary Art in West Africa

November 21: Contemporary Art in East Africa

November 23-25: **Thanksgiving Break, NO CLASS**

November 28: Contemporary Art in South Africa

November 30: Modern Art of Mexico

December 2: Contemporary Latin American Art

December 5: Contemporary Native American Art



**CURRICULUM COMM  
-PASSED**

11/1/11  
JMF

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Art Department (Initiating Department)

**FACULTY SENATE-PASSED**

DATE SUBMITTED: 9-12-11

11/8/11  
pcc

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>H. M. Tom</i>	10-4-11
Dean	<i>H. M. Tom</i>	10-4-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jimmy Woods</i>	10/19/11
Vice President for Academic Affairs		

Course Subject: ART	Course Number: 3143
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Art History, Asia & Pacific	
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 checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours? Y / <input checked="" type="radio"/> (N) How many times?	
Does this course require a fee? <input checked="" type="radio"/> (No) How much? Type of fee?	

Elective       Major       Minor

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

Prerequisites: : ART 2103 or 2113, and Sophomore Review

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.

No

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

The mission statement expresses a desire to educate a “diverse community of learners.” A course in non-Western art would help establish a diverse curriculum to match the diverse student body for which we strive. I also hope to achieve the university’s mission of lifelong learning by providing my students with a variety of writing assignments that give my students the practical writing experience they will need to succeed in an art-related career.

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.

Although I am the only art historian at Arkansas Tech, I want to provide students with the opportunity to take as wide a range of art history courses as possible, including the history of non-Western art. Up to now, non-Western art history courses have been taught only sporadically at Arkansas Tech, and they cover only a portion of the non-Western world. My plan calls for dividing the history of non-Western art geographically into two courses: this one on the art of Asia and the Pacific, and the other on the art of the Americas and Africa (ART 3133; see separate course addition request form). This way, we can offer an art history curriculum that covers the entire world, while still keeping my rotation of courses small enough to allow me to keep up on developments in the field.

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

The immediate success of the course will be monitored in student evaluations and in peer review. The effectiveness of this course in the education of our art majors will be evaluated in the students’ senior assessment, part of ART 4703 (Senior Project and Exhibition). One of eight criteria which the

reviewers look for is “evidence of connections of personal work to contemporary and historical movements, artists, and directions in the field.” This course can be deemed successful if the students’ work shows the influence of works of art shown and/or concepts discussed in the course.

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

**ART 3143**  
**Art History, Asia & Pacific**

**Catalog Description**

*Prereqs: ART 2103 or 2113, and sophomore level pre*  
A study of the art of South, East, and Southeast Asia, the islands of the Pacific, and the Aboriginal cultures of Australia. Contemporary works by artists from these regions will also be studied.

**Course Objectives**

This course examines the visual arts of Asia and the Pacific, as well as of the native peoples of Australia, from prehistory to the present. The focus in this course will be investigating how art serves as documentation of the history and values of Asian, Pacific, and Aboriginal Australian cultures. As such, our reading assignments will be a mixture of art-historical writings as well as texts that provide a historical context. In this course, we move beyond the basic skills of art analysis, and begin to develop a critical approach. In our class discussions, expressing your critical opinion is not only allowed, but encouraged. This course is also designed to improve your writing, through a series of written assignments that will test your critical thinking skills, your ability to express your ideas in a scholarly tone, and your creative problem-solving skills. These assignments will give you an opportunity to learn the history of art independently, while at the same time giving you practical writing experience.

**Required Text**

Michael Kampen-O'Reilly, *Art Beyond the West*, 2<sup>nd</sup> ed.

**Other Texts to Be Used in the Course**

John Keay, *China: A History*

R. H. P. Mason and J. G. Caiger, *A History of Japan*

Donald S. Lopez, Jr. ed., *Asian Religions in Practice: An Introduction*

**Grade Breakdown**

Participation: 15%

Artist's Statement Assignment: 5%

Chinese History Paper: 10%

Fantasy Curatorial Assignment: 25%

Comparison Paper: 10%

Final Exam: 25%

A = 90%+

B = 80-89%

C = 70-79%

D = 60-69%

F = <60%

### Participation

Roughly half of each class session will be devoted to discussion, mostly of the texts on electronic reserve. Participation in these discussions is essential to ensuring a full comprehension of the course material, and so it will be an important component of your grade.

### Artist's Statement Assignment

You are to choose ONE work of art from any of the Powerpoints for my lectures up through September 14, and imagine that you are the artist who made it. You are to write a statement of 1 FULL page (double-spaced, in 12-point type) explaining your reasons for making the work, and the meaning it has for you. You will not be graded on your ability to guess what the artist was thinking. No research is required for this assignment. **Due in class September 16.**

### Chinese History Paper

The book *China: A History* by John Keay is on 2-hour reserve at the library. You are to sign up for one chapter of this book, then choose TWO works of Chinese art from either the textbook or my Powerpoints, then write a paper of 3-4 FULL pages, putting the works of art you chose in the context of the history Keay discusses in the part of his book you signed up for. In your paper, you must make reference to specific ideas and passages in Keay's book. No more than 3 students may sign up for a single chapter. No research is required for this assignment, other than your chosen chapter in the Keay book. **Due in class October 7.**

### Fantasy Curatorial Project

For this assignment, you will play the role of a curator organizing an imaginary exhibition of Asian, Pacific, and/or Aboriginal Australian art at the Norman Hall Art Gallery. Because of the complex parameters of this assignment, I will be providing more information in a future handout. This project will require research. **Due in class November 4.**

### Comparison Paper

You are to write a paper of 5-6 FULL pages centered on a comparison between an Asian work of art and a work from the Pacific OR one of the Aboriginal cultures of Australia. You must support your comparison with ample research, and you may also want to discuss other related works of art to reinforce the comparison. **Due in class December 2.**

### Final Exam

The exam will be in an all-essay format. One to two weeks before the exam, I will give you a list of eight questions for the exam; you will have to answer five.

## **Schedule of Classes**

### Part I: Asia

August 24: The Indus Valley Civilization

August 26: Buddhist Architecture of India

August 29: Developing an Iconography of the Buddha

August 31: Early Hindu Art and Architecture in India

September 2: Hindu Temples – Northern and Southern Styles

September 5: **Labor Day, NO CLASS**

September 7: Islamic India, Part I

September 9: Islamic India, Part II

September 12: China: From Stone Age to Bronze Age

September 14: China: Shang and Zhou Dynasties

September 16: China: Qin and Han Dynasties

September 19: China: Tang Dynasty

September 21: China: Song Dynasty

September 23: China: Yuan Dynasty

September 26: China: Ming and Qing Dynasties

September 28: The Art of Chinese Calligraphy

September 30: Japan: Jomon, Yayoi, and Kofun Periods

October 3: Shinto Architecture

October 5: Early Buddhist Art of Japan

October 7: Japan: Heian Period

October 10: Japan under the Shoguns

October 12: Ukiyo-e: Japanese Woodblock Prints

October 14: The Persistence of Theravada: Buddhist Art and Architecture of Sri Lanka and Mainland Southeast Asia

October 17: Cambodia and the Khmer

October 19: Cultural Crossroads: The Art and Architecture of Three Religions in Indonesia

Part II: Aboriginal Australia

October 21: Ancient Australian Rock Art

October 24: Traditional Art of Arnhem Land

October 26: Traditional Art of the Central Desert

October 28: Traditional Art of Western Australia

Part III: The Pacific

October 31: New Guinea: The Sepik

November 2: New Guinea: The Asmat Region

November 4: New Britain and New Ireland

November 7: The Stone Heads of Easter Island

November 9: Maori Art of New Zealand

November 11: Hawaii

November 14: Art from Other Polynesian Islands

November 16: Micronesia

Part IV: Contemporary Art

November 18: Contemporary Art in India and Southeast Asia

November 21: Chinese Art under Mao Zedong

November 23-25: **Thanksgiving Break, NO CLASS**

November 28: Contemporary Art in China

November 30: Contemporary Art in Japan

December 2: Contemporary Art of Aboriginal Australia

December 5: Contemporary Art of the Pacific

**CURRICULUM COMM  
-PASSED**

11/1/11  
JLR

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Art Department (Initiating Department)

**FACULTY SENATE - PASSED**

DATE SUBMITTED: 9-12-11

11/8/11 pcc

**REQUEST FOR COURSE ADDITION**

Title	Signature	Date
Department Head	<i>H. M. [Signature]</i>	10-4-11
Dean	<i>H. M. [Signature]</i>	10-4-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy [Signature]</i>	10/19/11
Vice President for Academic Affairs		

Course Subject: ART	Course Number: 4113
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Art History, Art After 1945	
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 checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours? Y / <input checked="" type="radio"/> N How many times?	
Does this course require a fee? <input checked="" type="radio"/> No How much? Type of fee?	



<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: ART 2113 and Sophomore Review	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Course description as to appear in catalog</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No	
How does this proposal support the University Mission or University Strategic Planning Goals? The University Mission is, in part, to nurture “scholastic development, integrity, and professionalism,” and one of the Strategic Planning core values is to provide “attention to individual students that nurtures personal growth and lifelong success.” I believe this course will achieve those goals by requiring students to develop skills that will not only make them better students, but also more likely to succeed in finding a career in an art-related field. Through class discussions, an oral presentation, and writing assignments that are geared toward providing the students with practical writing experience, they will develop skills necessary for an art-related career, but that cannot often be taught in studio art classes.	
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. Currently, there is only one course in the catalog on modern art history (ART 4103), and it covers the period from Neoclassicism (late 18 <sup>th</sup> century) to the present. I believe this is too much to cover in one semester, so I propose changing ART 4103 to a course on modern art up to 1945, and creating ART 4113 to cover art after 1945. Every school that I have either attended or taught at has a course specifically devoted to art since 1945. I believe it is especially important for art majors to be able to be intimately familiar with the art of our time; in learning how artists conceive and create works out of a contemporary context, students can better gain an understanding of the relationship between their own work and our world.	
How will the effect of the change be monitored in ongoing program assessment? The immediate success of the course will be monitored in student evaluations and in peer review. The effectiveness of this course in the education of our art majors will be evaluated in the students’ senior assessment, part of ART 4703 (Senior Project and Exhibition). One of eight criteria which the reviewers look for is “evidence of connections of personal work to contemporary and historical movements, artists, and directions in the field.” This course can be deemed successful if the students’	

work shows the influence of works of art shown and/or concepts discussed in the course.

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

**ART 4113**  
**Art History, Art After 1945**

**Catalog Description**

*Prereqs: ART 2113 and Sophomore Review pcc*  
A study of the artists, movements, and theories of Western art since 1945, with an emphasis on art of the United States.

**Course Objectives**

This course examines the visual arts from 1945 to the present, mainly in the United States. You will learn about the stylistic development of art throughout the latter half of the 20<sup>th</sup> century, but the course is focused above all on placing the art and artists we will study within their proper historical context. The focus will be on art and architecture that is shaped by the modern world, and that even in turn shapes the modern world. In this course, we move beyond the basic skills of art analysis, and begin to develop a critical approach. Analysis will not merely be on the visual level, but on the abstract, theoretical level as well; we will read and discuss key theoretical writings by various artists and critics, and these writings will contribute to the critical approach of the course. This course is also designed to improve your writing, through a series of written assignments that will test your critical thinking skills, your ability to express your ideas in a scholarly tone, and your creative problem-solving skills. These assignments will give you an opportunity to learn the history of art independently, while at the same time giving you practical writing experience.

**Required Text** (for purchase at the university bookstore)

H. H. Amason and Elizabeth C. Mansfield, *History of Modern Art*, 6<sup>th</sup> ed.

**Other Texts to Be Used in the Course**

Charles Harrison and Paul Wood, eds., *Art in Theory 1900-2000*

Kristin Stiles and Peter Selz, eds., *Theories and Documents of Contemporary Art: A Sourcebook of Artists' Writings*

Ulrich Conrads, ed., *Programs and Manifestoes on 20<sup>th</sup>-Century Architecture*

Sylvan Barnet, *A Short Guide to Writing about Art*, 10<sup>th</sup> ed.

**Grade Breakdown**

Participation: 15%

Artist's Statement Assignment: 5%

Sixties Paper: 10%

Fantasy Curatorial Project: 25%

Oral Presentation: 20%

Final Exam: 25%

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

### Participation

Roughly 30 minutes of each class session will be devoted to discussion, mostly of the texts on electronic reserve. Participation in these discussions is essential to ensuring a full comprehension of the course material, and so it will be an important component of your grade.

### Artist's Statement Assignment

You are to choose ONE work of art from Chapter 17 of your textbook, or from any of the Powerpoints for my lectures of August 30 or September 1, 6, or 8, and imagine that you are the artist who made it. You are to write a statement of 1 FULL page (double-spaced, in 12-point type) explaining your reasons for making the work, and the meaning it has for you. You will not be graded on your ability to guess what the artist was thinking. No research is required for this assignment. **Due in class September 15.**

### Sixties Paper

The book *The Age of Great Dreams: America in the 1960s* by David Farber is on 2-hour reserve at the library. You are to sign up for one chapter in this book, then choose TWO works of American art from the 1960s from either the textbook or my Powerpoints (exceptions: if you sign up for chapter 1, ONE of your selections may be from the 1950s, and if you sign up for chapter 10 or 11, ONE of your selections may be from the 1970s), then write a paper of 3-4 FULL pages, putting the works of art you chose in the context of the history Farber discusses in the chapter you signed up for. In your paper, you must make reference to specific ideas and passages in Farber's book. No more than 3 students may sign up for a single chapter. No research is required for this assignment, other than your chosen chapter in the Farber book. **Due in class October 6.**

### Fantasy Curatorial Project

For this assignment, you will play the role of a curator organizing an imaginary exhibition of modern art at the Norman Hall Art Gallery. Because of the complex parameters of this assignment, I will be providing more information in a future handout. This project will require research. **Due in class October 27.**

### Oral Presentation

For this assignment, you will choose an artist who has emerged in the last 20 years (from a list compiled by me). No more than one student may sign up for any artist. You will give a presentation of 10-12 minutes (with a few minutes for questions afterward). This project will require research, and you will be required to submit a bibliography at the time of your presentation. I will determine the order of presentations. **The presentations will be given in class November 17, 22, and 29, and December 1.**

## Final Exam

The exam will be in an all-essay format. One to two weeks before the exam, I will give you a list of eight questions for the exam; you will have to answer five.

### **Schedule of Classes and Readings**

August 25: Why America?

Reading: skim through chapters 1-16 in Arnason

August 30: The Immigrant: Willem de Kooning

Readings: Arnason, 403-38

Clement Greenberg, "The Decline of Cubism"

Willem de Kooning, "A Desperate View"

September 1: Being Nature: Jackson Pollock

Readings: Arnason, 403-38, cont.

Jackson Pollock, "Two Statements"

Jackson Pollock, "Interview with William Wright"

September 6: The Art of the Gesture

Readings: Arnason, 403-38, cont.

Robert Motherwell, "The Modern Painter's World"

George Dondero, from *The Congressional Record*

Alfred H. Barr, Jr., "Is Modern Art Communistic?"

September 8: Fields of Color

Readings: Arnason, 403-38, cont.

Mark Rothko, "The Romantics Were Prompted..."

Barnett Newman, "The Sublime Is Now"

Clyfford Still, "Letter to Gordon Smith"

September 13: "Action Painting," "Post-Painterly Abstraction," and "Novelty Art": American Abstraction in the Fifties and Sixties

Readings: Arnason, 518-39

Harold Rosenberg, from "The American Action Painters"

Clement Greenberg, "Modernist Painting"

September 15: In the Gap: Robert Rauschenberg

Reading: Arnason, 486-89

John Cage, "On Robert Rauschenberg, Artist, and His Work"

September 20: Not-So-Simple Facts: Jasper Johns

Readings: Arnason, 489-91

Jasper Johns, "Interview with David Sylvester"

September 22: Writing Workshop  
Assignment TBA

September 27: From Existentialism to New Realism: Postwar European Art  
Readings: Arnason, 439-86  
Jean-Paul Sartre, "The Search for the Absolute"  
Richard Hamilton, "For the Finest Art, Try Pop"

September 29: The Artist as Machine: Mass Culture in American Art of the Sixties  
Readings: Arnason, 492-517  
Claes Oldenburg, from *Documents from the Store*  
Andy Warhol, "Interview with Gene Swenson"  
James Rosenquist, "The F-111: An Interview with James Rosenquist by G. R. Swenson"

October 4: Minimal Art?  
Readings: Arnason, 540-56  
Donald Judd, "Specific Objects"  
Tony Smith, "Talking with Tony Smith: Conversations with Samuel Wagstaff, Jr."  
Michael Fried, "Art and Objecthood"

October 6: Glass and Steel Boxes: Postwar Architecture  
Readings: Arnason, 557-86  
Le Corbusier, "Guiding Principles of Town Planning"  
Ludwig Mies van der Rohe, "Technology and Architecture"

October 11: Engineering Life: Buckminster Fuller  
Readings: Arnason, 557-86, cont.  
Buckminster Fuller, from *Operating Manual for Spaceship Earth*  
Buckminster Fuller, "The Architect as World Planner"

October 13: The Phenomenon of Outdoor Sculpture  
Readings: Arnason, 616-30  
Richard Serra, from "The Yale Lecture"  
Robert Smithson, "A Sedimentation of the Mind: Earth Projects"

October 18: Film: *Koyaanisqatsi*

October 20: "Entropy Made Visible": Robert Smithson  
Readings: Arnason, 616-30, cont.  
Robert Smithson, "Cultural Confinement"  
Robert Smithson, "The Spiral Jetty"

October 25: Eliminating the Object: Conceptual Art  
Readings: Arnason, 587-93  
Sol LeWitt, "Paragraphs on Conceptual Art"  
Joseph Kosuth, "Art After Philosophy"

October 27: Art of the Body

Readings: Arnason, 593-603, 630-37

Barry Le Va, "A Continuous Flow of Fairly Aimless Movement"

Chris Burden, "Untitled Statement"

November 1: Art Herstory: Feminism in Art and Criticism

Readings: Arnason, 603-09

Lucy Lippard, "The Pains and Pleasures of Rebirth: European and American Women's Body Art"

Carolee Schneemann, "Woman in the Year 2000"

November 3: Of Ducks and Sheds: The Architecture of the Roadside and Robert Venturi

Readings: Arnason, 659-82

Robert Venturi, Denise Scott Brown, and Steven Izenour, from *Learning from Las Vegas*

November 8: Art Without Boundaries: The Seventies

Readings: Arnason, 637-57

Philip Pearlstein, "Figure Paintings Today Are Not Made in Heaven"

Charles Simonds, "Microcosm to Macrocosm/Fantasy World to Real World: Interview with Lucy Lippard"

November 10: The Return of Expressionism/The Death of Expressionism: Art in the Eighties

Readings: Arnason, 686-723

Julian Schnabel, "Statements"

Peter Halley, "Nature and Culture"

Jeff Koons, "From Full Fathom Five"

November 15: New Urbanism: Towards a New Living Environment

Readings: Arnason, 683-86

Andres Duany, Elizabeth Plater-Zyberk, and Jeff Speck, from *Suburban Nation*

November 17 and 22: Presentations

November 24: **Thanksgiving Break**

November 29 and December 1: Presentations

December 6: **Reading Day**

**CURRICULUM COMM**

**-PASSED** 11/1/11

JHK

**Arkansas Tech University  
REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Art Department (Initiating Department)

**FACULTY SENATE-PASSED**

DATE SUBMITTED: 9-12-11

11/8/11 pcc

**REQUEST FOR COURSE CHANGE**

Title	Signature	Date
Department Head	<i>H. M. Fin</i>	10-4-11
Dean	<i>H. M. Fin</i>	10-4-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Woods</i>	10/19/11
Vice President for Academic Affairs		

Course Subject: ART	Course Number: 4103
Cross-listed with Subject:	Course Number:
Official Title Art History, Modern	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input checked="" type="checkbox"/> Grading <input checked="" type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Term: <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I	



New Course Number :
New Course Title (Limited to 30 characters including spaces): Art History, Modern, 1789-1945
New Course Description: A study of the artists, movements, and theories of European art from the French Revolution to World War II.
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: <i>Same</i>
<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 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. Currently, this course covers the period from Neoclassicism (late 18 <sup>th</sup> century) to the present. I believe this is too much to cover in one semester, so I propose changing ART 4103 to a course on modern art up to 1945, and creating ART 4113 to cover art after 1945 (see separate course addition request form). Every school that I have either attended or taught at has a course specifically devoted to art since 1945. I believe it is especially important for art majors to be able to be intimately familiar with the art of our time; in learning how artists conceive and create works out of a contemporary context, students can better gain an understanding of the relationship between their own work and our world.
How will the effect of the change be monitored in ongoing program assessment? The immediate success of the course will be monitored in student evaluations and in peer review. The effectiveness of this course in the education of our art majors will be evaluated in the students' senior assessment, part of ART 4703 (Senior Project and Exhibition). One of eight criteria which the reviewers look for is "evidence of connections of personal work to contemporary and historical movements, artists, and directions in the field." This course can be deemed successful if the students' work shows the influence of works of art shown and/or concepts discussed in the course.
If this course will affect other departments a Departmental Support Form for each affected department must be attached.

**ART 4103**  
**Art History, 1789-1945**

**Catalog Description**

*Prereq: Sophomore Review per*  
A study of the artists, movements, and theories of European art from the French Revolution to World War II.

**Course Objectives**

This course examines the visual arts (painting, sculpture, architecture, photography, printmaking, and design) from 1863 to 1945, mainly in Europe and the United States. You will learn about the stylistic development of art throughout the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, but the course is focused above all on placing the art and artists we will study within their proper historical context. In this course, we move beyond the basic skills of art analysis, and begin to develop a critical approach. Analysis will not merely be on the visual level, but on the abstract, theoretical level as well; we will read and discuss key theoretical writings by various artists and critics, and these writings will contribute to the critical approach of the course. This course is also designed to improve your writing, through a series of written assignments that will test your critical thinking skills, your ability to express your ideas in a scholarly tone, and your creative problem-solving skills. These assignments will give you an opportunity to learn the history of art independently, while at the same time giving you practical writing experience.

**Required Text** (for purchase at the university bookstore)

H. H. Arnason and Elizabeth C. Mansfield, *History of Modern Art*, 6<sup>th</sup> ed.

**Other Texts to Be Used in the Course**

Charles Harrison and Paul Wood, eds., *Art in Theory 1900-2000*  
Charles Harrison, Paul Wood, and Jason Gaiger, eds., *Art in Theory 1815-1900*  
Ulrich Conrads, ed., *Programs and Manifestoes on 20<sup>th</sup>-Century Architecture*  
Sylvan Barnet, *A Short Guide to Writing about Art*, 10<sup>th</sup> ed.

**Grade Breakdown**

Participation: 15%  
Artist's Statement Assignment: 5%  
*Nineteenth-Century Europe* Paper: 10%  
Fantasy Curatorial Project: 25%  
*Modern Times* Paper: 20%  
Final Exam: 25%

A = 90%+  
B = 80-89%  
C = 70-79%

D = 60-69%

F = <60%

### Participation

Roughly 30 minutes of each class session will be devoted to discussion, mostly of our course readings. Participation in these discussions is essential to ensuring a full comprehension of the course material, and so it will be an important component of your grade.

### Artist's Statement Assignment

You are to choose ONE work of art from Chapter 1 of your textbook, or from any of the Powerpoints for my lectures of August 30 or September 1, 6, or 8, and imagine that you are the artist who made it. You are to write a statement of 1 FULL page (double-spaced, in 12-point type) explaining your reasons for making the work, and the meaning it has for you. You will not be graded on your ability to guess what the artist was thinking. No research is required for this assignment. **Due in class September 15.**

### Nineteenth-Century Europe Paper

The book *Nineteenth-Century Europe: A Cultural History* by Hannu Salmi is on 2-hour reserve at the library. You are to sign up for one chapter in this book, then choose TWO works of European art, by two different artists, from the 19<sup>th</sup> century, from either the textbook or my Powerpoints, then write a paper of 3-4 FULL pages, putting the works of art you chose in the context of the history Salmi discusses in the chapter you signed up for. In your paper, you must make reference to specific ideas and passages in the book. No more than 3 students may sign up for a single chapter. No research is required for this assignment, other than your chosen chapter in the Salmi book. **Due in class October 6.**

### Fantasy Curatorial Project

For this assignment, you will play the role of a curator organizing an imaginary exhibition of modern art at the Norman Hall Art Gallery. Because of the complex parameters of this assignment, I will be providing more information in a future handout. This project will require research. **Due in class November 3.**

### Modern Times Paper

We will be watching Charlie Chaplin's film *Modern Times* (1936) in class. You are to choose two works of art from the 20<sup>th</sup> century (from either my Powerpoints or the textbook), and put them in the context of the vision of the modern world portrayed in the film in a paper of 4-5 FULL pages. This paper will require research. **Due in class December 1.**

### Final Exam

The exam will be in an all-essay format. One to two weeks before the exam, I will give you a list of eight questions for the exam; you will have to answer five.

### **Schedule of Classes and Readings**

August 25: What Makes Modern Art Modern?

August 30: Jacques-Louis David and Revolutionary France

Reading: Arnason, chapter 1

Oscar Wilde, "On Art for Art's Sake"

September 1: Francisco Goya and the Sleep of Reason

Reading: Arnason, chapter 1, cont.

September 6: Ingres vs. Delacroix

Readings: Arnason, chapter 1, cont.

Jean-Auguste-Dominique Ingres, "Opinions on the Salon and the Patronage of Art, 1848-9"

Eugène Delacroix, "On Romanticism"

September 8: The Rise of Landscape Painting

Readings: Arnason, chapter 1, cont.

Caspar David Friedrich, "Observations on Viewing a Collection of Paintings"

John Ruskin, Preface to the Second Edition of *Modern Painters*

September 13: Craftsmanship and Morality: The Gothic Revival

Readings: Arnason, chapter 2

*The Times* Critic and John Ruskin, "Exchange on the Pre-Raphaelites"

September 15: "Show Me an Angel and I Will Paint One": Gustave Courbet

Readings: Arnason, chapter 2, cont.

Eugène Delacroix, "On Realism and Naturalism"

Champfleury, "*The Burial at Ornans*"

September 20: Fighting the System from Within: Édouard Manet at the Salon

Readings: Arnason, chapter 2, cont.

Charles Baudelaire, from "The Painter of Modern Life"

September 22: Writing Workshop

Writing Assignment TBA

September 27: The Impressionists

Readings: Arnason, chapter 2, cont.

Louis Leroy, "The Exhibition of the Impressionists"

Stéphane Mallarmé, "The Impressionists and Edouard Manet"

September 29: The Origins of Modern Structure: Seurat, Monet, Cézanne

Readings: Arnason, chapter 3

Félix Fénéon, "Neo-Impressionism"

Maurice Denis, "Cézanne"

October 4: The Origins of Modern Vision

Readings: Arnason, chapter 3, cont.

Vincent van Gogh, "Letters to His Brother Theo"

Odilon Redon, "Suggestive Art"

October 6: Art Nouveau: Union of the Arts

Readings: Arnason, chapter 5

William Morris, "The Lesser Arts"

August Endell, "The Beauty of Form and Decorative Art"

October 11: "In the Shade of Tall Trees": Rodin and Brancusi

Readings: Arnason, chapter 3, cont.

Carl Einstein, "Negro Sculpture"

October 13: The Formation of a Modern Architecture

Readings: Arnason, chapter 4

Adolf Loos, "Ornament and Crime"

Walter Gropius, Bruno Taut, and Adolf Behne, "New Ideas on Architecture"

October 18: Two Expressionisms

Readings: Arnason, chapters 6 and 7

André Derain, "Letters to Vlaminck"

Hermann Bahr, from *Expressionism*

October 20: Henri Matisse and the Good Armchair

Readings: Arnason, chapters 6 and 7, cont.

Henri Matisse, "Notes of a Painter"

October 25: To the Edge of Abstraction: Vasily Kandinsky

Readings: Arnason, chapters 6 and 7, cont.

Wassily Kandinsky, from *Concerning the Spiritual in Art*

October 27: Breaking Down and Building Up: Picasso and Braque

Readings: Arnason, chapter 8

Daniel-Henry Kahnweiler, from *The Rise of Cubism*

Jacques Rivière, "Present Tendencies in Painting"

November 1: The Rise of the Machine

Readings: Arnason, chapter 10

Filippo Tommaso Marinetti, "The Foundation and Manifesto of Futurism"

Umberto Boccioni et al., "Futurist Painting: Technical Manifesto"

Charles-Edouard Jeanneret and Amédée Ozenfant, "Purism"

November 3: The Marcel Duchamp Case

Readings: Arnason, chapter 11

Marcel Duchamp, "The Richard Mutt Case"

November 8: Revulsion and Revolution: Dada and Surrealism

Readings: Arnason, chapter 11, cont., and chapter 15

Tristan Tzara, "Dada Manifesto 1918"  
Richard Huelsenbeck, "First German Dada Manifesto"  
André Breton, from the "First Manifesto of Surrealism"

November 10: Beyond Nature: Malevich and Mondrian  
Readings: Arnason, chapter 13  
Kasimir Malevich, *From Cubism and Futurism to Suprematism: The New Realism in Painting*  
Piet Mondrian, *Neo-Plasticism: The General Principle of Plastic Equivalence*

November 15: Film: *Modern Times*

November 17: The Master Builders: Le Corbusier, Wright, Mies van der Rohe  
Readings: Arnason, chapter 9  
Frank Lloyd Wright, "Organic Architecture"  
Le Corbusier, "Towards a New Architecture: Guiding Principles"  
Ludwig Mies van der Rohe, "On Form in Architecture"

November 22: The Constructive Spirit  
Readings: Arnason, chapter 14  
Alexander Rodchenko, "'Slogans' and 'Organizational Program' of the Workshop for the Study of Painting in State Art Colleges"  
Walter Gropius, "The Theory and Organization of the Bauhaus"

November 24: **Thanksgiving Break, NO CLASS**

November 29: René Magritte: Maverick Surrealist  
Reading: Arnason, chapter 15, cont.

December 1: The Modern Master: Picasso in the Twenties and Thirties  
Readings: Arnason, chapter 12  
André Breton, *Surrealism and Painting*  
Pablo Picasso, "Conversation with Picasso"

December 6: **Reading Day, NO CLASS**

**Final Exam**

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

**CURRICULUM COMM  
-PASSED** 11/1/11  
JHR

TO: Curriculum Committee  
FROM: Department of Behavioral Sciences  
DATE SUBMITTED: October 3, 2011

**FACULTY SENATE-PASSED**  
11/8/11 PCC

**REQUEST FOR COURSE ADDITION**

Title	Signature	Date
Department Head	<i>[Signature]</i>	
Dean	<i>[Signature]</i>	
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/19/11
Vice President for Academic Affairs		

Course Subject: ANTH	Course Number: 3103
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Anthropology of Food	
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 checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours? Y / <u>N</u> How many times?	
Does this course require a fee? No How much? Type of fee?	

<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: ANTH 1213	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Course description as to appear in catalog</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No	
How does this proposal support the University Mission or University Strategic Planning Goals?  This course adds an additional avenue of study for the AA in Ozark-Ouachita Studies and provides service learning and community-enhancement opportunities for Tech students, as well as increasing awareness of regional issues that must be addressed through scholastic understanding and academic research.	
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 course will serve as an elective course for the AA in Ozark-Ouachita Studies and the minor in Anthropology, and its development was based on student interest, employment opportunities, and emerging trends in interdisciplinary scholarship.	
How will the effect of the change be monitored in ongoing program assessment?  The assessment will include student surveys, focus group evaluations, the tracking of student performance and employment opportunities.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	



Catalog description

3103  
ANTH ~~3xx3~~  
**Food and Culture**  
**Dr. Lockyer**

This course examines the topics of food and agriculture from a broadly anthropological perspective with a significant focus on the Ozark-Ouachita region of Arkansas. The course explores the relationships among human biology, cultural diversity, social systems, politics, economics and food and agriculture. Significant emphasis is placed on how political and economic forces have created a global, industrial food system that is ecologically unsustainable, socially unjust, and detrimental to human health and well-being as well as on opportunities that exist to change this system.

**COURSE SYLLABUS FOR**  
**ANTH 3103: ANTHROPOLOGY OF FOOD**

Arkansas Tech University

Spring 2011

M,W,F 9-9:50

Witherspoon Room 368

Professor Lockyer

Office: Witherspoon 348

Office Hours: M,W,F 2-3 or by appointment

Email: jlockyer@atu.edu

**Course Description**

~~Revised ANTH 3103~~

*Course description attached*

This course explores the topics of food and agriculture from a broadly anthropological perspective and with a significant focus on and opportunities for experiential learning in the mid-South region. The course begins by briefly considering some of the problems of contemporary food and agricultural systems. It then shifts focus to the role of food in human biological and cultural development, focusing specifically on the acts of hunting, cooking, and plant and animal domestication. Next, it provides an overview of how political and economic forces have created a global food system that is ecologically unsustainable and socially unjust as well as detrimental to human health and well-being. The third part of the course considers food traditions in the Ouachita and Ozarks region and the South more broadly. The course ends with readings from Wendell Berry, one of the leading thinkers on sustainable food and agriculture, as well as an overview of a variety of movements for sustainability in our food and agriculture systems.

**Course Objectives**

- Understand that humans are most directly intertwined with the nonhuman world through the processes of producing and consuming food
- Understand the biological, evolutionary, and cultural bases of human foodways
- Understand how political and economic forces have created an unsustainable, unjust and unhealthy global food system
- Understand the diversity of human foodways, focusing especially on the Ozark and Ouachita region and the South more broadly
- Gain familiarity with a variety of movements for sustainable foodways and consider how they might impact your own life
- Experience in person traditional and contemporary food production and consumption patterns in the Ozark and Ouachita region

**Academic Honesty & Integrity**

**No forms of cheating or plagiarism will be tolerated. If you are caught cheating, you will be immediately dropped from this course without exception.** Please see your student handbook if you have questions about the meaning of these terms or the consequences of violating the Student Code of Conduct.

## **Attendance Policy**

Attendance and daily participation are extremely important in this course and attendance will be taken daily. Beginning with the second week of class, each absence beyond three will result in a 1% reduction of your final grade and each absence beyond six will result in a 2% reduction of your final grade. Please note that much of the information you will be required to know for examinations will be presented to you in the classroom. If you miss class your grade will suffer accordingly. If you must be absent from class be sure to obtain any notes and assignments you missed from another student. If you can provide appropriate evidence (i.e. a doctor's note), your absence may be excused.

## **Other Course Policies**

**Use common sense.**

**Respect others.** This course aims to foster respect for a diversity of opinions and practices. Everyone in the class should feel comfortable expressing their opinions as long as they are respectful of others. We should all feel comfortable speaking our minds in this classroom. In cases of disrespectful expression, violators will be asked to leave the classroom. Repeat offenses will lead to violators being dropped from the course.

**Use of cell phones, computers, internet, or other electronic devices in the classroom will not be tolerated.** The sole exception is using laptop computers for taking lecture notes. Each violation of this policy will result in a 2% reduction in your class grade.

**No use of tape recorders in class.** If you have a documented special need that requires the use of a recorder, please see the professor.

## **Textbooks and Course Materials**

The assigned textbooks for this course are the following:

Wrangham, Richard. 2009. *Catching Fire: How Cooking Made Us Human*. New York: Basic Books.

Manning, Richard. 2004. *Against the Grain: How Agriculture Has Hijacked Civilization*. New York: North Point Press.

Westmacott, Richard. 1992. *African-American Gardens and Yards in the Rural South*. Knoxville: The University of Tennessee Press.

**In addition to these books, other readings will be made available as pdf files via Blackboard. It is your responsibility to download, read, and take notes on these additional readings according the course schedule provided below.**

We will also view a number of food-related **films** during the semester. It is your responsibility to be in class during the screening of these films, take notes on them, and be prepared to incorporate information from the films into your written take home exams.

## Course Grades

Grades for this course will be based on the following:

Take Home Exam One	100 pts.
Take Home Exam Two	100 pts.
Take Home Exam Three	100 pts.
Final Exam (Reflective Essay)	100 pts.
Class Participation	100 pts.
Participation in the local food feast	50 pts.
A write up & presentation on your local food dish	50 pts.
A write up on your current dietary practices	50 pts.
<u>A write up on an external event OR a class film</u>	<u>50 pts.</u>

Final grade as a percentage of: 700 pts.

**Take Home Exams** will require you to summarize the main points and/or identify the significance of themes from readings, lectures, and/or films from the relevant section of the course. Due dates for all take home exams are noted in the course schedule below.

**The Final Exam** will be a reflective essay in which you will be charged with identifying and explaining three main things that you have learned from this course and if, how, and why your own food habits will or will not change as a result of what you learned. Exam questions will be handed out ahead of time and the final exam will be open note.

As this is a relatively small class, **Class Participation** will be part of your grade. To supplement lectures and films, I will provide questions to prompt responses and class discussion. **Effective participation in class discussions will require reading the assigned readings *before* the class period for which they were assigned.** All students are expected to participate in class discussions and each day after class I will make note of which students did so. If you are extremely uncomfortable speaking in the classroom, you may substitute at least 3 visits with me during my office hours (or by appointment) during which we will discuss themes relevant to course readings, films, and/or discussions. If you choose this latter option, it is your job to come prepared with questions or topics for discussion.

Each student will be required to prepare a dish for a **Local Food Feast** to be held in conjunction with Dr. Bowne's Anthropology of the Mountain South class at a time yet to be determined (we are currently aiming for Thursday, April 28<sup>th</sup> at 4 p.m.). (See separate assignment description).

Each student will be required to prepare a **write up and short presentation to accompany their local food dish.** (See separate assignment description).

Each student will be required to prepare a **write up on their current dietary practices.** (See separate assignment description).

Each student will be required to prepare a **write up on an external event relevant to the class** (at least two of which will be offered – see below) **OR on a film shown in class.**

**Course Schedule, Reading Assignments, Due Dates, & Exam Dates – The Following is subject to change at the discretion of Dr. Lockyer. All changes will be announced in class. It is your responsibility to be in class and make note of all announced changes.**

**Week One: January 14 – Course Introduction**

No assigned readings

**Week Two: January 19 & 21 (No class Mon. January 17 for MLK Day) – Problems of Contemporary Food and Agriculture**

Wednesday and Friday: Film: Food, Inc.

Assigned Blackboard Reading:

Pollan, Michael. 2006. "Introduction: Our National Eating Disorder." In, The Omnivore's Dilemma: A Natural History of Four Meals, Pp. 1-11. New York: The Penguin Press. (Available via Blackboard).

**By Friday, choose an external event to participate in and turn in your choice to Dr. Lockyer in class. Options include: a field trip to local farms; a field trip to a local farmer's market, a field trip to Heifer Ranch, market meal and movie night at All Saint's Episcopal Church, attendance at the Russellville Seed Swap, and participation in a garden work day with the Anthropology Club in the live and learn community garden at All Saint's Episcopal Church. Further options may be announced in class.**

**Week Three: January 24, 26, & 28 – Food in Human Biological and Cultural Development**

Monday: Discussion of Food, Inc. and Pollan reading

Wednesday: Read Introduction and Chapter 1 in Wrangham

**Optional External Event:**

**MARKET MEAL & MOVIE NIGHT  
THURSDAY, JANUARY 27<sup>TH</sup>, 6 pm  
All Saints Episcopal Church  
510 South Phoenix Ave.  
Russellville, AR 72801**

Friday: Read Chapters 2 and 3 in Wrangham

**Week Four: January 31, February 2 & 4 – Food in Human Biological and Cultural Development**

Monday: Read Chapters 4 and 5 in Wrangham

Wednesday: Read Chapters 6 and 7 in Wrangham

Friday: Read Chapter 8 and Epilogue in Wrangham

**Week Five: February 7, 9, & 11 – Food in Human Biological and Cultural Development**

Monday and Wednesday: Patterns of Subsistence; Assigned Blackboard Readings:

Nanda, Serena and Richard Warms. 2007. "Chapter 6: Making a Living." In, Cultural Anthropology, Pp. 144-173. Thomson Wadsworth.

Nabhan, Gary Paul. 1997. "Diabetes, Diet, and Native American Foraging Traditions." In, Cultures of Habitat: On Nature, Culture, and Story. Pp. 197-206. Washington, DC: Counterpoint.

Film: Patterns of Subsistence

Friday: Wrap up first section; Preparation for take home exam

**Week Six: February 14, 16, & 18 – The Political Economy of Food and Agriculture**

Monday: **TAKE HOME EXAM ONE DUE IN CLASS**; Preview section two

Wednesday: Read Chapter 1 in Manning

Friday: Read Chapter 2 in Manning

**Optional External Event:**

**2<sup>nd</sup> ANNUAL RUSSELLVILLE SEED SWAP  
SATURDAY, FEBRUARY 19<sup>TH</sup>, 10 am – 1 pm  
All Saints' Episcopal Church, Sutherland Hall  
501 South Phoenix Ave.  
Russellville, AR 72801**

Assigned Blackboard Readings for Seed Swap:

Rhoades, Robert E. 1991. "The World's Food Supply at Risk." National Geographic 175(4): 74-105. <http://www.uga.edu/ebl/ssl/resources/rhoades1.html>

Ashworth, Suzanne. 2002. "Saving Vegetable Seeds." In, Seed to Seed: Seed Saving and Growing Techniques for Vegetable Gardners. Pp. 13-15. Decorah, IA: Seed Savers Exchange.

**Week Seven: February 21, 23, & 25 – The Political Economy of Food and Agriculture**

Monday: Read Chapter 3 in Manning

Wednesday: Read Chapter 4 in Manning

Friday: Read Chapter 5 in Manning

**Week Eight: February 28, March 2 & 4 – The Political Economy of Food and Agriculture**

Monday: Read Chapter 6 in Manning

Wednesday: Film: King Corn

Friday: Film: King Corn

**Week Nine: March 7, 9, & 11 – The Political Economy of Food and Agriculture**

Monday: Read Chapter 7 in Manning

Wednesday: Read Chapter 8 in Manning

Friday: Read Chapter 9 in Manning; **WRITE-UP ON CURRENT DIETARY PRACTICES DUE IN CLASS**

**Week Ten: March 14, 16, & 18 – The Political Economy of Food and Agriculture**

Monday: Read Chapter 10 in Manning; Film: The Future of Food

Wednesday: Film: The Future of Food

Friday: Wrap up section two; Preparation for take home exam

**Week Eleven: Spring Break – No Classes**

**Week Twelve: March 28 & 30, April 1 – Food, Culture, & Agriculture in the South**

Monday: **TAKE HOME EXAM TWO DUE IN CLASS**; Read Chapters 1 in Westmacott

Wednesday: Read Chapter 2 in Westmacott

Friday: Read Chapter 3 in Westmacott

**Week Thirteen: April 4, 6, & 8 – Food, Culture, & Agriculture in the South**

Monday: Reach Chapter 4 in Westmacott

Wednesday: Read Chapter 5 in Westmacott

Friday: Read Chapter 6 in Westmacott

**Week Fourteen: April 11, 13, & 15 – Food, Culture, & Agriculture in the South**

Monday: Read Chapter 7 in Westmacott; Film: Food for the Ancestors

Wednesday: Read Chapter 8 in Westmacott; Film: Food for the Ancestors

Friday: Wrap up section 3; Preparation for take home exam

**Week Fifteen: April 18, 20, & 22 – Toward Sustainable Foodways**

Monday: Film: Polycultures: Food Where We Live

Wednesday: Film continued; **TAKE HOME EXAM THREE DUE IN CLASS**

Friday: Assigned Blackboard Readings:

Berry, Wendell. 1990. "The Pleasures of Eating." In, What Are People For? Pp. 145-152.

Katz, Sandor Ellix. 2006. "Slow Food for Cultural Survival." In, The Revolution Will Not Be Microwaved: Inside America's Underground Food Movements. Pp. 127-147. White River Junction, VT: Chelsea Green Publishing.

**Week Sixteen: April 25, 27, & 29 – Toward Sustainable Foodways**

Monday: Assigned Blackboard readings:

Lyson, Thomas A. 2004. "Civic Agriculture and Community Agriculture Development." And "From Commodity Agriculture to Civic Agriculture." Pp. 84-105.

Bane, Peter. 2010. "Expanding the Niche of Local Food: A City and Regional Plan." In, *Permaculture Activist* 75 (Spring 2010):3-9.

Wednesday: Assigned Blackboard readings:

Morgan, Kevin and Roberta Sonnino. "Rethinking School Food: The Power of the Public Plate." In, 2010 State of the World: Transforming Cultures From Consumerism to Sustainability. Pp. 69-74.

**Thursday, April 28, 4 pm – 6 pm; Witherspoon 368**



**Local Food Feast (in conjunction with Dr. Bowne's Anthropology of the Mountain South Class), Behavioral Sciences faculty & staff plus administrators invited (See separate assignment description).**

Friday: No Class? Or Local Food Presentations

**Week Seventeen: May 2 – Local Food Presentations**

Monday: **WRITE UP ON LOCAL FOOD DISH DUE IN CLASS**; Local Food Presentations;  
Wrap Up

**FINAL EXAM: THURSDAY MAY 5, 8-10 AM, WITHERSPOON 368**

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

TO: Curriculum Committee  
 FROM: Department of Behavioral Sciences  
 DATE SUBMITTED: October 3, 2011

**FACULTY SENATE—PASSED**

11/8/11 *pcc*

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>[Signature]</i>	
Dean	<i>[Signature]</i>	
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Woods</i>	10/19/11
Vice President for Academic Affairs		

Course Subject: SOC	Course Number: 2023
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Sociology of the Ozark-Ouachita Region	
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 <input checked="" type="checkbox"/> Fall	If course is required by major/minor, how frequently will course be offered? Once per year
Is this course repeatable for additional earned hours? Y / <u>N</u> 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:

SOC 1003

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.

No

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

- a) This course adds an additional avenue of study for the AA in Ozark-Ouachita Studies based on student interest and area need, thus enhancing scholastic development while helping providing new opportunities for degree-granting.
- b) This course enhances the AA in Ozark-Ouachita Studies, a program targeted at increasing awareness of regional issues that an increasingly diverse population must address through scholastic understanding and academic research.

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 course will fulfill one of the basic requirements for the new Associate of Arts in Ozark-Ouachita Studies, and its development was based on student interest, employment opportunities, and emerging trends in interdisciplinary scholarship.

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

The assessment will include student surveys, focus group evaluations, the tracking of student performance and employment opportunities.

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

**Sociology of the Ozark-Ouachita Region – SOC 2023**  
**TR 9:30 AM to 10:50 AM—TOM126**

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**Instructor:** Dr. Sean Huss  
**E-Mail:** [shuss@atu.edu](mailto:shuss@atu.edu)  
**Office:** 346 Witherspoon

**Office Hours:** MWF 9 AM to 10 AM  
MWF 1 PM to 3 PM  
TR 11 AM to 12 PM  
TR 1 PM TO 3:00 PM  
(or by appointment)

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**Required Texts:**

*Arkansas/Arkansaw: How Bear Hunters, Hillbillies, and Good Ol' Boys Defined a State*, Brooks Blevins

*Winter's Bone* by Daniel Woodrell

*Ruled by Race: Black/White Relations in Arkansas from Slavery to the Present* by Grif Stockley

**All additional readings will be provided by instructor and/or will be made available on blackboard.**

**Course Description:** *Pre Req: SOC 1003*

An introduction to the nature of society, social groups, social interaction, social change, and the relationship of behavior to culture in the Ozark-Ouachita region. The full range of sociological topics are covered, including crime and delinquency, marriage and family, social class and race, religion, and contemporary social movements.

**Class Objectives:**

1. To help you develop critical thinking skills and apply sociological concepts to current issues in our region, as well as articulate your ideas in writing or verbally.
2. To understand the nature of society and the relationship of behavior to culture in the Ozark-Ouachita region.
3. To realize the dynamics of social, economic, and political power in the Ozark-Ouachita region, how these dynamics affect the lives of Ozarkers, and ways in which people can effect positive change through community action.

**Class Requirements:**

1. You will be expected to read approximately three articles AND one book chapter per week. Some weeks will require more reading than others. In short, you all will read the entire books and many articles, so be prepared for a great deal of reading.
2. You will be given a total of 10 unscheduled quizzes to check your reading progress and the degree to which you are paying attention to current events. 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.
3. You will complete two take-home exams (one mid-term worth 100 points; one final worth 100 points; a total of 200 points). These exams will be made up of open-ended questions on topics from the readings and films. Your exams will be typed and submitted to me on the due date. Exams will be given to the class on Friday and due on the following Tuesday (depending on the amount of material). You **MUST** answer all the questions completely to get full credit. Responses to each question will range from two to four pages each (with a total of no more than five questions per exam).

4. Attendance and participation in class is **MANDATORY**, and you will be expected to: a) answer questions accurately; b) share your thoughts on readings with others on the blackboard discussion groups; and c) 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 our community. If you fail to do any of the above more than twice in a class period, then you will receive an **UNEXCUSED ABSENCE** for that day, which is equivalent to a **ZERO** (see Attendance Policy). In addition to being linked to attendance, this grade will count for 150 points applied to your overall grade (roughly 10 points per week—reflected in a final grade at the end of the term).
5. You will be expected to write and submit one paper (in ASA or APA format with citations) at the end of the term that deals with one course topic in greater depth. I will provide you with guidelines for this paper later in the term. The paper should be no less than 15 pages and no more than 20 pages long, and it will be due the last day of classes. This will count for 250 points applied to your overall grade. Plagiarism or other forms of cheating will result in an "F" and possible expulsion from school—see previous and read your student handbooks on "academic misconduct."

### **Additional Requirements:**

I will give you guidelines on completing exams and writing papers; it is your responsibility to keep up with these materials. You also **MUST** keep all returned materials and keep up with your own grades. Naturally, I will be keeping up with your grades, but you need to take some responsibility in this regard. In addition, I will use blackboard to distribute additional readings and post your grades, if it is convenient to do such.

### **Attendance Policy:**

Attendance will be taken each class period. You are allowed three unexcused absences. Each unexcused absence beyond three will result in a 2% reduction of your final grade.

### **Classroom Conduct:**

You are expected to show up to class prepared. **THIS IS A SOPHOMORE LEVEL CLASS**, which means you must be prepared to discuss, read, defend, and write about what you are learning. If you are not prepared more than twice during the term when I call on you, then **I reserve the right to drop you from the class.**

You also are expected to pay attention. Paying attention means that you are actively engaged in the class, either taking notes, discussing with all other students, or asking questions. In line with this expectation, you may **NOT** do any of the following: 1) Use a laptop computer while lectures or class discussion are on-going; 2) Answer a phone call or even allow your phone to ring (or even buzz) during class; and 3) Text message or even appear to be text messaging in class. In short, your phones must be **TURNED OFF** and your laptops should be **PUT AWAY**.

Consequences for violation of this policy are as follows:

1. **Warning One (Awareness of Policy)**—Consider the write up of this policy and our discussion of this policy on the first day of class your **FIRST WARNING**. Neither signing up late for this class nor not paying attention on the first day are adequate excuses for your violation of this policy. Likewise, it is your responsibility to read this syllabus and be aware of this policy, no matter late enrollment or failure to pay attention. Put simply, it is your responsibility to be aware that a warning has been issued.
2. **Warning Two (Suspension from Attending Class)**—You have received Warning One in this syllabus. Thus, you are fully aware that there are consequences for violation. If I have to mention this rule to you again, then you are **REQUIRED** to pack up your belongings and leave class immediately, without making a fuss or creating a disturbance. You must then meet with me, during office hours, to determine if you can attend class once again. If you create a disturbance when asked to leave, then I will submit your name to the appropriate administrators and have you removed from the class.

3. **Warning Three (Dismissal from Class)**—If you have received Warning Two and persist in your irresponsible behavior, then you will be dropped from this class. I also will submit your name to the appropriate administrators, along with a history of your violations. In short, I will kick you out of this class.

In addition, some topics may become heated in our discussions. You will NOT allow these discussions to get out of hand. If at any time your behavior becomes problematic, I reserve the right to drop you from the class.

**Special Needs:**

If you have any special needs, then you must let me know IMMEDIATELY, so that I may work to accommodate you.

**Disclaimer:**

I reserve the right change anything and everything in this syllabus. At times, we may speed up or at times we may slow down, depending on interest or your ability to understand the material. Given the need for flexibility, I will make changes to the syllabus, and you will be notified with ample time to adjust your reading schedule.

<u>Week</u>	<u>Beginning</u>	<u>Topic Order (May be altered as semester unfolds)</u>
1	1/10/2011	Introduction to Class
2	1/17/2011	Social stereotypes and the Ozark-Ouachita region
3	1/24/2011	Crime and delinquency in the Ozark-Ouachita region
4	1/31/2011	Southern subculture of violence
5	2/7/2011	Race relations in the Ozark-Ouachita region
6	2/14/2011	Social stratification, social class, and Ozark-Ouachita families
7	2/21/2011	Marriage and kinship in traditional Ozark society
8	2/28/2011	Loss of rural identity and community (Mid-term Due)
9	3/7/2011	Importance of assessing oral history in cultural analysis
10	3/14/2011	Aging in rural areas
11	3/21/2011	SPRING BREAK !!!!!
12	3/28/2011	Impacts of hydraulic fracturing for natural gas in the Ozarks
13	4/4/2011	Impacts of agri-business in the Ozark-Ouachita regions
14	4/11/2011	Social movements and social change in the Ozarks
15	4/18/2011	The sociology of religion in the Ozark-Ouachita region
16	4/25/2011	Sustainable community development in the Ozarks
17	5/2/2011	Classes End on May 2nd

**Grade Distributions and Contribution of Each Assignment:**

<u>Grade</u>	<u>% of Points</u>	<u>Low</u>	<u>High</u>
A	90% and Above	630	700
B	80% to 89%	560	629
C	70% to 79%	490	559
D	60% to 69%	420	489
F	0% to 59%	0	419

<u>Assignment</u>	<u>Points</u>	<u>% of Grade</u>
Pop Quizzes	100	14.29
Exams	200	28.57
Participation	150	21.43
Term Paper	250	35.71
Total	700	100



Employer Needs Survey Form

Date 9/23/11

Institution \_\_\_\_\_

Return this survey by email to \_\_\_\_\_ by date: \_\_\_\_\_

(Institution provide email address above)

Proposed Degree Program Associate of Arts in Czech - Slovak & Studies
Brief description of the program

Employer Community Service, Inc Type of company Human/Social Services
Contact Person \_\_\_\_\_ Position Title \_\_\_\_\_
Email \_\_\_\_\_ Telephone number \_\_\_\_\_

- 1. List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program NONE
2. List the degree required for each job title listed in #1
3. Indicate the certification/licensure required for each job title listed in #1?
4. How many positions do you currently have for each job title listed in #1?
5. How many position openings do you currently have for each job title listed in #1?
6. How many position openings will you have the next 2-5 years for each job title listed in #1?

7. What is the annual salary for each position listed in #4 & #5?

8. If no openings now, when do you anticipate having openings for the positions listed in #1?

9. Would you give hiring preference to applicants with the proposed degree? Yes

10. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? CASE MANAGERS If yes, would you provide tuition assistance? NO

11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? Yes Indicate your preference ONLINE

12. Indicate the type of support your company will provide for the proposed degree program, such as, program start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time, or equipment? Internship

13. Will you or a co-worker serve on the institution's program advisory committee? If invited (provide name of employee & email)

- 14. Indicate the skills individuals would need for employment in the positions listed in #1. NA
Interpersonal communications Supervision/Management Budgeting
Written/oral communications Leadership/initiative Data analysis
Team work Planning/Organizing Public Speaking
Independent worker Conflict resolution Marketing
Analytical reasoning Problem Solver Teacher/Trainer
Computer programming Computer applications PowerPoint Presentations
Foreign Language (specify)
Other skills not listed (identify)

15. How will this proposed degree program benefit your local community, the state, region or nation? Recognition of the importance of culture, local customs and regional pride

16. Provide any additional comments about the proposed degree program.

**CURRICULUM COMM  
- PASSED 11/1/11**

**Arkansas Tech University  
PROPOSAL FOR NEW PROGRAM**

*Provide support forms  
Rec'd 11/8/11*

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department)

DATE SUBMITTED:

REQUEST FOR NEW PROGRAM (Addition of Major, Option or Minor)

**FACULTY SENATE - PASSED**

*11/8/11 PCC  
Catalog 11-10-11*

Title	Signature	Date
Department Head	<i>W. Daniel Martin</i>	10-14-11
Dean	<i>H. Martin</i>	10-14-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Lewis</i>	10/19/11
Vice President for Academic Affairs		

<b>Program Title:</b> Associate of Arts in Ozark-Ouachita Studies	<b>CIP Code:</b> 05.0122
<b>Contact Person:</b> Name: W. Daniel Martin, Ph.D. Institution Name: Arkansas Tech Address: Dept. of Behavioral Sciences E-mail Address: wmartin@atu.edu Phone Number: 479-968-0306	<b>Proposed Date:</b> Fall 2012

**Program Summary:** (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information)

The program is designed to promote cross-disciplinary and cross-college collaboration and exchange with a focus on issues relevant to the Ozark-Ouachita region by combining coursework from three colleges and seven departments. The program will serve both students who may not need or want to complete a bachelor's degree and those who seek to acquire an AA in addition to their bachelor's degree. The coursework requires completion of 60 hours, including the university's general education

core courses, 21 hours of required and elective courses related to Ozark-Ouachita Studies, and 4 hours of general elective credit (including Tech 101). These courses already exist in the curriculum, and will serve the new Associate of Arts degree with only minor modification.

List existing degree programs that support the proposed program:

Biology, English, Fisheries and Wildlife Science, Geology, History, Recreation and Park Administration, and Sociology

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.)

This program is designed to enhance the educational experience of students wishing to remain in the state after graduation and was derived from student interest (across academic disciplines) in a variety of topics related to the Ozark-Ouachita region. This new Associate of Arts program offers the opportunity for students from three separate colleges pursuing a diversity of majors to focus their academic energy on issues of importance to Arkansas and its citizens. One goal of the program is to foster academic collaboration between the University's colleges with the hope of developing long-term research projects that combine the theories and methodologies of both the natural and social sciences. Another goal of the program is to make students uniquely employable to Arkansas businesses and to federal and state agencies targeted at cultural preservation, natural resource protection, and social services.

#### Curriculum Outline by Semester

The student must complete the university requirements for an Associate Degree, which include:

- 1) The last 30 semester hours towards the degree must be done in residence.
- 2) No more than 30 semester hours of correspondence, extension, or credit by examination may be applied as credit towards the Associate of Arts in Ozark-Ouachita Studies.
- 3) The cumulative grade point average must not be less than 2.00, and no more than 25 percent of the semester hours may carry a "D" grade.
- 4) At least 20 semester hours of course work above the 1000 level are required.

Students seeking the Associate of Arts in Ozark-Ouachita Studies will complete the following curriculum:

- ✓ 35 hours      General Education courses
- ✓ 1 hour        TECH 1001
- ✓ 3 hours       ANTH 1213 Introduction to Anthropology OR  
                    ANTH 2003 Cultural Anthropology
- ✓ 3 hours       ANTH 2103 Ozark-Ouachita Studies
- ✓ 3 hours       HIST 2153/4153 Arkansas History

✓ 3 hours	SOC 2023 Sociology of the Ozark-Ouachita Region
✓ 9 hours	Electives from approved list
✓ 3 hours	General electives
<u>Approved list of electives:</u>	
✓	ANTH 3303 Southeastern Archaeology
✓	ANTH 3313 Southeastern Indians
✓	ANTH 3103 Anthropology of Food
✓	ANTH 4203-6 Workshop in Anthropology
✓	BIOL 1004 Principles of Environmental Science
✓	ENGL 4213 American Folklore
✓	FW 2003 Elements of Fish and Wildlife Management
✓	GEOL 1004 Essentials of Earth Science
✓	RP 1002 Backpacking
✓	RP 1011 Sport Hunting
✓	RP 1013 Principles of Recreation and Park Administration
✓	SOC 3063 Communities
✓	SOC 3173 Social Gerontology
Total number of Semester Hours Required for Graduation: 60	Courses currently offered via distance technology: ANTH 1213, ANTH 2003, HIST 2153
List New Courses (Please attach New Course Proposals): SOC 2023; ANTH 3103	
Identify General Education Courses, Core Courses, and Major Courses:  <b><u>GENERAL EDUCATION CORE (35 Hours)</u></b> <b>English (6 hours)</b> Three hours from one of the following: ENGL 1013 Composition I or ENGL 1043 Honors Composition I	

Three additional hours from one of the following:  
ENGL 1023 Composition II or ENGL 1053 Honors Composition II

**Mathematics (3 hours)**

Three hours from one of the following:

MATH 1003 College Mathematics

MATH 1113 College Algebra

Any higher level mathematics course

**Science (8 hours)**

Complete a total of eight hours of science with laboratory

**US History or Government (3 hours)**

Three hours from one of the following:

HIST 1903 Survey of American History

HIST 2003 U. S. History I or HIST 2043 Honors U.S. History I

HIST 2013 U. S. History II

POLS 2003 American Government

**Social Sciences, Fine Arts/Humanities, Speech Communications (15 hours)**

(Complete one of the following 3 options):

Option 1: Fine Arts and Humanities – 6 hours

Social Sciences – 6 hours

Speech Communications – 3 hours

Option 2: Fine Arts and Humanities – 9 hours

Social Sciences – 6 hours

Option 3: Fine Arts and Humanities – 6 hours

Social Sciences – 9 hours

**Fine Arts and Humanities**

ART 2123 Experiencing Art

MUS 2003 Introduction to Music

TH 2273 Introduction to Theatre

ENGL 2173 Introduction to Film

JOUR 2173 Introduction to Film

ENGL 2003 Introduction to World Literature or ENGL 2023 Honors World Literature

ENGL 2013 Introduction to American Literature

PHIL 2003 Introduction to Philosophy or PHIL 2043 Honors Introduction to Philosophy

**Social Sciences**

HIST 1503 World Civilization I or HIST 1543 Honors World Civilization I

HIST 1513 World Civilization II

HIST 2003 U.S. History I or HIST 2043 Honors U.S. History I

HIST 2013 U.S. History II

HIST 1903 Survey of American History

POLS 2003 American Government

ECON 2003 Principles of Economics I or ECON 2103 Honors Principles of Economics I

SOC 1003 Introductory Sociology

PSY 2003 General Psychology

ANTH 1213 Introduction to Anthropology

ANTH 2003 Cultural Anthropology  
GEOG 2013 Regional Geography of the World  
AMST 2003 American Studies  
**Speech Communications**  
SPH 1003 Introduction to Speech Communication  
SPH 2003 Public Speaking  
SPH 2173 Business and Professional Speaking  
**INSTITUTIONAL REQUIREMENT (1 Hour)**

TECH 1001 Orientation to the University  
**MAJOR COURSES (21 HOURS)**

ANTH 1213 or ANTH 2003  
ANTH 2103  
HIST 2153  
SOC 2023

APPROVED ELECTIVES (9 HOURS)

**GENERAL ELECTIVE COURSES (3 HOURS)**

Program Admission Requirements:

Admission to ATU, no special admission requirements

How does this proposal support the University Mission or University Strategic Planning Goals? Attach a detailed assessment plan including specific learning objectives and means to assess each objective.

- a) This proposal adds an additional program of study based on student interest and area need, thus enhancing scholastic development while providing new opportunities for degree-granting.
- b) This proposal adds a program targeted at increasing awareness of regional issues that an increasingly diverse population must address through scholastic understanding and academic research.
- c) This program is innovative in that it engages faculty and students from three separate colleges in a multi-disciplinary approach to issues of importance to Arkansas, particularly in the Ozark-Ouachita region.
- d) The assessment plan for the program will include student surveys, focus group evaluations, the tracking of student performance and employment opportunities, as well as an evaluation of the program's progress by an interdisciplinary committee comprised of representatives from each participating department.

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

Listed below are the two anthropology faculty members who designed the program as well as the

heads of the participating departments.

Dr. Eric Bowne, Assistant Professor of Anthropology

Dr. Joshua Lockyer, Assistant Professor of Anthropology

Dr. Daniel Martin, Head, Department of Behavioral Sciences

Dr. Charles Gagen, Head, Department of Biological Sciences

Dr. Jim Musser, Head, Department of Physical Sciences

Dr. Carl Brucker, Head, Department of English

Dr. Jeff Woods, Head, Department of History and Political Science

Dr. Cathi McMahan, Interim Head, Department of Parks, Recreation, and Hospitality Administration

Total number of faculty required (existing and new)

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

No new faculty are required

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

N/A



**Description of Resources****Current Library and instructional facilities**

Each of the departments involved in the program already has resources in place to support existing curriculum. In addition the Ross Pendergraft Library and Technology Center houses numerous periodicals related to Arkansas and is a selective repository for U.S. and Arkansas government records. The library subscribes to a large number of electronic databases to support research and additional research material is available through Interlibrary Loan services.

**New Resources Required (include costs and acquisition plan):**

None

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

- New administrative costs: none
- New faculty: none
- New library resources and costs: none
- New/renovated facilities and costs: none
- New instructional equipment and costs: none
- Distance delivery costs: none
- Other new costs: none

# Employer Needs Survey Form

Date \_\_\_\_\_ Institution \_\_\_\_\_  
Return this survey by email to \_\_\_\_\_ by date: \_\_\_\_\_  
(Institution provide email address above)

**Proposed Degree Program** \_\_\_\_\_  
**Brief description of the program** \_\_\_\_\_  
\_\_\_\_\_

Employer USDA FOREST SERVICE Type of company \_\_\_\_\_  
Contact Person William Carromero Position Title Ecologist  
Email \_\_\_\_\_ Telephone number \_\_\_\_\_

- List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program Archaeological Tech, Recreation Tech
- List the degree required for each job title listed in #1 GS4 level - Associates
- Indicate the certification/licensure required for each job title listed in #1? GS4 - Associates degree
- How many positions do you currently have for each job title listed in #1? 0 RecTech - 9 Arch Tech - 2
- How many position openings do you currently have for each job title listed in #1? 0
- How many position openings will you have the next 2-5 years for each job title listed in #1?

Unknown

7. What is the annual salary for each position listed in #4 & #5? 27,000 - ~~29,000~~

8. If no openings now, when do you anticipate having openings for the positions listed in #1? Unsure

9. Would you give hiring preference to applicants with the proposed degree? No

10. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? 5 If yes, would you provide tuition assistance? No

11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? Unsure Indicate your preference Unsure

12. Indicate the type of support your company will provide for the proposed degree program, such as, program start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time, or equipment? Unsure

13. Will you or a co-worker serve on the institution's program advisory committee? No  
(provide name of employee & email)

14. Indicate the skills individuals would need for employment in the positions listed in #1.

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> Interpersonal communications  | <input type="checkbox"/> Supervision/Management           | <input type="checkbox"/> Budgeting                           |
| <input checked="" type="checkbox"/> Written/oral communications   | <input type="checkbox"/> Leadership/initiative            | <input checked="" type="checkbox"/> Data analysis            |
| <input checked="" type="checkbox"/> Team work                     | <input checked="" type="checkbox"/> Planning/Organizing   | <input checked="" type="checkbox"/> Public Speaking          |
| <input checked="" type="checkbox"/> Independent worker            | <input type="checkbox"/> Conflict resolution              | <input type="checkbox"/> Marketing                           |
| <input type="checkbox"/> Analytical reasoning                     | <input type="checkbox"/> Problem Solver                   | <input checked="" type="checkbox"/> Teacher/Trainer          |
| <input type="checkbox"/> Computer programming                     | <input checked="" type="checkbox"/> Computer applications | <input checked="" type="checkbox"/> PowerPoint Presentations |
| <input type="checkbox"/> Foreign Language (specify) _____         |   |  |
| <input type="checkbox"/> Other skills not listed (identify) _____ |   |  |

15. How will this proposed degree program benefit your local community, the state, region or nation?

Would provide employees that have knowledge of Arkansas

16. Provide any additional comments about the proposed degree program.

Employer Needs Survey Form

11

Date 9-26-2011

Institution US Department of Agriculture - Forest Service

Return this survey by email to \_\_\_\_\_ by date: \_\_\_\_\_

(Institution provide email address above)

Proposed Degree Program Associate of Arts in Ozark-Ouachita Studies

Brief description of the program Crossdisciplinary and cross-college collaboration and exchange.

Employer US Dept. of Agriculture Forest Service Type of company Federal Agency

Contact Person David H. Turney PhD Position Title Heritage Program Manager

Email dturney@fs.fed.us Telephone number 479.964.7737

1. List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program Archaeological Technician, District Archaeologist, Zone Archaeologist, Heritage Program Mgr., Tribal Liaison

2. List the degree required for each job title listed in #1 BA, MA, MA, MA-PhD, MA

3. Indicate the certification/licensure required for each job title listed in #1? \_\_\_\_\_

4. How many positions do you currently have for each job title listed in #1? 2 - 4 - 2 - 4 - 1

5. How many position openings do you currently have for each job title listed in #1? 2 - 0 - 1 - 0 - 0

6. How many position openings will you have the next 2-5 years for each job title listed in #1? 2 - 1 - 2 - 1 - 1

7. What is the annual salary for each position listed in #4 & #5? 35k, 40k, 45-50k, 65k, 50k

8. If no openings now, when do you anticipate having openings for the positions listed in #1? \_\_\_\_\_

9. Would you give hiring preference to applicants with the proposed degree? Yes

10. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? 20 If yes, would you provide tuition assistance? Yes

11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? Yes Indicate your preference Evenings

12. Indicate the type of support your company will provide for the proposed degree program, such as, program start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time, or equipment? Interns, Release

13. Will you or a co-worker serve on the institution's program advisory committee? Yes David Turney dturney@fs.fed.us (provide name of employee & email)

14. Indicate the skills individuals would need for employment in the positions listed in #1.

- Interpersonal communications
- Written/oral communications
- Team work
- Independent worker
- Analytical reasoning
- Computer programming
- Foreign Language (specify) \_\_\_\_\_
- Other skills not listed (identify) \_\_\_\_\_
- Supervision/Management
- Leadership/initiative
- Planning/Organizing
- Conflict resolution
- Problem Solver
- Computer applications
- Budgeting
- Data analysis
- Public Speaking
- Marketing
- Teacher/Trainer
- PowerPoint Presentations

15. How will this proposed degree program benefit your local community, the state, region or nation?

All of the Above

16. Provide any additional comments about the proposed degree program.

Currently employ 2 that went through similar program



YOUTH SERVICES FOR  
 CONWAY, FAULKNER, FRANKLIN,  
 JOHNSON, LOGAN, PERRY,  
 POPE, SCOTT, SEARCY,  
 VAN BUREN & YELL COUNTIES

MICHAEL T. WORLEY – PRESIDENT/CEO

WWW.COMMUNITYSERVICEINC.COM

October 10, 2011

100 S. CHEROKEE ST.  
 P.O. BOX 679  
 MORRILTON, AR 72110  
 501-354-4589  
 FAX 501-354-5410

SATELLITE OFFICE  
 730 BOSTON STREET  
 P.O. BOX 1042  
 DANVILLE, AR 72833  
 479-495-5177  
 FAX 479-495-5187

SATELLITE OFFICE  
 1505 S. OSWEGO AVE.  
 RUSSELLVILLE, AR 72802  
 479-967-3370  
 FAX 479-967-2775

SATELLITE OFFICE  
 106 CHEROKEE LANE  
 CLARKSVILLE, AR 72830  
 479-754-7296  
 FAX 479-754-8919

SATELLITE OFFICE  
 818 N. CREEK DRIVE  
 CONWAY, AR 72032  
 501-327-9788  
 FAX 501-327-9843

SATELLITE OFFICE  
 P.O. BOX 1133  
 CLINTON, AR 72031  
 501-745-2956  
 FAX 501-745-6918

SATELLITE OFFICE  
 P.O. BOX 467  
 OZARK, AR 72949  
 479-667-5855  
 FAX 479-667-5855

To Whom It May Concern:

Having looked over the proposed Associate of Arts program in Ozark-Ouachita Studies at Arkansas Tech University, I am of the opinion that the program will be of great benefit to both those seeking employment in the social service field in Arkansas and those companies and agencies offering employment opportunities.

Community Service, Inc. seeks employees with degrees in Rehabilitation Science, Sociology, and Psychology for case management positions. A prospective employee with a complimentary degree in Ozark-Ouachita Studies and the local and regional knowledge that came with it would potentially have a leg-up against their competition. Case managers in particular would be well-served by obtaining the cultural acumen necessary to better serve their clients

Finally, I believe this program is innovative and forward-thinking and will certainly be emulated by other educational institutions in the state.

Thank you again for seeking my input on this project and I look forward to working with you in the future.

Very truly yours,

A handwritten signature in black ink, appearing to read 'Michael T. Worley', written over a horizontal line.

Michael T. Worley  
 President/CEO

MTW:pg  
 cc:





File Code: 2360-0  
Date: October 13, 2011

To Whom It May Concern:

This letter is in support of the proposed new program entitled: Associate of Arts in Ozark-Ouachita Studies at Arkansas Tech University, Russellville, Arkansas. The United States Department of Agriculture-Forest Service manages nearly 3 million acres of land in the Ozark and Ouachita mountains of Arkansas and Oklahoma, and employs several hundred people. Currently several of our program areas are staffed by graduates of Arkansas Tech University. As we face the problems of an aging workforce, this proposed program has great potential to aid recruitment and staffing.

Having looked over the proposed Associate of Arts program in Ozark-Ouachita Studies at Arkansas Tech University, we are of the opinion that the program will be of great benefit to those seeking employment in Arkansas. The program combines the disciplines of Biology, English, Fisheries and Wildlife Sciences, Geology, History, Recreation and Park Administration, and Sociology (Anthropology); all of which are involved in federal management of the Arkansas national forests. Interdisciplinary work is a primary focus of the agency.

The USDA-Forest Service seeks employees with degrees in natural and cultural sciences, forestry, and land management. A prospective employee with a complementary degree in Ozark-Ouachita Studies and the local and regional knowledge that came with it would potentially have a leg-up against their competition.

Finally, we believe this program is innovative and forward-thinking and will certainly be emulated by other educational institutions in the state. Thank you again for seeking our input on this project. We look forward to working with you in the future.

Signed

Ecosystems

*Russ Vial* FOREST SILVICULTURIST  
Planning-Public Services (Archeology and Recreation)

*[Signature]* Forest Fish Bldg.

*David Arjuna* Heritage Program Manager



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

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

Department Affected: Physical Sciences	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This form indicates my support for the proposed Associate of Arts in Ozark-Ouachita Studies as it pertains to the following courses: GEOL 1014; Physical Geology, GEOL 2024; Historical Geology	

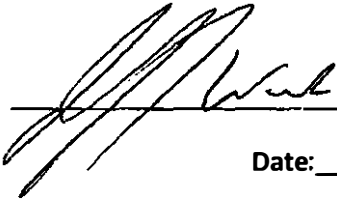
Department Head Signature: James R. Muse  
Date: 11/7/2011

**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; Dr. Jeff Woods, Head	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This form indicates my support for the proposed Associate of Arts in Ozark-Ouachita Studies as it pertains to the following departmental course(s): HIST 2153/4153: Arkansas History.	

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

  
Date: 11/2/11

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

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

Department Affected: English; Dr. Carl Brucker, Head	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This form indicates my support for the proposed Associate of Arts in Ozark-Ouachita Studies as it pertains to the following departmental courses: ENGL 3243 American Folklore.	

Department Head Signature:



Date: 11-4-11



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

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

Department Affected: Biological Sciences; Dr. Charles Gagen, Head	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments: This form indicates my support for the proposed Associate of Arts in Ozark-Ouachita Studies as it pertains to the following departmental course(s): BIOL 1004 – Principles of Environmental Science; FW 2003 – Elements of Fish and Wildlife Management.</p> <p style="text-align: center;"><i>This initiative fits well with the objectives of these courses and we look forward to serving this group of students.</i></p>	

Department Head Signature: *Charles Gagen*

Date: 3 NOV 11

**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; Dr. Cathi McMahan, Interim Head	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This form indicates my support for the proposed Associate of Arts in Ozark-Ouachita Studies as it pertains to the following departmental course(s): RP 1002 – Backpacking; RP 1011 – Sport Hunting; RP 1013 – Principles of Recreation and Park Administration.	

Department Head Signature: Cathi McMahan  
Date: 1/10/11



# Department of English and World Languages

Received by the  
Registrar's Office

OCT 10 2011

Carl Brucker  
Witherspoon 142  
Phone: (479) 968-0484  
Fax: 479-964-3253  
cbrucker@atu.edu

## memorandum

To: Ms. Tammy Rhodes  
Registrar

From: Carl Brucker, Head  
Department of English and World Languages

Date: October 7, 2011

Subject: Curriculum Proposals

I have enclosed nine proposals for the Curriculum Committee and five cosmetic changes as follows:

### Curriculum Committee

1. Delete Major in Spanish for Medical Interpretation
2. Delete SPAN 4809
3. Delete SPAN 4384
4. Delete SPAN 4801
5. Revise Minor in Spanish for Medical Interpretation
6. Add SPAN 3382
7. Delete minor in Italian/Latin
8. Revise B.A. Spanish Degree Requirements
9. Revise B.A. Spanish Education Requirements

**FACULTY SENATE—PASSED**

11/8/11 PCE

(Teacher Ed)

### Cosmetic

1. Change prerequisite for ENGL 4733
2. Change Title of SPAN 4083
3. Correct prerequisite for SPAN 4703
4. Change Titles of TESL-prefixed Endorsement Courses
5. Change Title of TESL 6003

Mad

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

TO: Curriculum Committee  
 FROM: English and World Languages  
 DATE SUBMITTED: October 7, 2011

**FACULTY SENATE-PASSED**  
 11/8/11 PCC

REQUEST TO DELETE SPAN 4384 MEDICAL INTERPRETATION THEORY

Title	Signature	Date
Department Head	<i>Carl Bruckner</i>	10-6-11
Dean	<i>H. McT...</i>	10-6-11
Registrar	<i>Gamm...</i>	10/19/11
Vice President for Academic Affairs		

Course Subject: SPAN	Course Number: 4384
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Medical Interpretation Theory	
Effective Term: Spring, 2012	
<p>Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.)          Elective      <input checked="" type="checkbox"/> Major      <input checked="" type="checkbox"/> Minor</p> <p>If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.</p> <p>We have submitted a separate request to discontinue the major in Spanish Medical Interpretation and revise the minor in Spanish Medical Interpretation.</p> <p>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.</p> <p>We have been unable to offer this course. It is a requirement for the major and minor in Spanish Medical Interpretation. We are proposing the discontinuation of the major in Spanish Medical Interpretation and revising the minor to include a 2-credit version of this course. Therefore SPAN 4384 is no longer needed.</p> <p>If this course will affect other departments, a Departmental Support Form for each affected department must be attached.</p> <p>This course deletion should have no effect on any other department or program.</p>	

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

TO: Curriculum Committee  
 FROM: English and World Languages  
 DATE SUBMITTED: October 7, 2011

**FACULTY SENATE-PASSED**

11/8/11 pcc

REQUEST TO DELETE SPAN 4801 PRACTICUM IN MEDICAL INTERPRETATION I

Title	Signature	Date
Department Head	<i>Carl Brubaker</i>	10-6-11
Dean	<i>H. Martin</i>	10-6-11
Registrar		
Vice President for Academic Affairs		

Course Subject: SPAN	Course Number: 4801
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Practicum in Medical Interpretation I	
Effective Term: Spring, 2012	
<p>Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.)          Elective      <input checked="" type="checkbox"/> Major</p> <p>If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.</p> <p>We have submitted a separate request to discontinue the major in Spanish Medical Interpretation and revise the minor in Spanish Medical Interpretation.</p> <p>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.</p> <p>We have been unable to offer this course. It is a requirement for the major in Spanish Medical Interpretation. We are proposing the discontinuation of the major in Spanish Medical Interpretation; Therefore, SPAN 4801 is no longer needed.</p> <p>If this course will affect other departments, a Departmental Support Form for each affected department must be attached.</p> <p>This course deletion should have no effect on any other department or program.</p>	

**CURRICULUM COMM**  
**-PASSED** 11/1/11  
 JMR

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

**FACULTY SENATE-PASSED**  
 11/8/11 PCC

TO: Curriculum Committee  
 FROM: English and World Languages  
 DATE SUBMITTED: October 7, 2011

REQUEST TO DELETE SPAN 4809 PRACTICUM IN MEDICAL INTERPRETATION II

Title	Signature	Date
Department Head	<i>Carl E. ...</i>	10-6-11
Dean	<i>H. M. ...</i>	10-6-11
Registrar		
Vice President for Academic Affairs		

Course Subject: SPAN	Course Number: 4809
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Practicum in Medical Interpretation II	
Effective Term: Spring, 2012	
<p>Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.)          Elective      <input checked="" type="checkbox"/> Major</p> <p>If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.</p> <p>We have submitted a separate request to discontinue the major in Spanish Medical Interpretation and revise the minor in Spanish Medical Interpretation.</p> <p>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.</p> <p>We have been unable to offer this course. It is a requirement for the major in Spanish Medical Interpretation. We are proposing the discontinuation of the major in Spanish Medical Interpretation; Therefore, SPAN 4809 is no longer needed.</p> <p>If this course will affect other departments, a Departmental Support Form for each affected department must be attached.</p> <p>This course deletion should have no effect on any other department or program.</p>	

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

TO: Curriculum Committee  
 FROM: English and World Languages  
 DATE SUBMITTED: October 17, 2011

RECEIVED OCT 17 2011  
**FACULTY SENATE-PASSED**  
 11/8/11 pcc

REQUEST TO ADD ENGL 0404 DEVELOPMENTAL READING AND WRITING

Title	Signature	Date
Department Head	<i>Carl Bruehen</i>	10-17-11
Dean	<i>H. Martin</i>	10-17-11
Registrar	<i>Jammy Wood</i>	10/19/11
Vice President for Academic Affairs		

Course Subject: ENGL	Course Number: 0404
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Developmental Reading And Writing	
Mode of Instruction: (check appropriate box) 01_Lecture	
Effective Term: X Summer I	If course is required by major/minor, how frequently will course be offered?
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:		Co-requisites:
Grading	X Standard Letter	P/F Other (If other, please specify below)
<p>For the proposed course, attach a syllabus that includes:</p> <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Course description as to appear in catalog</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>		
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. NO		
<p>Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.</p> <p>Students in this course will use one of our three smart classrooms some days and will be required to use the thin-client-equipped English Writing Lab outside of regular class meeting times, but the remainder of the course can be taught in classrooms that are not computer equipped.</p>		
<p>How does this proposal support the University Mission or University Strategic Planning Goals?</p> <p>By remediating weaknesses in reading and writing skills, ENGL 0404 will help students successfully pursue "a wide range of traditional and innovative programs" and "provide a solid foundation for life-long learning."</p>		
<p>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.</p> <p>ENGL 0404 is being created as part of an ADHE-sponsored grant from Complete College America, funded by the Gates Foundation. Tech is part of a statewide pilot program to study strategies for revising remedial instruction.</p>		
<p>How will the effect of the change be monitored in ongoing program assessment?</p> <p>The performance of students during this course and in the college-level composition sequence will be analyzed and compared to the performance of students enrolled in our current program of remediation. We will provide assessment data to ADHE who will aggregate data gathered from the eight other two-year-colleges and four-year colleges that are part of this grant.</p>		
If this course will affect other departments, a Departmental Support Form for each affected		



department must be attached.

Although we are coordinating our participation in the ADHE grant with our colleagues in the Mathematics Department, the creation of ENGL 0404 will have no direct effect on any other program or department.

## ENGL 0404 Developmental Reading and Writing

### Syllabus

#### Course Catalog Description:

**ENGL 0404 Developmental Reading and Writing.** A course in basic reading and writing skills designed to prepare students for success in the six-hour composition sequence. The grade in ENGL 0404 will be computed in semester and cumulative grade point average, but the course may not be used to satisfy general education requirements nor provide credit toward any degree. A student may enroll in ENGL 0404 and ENGL 1013 concurrently. A student who makes a "D" or "F" in ENGL 0404 must repeat the course in each subsequent semester until he or she earns a grade of "C" or better.

#### Course Goals and Objectives:

- To improve students comprehension skills so that they can successfully work with college-level reading material.
- To improve students' written communication skills so they can create the clear and effective informative, analytic, and persuasive prose required for success in college and their subsequent careers.
- To teach students how to use their improving reading and writing skills to increase their success in college.
- To teach students strategies that will help them to continue improving their reading and writing skills beyond the conclusion of the course.

#### Required Texts:

Fawcett, Susan. *Evergreen: A Guide to Writing with Readings*, 9<sup>th</sup> Edition.

Troyka, Lynn and Joseph Thweatt. *Structure Reading*, 7<sup>th</sup> Edition.

#### Course Outline:

Week 1: Diagnostic testing and writing.

Week 2: Troyka, chs. 2-3: The reading process (previewing, predicting, and assessing); SQ3R.

- Fawcett, ch. 3: The Writing process.
- Week 3: Troyka, ch. 5 Improving vocabulary through contextual and structural analysis.  
Fawcett, chs. 21-24: Revision strategies.  
Writing workshop; Reading Test # 1
- Week 4: Troyka, ch. 7: Reading for theme and main ideas  
Fawcett, chs. 25-27: Avoiding sentence errors  
Writing Assignment # 1 due; Reading Test # 2
- Week 5: Troyka, ch. 8: Reading for details  
Fawcett, ch. 28: Avoiding agreement errors  
Writing workshop; Reading Test # 3
- Week 6: Troyka, ch. 9: Reading Visuals and Graphics  
Fawcett, chs. 29-30: Avoiding verb form errors  
Writing Assignment # 2 due; Reading Test # 4
- Week 7: Troyka, ch. 10: Making inferences  
Fawcett, chs. 32-34: Avoiding errors with pronouns, preposition, adjectives, and adverbs.  
Writing workshop; Reading Test # 5
- Week 8: Troyka, ch. 11: Critical reading, distinguishing fact and opinion  
Fawcett, ch. 15: Introductions and Conclusions; chs. 35-36: Punctuation  
Writing Assignment # 3 due, Midterm Reading Test
- Week 9: Troyka, ch. 12: Critical Reading, understanding the author's strategies: audience, purposes, and tone.  
Fawcett, chs. 16-17: Types of Essays. ch. 37: Mechanics  
Writing Workshop; Reading Text # 6
- Week 10: Troyka, ch. 13: Critical Reading, using summaries to understand reading  
Fawcett, ch. 18: Summarizing, quoting, and avoiding plagiarism  
Writing Assignment # 4 due; Reading Test # 7
- Week 11: Applying reading skills: "A Real Loss" and "Tyranny of Weakness," Troyka, pp. 91-112.  
Fawcett, chs. 8-9: Process and Definition  
Writing Workshop; Reading Test # 8
- Week 12: Applying reading skills: "Keep It Real" and "Darkness at Noon," Troyka, pp. 113-130.

Fawcett, ch. 10: Comparison and Contrast

Writing Workshop; Reading Test # 9

Week 13: Applying reading skills: "To Catch A thief" and "Soul Searching," Troyka, pp. 131-150.

Writing Assignment # 5 due; Reading Test # 10

Week 14: Applying reading skills: "Summer" and "Brains the Ultimate Sex Appeal," Troyka, pp. 155-168.

Fawcett, ch. 13: Persuasion

Week 15: Review for Final Examination

### **Course Assessment:**

Students in ENGL 0404 will be assessed in four primary ways:

- A series of short informative, analytic, and persuasive essays, created through a process that includes peer review, instructor conferences, and rewriting.
- A series of quizzes and examinations that test students' understanding of assigned, readings, vocabulary, grammar, and rhetorical strategies.
- Independent graded student work with MySkillsLab software.
- Participation grade based on participation in class discussion and peer review sessions as well as attendance at scheduled tutoring sessions in the English Writing Lab.

A student who makes a "D" or "F" in ENGL 0404 must repeat the course in each subsequent semester until he or she earns a grade of "C" or better.

### **Bibliography:**

Henry, D. J. *The Master Reader*

Liff, Suzanne and Joyce Stern. *Experience Reading*.

Lindemann, Erika, *A Rhetoric for Writing Teachers*.

Murray, Donald. *A Writer Teaches Writing*.

Russell, Karin L. *Write Now: Read. Think. Research. Persuade, Communicate*.

Smith, Frank. *Understanding Reading*

**CURRICULUM COMM**  
**- PASSED** 11/1/11  
*JWR*

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

TO: Curriculum Committee  
 FROM: English and World Languages  
 DATE SUBMITTED: October 7, 2011

**FACULTY SENATE - PASSED**

11/8/11 pcc

REQUEST TO ADD SPAN 3382 PRINCIPLES OF INTERPRETATION

Title	Signature	Date
Department Head	<i>Carl Zunker</i>	10-6-11
Dean	<i>H. Martin</i>	10-6-11
Registrar	<i>Jimmy Woods</i>	10/19/11
Vice President for Academic Affairs		

Course Subject: SPAN	Course Number: 3382
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces):  Principles of Interpretation	
Mode of Instruction: (check appropriate box) X 01_Lecture	
Effective Term: X Spring Summer I	If course is required by major/minor, how frequently will course be offered? Annually
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 X Minor If major or minor course, you must complete the Request for Program Change form.	
We have submitted a proposal to revise the minor in Spanish for Medical Interpretation.	
Prerequisites:  Completion of or concurrent enrollment in SPAN 3003	Co-requisites:

Grading	X Standard Letter	P/F	Other (If other, please specify below)
<p>For the proposed course, attach a syllabus that includes:</p> <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Course description as to appear in catalog</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol> <p>The syllabus for SPAN 3382 is appended to this proposal.</p>			
<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>No special equipment will be required.</p>			
<p>Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.</p> <p>No special classroom will be required.</p>			
<p>How does this proposal support the University Mission or University Strategic Planning Goals?</p> <p>This course helps to support the University's mission by providing a quality educational opportunity that meets the needs of our community.</p>			
<p>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.</p> <p>SPAN 3382 will replace SPAN 4384, which we have never offered. The University's stricter adherence to minimum enrollment requirements makes it unlikely that we will be able to offer SPAN 4384 on a regular basis in the future. We are likelier to be able to make SPAN 3382 available to students interested in the altered Spanish for Medical Interpretation minor.</p>			
<p>How will the effect of the change be monitored in ongoing program assessment?</p> <p>We will publicize the altered Spanish for Medical Interpretation minor and track student interest. Once students have begun to complete the minor, we will track their employment and survey their employers.</p>			
<p>If this course will affect other departments, a Departmental Support Form for each affected department must be attached.</p> <p>The addition of this course will, in itself, have no effect on any other department, but the creation of this course is part of our adjustment of the minor in Spanish for Medical Interpretation. A Support Form from Dr. Rebecca Burris, Head of the Department of Nursing, is attached to our proposal to alter the minor.</p>			

**Department of English and World Languages**  
**Principles of Interpretation SPAN 3382**  
 Fall 2012

**Profesora:** Dr. Alejandra Karina Carballo

**Oficina:** 116-D, Dean Hall

Arkansas Tech University

**Horas de oficina:** TBA

**Correo electrónico:** acarballo@atu.edu

**Teléfono:** (479) 968-0639

**Catalog description:** Theory and practice based course on English-Spanish interpretation for health care and court settings.

**Pre-requisite:** Completion of or concurrent enrollment in SPAN 3003.

**Description:** The course will cover the different aspects of interpreting as a profession, including the training needed, job opportunities and sources of work, standard business practices, free-lance versus staff interpreting and other issues. It will also cover aspects of linguistics, vocabulary and terminology, the different modes of interpretation (sight, consecutive and simultaneous) and the professional code of ethics. Throughout the semester we will work forward from the smallest unit of interpretation—vocabulary—to larger units such as sentences and more extended discourse within representative genres of the language domain of health care and court settings, which itself constitutes a major field of language for specific purposes. The acquisition of a broad range of English-Spanish vocabulary related to health care and court procedures will serve as our foundation for cross-lingual and cross-cultural communicative skills development. The vocabulary will include technical terminology as well as Slang, Spanglish, code switching, regional varieties of Spanish. Extensive practice will be provided in class and through homework assignments

**Required text/materials:**

- Mikkelson, Holly. *The Interpreter's Rx: A Training Program for Spanish/English Medical Interpreting*. Acebo: 1994.
- Edwards, Alicia B. *The Practice of Court Interpreting*. Philadelphia: John Benjamins, 1995.
- *Simon & Schuster's International Dictionary*

**Recommended:**

- ✦ Kelz, Rochelle K. *Conversational Spanish for Health Professions*. 3er ed. Albany: Del Mar Publishers, 1999.
- ✦ *Oxford Spanish-English Dictionary* (available on CD-ROM)
- ✦ *American Heritage Larousse Spanish-English Dictionary*
- ✦ *Larousse Spanish-English Dictionary*

**Important Web Sites and Organizations**

**IMIA**-International Medical Interpreters Association

(<http://www.imiaweb.org/education/trainingnotices.asp>)

**NBCMI**- The National Board of Certification for Medical Interpreters

<http://www.certifiedmedicalinterpreters.org/>

NAJIT – National Association of Judiciary Interpreters and Translators ([www.najit.org](http://www.najit.org))

ATA – American Translator’s Association ([www.atanet.org](http://www.atanet.org))

Arkansas Court Interpreters ([https://courts.arkansas.gov/court\\_interpreters/index.cfm](https://courts.arkansas.gov/court_interpreters/index.cfm))

### Course Objectives:

- 1- To familiarize students with the basic concepts relating to the theory and practice of interpretation and its uses in professional life;
- 2- to sensitize the students to the linguistic structures of the source and the target language;
- 3- to train the students in cognitive processes and language skills to facilitate consecutive and simultaneous interpretation;
- 4- to create an awareness of the challenges and opportunities presented by linguistic and cultural differences in the context of globalization and the dynamics of the multilingualism of American society;
- 5- to enhance student fluency and confidence in both languages through contextualized intensive practice in all modes of interpretation;
- 6- to develop a high standard of professionalism through increased knowledge of the field, its business practices, social issues, and code of ethics.

### General Education Objectives:

This course complements the General Education curriculum by helping develop students’ skills and abilities in the following way:

- a- It helps to provide a foundation for knowledge common to educated people.
- b- Develops the capacity of individuals to expand that knowledge over his or her lifetime.
- c- Particularly related to foreign languages students will focus on communicating effectively as well as thinking critically and demonstrating knowledge of the arts and humanities.

### Course Expectations:

1. Attend virtually every class, if not all classes, during the semester.
2. Be an active learner by preparing for class at home and by participating in classroom activities.
3. Practice using vocabulary and verbs on a daily basis.
4. Regularly complete oral and written assignments.
5. Shadow your teacher while interpreting in the River Valley Free Clinic in Dardanelle.
6. Attend court procedures at the Russellville Court.

### General information

**Class Format:** The format of this course is based on the notion that languages and content are learned best when students are engaged in communicating and exchanging real world information. For this reason, class consists primarily of interaction between you and your classmates as well as with the instructor. I will follow the policy of no English in class for myself. ***It is up to you to seek clarification and raise your hand if you don’t understand something.*** Further, you are expected **to come prepared to participate and to contribute**, and in the process are expected to be respectful to your peers and assist in the establishment and maintenance of a positive learning environment. **The use of cell phones and other electronic communication devices is prohibited during class time, as are other behaviors that your instructor deems inappropriate (e.g., eating in class, chewing gum, and so forth).**

Requirements: This course will have written and oral *exams* whose content and format will be discussed in class. Class *participation and performance* will also be evaluated. **Quizzes can be expected regularly.** A *glossary* of vocabulary, phrases, and expressions (whether specialized, idiomatic or slang), with their translations, will be maintained by each student and shared with the class and turned in for a grade at the end of the semester. The material for this glossary should be drawn from the assigned readings, class materials, television newscasts, educational programs, newspaper articles, talk shows, etc. in both languages.

**Attendance Policy: ATTENDANCE AND PARTICIPATION POLICY:**

In order to meet the course goals and objectives, it will be necessary for you to attend and actively participate in class. Participation is an important component of your grade, and each day I will make a mark in my grade book regarding your participation and will assign you a bi-weekly grade. If you miss class, no participation points can be awarded for that day. There is *no* make up for participation. Students arriving more than 10 minutes late to class are considered absent. I prefer that you come to class tardy rather than not at all.

Excused absences are limited to ATU athletic events for a team of which you are a member, emergency medical conditions (with appropriate notes from medical personnel), and death in the immediate family. I allow **two** unexcused absences during the semester without penalty. If you do not provide me with the reason for an absence, I will assume that it is unexcused. After the second unexcused absence, your final grade will be reduced five percent for each of them.

Course Components & Grading Scale:

The final grade in this course will be determined from the following components:

- 20% Midterm Exam (take home)
- 30% Final Exam (in class)
- 30% Participation & performance
- 20% Portfolio

Grading Scale

A 90-100    B 80-89    C 70-79    D 60-69    F 00-59

ACCENTS: There are a few ways to accomplish this. One way is to hold down the ALT KEY while typing the following, using numerical keypad:

**Small letters and common punctuation marks.**

Alt + 160 = á  
 Alt + 130 = é  
 Alt + 161 = í  
 Alt + 162 = ó  
 Alt + 163 = ú  
 Alt + 164 = ñ  
 Alt + 0252 = ü  
 Alt + 168 = ¿  
 Alt + 173 = ¡

**Another way:**

Alt + 0225 = á  
 Alt + 0233 = é  
 Alt + 0237 = í  
 Alt + 0243 = ó  
 Alt + 0250 = ú  
 Alt + 0191 = ¿  
 Alt + 0161 = ¡

**Capital letters**

Alt + 0193 = Á  
 Alt + 144 = É  
 Alt + 0205 = Í  
 Alt + 0211 = Ó  
 Alt + 0218 = Ú  
 Alt + 165 = Ñ



### Americans with Disabilities Act

TECH is subject to and endorses both the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 passed by Congress. This act provides a civil rights statute designed to prevent discrimination that qualified individuals with a disability shall not be denied access to any program or activity provided by any institution receiving federal financial assistance. The Affirmative Action Officer serves as the coordinator for these federal programs.

Students with disabilities needing academic accommodations should: 1) Register with and provide documentation to the *Student Disability Services (SDS)*. Bring a letter to your instructor from the SDS indicating that you need academic accommodations no later than the second week of classes.

### Academic Honor Code

Our department strives for academic excellence and encourages all students to achieve their best. Moreover, the department promotes academic honesty and does not tolerate cheating or plagiarism. Cheating is defined as presenting ideas or words of another as one's own. As a college student, it is your responsibility to fully understand the concept of cheating and plagiarism. Instructors are always available to clarify for students their exact definition. Failure to understand these concepts does not excuse you from potential reprimand. According to the university policy, consequences of cheating and plagiarism can result in an F on the assignment or exam, and F in the course.

### CALENDARIO

*Minor changes may be made and will be announced in class. It is the student's responsibility to be aware of any changes.*

Week 1	<p>Introduction to the course.</p> <p>The history of interpreting and current state of the profession.</p> <p>Aptitudes for interpreters. Sources of work.</p> <p>Drawing an entry / self-marketing plan.</p> <p>[reading: Edwards, ch. 1]</p>	
Week 2	<p>The modes of interpretation: consecutive, summary, sight translation, and simultaneous modes.</p> <p>The learning process &amp; training methods.</p> <p>[reading: Edwards, ch. 6, pp. 105-7] [handouts]</p>	
Week 3	<p>The professional code of ethics.</p> <p>Court interpreting: civil and criminal.</p> <p>[reading: Edwards, ch. 4] [videos]</p> <p>[class practice in consecutive mode]</p> <p>Guest speaker: Dr. Anarella Cellitti</p>	

Week 4	Criminal Procedure. Legal terminology. [reading: Edwards, chapters 2 & 3] <i>[class practice in consecutive mode]</i>	
Week 5	The nature of language. Linguistics for interpreters. Slang, Spanglish, code switching, regional varieties of Spanish. Interpreter Errors. [reading: Edwards, ch. 5] <i>[class practice in consecutive mode]</i>	
Week 6	Techniques in simultaneous interpreting. Shadowing, dual-tasking, paraphrasing, queuing, decalage. Developing accuracy, speed, and endurance.	
Week 7	Cognitive Science and the Interpreting Process. Developing attention, memory, and endurance	
Week 8	Mock Trial. Mid-Term Exam.	
Week 9	Introduction to medical interpreting. Medical terminology. <i>[class practice in sight translation and consecutive mode]</i>	
Week 10	Ethics and techniques compared with legal setting Consecutive and simultaneous modes in medical interpreting	
Week 11	Overlaps of the Legal, and Medical Fields. Telephone interpreting.	
Week 12	Escort, seminar, and conference interpreting. Introduction to immigration proceedings.	
Week 13	Free-lancing, continuing education, and career development. Discussion of self-marketing plans.	
Week 14	Practice	

**Examen final: TBA**

OCT 10 2011

**CURRICULUM COMM**  
**-PASSED** 11/1/11  
*JHR*

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

TO: Curriculum Committee  
 FROM: English and World Languages  
 DATE SUBMITTED: October 7, 2011  
 REQUEST TO DELETE MAJOR IN SPANISH FOR MEDICAL INTERPRETATION

**FACULTY SENATE - PASSED**

11/8/11 PCC  
 Catalog 11-10-11  
 KR

Title	Signature	Date
Department Head	<i>Carl B...</i>	10-6-11
Dean	<i>H. M...</i>	10-6-11
Registrar	<i>Sammy...</i>	10/19/11
Vice President for Academic Affairs		

Program Title: Major in Spanish for Medical Interpretation	Effective Date: July 1, 2012
Outline change in program and attach curriculum matrix:  Delete the major in Spanish for Medical Interpretation. We have separately requested the deletion of three courses (SPAN 4384, SPAN 4801, and SPAN 4809) required in this major.	
What impact will the change have on staffing, on other programs and space allocation?  This deletion will make it easier for us to meet the needs of our other degrees and minors with our current staff and space.	
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.  No students have completed this degree in the six years since it was introduced. At present there are no declared majors in Spanish for Medical Interpretation. There is, however, student interest and need in the medical community. We hope to respond to that with a revised minor in Spanish for Medical Interpretation.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached.  Because we have not had students complete this degree, its deletion will have no important impact on any other department, but we have attached a Departmental Support form from Dr. Rebecca Burris in Nursing.	

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

REQUEST TO DELETE MAJOR IN SPANISH FOR MEDICAL INTERPRETATION

Department Affected: Nursing	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <i>This minor is a much better option than the major</i>	

Department Head Signature: Rebecca Burris PhD, RN

Date: 9-2-2011




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

-PASSED 11/1/11  
 JHR

TO: Curriculum Committee  
 FROM: English and World Languages  
 DATE SUBMITTED: October 7, 2011  
 REQUEST TO ELIMINATE THE MINOR IN ITALIAN/LATIN

**FACULTY SENATE-PASSED**

11/8/11 pcc  
 Catalog 11-10-11  
 KR

Title	Signature	Date
Department Head		10-6-11
Dean		10-19-11
Registrar		10/19/11
Vice President for Academic Affairs		

Program Title: Minor in Italian/Latin	Effective Date: July 1, 2012
Outline change in program and attach curriculum matrix:	
Eliminate the Minor in Italian/Latin	
What impact will the change have on staffing, on other programs and space allocation?	
This change will have no impact on staffing 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.	
No students have completed this minor since its introduction in 2003.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached.	
This change should have no effect on other departments.	
In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)	
The catalog listing for the Minor in Italian/Latin will be eliminated.	

**CURRICULUM COMM  
-PASSED**

11/1/11  
JR



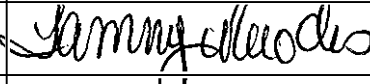
**Arkansas Tech University  
PROPOSAL FOR CHANGE IN PROGRAM**

TO: Curriculum Committee  
FROM: English and World Languages  
DATE SUBMITTED: October 7, 2011

**FACULTY SENATE-PASSED**

pcc  
Catalog 11-10-11  
KR

REQUEST TO CHANGE B.A. IN WORLD LANGUAGES (SPANISH) DEGREE REQUIREMENTS

Title	Signature	Date
Department Head		10-6-11
Dean		10-6-11
Registrar		10/19/11
Vice President for Academic Affairs		

Program Title: B.A. in World Languages (Concentration in Spanish)	Effective Date: Summer I, 2012
Outline change in program and attach curriculum matrix:  This proposal will increase the major requirements in Spanish from 38 to 41 semester credit hours by making the changes listed below.	
<ul style="list-style-type: none"> <li>• Require that students complete SPAN 3123 Spanish Civilization and Culture and SPAN 3133 Spanish-American Civilization and Culture instead of one or the other as currently required.</li> <li>• Delete the requirement to complete SPAN 3023 Introduction to Linguistics</li> <li>• Require that students complete SPAN 4023 Introduction to Spanish Linguistics</li> </ul>	
What impact will the change have on staffing, on other programs and space allocation?  Current staff and space will be sufficient to accommodate these changes.	
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.  All Spanish majors are required to complete an ACTFL-approved Oral Proficiency Examination and we have set Advanced-Low as our target proficiency. The percentage of majors scoring Advanced-Low has risen from a low of 27% in 2006 to highs of 80% in recent years. We believe these changes will support continued improvement in students' skills. SPAN 3023 Introduction to Linguistics is taught in English, cross-listed with	

ENGL/SPH 3023 Introduction to Linguistics. SPAN 3123, 3133, and 4023 are taught in Spanish, providing students with additional work in the target language.

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

The reduction of Spanish majors enrolling in ENGL 3023 will not prevent the Department of English and World Languages from being able to offer at least one section of this course each semester.

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

The attached matrix includes changes we have made to comply with ACT 747's 120-hour degree limitation.

Fall Start Curriculum Matrix for Catalog Curriculum in World Languages (Spanish Concentration)	
<b>Freshman Fall Semester</b> <b>Add: Elective 1 hour</b> TECH1001 ✓ <b>Delete: Physical Activity 2 hours</b> ✓ <b>Total Hours: 14</b> ✓	<b>Freshman Spring Semester</b> <b>Add/Change:</b> <b>Delete: Social Sciences 3 hours</b> ✓ <b>Total Hours: 14</b>
<b>Sophomore Fall Semester</b> <b>Add/Change:</b> <b>Delete:</b> <b>Total Hours:</b>	<b>Sophomore Spring Semester</b> <b>Add: Social Sciences 3 hours</b> ✓ <b>Delete: SPAN 3023</b> ✓ <b>Total Hours: 15</b> ✓
<b>Junior Fall Semester</b> <b>Add: SPAN 3133</b> ✓ <b>Delete: Electives 3 hours</b> ✓ <b>Total Hours: 15</b> ✓	<b>Junior Spring Semester</b> <b>Add: SPAN 4023</b> ✓ <b>Change: "SPAN 3123 or SPAN 3133" to SPAN 3123</b> ✓ <b>Delete: Electives 3 hours</b> ✓ <b>Total Hours: 15</b> ✓
<b>Senior Fall Semester</b> <b>Add/Change:</b> <b>Delete:</b> <b>Total Hours:</b>	<b>Senior Spring Semester</b> <b>Add/Change:</b> <b>Delete:</b> <b>Total Hours:</b>
<b>Total Program Hours = 120</b>	



**CURRICULUM COMM  
-PASSED**

11/1/11

JHK

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

TO: Curriculum Committee  
FROM: English and World Languages  
DATE SUBMITTED: October 7, 2011  
REQUEST FOR CHANGE IN MINOR IN SPANISH MEDICAL INTERPRETATION

**FACULTY SENATE—PASSED**

11/8/11 pcc  
Catalog 11-10-11  
KR

Title	Signature	Date
Department Head	<i>Carl Brubaker</i>	10-6-11
Dean	<i>H. M. Tr...</i>	10-6-11
Registrar	<i>Jammy Woods</i>	10/19/11
Vice President for Academic Affairs		

Program Title: Minor in Spanish Medical Interpretation	Effective Date: July 1, 2012
Outline change in program and attach curriculum matrix: <input checked="" type="checkbox"/> Add SPAN 1063 Basic Spanish for Medical and Social Services. <input checked="" type="checkbox"/> Add SPAN 3382 Principles of Interpretation <input checked="" type="checkbox"/> Delete SPAN 4384 Medical Interpretation Theory	
These changes would increase the total hours required for the minor to 21 from 22.	
What impact will the change have on staffing, on other programs and space allocation?  This change will make it more possible for us to offer the minor with our present staff.	
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.  We have never offered SPAN 4384 and the University's stricter adherence to minimum enrollment requirements makes it unlikely that we will be able to offer the course on a regular basis in the future. We are likelier to be able to make SPAN 1063 and SPAN 3382 available to students interested in this minor. We have submitted a separate proposal to add SPAN 3882 to the curriculum.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached.	
This change should have no effect on other departments or programs; however, it will provide an attractive option for students who plan to work in medicine.	

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

The catalog listing for the Minor in Spanish Medical Interpretation would be altered as shown below:

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 introduction to Spanish medical terminology and translation theory. The minor in Spanish Medical Interpretation requires 22 hours of courses. All course prerequisites must be met.

SPAN 1063 Basic Spanish for Medical and Social Services

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 3382 Principles of Interpretation

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

REQUEST TO DELETE MAJOR IN SPANISH FOR MEDICAL INTERPRETATION

Department Affected: Nursing	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <i>This minor is a much better option than the major</i>	

Department Head Signature: Rebecca Burns PhD, RN

Date: 9-2-2011

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

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: History and Political Science

DATE SUBMITTED: 05 October 2011

**FACULTY SENATE-PASSED**  
 11/8/11 pcc

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head	<i>[Signature]</i>	10/13/11
Dean	<i>[Signature]</i>	10-13-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/19/11
Vice President for Academic Affairs		

Course Subject: HIST	Course Number: 4043
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: <b>American Constitutional Development</b>	
Effective Term: <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I	
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 checked="" type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
(See subsequent proposal) me	
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. <b>While not completely redundant, the content provided in HIST 4043 American Constitutional Development and HIST 4183 American Legal History significantly overlap. Senior survey and</b>	

*impacts prelaw minor*

**informal discussions with pre-law students and professors suggest that HIST 4043 and HIST 4183 can be combined into a single course that more efficiently and effectively delivers content needed for those entering into the legal or law related fields (for example, the single course will address the crucial historical links between federal, state, and local court systems rather than the two courses separating these systems into different classes). Faculty resources can also be more efficiently allocated with a single course offering in legal history (with current faculty the single course could be offered once every two years rather than each of the two courses being offered once every four years). HIST 4043 will be eliminated while its content will be incorporated into HIST 4183.**

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

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

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of History and Political Science

**FACULTY SENATE-PASSED**

DATE SUBMITTED: 10/11/11

11/8/11 pcc

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>[Signature]</i>	10/13/11
Dean	<i>[Signature]</i>	10-13-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/19/11
Vice President for Academic Affairs		

Course Subject: GEOG	Course Number: GEOG 4983
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Geography Seminar	
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 checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I	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? Twice, provided content is different each time.
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. 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.

No

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

Two important components of the University Mission are to nurture scholastic development and support innovation within programs of study. Adding this course will nurture scholastic development and increase innovation in geography by focusing on analytical concepts of spatial theory otherwise neglected in the set of courses currently offered.

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.

**A seminar in Cultural Geography would allow any future geography instructor to introduce geospatial theory as it relates to his or her area(s) of research. The inclusion of this course would increase scholastic development, further emphasizing analysis and synthesis in student learning. Moreover, the instructor would have the freedom to incorporate nascent areas of research, increasing instructional innovation within geography.** An examination of courses currently offered in geography shows an area of the discipline that is, by necessity, routinely neglected in favor of regional or systemic inquiry. Geography of Asia, Latin America, U.S. and Canada, Europe, World Regional Geography and Human Geography serve an important function in providing a framework for regional and global patterns of human activity. While these courses serve a very important function on the geography curriculum, the question of scale becomes a critical component in limiting the subjects discussed in these courses. In recent decades, geographic inquiry has shifted in two ways. First, a thematic rather than regional approach is routinely adopted in addition to or in place of the regional approach. Second, the discipline has also come to emphasize human behavior and the way humans relate and integrate with their environment, drawing on a rich tradition of analytical theory. The inclusion of this course would allow for an expansion of geographic inquiry into these areas here at Arkansas Tech University. Informal feedback from students in current geography courses shows widespread support for this course addition.

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

Regular methods of assessment will be monitored to determine course effectiveness including course grades, student evaluations, student retention rates, and senior survey.

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

No other department will be influenced.



# Seminar: Cultural Geography

## Geog 4983-001

### Course Syllabus

#### I. CATALOGUE DESCRIPTION

A directed seminar in an area of cultural geography. The specific focus will depend upon research under way, community or student need, and the unique educational opportunity available. May be repeated for credit if course content changes.

#### II. REQUIRED TEXTBOOKS

Agnew, John, David Livingstone, and Alisdair Rogers. Human Geography: An Essential Anthology. ISBN 978-0-631-19461-3

Other readings to be provided.

#### Supplemental Readings (Optional):

Agnew, J. and J. Duncan, eds. *The Power of Place: Bringing Together Geographical and Sociological Imaginations*. London: Unwin Hyman, 1989.

Anderson, K. and F. Gale. *Inventing Places*. Longman, 1992.

Barnes, Trevor and Derek Gregory, eds. *Reading Human Geography: The Poetics and Politics of Inquiry*. New York: John Wiley, 1997.

Bergman, Edward F. *Human Geography: Cultures, Connections, and Landscapes*. Englewood Cliffs, New Jersey: Prentice Hall, 1995.

Cater, J. and T. Jones. *Social Geography: An Introduction to Contemporary Issues*. London: Edward Arnold, 1989.

Cosgrove, D. E. *Social Formation and Symbolic Landscape*. Croom Helm, London, 1984.

Cosgrove, D. and S. Daniels, eds. *The Iconography of Landscape: Essays on the Symbolic Representation, Design and Use of Past Environments*. Cambridge: Cambridge University Press, 1988.

Cresswell, Tim. *Place: A Short Introduction*. Oxford: Blackwell, 2004.

Dear, M. and J. Wolch. *The Power of Geography: How Territory Shapes Social Life*. London: Unwin Hyman, 1989.

Duncan, James and David Ley, eds. *Place/Culture/Representation*. London and New York: Routledge, 1993.

Gregory, Derrick. *Geographical Imaginations*. New York and London: Basil Blackwell, 1994.

Meinig, D.W. *The Interpretation of Ordinary Landscapes*. New York: Oxford University Press, 1976.

Mitchell, Don. *Cultural Geography: A Critical Introduction*. Oxford: Blackwell, 2000.

Rapoport, A. *The Meaning of the Built Environment*. Beverly Hills: Sage Publications, 1982.

Rutherford, J., ed. *Identity: Community, Culture and Difference*. Lawrence and Wishart, 1990.

Tuan, Yi-Fu. *Space and Place: The Perspective of Experience*. Minneapolis: University of Minnesota Press, 1977.

### III. COURSE JUSTIFICATION/RATIONALE

This seminar will study an area of cultural geography related to the instructor's research. Recent advances in cultural theory are often neglected (by necessity) in geography courses organized by region. Theories and concepts important to cultural geography will be applied as related to the specified course topic.

### IV. COURSE OBJECTIVES

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

1. Discuss key theories and concepts important to the discipline of cultural geography.
2. Analyze the relationship between social identity and place or landscape production.

### V. ASSESSMENT

30% = 3 essays

25% = written research paper

20% = oral presentation of research

25% = discussion involvement

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

#### Class Format:

Each week, students will be required to complete a limited set of readings from books or articles. Each class period, the instructor will bring a set of questions for the applicable reading(s) and each student will be required to choose at least one question to answer. Students will initial the question they choose to answer as evidence of participation. The readings should allow you to consider your research topic right from the beginning. I urge you to consult the reference lists or footnotes in the readings early on as a means to initiate your research.

#### Assignments:

Three 5-7 page essays (10% each) will be due during the first twelve weeks. These reaction essays should respond thoughtfully to readings and class discussion. As the course proceeds you will have the opportunity to work on a major research paper, which should be no less than ten pages in length. I'll ask you to make a brief 20-minute oral presentation of your research the last three class meetings of the semester. Your research should examine an appropriate place or set of places using a well-developed conceptual framework of analysis informed by assigned or other readings.

**Attendance Policy:**

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

**Late Assignments:**

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

**Academic Misconduct:**

Academic honesty is a cornerstone of higher education. If you are caught plagiarizing or cheating, you will receive an "F" (0%) for the entire assignment. Furthermore, the instructor reserves the right to apply an F for the entire course if he feels it is warranted. Please refer to "Student Academic Conduct Policies" outlined in the student handbook.

**Students with Disabilities:**

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

**VI. Schedule**

To be provided.

# CURRICULUM COMM -PASSED

11/1/11  
JRP

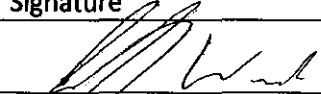
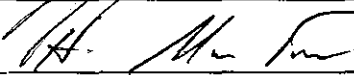
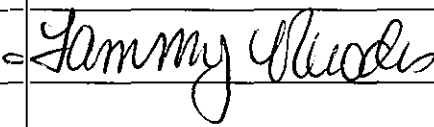
## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee  
FROM: History and Political Science  
DATE SUBMITTED: 10/10/11

## FACULTY SENATE-PASSED

11/8/11 pcc

### REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head		10/13/11
Dean		10-13-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/19/11
Vice President for Academic Affairs		

Course Subject: HIST	Course Number: 3613
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): History of Japan	
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 checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I	If course is required by major/minor, how frequently will course be offered? Once every two years.
Is this course repeatable for additional earned hours? No	How many times?
Does this course require a fee? No	How much? Type of fee?

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites:	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Course description as to appear in catalog</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No	
How does this proposal support the University Mission or University Strategic Planning Goals? This course directly affects the strategic planning goal number one: "Enhance the creation and delivery of first quality education services." It also contributes directly to the university's mission of offering "a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners." Few universities in the state or nation offer a History of Japan course. The adoption of this course also reflects the increasing number of Japanese students on campus and the growing importance of Asia in general in world politics, economics, and culture.	
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. Senior surveys suggest history majors' desire for greater diversity in curriculum, especially in the increasingly globally important Asian regions. New additions to the HPS faculty have made delivery of courses in Asian history possible for the first time at Tech.	
How will the effect of the change be monitored in ongoing program assessment? Student evaluations, student grades, peer review of teacher performance, senior survey.	

**The History of Japan  
HIST 3613**

Dr. Carolyn Neel \  
Witherspoon Hall, Room 255  
(479) 968-0265  
E-mail: [vneel@atu.edu](mailto:vneel@atu.edu)

Office Hours: Tuesday: 10:00 – 12:00; Wednesday: 2:00-3:00; Thursday 1:00 -2:00  
Or by request

**Course Description:** The History of Japan with an emphasis on the social, cultural, and political roots of Modern Japan.

**Course Objectives:** This course is designed to assist the student in acquiring basic knowledge of Japan, its history and culture, including

- The emergence of Japan's early culture and political structures,
- Japan's medieval reactions to outside influences, particularly the cultural impact of the Mongol attempts to invade.
- Its interactions with other Asian States, particularly China and Korea
- The formation of the Tokugawa state and its subsequent relationship with other Asian states
- The social and political impact of the Christian missionary initiatives and the European trade initiatives
- The Meiji Restoration, industrialization, and modernization
- The emergence of Japanese imperialism
- Defeat, reconstruction, and the initiatives of the modern Japanese state.

**Required books:**

Beasley, W. G. *The Japanese Experience : A Short History of Japan*, History of Civilisation. Berkeley ;: Los Angeles : University of California Press, 1999.

\_\_\_\_. *Japanese Imperialism, 1894-1945*. New York: Oxford University Press, 1987.

Bellah, Robert Neelly. *Tokugawa Religion : The Cultural Roots of Modern Japan*. 1st Free Press pbk. ed. London: Collier Macmillan Publishers, 1985.

Dower, John W. *Embracing Defeat : Japan in the Wake of World War II*. 1st ed. New York: W.W. Norton & Co., 1999.

Jansen, Marius B. *The Emergence of Meiji Japan*. New York, NY: Cambridge University Press, 1995.

**Supplemental Readings:** Additional required readings are found as PDF files under the "Course Reader" tab.

**Time and Effort:** Keep in mind that in a university classroom setting, you will spend about 2 1/2 hours each week attending lectures in a classroom. It is generally expected that students will spend two hours in study and class preparation for each hour spent in the class room. Using that calculation, you should be spending a minimum of 7 1/2 hours each week reading, writing, studying, and participating in on-line discussions. If you are spending less time than that, you are probably not devoting enough time to this class. Keep this in mind.

**Class Procedure:** Students are expected to attend classes and read the materials assigned in order to understand the course. **Any missed material, handouts, and/or announcements are the responsibility of the individual student.**

**Course Goals:** This course is designed to promote understanding of human possibility for cultural and social organization through a focus on Japan. The written assignments are designed to assist students in learning to communicate effectively, to think critically, to apply scientific and quantitative reasoning, and to demonstrate knowledge of the arts and humanities as applied to the social, political, and cultural development of human groups.

**Supplemental Readings and Materials: Attendance and Make-up Work:** You are expected to access the course shell within BlackBoard at least once weekly. **If you miss an examination because of an excused absence, you may be required to take an essay-only make-up exam in the Social Sciences and Philosophy Office.** If you do not have an excused absence you may receive a score of zero on the work missed.

**Assessment Methods and anticipated assignments:**

- Participation grade, based on involvement in the Discussion Board dialogue regarding the discussion assignments, up to 5 points per week. 75 points
  - An autobiography (300-500 words) so your classmates can get to know you. 25 points
  - Two short essays (about 800 to 1000 words each), at 50 points each. 100 points
  - Mid-Term Examination 100 points
  - Final Examination 100 points
- TOTAL** **400 POINTS**

Written Assignments should be uploaded to the "Assignments" tab in BlackBoard.

*You are responsible for reading the assigned books as well as the additional reading assignments.* You should familiarize yourself with the maps, charts, illustrations, and tables included in the chapters.

**Class Policies: Plagiarism and cheating** – These are serious matters and ALL incidents will be treated as such. You will automatically receive a zero on the work plagiarized/cheated and possibly dropped from the course with the grade of "F". In addition, you will be reported to the appropriate ATU office for disciplinary action (see ATU *Student Handbook*). You should be aware that the instructor has access to the most sophisticated plagiarism detection software

available.

**WHAT IS PLAGIARISM?** Plagiarism consists of borrowing other people's thoughts without giving them due credit, whether or not you actually use their words. Using citations liberally will protect you, as well as showing the instructor that you are a diligent, hardworking student who does actual research rather than merely writing whatever comes to mind. When in doubt, cite. You will NEVER be penalized for citing a source, but are taking a very big chance if you don't.

**The schedule for weekly reading and hand-in assignments are below. I will post an announcement if I change the schedule. Make sure you check the Course Reader each week for any new materials By Friday of each week, you should have completed all reading assignments. There may be a significant reduction in points for any materials submitted after the specified due dates**

**Remember that you earn a large part of your grade by participating in the on-line discussions. Do not let this slide.**

### SCHEDULE

Wk 1	Topic: Introduction to Japanese History, Japanese Origins, Myths, Archaeology, the Yamato state and early culture.
Wk 2	Topic: Developing Monarchy and belief systems, the impact of Chinese Culture Reading Assignment: Beasley, Chapters 1 and 2; Course Reader: "Shinto"
Wk 3	Topic: The rise of Buddhism and Chinese Culture in Japan, the Ebbing of the Chinese Tide Reading Assignment: Beasley, Chapters 3 and 4; Course Reader:
Wk 4	Topic: Japanese Feudalism and Medieval Culture, 1200 to 1450 Reading Assignment: Beasley, Chapters 5 and 6; Course Reader: "Japanese Unification: Accounts of Nobunaga, Hideyoshi, and Tokugawa."
Wk 5	Topic: Unification, the Tokugawa Consolidation Reading Assignments: Beasley, Chapter 7; Bella, <i>Tokugawa Religion : The Cultural Roots of Modern Japan</i>
Wk 6	Topic: Edo Society and Culture Reading Assignment: Beasley, Chapters 9 and 10; Course Reader, Matsuo Basho, "The Narrow Road to the Deep North." First Essay Due: You may choose to do a book review of Bellah, Robert Neelly. <i>Tokugawa Religion</i> OR you may propose a topic relative to the topics of weeks 2 through 6, subject to the Instructor's approval.
Wk 7	Topic: International contacts, foreign influences Reading Assignment: Beasley, Chapters 8 and 11
Wk 8	Topic: Discussion of Japan's entry into the international market systems, MIDTERM EXAMINATION
Wk 9	Topic: The end of the Tokugawa bakufu Reading Assignment: Beasley, Chapter 12, Jansen, Chapters 1 and 2
Wk 10	Topic: The Emergence of Meiji Japan Reading Assignment: Jansen, Chapters 3,4, and 5
Wk 11	Topic: Japanese Imperialism Emerges Reading Assignment: Beasley, <i>Japanese Imperialism</i> , Chapters 1, 2, 3, and 4
Wk 12	Topic: Imperialism as Foreign Policy Reading Assignment: Beasley, <i>Japanese Imperialism</i> , Chapters 5, 6, 7, and 8



Wk 13	<p>Topic: Building the Japanese Empire</p> <p>Reading Assignment: Beasley, <i>Japanese Imperialism</i>, Chapters , 9, 10, and 11; Course Reader, Kito Ikki, "Plan for the Reorganization of Japan."</p>
Wk 14	<p>Topic: Japan and the World at War</p> <p>Reading Assignment: Beasley, <i>Japanese Imperialism</i>, Chapters 12, 13, 14, and 15</p> <p>Second Essay Due: You may choose to do a book review of Beasley, <i>Japanese Imperialism</i> OR you may propose a topic relative to the topics of weeks 7 through 16, subject to the Instructor's approval.</p>
Wk 15	<p>Topic: End of War, the Deadly Defeat</p> <p>Reading Assignment: Dower, Parts I, II, and III</p>
Wk 16	<p>Topic: Painful Rebuilding</p> <p>Reading Assignment: Dower, Parts IV, V, and VI</p>
Wk 17	<p>Reading Day, Final Essays Due xxx</p>

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Macfarlane, Alan. *The Savage Wars of Peace : England, Japan and the Malthusian Trap*. Oxford, UK ; Cambridge, MA: Blackwell Publishers, 1997.

Moulder, Frances V. *Japan, China and the Modern World Economy : Toward a Reinterpretation of East Asian Development Ca. 1600 to Ca. 1918*. Cambridge, [Eng.] ; New York: Cambridge University Press, 1976.

Nish, Ian Hill. *The Iwakura Mission in America and Europe : A New Assessment*, Meiji Japan Series ;. Richmond, Surrey [U.K.]: Japan Library, 1998.

Smith, Robert J. "Something Old, Something New -- Tradition and Culture in the Study of Japan." *The Journal of Asian Studies* 48, no. 4 (1989): 715-23.

Tanaka, Ky oko, and National University of Singapore. Dept. of Japanese Studies. *On the Periphery of the World : Japan's Internationalisation in Historical Perspective*. Singapore: Dept. of Japanese Studies, National University of Singapore, 1989.

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CURRICULUM COMM

-PASSED 11/1/11 JHK

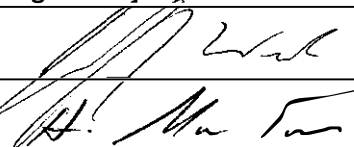

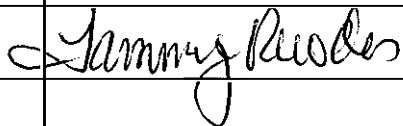
Arkansas Tech University  
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee  
FROM: History and Political Science  
DATE SUBMITTED: 10/10/11

FACULTY SENATE - PASSED

11/8/11 PCC

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head		10/13/11
Dean		10-13-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/20/11
Vice President for Academic Affairs		

Course Subject: HIST	Course Number: 3623
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): History of India	
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 checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I	If course is required by major/minor, how frequently will course be offered? Once every two years.
Is this course repeatable for additional earned hours? No How many times?	
Does this course require a fee? No	How much? Type of fee?

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites:	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>a. Course subject, number and title</li> <li>b. Course description as to appear in catalog</li> <li>c. Course goals and/or objectives</li> <li>d. Course outline</li> <li>e. Methods of student performance assessment and evaluation</li> <li>f. Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No	
How does this proposal support the University Mission or University Strategic Planning Goals? This course directly affects the strategic planning goal number one: "Enhance the creation and delivery of first quality education services." It also contributes directly to the university's mission of offering "a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners." Few universities in the state or nation offer a History of India course. The adoption of this course also reflect the increasing number of Indian students on campus and the growing importance of Asia in general in world politics, economics, and culture.	
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. Senior surveys suggest history majors' desire for greater diversity in curriculum, especially in the increasingly globally important Asian regions. New additions to the HPS faculty have made delivery of courses in Asian history possible for the first time at Tech.	
How will the effect of the change be monitored in ongoing program assessment? Student evaluations, student grades, peer review of teacher performance, senior survey.	

**The History of India  
HIST 3623**

Dr. Carolyn Neel \\  
Witherspoon Hall, Room 255  
(479) 968-0265  
E-mail: [vneel@atu.edu](mailto:vneel@atu.edu)

Office Hours: Tuesday: 10:00 – 12:00; Wednesday: 2:00-3:00; Thursday 1:00 -2:00  
Or by request

**Course Description:** The History of India and the South Asian subcontinent with an emphasis on the social, cultural, and political development leading to modern India.

**Course Objectives:** This course is designed to assist the student in acquiring basic knowledge of South Asia, its history and culture, including

- The emergence of India's culture and political structures
- Conquest and Consolidation
- The Classical Age and development of the caste system
- Trade Networks and India's impact on the development of Southeast Asia
- The Impact of Islam, unification under the Mughal Empire
- Facing European incursions, the decline of the Mughal Empire and rise of the East India Company
- Modernization, Revolt, the jewel in the British crown
- Nationalism and Anti-Colonialism
- Democracy, Independence, and Pakistan
- India today, a global power

**Required books:**

Forbes, Geraldine Hancock. *Women in Modern India*, The New Cambridge History of India. Cambridge England ; New York: Cambridge University Press, 1996.

Guha, Ramachandra. *Makers of Modern India*. Cambridge, Mass.: The Belknap Press of Harvard University Press, 2011.

Wolpert, Stanley A. *A New History of India*. 5th ed. New York: Oxford University Press, 1997.

**Supplemental Readings:** Additional required readings are found as PDF files under the "Course Reader" tab.

**Time and Effort:** Keep in mind that in a university classroom setting, you will spend about 2 1/2 hours attending lectures in a classroom each week. It is generally expected that students will spend two hours in study and class preparation for each hour spent in the class room. Using that calculation, you should be spending a minimum of 7 hours each week reading, writing,

studying, and participating in on-line discussions. If you are spending less time than that, you are probably not devoting enough time to this class. Keep this in mind.

**Class Procedure:** Students are expected to attend classes and read the materials assigned in order to understand the course. **Any missed material, handouts, and/or announcements are the responsibility of the individual student.**

**Course Goals:** This course is designed to promote understanding of human possibility for cultural and social organization through a focus on South Asia. The written assignments are designed to assist students in learning to communicate effectively, to think critically, to apply scientific and quantitative reasoning, and to demonstrate knowledge of the arts and humanities as applied to the social, political, and cultural development of human groups.

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- Participation grade, based on involvement in the Discussion Board dialogue regarding the discussion assignments, up to 5 points per week. 75 points
  - An autobiography (300-500 words) so your classmates can get to know you. 25 points
  - Two short essays (about 800 to 1000 words each), at 50 points each. 100 points
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  - Final Examination 100 points
- 
- Approximate TOTAL **400 POINTS**

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**The schedule** for weekly reading and hand-in assignments are below. I will post an announcement if I change the schedule. Make sure you check the Course Reader each week for any new materials.

**By Friday of each week, you should completed all reading assignments. There may be a significant reduction in points for any materials submitted after the specified due dates**

Remember that you earn a large part of your grade by participating in the on-line discussions. Do not let this slide.

### SCHEDULE

Wk 1	Topic: Introduction Read: Wolpert, Chapters 1 through 5, 3-69
Wk 2	Topic Fragmentation, Classical Age, Islam, Mughal Unification, Europe’s Vanguard, Great Mughal Glory. Read: Wolpert, Chapters 6 through 11, 70-172
Wk 3	Topic: Twilight of Mughal Empire, the RAJ, New Mughals, Modernization and Revolt, and Crown Rule Read: Wolpert, Chapters 12-16, 173-257, Course Reader, Yang, “Bandits and Kings.”
Wk 4	Topic: Indian Nationalism, Revolt and Reform, World War I, Toward Independence Read: Wolpert, Chapters 17—21, 258-345 First Essay due XXX
Wk 5	Topic: World War II, Nehru, Collective Leadership and Indira Raj, to Indira Gandhi’s Assassination Read: Wolpert, Chapters 22-25, 346-439.
Wk 6	Topic: Rajiv Gandhi’s Raj, Opening India to Globalization, Escalating Indo-Pak Conflict. Read: Wolpert 26-28, 440-490.
Wk 7	Topic: Pulling it all together: Roundtable discussion of Major Issues, possible Essay Topics
Wk 8	MIDTERM ESSAYS DUEXXX Topic, Women in Modern India: Introduction Read Forbes, Introduction and Chapter 1, 1-31 Course Reader: Good, “Congealing Divinity”
Wk 9	Topic: Women in Modern India:, Education, Emergence of Women’s Organizations, Movement for Rights Read: Forbes, Chapter 2-4, 32-120
Wk 10	Topic: Women in Modern India: the Nationalist movement, work in colonial India Read: Forbes, Chapters 5-6, 121-188
Wk 11	Topic: Women in Modern India: Transition and Independence Read: Forbes, Chapters 7-8, 189-254.
Wk 12	Topic: People who Made Modern India: Indian Minds Opened to Possibilities Read: Guha, Prologue and Part One: 1-46
Wk 13	Topic: People who Made Modern India: Reformers and Radicals Read: Guha, Part Two, 47-130
Wk 14	Topic: People who Made Modern India: Nurturing a Nation Read: Guha, Part Three, 131-282 Second Essay Due x xx
Wk 15	Topic: People who Made Modern India: Debating Democracy Read: Guha, Part Four, 283-434



<b>Wk 16</b>	<b>Topic: People who Made Modern India: Tradition Re-Affirmed</b> <b>Read: Guha, Part Five, 411-488</b>
<b>Wk 17</b>	<b>Last Day of Class: xx. Roundtable discussion of course issues.</b> <b>Reading Day: xx</b> <b>Final Essays Due xxx</b>

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**CURRICULUM COMM**  
**-PASSED** 11/1/11  
*JHR*

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: History and Political Science

DATE SUBMITTED: 05 October 2011

**FACULTY SENATE-PASSED**

REQUEST FOR COURSE CHANGE

11/8/11 pcc

Title	Signature	Date
Department Head	<i>[Signature]</i>	10/13/11
Dean	<i>[Signature]</i>	10-13-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/20/11
Vice President for Academic Affairs		

Course Subject: <b>HIST</b>	Course Number: <b>4183</b>
Cross-listed with Subject:	Course Number:
Official Title <b>American Legal History</b>	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input type="checkbox"/> Title <b>XX Course Description</b> <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: <b>XX</b> Spring <input type="checkbox"/> Summer I	

New Course Number :

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

New Course Description:

**This course concerns the history and development of law, legal institutions, and legal culture in the United States from its colonial origins to the present day, with emphasis on constitutional case law and the interaction of law with the overall development of American society.**

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:

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.

**While not completely redundant, the content provided in HIST 4043 American Constitutional Development and HIST 4183 American Legal History significantly overlap. Senior survey and informal discussions with pre-law students and professors suggest that HIST 4043 and HIST 4183 can be combined into a single course that more efficiently and effectively delivers content needed for those entering into the legal or law related fields (for example, the single course will address the crucial historical links between federal, state, and local court systems across time rather than the two courses separating these systems into different classes and eras). Faculty resources can also be more efficiently allocated with a single course offering in legal history (with current faculty the single course could be offered once every two years rather than each of the two courses being offered once every four years). The new course description for HIST 4183 incorporates the description of HIST 4043 into the existing description for HIST 4183.**

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

Senior survey, student grades, student evaluations, peer review.

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

**CURRICULUM COMM**  
**-PASSED** 11/1/11  
*JLB*

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee  
 FROM: History and Political Science  
 DATE SUBMITTED: 10/13/11  
 REQUEST FOR COURSE CHANGE

**FACULTY SENATE—PASSED**  
 11/8/11 pcc

Title	Signature	Date
Department Head	<i>[Signature]</i>	10/13/11
Dean	<i>[Signature]</i>	10-13-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/20/11
Vice President for Academic Affairs		

Course Subject: HIST	Course Number: 4983
Cross-listed with Subject:	Course Number:
Official Title Social Sciences Seminar	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Title <input checked="" 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 Term: <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I	

**New Course Number :**

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

History Seminar

**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 \_\_\_\_\_ POLS

4983 \_\_\_\_\_

**New Prerequisite/Co-requisite:**

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.

With the separation of the History and Political Science majors, it is no longer necessary to cross list HIST 4983 and POLS 4983. Indeed informal feedback suggests that the crosslisting is confusing to History and Political Science majors. The name change to History Seminar from Social Sciences Seminar clarifies for students the content of the class.

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

Course enrollment and senior survey.

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

CURRICULUM COMM  
-PASSED

11/1/11  
JAB

Arkansas Tech University  
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

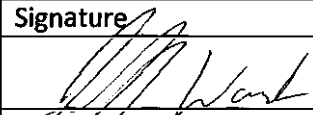
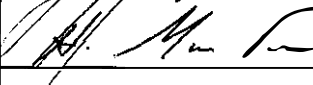
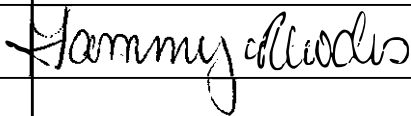
FROM: History and Political Science

DATE SUBMITTED: 09/23/11

FACULTY SENATE - PASSED

11/8/11 pcc

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head		10/13/11
Dean		10-13-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/20/11
Vice President for Academic Affairs		

Course Subject: PHIL	Course Number: 4093/5093
Cross-listed with Subject:	Course Number:
Official Title: American Philosophy	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" 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 Term: <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I	



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 HIST 4223/5223

(new course number  
because HIST 4093  
exists)

New Prerequisite/Co-requisite:

HIST 4223/5223 do not currently exist; History department never requested course addition for these courses.

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 philosophical school known as American Pragmatism constitutes the United States' most original contribution to world philosophy. Although it was born over a century ago, Pragmatism remains a vital philosophical tradition, and continues to influence thinkers in a wide variety of disciplines. Adding the HIST cross-listing to the American Philosophy course would provide an additional incentive for students of American history to become better acquainted with this rich and distinctively American intellectual tradition. The history program already offers several courses that focus on developments in specific areas of American social and cultural life, such as American Legal History and American Labor History, so the addition of American Philosophy should serve to nicely complement the existing American history curriculum.

Universities such as Vanderbilt and Baylor, which have degree-granting programs in American Studies, include a course in American Philosophy as part of their American Studies curriculum. While the Tech English Department does occasionally offer a class under an "American Studies," heading, Tech has no American Studies program per se. The closest equivalent to such a degree-granting program at Tech is the history major with an emphasis on American history, so the HIST cross-listing constitutes the best alternative in our case.

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

The impact of the cross-listing could be assessed by tracking enrollment numbers for the course, and by student comments provided through class evaluations and exit interviews.

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

**CURRICULUM COMM**  
**Arkansas Tech University**      **-PASSED**      11/1/11  
**REQUEST FOR COURSE CHANGE**      *JAR*

TO: Curriculum Committee  
 FROM: History and Political Science  
 DATE SUBMITTED: 10/11/11

**FACULTY SENATE—PASSED**

*11/8/11 pcc*

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head	<i>[Signature]</i>	10/13/11
Dean	<i>[Signature]</i>	10-13-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/21/11
Vice President for Academic Affairs		

Course Subject: PHIL	Course Number: 4103
Cross-listed with Subject:	Course Number:
Official Title: Advanced Logic	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input checked="" 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 checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I	

New Course Number :
New Course Title (Limited to 30 characters including spaces):
New Course Description:
<p>New Cross-list:</p> <p><input checked="" 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 <u>MATH 3103</u></p> <p style="border: 1px solid red; padding: 2px;">MATH 3103 does not exist, and course addition has not been submitted.</p>
New Prerequisite/Co-requisite: MATH 2703 (Discrete Mathematics) or PHIL 3103 (Logic)
<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>In the past Advanced Logic has generally had small student enrollments. This has been due in part to the fact that the philosophy program does not offer a major, since students majoring in philosophy would normally constitute the natural clientele for such a course. Another factor is that most of the students who minor in philosophy are majors in one of the arts or humanities. They constitute a student population which tends to find the study of formal systems relatively unfamiliar and challenging.</p> <p>Formerly, the low enrollments for the course were not necessarily problematic, since 4000-level courses often have smaller enrollments than lower level ones. However, the university is now requiring that all undergraduate classes have a minimum enrollment of ten students. Adding a MATH cross-listing to Advanced Logic should serve to considerably expand its potential audience, and so increase the likelihood that at least ten students will enroll for the course when it is offered.</p> <p>As part of the cross-listing, it is being proposed that the course prerequisite be modified to include Discrete Mathematics as an alternative to Logic. Because a course in discrete mathematics typically covers the fundamentals of formal logic, it could serve in lieu of Logic as a way of ensuring that the student is familiar with the basic principles of deductive reasoning. While relatively few math majors or minors take Logic, Discrete Mathematics is part of the curriculum for both the major and minor in math.</p> <p>Because the subject matter of Advanced Logic includes metalogic, it's a course that is inherently interdisciplinary. The field of metalogic includes Kurt Gödel's theorems on incompleteness, which have significant implications for both philosophy and mathematics. A MATH/PHIL cross-listing for a</p>

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

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

Department Affected: Mathematics	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Mathematics Department supports the proposal to cross list the course Advanced Logic PHIL 4103 as MATH 3103.	

Department Head Signature: John Lipi

Date: 9/30/11

# CURRICULUM COMM

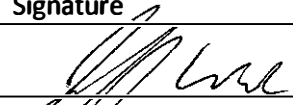

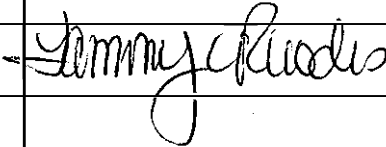
-PASSED 11/1/11  
JHR

## Arkansas Tech University REQUEST FOR COURSE CHANGE

TO: Curriculum Committee  
 FROM: History and Political Science  
 DATE SUBMITTED: 10/13/11  
 REQUEST FOR COURSE CHANGE

**FACULTY SENATE—PASSED**

11/8/11  
pcc

Title	Signature	Date
Department Head		10/15/11
Dean		10-13-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/20/11
Vice President for Academic Affairs		

Course Subject: POLS	Course Number: 4983
Cross-listed with Subject:	Course Number:
Official Title Social Sciences Seminar	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Term: x Spring <input type="checkbox"/> Summer I	

New Course Number :

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

Political Science Seminar

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 \_\_\_\_\_ HIST  
4983 \_\_\_\_\_

New Prerequisite/Co-requisite:

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.

With the separation of the History and Political Science majors, it is no longer necessary to cross list HIST 4983 and POLS 4983. Indeed informal feedback suggests that the crosslisting is confusing to History and Political Science majors. The name change to Political Science Seminar from Social Sciences Seminar clarifies for students the content of the class.

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

Course enrollment and senior survey.

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

**Arkansas Tech University  
REQUEST FOR COURSE CHANGE**

(1-23)

TO: Curriculum Committee

FROM: History and Political Science

DATE SUBMITTED: 10/12/11

**FACULTY SENATE—PASSED**

REQUEST FOR COURSE CHANGE

*11/8/11 pcc*

Title	Signature	Date
Department Head	<i>[Signature]</i>	10/13/11
Dean	<i>[Signature]</i>	10-13-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Kiwols</i>	10/20/11
Vice President for Academic Affairs		

Course Subject: HIST/POLS/GEOG/PHIL See attached	Course Number: See attached
Cross-listed with Subject:	Course Number:
Official Title	
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: x Spring <input type="checkbox"/> Summer I	



**New Course Number :**

N/A

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

N/A

**New Course Description:**

N/A

**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:**

See attached.

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.

Current departmental prerequisites were not based on detailed assessment analysis. Over the past year, faculty analysis has shown no significant learning differences for students failing to meet prerequisites for similar departmental courses. Above all, the wide array of prerequisites follows no rational pattern and leads to poor advising, loopholes, and other obstacles that impede student progress through our programs. Surveys of students and comments from focus groups indicate that students find the prerequisites confusing. The proposed change will better clarify program requirements, enhance student learning, lead to improved advising, and should improve the department's four year graduation rate.

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

Student evaluations, student grades, retention rates, senior surveys.

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

**Eliminate the following prerequisites from the catalog:**

**(highlighted areas should be deleted)**

**(1) GEOG 2833  
Introduction to Geographic Information Systems**

**Prerequisite:** COMS 2003 or permission of the instructor.

An introductory course dealing with computer organized spatial and attribute data. GIS is a system of specialized computer programs with the capability to manipulate and analyze data for problem solving.

**(2) GEOG 3803  
Historical Geography**

**Prerequisite:** GEOG 2013

A study of how space and <sup>place</sup> ~~place~~ is transformed through time. Through a focus on the geographies of the past throughout North America, this course examines the ways humans interact with the environment to create a material-cultural landscape.

**(3) GEOG 4203  
Place and Collective Memory**

**Prerequisite:** GEOG 2013

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

**(4) POLS 3013  
Recent American Foreign and Military Policy**

**Prerequisites:** POLS 2013 and 3413 recommended

The post World War II environment in which U.S. foreign and military policy functions; emphasis is on the formulation of policy, relationship of foreign policy and domestic affairs, problems of foreign and military policy coordination and control, and the military industrial complex.

**(5) POLS 3083  
Political Parties and Interest Groups**

**Prerequisite:** POLS 2013

A study of American political parties and interest groups with emphasis on such topics as public opinion, the nature and history of parties and interest groups, organizational structures and procedures, public policy interest, nominations, and elections.

(6) **POLS 3473**  
**National Security Policy**

**Prerequisite:** POLS 2013 and 3013 recommended.

A study of national security policy making, with an emphasis on current national security issues.

(7) **POLS 3513**  
**Research Methods II**

**Prerequisite:** POLS 2003 and POLS/HIST 2153 or PSY/SOC 2053. Completion of MATH 1113 recommended.

Introduction to elementary descriptive and inferential statistics, with an emphasis on applications in political science.

(8) **HIST 3043**  
**Civil War and Reconstruction**

**Prerequisite:** HIST 2003 or permission of department head.

The social, political, economic, and intellectual backgrounds of the war; the military operations; analysis of Reconstruction.

(9) **HIST 3103**  
**The Old South**

**Prerequisite:** HIST 2003 or permission of department head.

A survey of the political, social, and economic development of the American South before the Civil War.

(10) **HIST 3243**  
**Archive and Manuscript Management**

**Prerequisite:** HIST 2203 or permission of department head.

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

**(11) HIST 3281  
Grant Writing for Historians**

**Prerequisite:** HIST 2203 or permission of department head.

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

**(12) HIST 3283  
Historical Editing**

**Prerequisite:** HIST 2203 or permission of department head.

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

**(13) HIST 3291  
Practicum in Public History**

**Prerequisite:** HIST 2203

Practicum facilitating the integration, synthesis, and application of theories, concepts, and skills associated with public history.

**Note:** Course requires 75 clock hours of supervision in the museum.

**(14) HIST 3463  
The Enlightenment, French Revolution, and Napoleonic Eras**

**Prerequisites:** HIST 1503 and 1513

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

**(15) HIST 3573  
History of Eastern Europe**

**Prerequisites:** HIST 1503 and 1513

A study of the cultural and political history of eastern Europe from the Napoleonic Wars to the present.

**(16) HIST 4033**  
**The Frontier in American History**

**Prerequisites:** HIST 2003 and 2013, or permission of department head.

Study of the American frontier as a place, as a process, and as a state of mind influential in shaping institutions and attitudes during the expansion of this nation westward from Atlantic to Pacific.

**Note:** May not be repeated for credit as HIST 5033 or equivalent.

**(17) HIST 4073**  
**American Diplomatic History, 1776-1912**

**Prerequisite:** HIST 2003

This course is a study of America's diplomatic relationships with other nations and peoples from 1776 to 1912. Of particular emphasis will be the changes in international affairs brought about by the evolving economic and political conditions. This course follows the United States' early struggles in diplomacy through its expansion and eventual emergence as a world power.

**(18) HIST 4083**  
**American Diplomatic History, 1912 to the Present**

**Prerequisite:** HIST 2013

This course is a study of America's diplomatic relationships with other nations and peoples from 1912 to the present. Of particular emphasis will be the changes in international affairs brought about by the evolving economic and political conditions. This course follows the United States from its emergence as a world power through two world wars, a cold war, and a war on terrorism.

**(19) HIST 4123**  
**African American History**

**Prerequisite:** HIST 2003 or HIST 2013

This course examines the unique role and contribution of African Americans in the overall development of American history from the colonial era to the present. Topics include African societies; black colonial life; the institution of slavery, and African American responses to slavery; the free black community; African American cultural, political, and economic development; issues of assimilation, separatism, and African American responses to institutional racism; the Civil Rights Movement, and recent developments.

**Note:** May not be repeated for credit as HIST 5123.

**(20) HIST 4143  
Native American History**

**Prerequisites:** HIST 2003 or HIST 2013

A survey of Native American history from the Archaic period to the present. This course will present an interpretation of the historical experience of the diverse nations native to North America utilizing an ethno-historical approach. Some emphasis will be placed on the formation and operation of United States government policy regarding Native Americans in both the 19th and 20th centuries.

**Note:** May not be repeated for credit as HIST 5143.

**(21) HIST 4163  
American History Through Film**

**Prerequisite:** HIST 2013

This course examines 20th century American history through the study of American film, and film as cultural and historical text. Subjects for analysis include the Great Depression, World War II, the Cold War and Cold War culture, the 1960s, Vietnam, and the Reagan era. Emphasis will be on the uses of film as both primary and secondary source material for the study of history.

**(22) HIST 4293  
Historic Preservation**

**Prerequisites:** HIST 2203 or permission of department head.

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

**(23) HIST 4823  
Nationalism**

**Prerequisites:** HIST 1503 and 1513

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

**CURRICULUM COMM**  
**-PASSED 11/17/11**

*JLH*

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

*Catalog 11-16-11 KR*

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: History and Political Science

**FACULTY SENATE - PASSED**

DATE SUBMITTED: 05 October 2011

*11/8/11 pcc*

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

Title	Signature	Date
Department Head	<i>[Signature]</i>	<i>10/13/11</i>
Dean	<i>[Signature]</i>	<i>10-13-11</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Program Title: <b>Minor in Pre-Law</b>	Effective Date: spring 2012
--	-----------------------------

Outline change in program and attach curriculum matrix:  
**delete as a Pre-Law Minor elective HIST 4043** ✓

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.

**While not completely redundant, the content provided in HIST 4043 American Constitutional Development and HIST 4183 American Legal History significantly overlap. Senior survey and informal discussions with pre-law students and professors suggest that HIST 4043 and HIST 4183 can be combined into a single course that more efficiently and effectively delivers content needed for those entering into the legal or law related fields (for example, the single course will address the crucial historical links between federal, state, and local court systems rather than the two courses separating these systems into different classes). Faculty resources can also be more efficiently allocated with a single course offering in legal history (with current faculty the single course could be offered once every two years rather than each of the two courses being offered once every four**

years). HIST 4043 will be eliminated while its content will be incorporated into HIST 4183.

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

n/a

In the attached matrix, outline in specific detail *how your proposal will alter the program* (include course number and title)

**HIST 4043 will be deleted from the pre-law minor in the catalog:**

**(highlighted area to be deleted)**

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. The minor in pre-law requires 21 hours of courses:

ENGL 2053 Technical Writing

SPH 2003 Public Speaking

PHIL 3103 Logic

POLS 4043 American Constitutional Law

POLS/CJ 3023 Judicial Process or POLS 3024 Judicial Politics

and 3 hours selected from the following:

- ✓ HIST 4043 American Constitutional Law
- HIST 4183 American Legal History
- HIST 3023 American Revolution and Founding Era

and 3 hours selected from the following:

BLAW 2033 Legal Environments of Business

PHIL 3023 Ethics

MGMT 3123 Business Ethics

CJ 4023 Law and the Legal System

Also deleted from "Pre-law, Pre-Professional Program" section  
KR



**CURRICULUM COMM**  
**-PASSED** 11/1/11

JAR

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

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department) *MUSIC*

**FACULTY SENATE-PASSED**

DATE SUBMITTED: 10/14/11

11/8/11 PCC

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>[Signature]</i>	10-14-11
Dean	<i>[Signature]</i>	10-15-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/21/11
Vice President for Academic Affairs		

Course Subject: <i>BAND MUS</i>	Course Number: <i>1631, 3631</i> <i>MUS 1502, 350</i>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <i>SYMPHONIC WIND ENSEMBLE</i>	
Mode of Instruction: (check appropriate box) 01_Lecture/ 02_Lecture/Laboratory/ 03_Laboratory only/ 05_Practice Teaching/ 06_Internship/Practicum/ 08_Independent Study/ 10_Special Topics/ 12_Individual Lessons/ 13_Applied Instruction/ 16_Studio Course/ 17_Dissertation Research/ 18_Activity Course/ 98_X Other <i>MUSIC REHEARSAL</i>	
Effective Term: Spring Summer I <i>FALL 2012</i>	If course is required by major/minor, how frequently will course be offered? <i>FALL / SPRE 06</i>
Is this course repeatable for additional earned hours? <input checked="" type="checkbox"/> N How many times? <i>N/A</i>	
Does this course require a fee? <i>NO</i> How much? Type of fee?	

*per  
Nikki  
PCC*

Elective	Major	Minor
If major or minor course, you must complete the Request for Program Change form.		
Prerequisites: <i>By Addition only</i>		Co-requisites:
Grading	<u>Standard Letter</u>	P/F Other (If other, please specify below)
<p>For the proposed course, attach a syllabus that includes:</p> <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Course description as to appear in catalog</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>		
<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;"><i>NONE</i></p>		
<p>Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.</p> <p style="text-align: center;"><i>NONE</i></p>		
<p>How does this proposal support the University Mission or University Strategic Planning Goals?</p> <p style="text-align: center;"><i>SEE ATTACHED</i></p>		
<p>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.</p> <p style="text-align: center;"><i>SEE ATTACHED</i></p>		
<p>How will the effect of the change be monitored in ongoing program assessment?</p> <p style="text-align: center;"><i>STUDENT EVALUATIONS &amp; FACULTY EVALUATION</i></p>		
<p>If this course will affect other departments, a Departmental Support Form for each affected department must be attached.</p> <p style="text-align: center;"><i>N/A</i></p>		

## MEMO

To: Curriculum Committee

From: Christopher M. Anderson, Director of Bands, Associate Professor, Department of Music, Arkansas Tech University.

RE: Addition of Symphonic Wind Ensemble Fall 2012

Purpose: This memo attached to provide justification for an additional course for fall 2012

### JUSTIFICATION:

- 1) This course has historically existed in the Spring only. In order for us to move into alignment with sister institutions across the state and the nation, we should be offering a concert band experience to our top instrumentalists that performs “year round.”
- 2) It is imperative that we allow our instrumental music majors to have a performance outlet for their primary instruments. There are a number of instruments on which music majors specialize that do not even exist in marching band, the students’ only current major performance ensemble. This includes Oboe, Bassoon, and Euphonium just to name a few. Additionally, majors on Clarinet, and saxophone, for example, are not playing on their artist instruments since the activity is outside. They need an indoor band where they can focus on the exact instruments on which they are majoring.
- 3) The level of music literature that the marching band performs is not on par with the literature that can be performed in a concert setting.
- 4) Lastly, the existence of this ensemble is considered part of the “best practices” of NASM music schools across the country and we should provide this opportunity at our earliest convenience.

NEEDS: The addition of this course will not create any new “needs.” Library resources, performance venue, and rehearsal space are all equivalent to those being utilized in the Spring Symphonic Band course.

ARKANSAS TECH UNIVERSITY  
SYMPHONIC WIND ENSEMBLE  
Fall 2012

1631/3631  
MUS ~~1502/3502~~

MWF 11:00 am?

Christopher Anderson  
canderson15@atu.edu

O: 479-968-0287

*Catalog description*

The Symphonic Wind Ensemble is the premiere wind-performing ensemble at Arkansas Tech University performing a balanced mix of traditional and new repertoire. ~~Members will have the opportunity to interact with leading contemporary composers of our time and perform as representatives of Arkansas Tech.~~ Emphasis is placed on the highest artistic standards, professionalism in performance excellence while offering pedagogy for the advanced musician. Membership is determined by an annual audition and is open to all majors.

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

1. *Identify and describe a body of works (individually and collectively) in the creative arts.*

**Methods for assessing this expected learning outcome:** any combination of public or private musical performance and discussion in ensemble rehearsals and/or sectionals.

2. *Explain and differentiate creative works as expressions of values with cultural and historical contexts.*

**Methods for assessing this expected learning outcome:** discussion in ensemble rehearsals and/or sectionals.

3. *Analyze and summarize aesthetic principles that structure creative works.*

**Method for assessing the expected learning outcome:** any combination of public or private musical performance and discussion in ensemble rehearsals and/or sectionals.

**Additional General Education Expected Learning Outcomes**

**Students should be able to:**

1. *Identify the value and necessity of music in culture and society.*
2. *Compare the relationship between the audience and the artist.*
3. *Describe the artist's responsibilities and activities.*
4. *Demonstrate comprehension of musical arts as an historical form of literature and communication through critical analysis presented in written essay or oral presentation.*

5. *Develop or improve critical thinking and communication skills such as listening, reasoning, analysis and criticism.*
6. *Demonstrate Mastery of a variety of ensemble techniques leading to an ability to perform with competence on an instrument with a small or large group of others.*
7. *Demonstrate how to listen and respond to a multiplicity of instruments and various balance concerns*
8. *Demonstrate insight into the physical and mental technique necessary to continue improving musical technique and expression over time.*
9. *Speak intelligently about knowledge of the wind repertoire regularly performed in this ensemble and should have learned a balanced cross section of that repertoire.*
10. *Gain experience, musical maturity and comfort in a live performance setting.*
11. *Demonstrate skills in the recognition of the relationship between music theory and history into their performance preparation.*

### **Method for Assessing the Expected General Education Learning Outcomes**

1. *Weekly rehearsals*
2. *Concert performances*
3. *Sectional rehearsals*
4. *Individual playing demonstrations*
5. *Solo performances*

### **Course Outline - Calendar**

#### **Course Requirements**

*You are expected to come to each rehearsal physically prepared to play at the published start of class with your individual music prepared. Please plan on arriving early in order to facilitate this. Rehearsals are a time to get together to work on ensemble and musical issues, NOT to rehearse individual parts. Sectionals for each instrument will be required for each concert sequence.*

#### **Sectionals**

Sectionals- Each section is required to have a number of sectionals on your own time.

Sectionals are led by

the designated section leaders. Sections divide as follows:

- |                                       |                                 |
|---------------------------------------|---------------------------------|
| 1. Flutes                             | 6. Horns                        |
| 2. Oboes/Eng. Horn                    | 7. Trombones                    |
| 3. High Clarinets                     | 8. Tuba/Euph                    |
| 4. Saxophones/Bass Clarinets/Bassoons | 9. Percussion-See Perc. Faculty |
| 5. Trumpets                           |                                 |

Sectional Sheets are available on BlackBoard and should be submitted by the indicated deadlines.

Sectional 1-Tuesday, September 8<sup>th</sup>-

Concert 1

Sectional 2-Monday, September 14<sup>th</sup>-

Concert 1

Sectional 3-Monday, September 21<sup>st</sup>-

Concert 1

Sectional 4-Friday, October 2<sup>nd</sup> -Concert 2

Sectional 5- Friday, October 16<sup>th</sup> -Concert 2

Sectional 6- Friday, October 23<sup>rd</sup>-Concert

2  
Sectional 7-Friday, November 6<sup>th</sup> -Concert  
3  
Sectional 8-Friday, November 13<sup>th</sup>-

Concert 3  
Sectional 9-Friday, November 20<sup>th</sup>-  
Concert 3

### **Attendance Policy**

*You are a unique member and musical contributor to the entire ensemble and this requires professional commitment and responsibility. Attendance at all rehearsals and concerts is required for all members of any large ensemble. However, you may be excused from rehearsal for a significant musical opportunity. You must clear this with your director before accepting. Do not put yourself in an uncomfortable position by accepting something before acknowledging your first responsibility. Fill out the absence request form 2 weeks prior to your intended absence for approval by the director. You are responsible for finding an acceptable substitute for rehearsal and getting the music to them for any missed rehearsal. **It is imperative that you have permission from Mr. Anderson for a sub before missing a rehearsal.***

*You may be also be excused from rehearsal in the unfortunate event of illness or personal emergency. Please contact the ensembles office at 742-2742 or your director's office to let them know of your reason for absence. A doctor's excuse may be requested.*

### **Attire**

*Tuxes, black socks, black shoes, white shirt and bowtie for men  
Long black pants, skirt or dress for women, black nylons, black shoes*

### **Grading Statement**

*An unexcused absence will lower your semester grade by a full letter grade. Two unexcused absences or a missed performance will result in failure of the course.*

*Rehearsal and performance attendance: 50%  
Preparation and Performance readiness: 25%  
Sectional preparation and attendance: 25%*

*Grades are determined by a qualitative assessment of the student's progress and effort throughout the semester. Students will be evaluated weekly in their rehearsals, as well as in performances and attendance participation. Students can expect that lack of preparation, attendance and/or participation will negatively impact their grade. Students may ask their instructor at any time what kind of grade their current work merits.*

# Summary of MGMT proposals

## ADD new program (Business Data Analytics)

Add new courses to support new program

BDA 2003 Business Problem Solving  
BDA 2013 Business Spreadsheet Modeling  
BDA 3053 Business Data Analysis  
BDA 3003 Data Analytics Apps Development  
BDA 3033 Data Modeling and Management  
BDA 4003 Business Intelligence  
BDA 4031-3 Internship  
MKT 4073 Service Operations  
BDA 4073 Special Topics

Change College of Business Core to support new program

Delete MGMT 2013 (Management Productivity Tools)

Add BDA 2003 (Business Problem Solving)

Change BUAD 1003 (Introduction to Business Systems) from 3 hour credit to BUAD

~~1001~~ (one hour credit)

1111

## Add e-Tech classes

BUAD ~~3093~~ Introduction to Management BUAD 3123

BUAD ~~3193~~ Introduction to Marketing BUAD 3143

BUAD 3293 International Business

BUAD 3393 Small Business Firm Planning

## Cosmetic Changes

Change MKT 4153 Title from Marketing Research to Research Methods

Change MKT 4073 Title from Service Marketing Management to Retail Operations

~~Patricia A. ...~~

~~...~~

# CURRICULUM COMM - PASSED

11/1/11  
JBR

## Arkansas Tech University REQUEST FOR COURSE DELETION

TO: Curriculum Committee  
FROM: MGMT/MKT  
DATE SUBMITTED: August 15, 2011

### FACULTY SENATE - PASSED

11/8/11  
pcc

REQUEST FOR COURSE DELETION MGMT 2013

Title	Signature	Date
Department Head Dr. Kevin Mason	<i>Kevin Mason</i>	10/10/11
Dean Dr. Ed Bashaw	<i>R E Bashaw</i>	10/13/11
Teacher Education Council (if applicable) Dr. Eldon Clary		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10/21/11
Vice President for Academic Affairs Dr. John Watson		

Course Subject: MGMT	Course Number: 2013
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Management Productivity Tools	
Effective Term: <input type="checkbox"/> Spring <input type="checkbox"/> Summer I 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.	
Please provide rationale for the request including the evidence derived from your program assessment. We are removing MGMT 2013 – Management Productivity Tools from the catalog and adding BDA 2003 – Business Problem Solving. The purpose of this new course is to prepare students to identify and find solutions to problems in business settings and to introduce and improve skills and tools enhancing the problem solving process. Corporate partners have indicated this goal is much desired in new hires. The objectives of this course are specifically aimed at the following learning goals: effectively apply quantitative techniques as a problem-solving tool, critically evaluate business problems, effectively apply technology as a problem-solving tool in a business context, identify and evaluate ethical issues related to business problems, develop effective communication skills. Assessment data indicates need for improvement in each of these learning goals of the College of Business.	



It is a significant addition to the MGMT 2013 – which was primarily a software packages course. We feel that the change is substantial enough that a new course is necessary to recognize the shift in focus of the course.

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

This course will affect the following departments: Management and Marketing, Accounting and Economics, Business Education, and Health Information Management.

# CURRICULUM COMM -PASSED

11/1/11  
JAR

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: MGMT/MKT Dept.

DATE SUBMITTED: August 15, 2011

**FACULTY SENATE-PASSED**

11/8/11 pcc

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head <b>Dr. Kevin Mason</b>	<i>Kevin Mason</i>	10/10/11
Dean <b>Dr. Ed Bashaw</b>	<i>Ed Bashaw</i>	10/13/11
Teacher Education Council (if applicable) <b>Dr. Eldon Clary</b>		
Graduate Council (if applicable) <b>N/A</b>		
Registrar <b>Ms. Tammy Rhodes</b>	<i>Tammy Rhodes</i>	10/21/11
Vice President for Academic Affairs <b>Dr. John Watson</b>		

Course Subject: <b>BDA</b>	Course Number: <b>2003</b>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <b>Business Problem Solving</b>	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_ Lecture/ <input checked="" type="checkbox"/> <b>02_ Lecture/Laboratory</b> / <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 checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer I  <b>Fall 2012</b>	If course is required by major/minor, how frequently will course be offered? <b>Twice per year (spring/fall)</b>
Is this course repeatable for additional earned hours? <b>Y / N</b> How many times? <b>NO</b>	
Does this course require a fee? <b>No</b> How much? Type of fee?	

Elective       Major       Minor

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

**This form is included.**

Prerequisites:

**BUAD 2003 or COMS 2003 (both with a C or better)  
or permission of the instructor**

Co-requisites:

**None**

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

For the proposed course, attach a syllabus that includes: **See attached syllabus.**

- 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**

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

**Computer Lab**

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

**This course supports the professionalism and innovative programs aspect of the ATU mission. This course will support numerous corporate partnerships in terms of guest speakers and corporate support for learning activities. The course will support marketing the university by providing students with a widely sought set of knowledge and skills.**

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.

**The purpose of this course is to prepare students to identify and find solutions to problems in business settings and to introduce and improve skills and tools enhancing the problem solving process. Corporate partners have indicated this goal is much desired in new hires. The objectives of this course are specifically aimed at the following learning goals: effectively apply quantitative**

**techniques as a problem-solving tool, critically evaluate business problems, effectively apply technology as a problem-solving tool in a business context, identify and evaluate ethical issues related to business problems, develop effective communication skills. Assessment data indicates need for improvement in each of these learning goals of the College of Business.**

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

**Current assessment includes measures of critical thinking, ethical reasoning, communication skills, quantitative skills, and technological skills. A pre-post measure of these areas would be integrated in the overall assessment plan of the College of Business so as to capture the impact of this new course.**

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

**This course will affect the following departments: Management and Marketing, Accounting and Economics, Business Education, and Health Information Management.**

ARKANSAS TECH  
UNIVERSITY  
*College of Business*  
*Management Marketing Department*

**Course:** BDA 2003 - Business Problem Solving  
**Term:** Fall 2012  
**Instructor:** Dr. Kim Troboy  
**E-mail:** [ktroboy@atu.edu](mailto:ktroboy@atu.edu)  
**Office:** Rothwell 443  
**Phone:** 968-0630

**Office Hours:** TBA  
Other Times by appointment

**Class Hours:** TBA

**Course**

**Prerequisites:** BUAD 2003 with a 'C' or better or COMS 2003 with a 'C' or better or permission of instructor

**Required Text:** Textbooks under consideration:

Roam, Dan. (2010). Back of the Napkin: Solving Problems and Selling Ideas with Pictures- Expanded edition, ed. 10. Penguin Books. ISBN13: 9781591843061. Price: \$7-\$20.  
Harris, Robert. (2002). Creative Problem Solving: A Step-by-Step Approach, ed. 2. Pyrczak Publishing. ISBN13: 9781884585432. Price: \$11-\$25.  
Brady, Joseph A., and Ellen F. Monk. (2012). Problem Solving Cases in Microsoft® Access and Excel®, 9th Edition. Cengage. 224 pp. ISBN13: 978-1-111-82051-0. Price: \$40- \$65.  
Bunin, Hiheller. (2012). New Perspectives on Microsoft® Project 2010: Introductory 1st Edition. Cengage. 488 pp. ISBN13: 978-0-538-74676-2. Price: \$53-\$85.  
Bishop. (2011). Adobe Dreamweaver CS5 Illustrated 1st Edition. Cengage. 312 pp. ISBN13: 978-0-538-47869-4. Price: \$25-\$45.

**Course Links:** <http://blackboard.atu.edu>  
<http://library.atu.edu>

See Reference and Supplemental Bibliography section for additional links.

**Course**

**Description:** This course is designed to provide students training in solving business problems. Students will work individually and in groups on projects to learn and apply various problem solving frameworks, methods, and tools to realistic business situations. Frameworks include general problem solving, systems thinking, critical thinking, and ethical reasoning. Methods and tools include project management, communication and coordination techniques, quantitative models, and software applications.

**Course**

**Rationale:** The purpose of this course is to prepare students to identify and find solutions to problems in business settings and to introduce and improve skills and tools enhancing the problem solving process. The objectives of this course are specifically aimed at the following learning goals: effectively apply quantitative techniques as a problem-solving tool, critically evaluate business problems, effectively apply technology as a problem-solving tool in a business context, identify and evaluate ethical issues related to business problems, develop effective communication skills.

**Course****Objectives:**

Students will be able to:

- Select and use the appropriate problem solving frameworks, methods, technology, data and analysis procedures to analyze problems and identify solutions to solve business problems and to support business decision-making.
- Select and use the appropriate technology to coordinate teamwork and communicate effectively in the process of solving problems and implementing solutions.
- Think critically and reason effectively about the quality of data and data analysis procedures in the context of creating information to solve business problems.
- Demonstrate an awareness of the ethical issues surrounding the acquisition, storage, and analysis of data in the process of creating information to solve business problems and be able to apply an ethical decision framework to arrive at an appropriate resolution of these issues.
- Apply business knowledge to problem solving in a diverse, global environment.

**Course****Content:****Frameworks**

- General problem solving
- Systems thinking
- Critical thinking
- Ethical reasoning

**Communication & Coordination**

- Electronic collaboration
- Reports
- Presentations
- Communicating solutions via the Web

**Solving Problems by Using Data Analysis**

- Managing and selecting data (database)
- Spreadsheets
- Quantitative models

**Managing Problem Solving Projects**

- Project management concepts
- Project management tools

**Course****Requirements:**

Hard work and persistence are the keys to success in any endeavor. The University catalog indicates that students should expect to spend two hours outside of class for every hour spent inside class. That means students should expect to spend, on average, nine hours a week outside of class studying the assigned materials, working on assignments and projects, and studying for exams.

Students are responsible for

- Studying assigned materials before class in order to have a basic foundation for lectures, discussions, and class exercises.
- Learning all assigned material whether or not it is covered in class.
- Submitting assignments on or before the due date listed in the course schedule and according to directions with respect to format and submission procedure.
- Striving for the highest professional and ethical standards. Submit only your own work. Do not cheat or tolerate those who do.

- Following course policies as outlined on Blackboard, especially with respect to absences, electronic communications, academic honesty, and computer policies.

**Evaluation:** Student learning will be evaluated via homework, projects, presentations, and exams based on assigned readings, handouts, lectures, and class exercises.

**Grading**

**Policies:**

<u>Percentage</u>	<u>Assignment</u>
25	Homework assignments and presentations
40	Projects
30	Exams
5	Participation

The final grade will be calculated as a percentage based on the number of points the student earns out the total number of points available in the course (see chart below).

<u>Grade</u>	<u>Percentage (Points)</u>
A	90% - 100% (895-1000 pts)
B	80% - 89% (795-895 pts)
C	70% - 79% (695-795 pts)
D	60% - 69% (595-695 pts)
F	Below 60% (595 pts)

**Class**

**Assignments:** Students will complete homework assignments as individuals and will present some of them to the class. Students will complete and present 3 projects in groups. These projects are business cases with problems to solve and will require the use of software packages to complete. Complete requirements will be listed in textbooks and on Blackboard.

All material submitted or presented should be professional in appearance and clearly labeled (student name, course number and title, assignment name, due date). Neatness, grammar, and spelling will affect grades. This includes correspondence such as e-mail and electronic discussion postings.

In general, homework assignments and project presentations are due at the start of class on the day they are listed on the schedule. With rare exceptions, these assignments will not be accepted late. Students participating in university activities should arrange to hand in homework assignments before leaving on trips. Excused absences due to illnesses, University activities, and emergencies will be permitted only if the instructor is notified immediately and the student submits documentation as to the nature of the absence. Excused means the student may be able to turn in homework later.

**Exams and**

**Quizzes:**

There will be three exams. Quizzes will be given on an as needed basis and the points added to the Participation area. Exams and quizzes may contain objective questions (such as multiple choice or true/false), short answer or essay, or a timed performance activity. With rare exceptions such as a documented, official University-sponsored travel or grave illness, no makeups will be given.

**Special**

**Provisions:**

Please let me know of any special needs due to an officially diagnosed disability or illness **PRIOR** to the first exam (or other assignment affected by your situation). For more information, see <http://www.atu.edu/testing/index.shtml>

Also contact the  
**University Testing and Disability Services Office**  
**Tockie V. Hemphill, M.S., Director**  
*Bryan Hall, Room 103*  
*Arkansas Tech University*  
*Russellville, Arkansas 72801-2222*  
*Phone: 479.968.0302*  
*Fax: 479.968.0375*  
[themphill@atu.edu](mailto:themphill@atu.edu)



**Course Outline  
(T/R version)**

<b>Class Mtg</b>	<b>TOPICS</b>	<b>Activities</b>
1	Overview of course, policies, and procedures Overview of frameworks, methods and tools	Initial assessments
<b>Frameworks, Communication &amp; Coordination</b>		
2	General problem solving General systems thinking	Lecture and class exercise
3	Critical thinking	Lecture and class exercise
4	Ethical reasoning	Lecture and class exercise
6	Communication & Coordination Electronic collaboration	Lecture and class exercise
5	Communicating solutions in reports and presentations	Lecture and class exercise
7	Integration of frameworks, communication & coordination	Project presentations & discussion
8	Integration of frameworks, communication & coordination	Project presentations & discussion
9	<b>EXAM #1: Frameworks, Communication and Coordination</b>	
<b>Solving Problems by Using Data Analysis</b>		
10	Data design considerations	Lecture and class exercise
11	Access review: table structures, relationships, importing data, forms	Tutorial / homework discussion
12	Access review: queries, reports, pivot tables/charts	Tutorial / homework discussion
13	Spreadsheets Excel review: formulas, functions, charts, filters	Tutorial / homework discussion
14	Excel: Scenario Manager	Tutorial / homework discussion
15	Excel: Pivot tables/charts	Tutorial / homework discussion
16	Excel: Solver	Tutorial / homework discussion
17	Integration of Access and Excel	Project presentations & discussion
18	Integration of Access and Excel	Project presentations & discussion

19	<b>EXAM #2: Access and Excel</b>	
<b>Managing Problem Solving Projects</b>		
20	Project Management concepts: project lifecycle, defining and planning projects	Lecture
21	Project Management concepts: planning and executing projects	Lecture
22	Work breakdown structure and simple network diagrams	Case Class exercise
23	MS Project: tasks and resources	Tutorial / homework discussion
24	MS Project: charts, diagrams, reports	Lecture and tutorial
25	Integration of Project Management	Homework discussion
26	Communicating solutions via the Web Overview of tools, page layout, navigation techniques, and hosting considerations	Lecture and tutorial
27	Dreamweaver: development environment, creating web pages with images and links, page layout	Lecture and tutorial
28	Creating web pages: tables, navigation, site management	Lecture and tutorial
29	Integration of managing projects Communicating solutions via the Web	Project presentations & discussion
30	Integration of managing projects Communicating solutions via the Web	Project presentations & discussion
Finals Week	<b>Exam #3: Project Management and Communication via the Web</b>	

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

TO: Curriculum Committee  
 FROM: Management/Marketing  
 DATE SUBMITTED: August 15, 2011  
 REQUEST FOR COURSE ADDITION

**FACULTY SENATE—PASSED**

11/8/11 pcc

Title	Signature	Date
Department Head Kevin Mason	<i>Kevin Mason</i>	8/29/11
Dean Ed Bashaw	<i>Ed Bashaw</i>	8/29/11
Teacher Education Council (if applicable) N/A		
Graduate Council (if applicable) N/A		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/21/11
Vice President for Academic Affairs John Watson		

Course Subject: BDA	Course Number: 2013
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Business Spreadsheet Modeling	
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 2012	If course is required by major/minor, how frequently will course be offered? Every Fall
Is this course repeatable for additional earned hours? 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.

This course is part of a proposed new major, Business Data Analytics in the College of Business.

Prerequisites:

BUAD 2003, BDA 2003, MATH 2223

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.

None

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

Computer Lab

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

Two University general education goals – think critically and apply scientific and quantitative reasoning – are addressed within this course.

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.

The College of Business (COB) learning goals include improving students' critical thinking, problem solving, quantitative reasoning, and technology skills, and our assessment data collected over the past five years shows a need for improvements in these areas. BDA 2013 is a course designed to improve these desired skills.

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

Current assessment includes measures of critical thinking, quantitative skills, and technological skills. A pre-post measure of these areas would be integrated in our overall assessment plan so as to capture the impact of this new course.

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

None

# ARKANSAS TECH UNIVERSITY

## College of Business

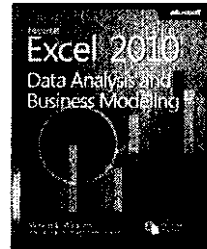
**Course:** *Business Spreadsheet Modeling [BDA 2013]*  
**Term:** Fall, 2012  
**Instructor:** Dr. Loretta Cochran  
**E-mail:** lcochran@atu.edu  
**Office:** 442 Rothwell Hall  
**Phone:** 964-3250

**Office Hours:** TBA  
Other times by appointment.

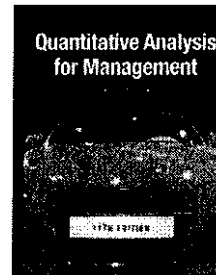
**Class Hours:** TBA

**Required Text:**

Microsoft Excel 2010 Data Analysis and  
Business Modeling  
Author: Wayne L. Winston  
Price: \$30.50  
Microsoft Press; Third Edition  
(January 14, 2011)  
ISBN-13: 978-0735643369



**Quantitative Analysis for Management, 11/E**  
Barry E. Render  
Ralph M. Stair  
Michael E. Hanna  
ISBN-13: 9780132149112  
Publisher: Prentice Hall  
Copyright: 2012  
Suggested retail price: \$216.00



**Course Links:** <http://blackboard.atu.edu/>

✓ **Prerequisites:** BUAD 2003, BDA 2003, MATH 2223

✓ **Course**

✓ **Description:**

This is an introductory course for business major undergraduate students. The main objective of the course is to teach how to solve problems arising in modern business environments using Microsoft Excel. The course will begin by teaching common tools available in Microsoft Excel. Then it will introduce the students to a variety of analytical problems arising in modern businesses and present ways in which these problems can be solved using Microsoft Excel.

**Course Rationale/General Education**

**Objectives:**

This course serves as an introduction to the concepts of spreadsheet modeling. This knowledge is fundamental for a successful career or pursuit of a graduate degree. In addition, the spreadsheet modeling course presents business from a quantitative perspective, utilizing knowledge from sources in the sciences and mathematics.

**Course**

**Objectives:** To demonstrate the application of models in support of decision making in an enterprise, using some of the most commonly used modeling approaches and principles. Upon completion of the course, the student should:

- Demonstrate competence in analysis/development of some common models mathematically
- Demonstrate competence in analysis/development of some common models graphically
- Demonstrate competence in using a spreadsheet for analysis
- Interpret model results in the context of the business situation and explain in plain language

**Course**

**Requirements:** Students are responsible for studying assigned materials before class in order to have a basic foundation for lecture and discussion. Examinations will cover reading assignments, suggested problems, lectures, and textbook materials.

**Class**

**Procedures:** The following class policies and procedures apply.

1. Academic honesty. Any student who compromises the integrity of the academic process is subject to disciplinary action by the University in addition to assignment of a grade of F for the 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.*  
The work in this course is based on individual effort. The use of any graded work from previous terms is prohibited (exams, assignments, homework) and will result in an immediate dismissal from the course with a failing grade. Any evidence of group work on individual assignments will result in immediate dismissal from the course with a failing grade. The instructor reserves the right to require a reexamination of any student suspected of academic dishonesty.
2. Attendance. Discussion and participation in class are integral to effective learning. On-time class attendance for all scheduled classes is expected. Any student with an excessive number of unexcused absences or tardies is subject to a reduction of total course points.
3. Decorum. In the interest of maintaining a professional classroom atmosphere and positive learning environment, do NOT wear any type of headgear in class (i.e. no ball caps). Further, cellular telephones, MP3 players, and PDAs must be turned OFF during class meetings. Text-messaging is NOT allowed during class. Any of these disruptions may result in your involuntary removal from the course.
4. Missed exams. In general, all examinations must be completed at the time scheduled by the instructor. Given an excused absence, all missed exams will be taken on the last day of class.

**Evaluation:** Exams and homework based on class lecture, exercises/handouts, and assigned reading content will be used to indicate individual learning.

**Grading Policies:**

<u>Evaluation:</u>	<u>Points:</u>	<u>Cumulative points:</u>	<u>Course Grade:</u>
Exam One	100	450 – 500	A
Exam Two	100	400 – 449	B
Exam Three	100	350 – 399	C
Final Exam	100	300 – 349	D
Homework	100	0 – 329	F
Total Points	500		

**Special**

**Provisions:** If you have special needs for accommodations due to a disability, contact PRIOR to the first exam:

**University Testing and Disability Services Office**

**Ms. Tockie V. Hemphill, Director**

Room 103 Bryan Hall

Phone: 479-968-0302

**Bibliography:**

- Davenport, Thomas H.; Jeanne G. Harris (March 2007). *Competing on Analytics: The New Science of Winning*. Harvard Business School Press.
- McDonald, Mark; Tina Nunno (February 2007). *Creating Enterprise Leverage: The 2007 CIO Agenda*. Stamford, CT: Gartner, Inc..
- Baker, Stephen (January 23, 2006). "Math Will Rock Your World". *BusinessWeek*. Retrieved 2007-09-19.
- Davenport, Thomas H. (January 1, 2006). "Competing on Analytics". *Harvard Business Review*.
- Pfeffer, Jeffrey; Robert I. Sutton (January 2006). "Evidence-Based Management". *Harvard Business Review*.
- Davenport, Thomas H.; Jeanne G. Harris (Summer 2005). "Automated Decision Making Comes of Age". *MIT Sloan Management Review*.
- Lewis, Michael (April 2004). *Moneyball: The Art of Winning an Unfair Game*. W.W. Norton & Co..
- Bonabeau, Eric (May 2003). "Don't Trust Your Gut". *Harvard Business Review*.
- Davenport, Thomas H.; Jeanne G. Harris, David W. De Long, Alvin L. Jacobson. "Data to Knowledge to Results: Building an Analytic Capability". *California Management Review* 43 (2): 117–138.
- Ranadive, Vivek (2006-01-26). *The Power to Predict: How Real Time Businesses Anticipate Customer Needs, Create Opportunities, and Beat the Competition*. McGraw-Hill.
- Zabin, Jeffrey; Gresh Brebach (February 2004). *Precision Marketing*. John Wiley.

**Tentative Course Outline:**

Introduction to Excel 2010  
Introduction to Quantitative Analysis  
Probability Concepts and Applications  
Decision Analysis  
Regression Models  
Forecasting  
Inventory Control Models  
Linear Programming Models: Graphical and Computer Methods  
Linear Programming Applications  
Transportation and Assignment Models  
Integer Programming, Goal Programming, and Nonlinear Programming  
Network Models  
Project Management  
Waiting Lines and Queuing Theory Models  
Simulation Modeling  
Statistical Quality Control

# CURRICULUM COMM

-PASSED

11/1/11

JAK

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee  
FROM: Management and Marketing Department  
DATE SUBMITTED: August 15, 2011

**FACULTY SENATE - PASSED**

11/8/11  
pec

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head <b>Dr. Kevin Mason</b>	<i>Kevin Mason</i>	8/29/11
Dean <b>Dr. Ed Bashaw</b>	<i>Ed Bashaw</i>	8/29/11
Teacher Education Council (if applicable) <b>N/A</b>		
Graduate Council (if applicable) <b>N/A</b>		
Registrar <b>Ms. Tammy Rhodes</b>	<i>Tammy Rhodes</i>	10/21/11
Vice President for Academic Affairs <b>Dr. John Watson</b>		

Course Subject: <b>BDA</b>	Course Number: <b>3003</b>
Cross-listed with Subject: <b>none</b>	Course Number: <b>n/a</b>
Official Title (Limited to 30 characters including spaces): <b>Data Analytics Apps Development</b>	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> <b>02_Lecture/Laboratory</b> / <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 checked="" type="checkbox"/> <b>Fall</b> <input type="checkbox"/> Spring <input type="checkbox"/> Summer I  <b>Fall 2012</b>	If course is required by major/minor, how frequently will course be offered? <b>Once per year (fall)</b>
Is this course repeatable for additional earned hours? <b>Y / N</b> How many times? <b>NO</b>	
Does this course require a fee? <b>No</b> How much? Type of fee?	



Elective       Major       Minor

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

**This course will be a required in the Business Data Analytics major. This course addition form is bundled with the Business Data Analytics major proposal.**

Prerequisites:

**BDA 2013 and BUAD 2053 or  
~~BUAD 2053~~ permission of the instructor**

Co-requisites:

**None**

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

For the proposed course, attach a syllabus that includes: **See attached syllabus.**

- 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**

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

**Computer Lab**

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

**This course supports the professionalism and innovative programs aspect of the ATU mission. This course will involve corporate support for learning activities. Students will learn professional standards in software application development and to build innovative software. The course will support marketing the university by providing students with an innovative and widely sought set of knowledge and skills**

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.

**The knowledge and skills learned in this course are critical to succeeding in a business data analyst career. Business data analysts must be able to develop software for a variety of platforms in a reasonable period of time with little or no assistance. This course provides a foundation that**

**enables students to think through the requirements and logic required, create code that analyzes data correctly and can be understood and modified by other programmers or auditors, and display information in such a way that clients or management can more clearly understand and correctly interpret the results of data analysis. In addition, the student will be exposed to standard solutions to typical problems in this discipline.**

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

**Current assessment includes measures of critical thinking, ethical reasoning, communication skills, and technology skills. A pre-post measure of these areas would be integrated in the overall assessment plan of the College of Business so as to capture the impact of this new course.**

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

**This course will not affect any other departments.**

ARKANSAS TECH  
UNIVERSITY  
*College of Business*  
*Management and Marketing Department*

**Course:** BDA 3003 - Data Analytics Apps Development  
**Term:** Fall 2013  
**Instructor:** Dr. Kim Troboy  
**E-mail:** ktroboy@atu.edu  
**Office:** Rothwell 443  
**Phone:** 968-0630

**Office Hours:** TBA  
Other Times by appointment

**Class Hours:** TBA

**Course**

**Prerequisites:** BDA 2013 and BDA 2053 or permission of instructor

**Required Text: Textbooks under consideration:**

Saret, Laura. (2001). *Programming Logic for Business*, 4<sup>th</sup> ed. McGraw-Hill. ISBN 0073660965. \$32-\$87.

**Course Links:** <http://blackboard.atu.edu>  
<http://library.atu.edu>

See Reference and Supplemental Bibliography section for additional links.

**Course**

**Description:** This course covers how business data analysts develop software applications to retrieve and analyze data and provide information and business intelligence useful to solve business problems, to support business decisions, and to determine business tactics and strategy. Students will learn how to design appropriate logic and user interfaces for business data analytic software as well as write and debug professional code in a typical production environment. The student will develop a set of standard data analysis techniques representing typical approaches to solving business intelligence problems.

**Course**

**Rationale:** The knowledge and skills learned in this course are critical to succeeding in a business data analyst career. Business data analysts must be able to develop software for a variety of platforms in a reasonable period of time with little or no assistance. This course provides a foundation that enables students to think through the requirements and logic required, create code that analyzes data correctly and can be understood and modified by other programmers or auditors, and display information in such a way that clients or management can more clearly understand and correctly interpret the results of data analysis. In addition the student will be exposed to standard solutions to typical problems in this discipline.

**Course**

**Objectives:** Students will be able to:

- Use critical thinking and problem solving skills to identify the information requirements, necessary data, and analysis logic required by a particular client.
- Write and debug software that clearly, efficiently, and correctly analyzes data and displays information.

- Use written and oral communication skills to elicit information requirements from and convey information to clients and to coordinate work with others to accomplish this process.
- Manage the data design and implementation process as a project, including staying within schedule and budget constraints, reporting progress, managing software versions, and maintenance of backups of data, software, and documentation.
- Be aware of social and legal issues with respect to the development of data analysis software and be able to apply an ethical decision framework to arrive at an appropriate resolution of these issues.
- Apply business knowledge to the development of data analysis software in a diverse, global environment.

**Course****Content:****Logic design**

Hierarchy charts  
 Flowchart diagrams  
 Data flow diagrams  
 Object diagrams

**Variables**

Data type  
 Data length  
 Other data properties

**Logic structures**

Sequence  
 Selection  
 Iteration  
 Nesting  
 Modules and Subroutines

**Program development environments**

Visual Studio, Dreamweaver, Office Applications (VBA), etc.  
 Interpreters vs. compilers  
 Interface (windows, toolbox, etc.)  
 Objects  
 Modules  
 Properties  
 Settings  
 Program code files  
 Running and debugging code

**Data retrieval**

Data import from various sources  
 Linking to data sources (data controls)

**Data analysis**

Math operators  
 Logical operators  
 Counts, subtotals, totals  
 Functions

**Data Storage**

Data export  
 File creation/update

**User Interface**

Windows  
 Controls

**Information display**

Reports  
Screens

### Course

**Requirements:** Hard work and persistence are the keys to success in any endeavor. The University catalog indicates that students should expect to spend two hours outside of class for every hour spent inside class. That means students should expect to spend, on average, nine hours a week outside of class studying the assigned materials, working on assignments and projects, and studying for exams.

Students are responsible for

- Studying assigned materials before class in order to have a basic foundation for lectures, discussions, and class exercises.
- Learning all *assigned* material whether or not it is covered in class.
- Submitting assignments on or before the due date listed in the course schedule and according to directions with respect to format and submission procedure.
- Striving for the highest professional and ethical standards. Submit only your own work. Do not cheat or tolerate those who do.
- Following course policies as outlined on Blackboard, especially with respect to absences, electronic communications, academic honesty, and computer policies.

**Evaluation:** Student learning will be evaluated via homework, projects, presentations, and exams based on assigned readings, handouts, lectures, and class exercises.

### Grading

#### Policies:

<u>Percentage</u>	<u>Assignment</u>
10	Homework assignments
40	Projects and presentations
40	Exams
10	Participation

The final grade will be calculated as a percentage based on the number of points the student earns out the total number of points available in the course (see chart below).

<u>Grade</u>	<u>Percentage (Points)</u>
<b>A</b>	90% - 100% (895-1000 pts)
<b>B</b>	80% - 89% (795-895 pts)
<b>C</b>	70% - 79% (695-795 pts)
<b>D</b>	60% - 69% (595-695 pts)
<b>F</b>	Below 60% (595 pts)

### Class

**Assignments:** Students will complete homework assignments as individuals and will present some of them to the class. This homework involves drills in programming logic design and using a program development environment to implement that design in a software application.

Students will complete and present three projects in small groups. These projects are business cases providing information requirements and business intelligence goals and will require the development of software.

Complete requirements will be listed in textbooks and on Blackboard. All material submitted or presented should be professional in appearance and clearly labeled (student name, course number and title, assignment name, due date). Neatness, grammar, and spelling will affect grades. This includes correspondence such as e-mail and electronic discussion postings.

In general, homework assignments and project presentations are due as indicated on the course schedule. With rare exceptions, these assignments will not be accepted late. Students participating in university activities should arrange to hand in homework assignments before leaving on trips. Excused absences due to illnesses, University activities, and emergencies will be permitted only if the instructor is notified immediately and the student submits documentation as to the nature of the absence. Excused means the student may be able to turn in homework later.

**Exams and Quizzes:**

There will be two exams. Quizzes will be given on an as needed basis and the points added to the Participation area. Exams and quizzes may contain objective questions (such as multiple choice or true/false), short answer or essay, or a timed performance activity. With rare exceptions such as a documented, official University-sponsored travel or grave illness, no makeups will be given.

**Special Provisions:**

Please let me know of any special needs due to an officially diagnosed disability or illness **PRIOR** to the first exam (or other assignment affected by your situation). For more information, see <http://www.atu.edu/testing/index.shtml>

Also contact the  
**University Testing and Disability Services Office**  
**Tockie V. Hemphill, M.S., Director**  
*Bryan Hall, Room 103*  
*Arkansas Tech University*  
*Russellville, Arkansas 72801-2222*  
*Phone: 479.968.0302*  
*Fax: 479.968.0375*  
[\*themphill@atu.edu\*](mailto:themphill@atu.edu)

**Course Outline  
(T/R version)**

<b>Class Mtg</b>	<b>TOPICS</b>	<b>Activities</b>
1	Overview of course, policies, and procedures Overview of programming environments and logical design techniques	Lecture and Initial assessments
<b>Software Application Logic Design</b>		
2	Identifying information requirements, hierarchy charts, functional decomposition	Lecture
3	Logic structures and diagramming: flowcharts, sequence, selection, iteration	Lecture and class exercise
4	Logic structures and diagramming: recording logical designs in Visio	Lecture and class exercise
6	Logic structures and diagramming: nesting, modules/subroutines	Lecture and class exercise
5	Logic structures and diagramming: data flow diagrams (DFDs) and object-oriented design (OOD)	Lecture and class exercise
7	Presentations	Student project 1 presentations
8	Presentations	Student project 1 presentations
9	<b>Exam#1: logical design of software applications</b>	Design project due
<b>Implementing a logical design</b>		
10	Variable properties	Lecture
11	Data analysis procedures: math and logical operators, counts, totals, and subtotals, functions	Lecture and class exercise
12	Program development environments: interface (windows, toolbox, etc.), settings, objects, modules, properties, running and debugging code	Lecture and class exercise
13	Program development environments: code files, running and debugging code, help resources, backups, and version management	Lecture and class exercise
14		

15	Variable properties and language syntax	Lecture
16	Language syntax	Lecture and class exercise
17	Windows, modules, and controls	Lecture and class exercise
18	Coding logic structures	Lecture and class exercise
19	Data input screen controls, files, and data controls	Lecture and class exercise
20	Data input screen controls, files, and data controls	Lecture and class exercise
21	Displaying output: screens and reports	Lecture and class exercise
22	Structured Walkthroughs	Student project 2 presentations
23	Structured Walkthroughs	Student project 2 presentations
24	<b>Exam #2: Implementing a logical design</b>	Programming project due
25	Standard BI problems: churn, market basket, risk	Lecture and class discussion
26	Standard BI problems: forecasting, estimation	Lecture and class discussion
27	Standard BI problems: customer/employee characteristics, classification, associations	Lecture and class discussion
28	Presentations	Student project 3 presentations
29	Presentations	Student project 3 presentations
30	Review	Q & A Programming project due
Finals Week	<b>Exam #2: Programming and standard BI problems</b>	



**Bibliography**  
**(Reference and Supplemental Readings)**

**Textbooks under consideration****Programming Logic for Business, 4th Edition**

Laura Saret, OAKTON COMM COLLEGE

Softcover, 480 pages

©2001, ISBN-13 9780073660967

MHID 0073660965

Publisher's Retail Price:\$86.88

Bookstore's Wholesale Price:\$69.50

**Programming Languages for Business Problem Solving**

Souhong Wang, University of Massachusetts

Hardback, 384 pp

2007, Aerbach Publications

ISBN-13: 978-1420062649

\$90 - \$99

**Programming Languages, 2nd Edition**

Allen B Tucker, BOWDOIN COLLEGE

Robert Noonan, College of William and Mary

Hardcover, 624 pages

2007, ISBN-13 9780072866094

McGraw-Hill, MHID 0072866098

Publisher's Retail Price:\$164.06

Bookstore's Wholesale Price:\$131.25

**Programming in Visual C# 2010, 4th ed.**

Julia Case Bradley, MT SAN ANTONIO COLLEGE

Anita C. Millspaugh, MT SAN ANTONIO COLLEGE

Softcover, 704 pages, 2010, ISBN-13: 978-0073517230

McGraw-Hill

Publisher's Retail Price:\$108.75

Bookstore's Wholesale Price:\$87.00

**C++ for Business Programming, 2nd ed.**

John C. Molluzzo

Paperback, 700 pp, Prentice Hall

2005, ISBN-13: 978-0130467003

\$6-\$111

**Programming in Visual Basic 2010, 1st Edition**

Julia Case Bradley, MT SAN ANTONIO COLLEGE

Anita C Millspaugh, MT SAN ANTONIO COLLEGE

Softcover, 704 pages

2011, ISBN-13 9780073517254

Career Education

Publisher's Retail Price:\$109.06

Bookstore's Wholesale Price:\$87.25

**Introduction to Programming with Java: A Problem Solving Approach, 1st Edition**

John Dean, PARK UNIV-PARKVILLE  
Ray Dean, UNIV OF KANSAS-LAWRENCE  
Softcover, 848 pages  
2008, ISBN-13 9780073047027  
MHID 0073047023  
Publisher's Retail Price:\$81.25  
Bookstore's Wholesale Price:\$65.00

**An Introduction to Object-Oriented Programming with Java, 5th Edition**

C Thomas Wu, NAVAL POSTGRADUATE SCHOOL  
Softcover, 1008 pages  
2010, ISBN-13 9780073523309  
McGraw-Hill, MHID 0073523305  
Publisher's Retail Price:\$128.75  
Bookstore's Wholesale Price:\$103.00

**A Comprehensive Introduction to Object-Oriented Programming with Java, 1st Edition**

C Thomas Wu, NAVAL POSTGRADUATE SCHOOL  
Softcover, 1189 pages  
2008, ISBN-13 9780073317083  
McGraw-Hill, MHID 007331708X  
Publisher's Retail Price:\$128.13  
Bookstore's Wholesale Price:\$102.50

**Programming PHP**

Rasmus Lerdorf, Kevin Tatroe, Peter MacIntyre  
O'Reilly, Paperback, 544 pp  
2006, ISBN-13: 978-0596006815  
\$14 - \$24

**HTML5 for iOS and Android: A Beginner's Guide, 1st Edition**

Robin Nixon,  
Softcover, 480 pages  
2011, ISBN-13 9780071756334  
McGraw-Hill, MHID 0071756337  
Publisher's Retail Price:\$40.00

**iOS SDK Programming A Beginners Guide, 1st Edition**

James A. Brannan,  
Blake Ward, Animas Consulting Group, LLC  
Softcover, 528 pages  
2011, ISBN-13 9780071759083  
McGraw-Hill, MHID 0071759085  
Publisher's Retail Price:\$40.00

**XML: A Beginner's Guide, 1st Edition**

Steven Holzner,  
Softcover, 456 pages  
2009, ISBN-13 9780071606264  
McGraw-Hill, MHID 0071606262  
Publisher's Retail Price:\$39.99

**Other Programming Design and Implementation Resources**

Microsoft Developers Network (library and platforms - desktop, web, cloud, phone)

<http://msdn.microsoft.com/en-us/>

Microsoft Visual Studio

<http://www.microsoft.com/visualstudio/en-us>

Microsoft Programming Languages

<http://msdn.microsoft.com/en-us/library/aa292164%28v=vs.71%29.aspx>

C# and Java: Comparing Programming Languages by Kirk Radeck

<http://msdn.microsoft.com/en-us/library/ms836794.aspx>

PHP

<http://php.net/>

Java

<http://www.java.com/en/>

Perl

<http://www.perl.org/>

Linux - Scripting

<http://www.freeos.com/guides/lsst/>

**Professional Organizations**

ACM Special Interest Group on Programming Languages

<http://www.sigplan.org/>

ACM Special Interest Group on Software Engineering

<http://www.sigsoft.org/>

National Association of Programmers (NAP)

<http://www.napusa.org/>

Association of Information Technology Professionals

<http://www.aitp.org/>

SVForum Community

<http://www.svforum.org/>

# CURRICULUM COMM

- PASSED 11/1/11

*JHC*

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee  
 FROM: Management and Marketing Department  
 DATE SUBMITTED: August 15, 2011

**FACULTY SENATE - PASSED**

*11/8/11 pcc*

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head <b>Dr. Kevin Mason</b>	<i>Kevin Mason</i>	8/29/11
Dean <b>Dr. Ed Bashaw</b>	<i>Ed Bashaw</i>	8/29/11
Teacher Education Council (if applicable) <b>N/A</b>		
Graduate Council (if applicable) <b>N/A</b>		
Registrar <b>Ms. Tammy Rhodes</b>	<i>Tammy Rhodes</i>	10/21/11
Vice President for Academic Affairs <b>Dr. John Watson</b>		

Course Subject: <b>BDA</b>	Course Number: <b>3033</b>
Cross-listed with Subject: <b>none</b>	Course Number: <b>n/a</b>
Official Title (Limited to 30 characters including spaces): <b>Data Modeling and Management</b>	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> <b>02_Lecture/Laboratory</b> / <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 checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer I  <b>Fall 2012</b>	If course is required by major/minor, how frequently will course be offered? <b>Once per year (fall)</b>
Is this course repeatable for additional earned hours? <b>Y / N</b> How many times? <b>NO</b>	
Does this course require a fee? <b>No</b>	How much? <b>NO</b> Type of fee?

Elective       Major       Minor

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

**This course will be a required in the Business Data Analytics major. This course addition form is bundled with the Business Data Analytics major proposal.**

Prerequisites:

**BDA 2003 or permission of the instructor**

Co-requisites:

**None**

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

For the proposed course, attach a syllabus that includes: **See attached syllabus.**

- 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**

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

**Computer Lab**

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

**This course supports the professionalism and innovative programs aspect of the ATU mission. This course will support numerous corporate partnerships in terms of guest speakers and corporate support for learning activities. The course will support marketing the university by providing students with a widely sought set of knowledge and skills.**

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.

**The knowledge and skills learned in this course are critical to succeeding in a business data analysis career. Business data analysts must be able to store, update, retrieve, and manipulate data in a variety of database management systems on a variety of platforms in order to create information and business intelligence useful for solving problems, making business decisions, and determining**

**business strategy and tactics. These professionals must be able to perform these tasks with little or no assistance. This course provides a foundation that enables them to understand the structure of the data they use and requirements and options available in how to store, manage, retrieve, and process data and present information derived from data analysis to clients or management.**

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

**Current assessment includes measures of critical thinking, ethical reasoning, communication skills, and technology skills. A pre-post measure of these areas would be integrated in the overall assessment plan of the College of Business so as to capture the impact of this new course.**

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

**This course will not affect any other departments.**

ARKANSAS TECH  
UNIVERSITY  
*College of Business*  
*Management and Marketing Department*

**Course:** BDA 3033 - Data Modeling and Management  
**Term:** Fall 2013  
**Instructor:** Dr. Kim Troboy  
**E-mail:** ktroboy@atu.edu  
**Office:** Rothwell 443  
**Phone:** 968-0630

**Office Hours:** TBA  
Other Times by appointment

**Class Hours:** TBA

✓ **Course**

**Prerequisites:** BDA 2003 or permission of instructor

**Required Text: Textbooks under consideration:**

Kroenke, David, and David Auer. (2011). Database Processing (12th Edition). Prentice Hall. ISBN-13: 978-0132145374, \$154.

Morelan, Rick A., Fritz, Doug, Brown, Jessica, and Peter D. Kendall. (2009). Beginning SQL Joes 2 Pros: The SQL Hands-On Guide for Beginners (SQL Exam Prep Series 70-433 Volume 1 of 5) (Sql Design Series). BookSurge Publishing, ISBN-13: 978-1439253175, \$13 - \$18.

Fernandez, Iggy. (2009). Beginning Oracle Database 11g Administration: From Novice to Professional (Expert's Voice in Oracle). Apress. ISBN-13: 978-1590599686. \$11 - \$22

**Course Links:** <http://blackboard.atu.edu>  
<http://library.atu.edu>

See Reference and Supplemental Bibliography section for additional links.

✓ **Course**

**Description:** This course covers how databases are constructed and managed so that business data analysts can store, update, manage, retrieve, and process data. Students will learn to design, implement, and use databases to create information and business intelligence useful for solving problems, making business decisions, and determining business strategy and tactics. The content addresses how to design effective and efficient data models, implement data models in commonly used database management systems, retrieve and process that data, present information to clients and managers, and address the main issues and tradeoffs in database administration.

**Course**

**Rationale:** The knowledge and skills learned in this course are critical to succeeding in a business data analyst career. Business data analysts must be able to store, update, retrieve, and manipulate data in a variety of database management systems on a variety of platforms in order to create information and business intelligence useful for solving problems, making business decisions, and determining business strategy and tactics. These professionals must be able to perform these tasks with little or no assistance. This course provides a foundation that enables students to understand the structure of the data that analysts use and the requirements and options available to store, manage, retrieve, and process data and present information derived from data analysis to clients or management.

**Course****Objectives:**

Students will be able to:

- Use critical thinking and problem solving skills to analyze an organizational unit or process to identify information requirements.
- Design an appropriate data model to meet those requirements.
- Use written and oral communication skills to communicate that design to management and end-users, including tradeoff possibilities with respect to requirements, cost, security, maintenance, and legal issues and to coordinate work with others to accomplish this goal.
- Implement that design in a database management system, import data from existing sources or data entry, and incorporate appropriate referential integrity, security, and backup and recovery mechanisms.
- Be able to retrieve and process data using queries and reports to create information for business intelligence purposes.
- Manage the data design and implementation process as a project, including staying within schedule and budget constraints, reporting progress, and maintaining documentation.
- Be aware of social and legal issues with respect to the acquisition, storage, maintenance, security, and distribution of data and information. Be able to apply an ethical decision framework to arrive at an appropriate resolution of these issues.
- Apply business knowledge to the design of a database in a diverse, global environment.

**Course****Content:****Identifying user information requirements****Data design**

E/R diagram  
 Object-Oriented model  
 Data properties (type, length, etc.)  
 Relationships  
 Relationship properties (cardinality, etc.)  
 Referential Integrity  
 Normalization

**Creating database structures**

Schemas  
 Tables  
 Relationships  
 Referential Integrity

**Populating tables**

Forms  
 Form Wizard  
 Form DesignView  
 Data import/export

**Create information for business intelligence purposes**

Queries  
 Query types (criteria, parameter, data management)  
 Queries ( By Example (QBE), Query Wizard, Modifying queries by DesignView)  
 SQL  
 Reports  
 Report Wizard  
 Report DesignView  
 Variables  
 Totals and subtotals

**Database administration**

Data security



- Access and update rights
- Data ownership
- Backup and recovery
- Distributed systems
- Social issues (privacy, laws, etc.)**
- Database management systems (DBMS)**
- MS SQL Server and Oracle (alternatives: My SQL, IBM DB2, etc.)

**Course**

**Requirements:** Hard work and persistence are the keys to success in any endeavor. The University catalog indicates that students should expect to spend two hours outside of class for every hour spent inside class. That means students should expect to spend, on average, nine hours a week outside of class studying the assigned materials, working on assignments and projects, and studying for exams.

Students are responsible for

- Studying assigned materials before class in order to have a basic foundation for lectures, discussions, and class exercises.
- Learning all *assigned* material whether or not it is covered in class.
- Submitting assignments on or before the due date listed in the course schedule and according to directions with respect to format and submission procedure.
- Striving for the highest professional and ethical standards. Submit only your own work. Do not cheat or tolerate those who do.
- Following course policies as outlined on Blackboard, especially with respect to absences, electronic communications, academic honesty, and computer policies.

**Evaluation:** Student learning will be evaluated via homework, projects, presentations, and exams based on assigned readings, handouts, lectures, and class exercises.

**Grading**

**Policies:**

<u>Percentage</u>	<u>Assignment</u>
15	Homework assignments
40	Projects and presentations
10	Paper and presentation
30	Exams
5	Participation

The final grade will be calculated as a percentage based on the number of points the student earns out the total number of points available in the course (see chart below).

<u>Grade</u>	<u>Percentage (Points)</u>
A	90% - 100% (895-1000 pts)
B	80% - 89% (795-895 pts)
C	70% - 79% (695-795 pts)
D	60% - 69% (595-695 pts)
F	Below 60% (595 pts)

**Class**

**Assignments:** Students will complete homework assignments as individuals and will present some of them to the class. This homework involves drills in data design and implementing that design in a DBMS.

Students will complete and present three projects in small groups. These projects are business cases providing information requirements and business intelligence goals and will require the use of a DBMS.

Students will research a topic, write a paper on that topic, and present it to the class. Topics will be in the areas of database administration, data ware houses and data marts, and legal or social issues relevant to the course.

Complete requirements will be listed in textbooks and on Blackboard. All material submitted or presented should be professional in appearance and clearly labeled (student name, course number and title, assignment name, due date). Neatness, grammar, and spelling will affect grades. This includes correspondence such as e-mail and electronic discussion postings.

In general, homework assignments and project presentations are due as indicated on the course schedule. With rare exceptions, these assignments will not be accepted late. Students participating in university activities should arrange to hand in homework assignments before leaving on trips. Excused absences due to illnesses, University activities, and emergencies will be permitted only if the instructor is notified immediately and the student submits documentation as to the nature of the absence. Excused means the student may be able to turn in homework later.

**Exams and Quizzes:**

There will be three exams. Quizzes will be given on an as needed basis and the points added to the Participation area. Exams and quizzes may contain objective questions (such as multiple choice or true/false), short answer or essay, or a timed performance activity. With rare exceptions such as a documented, official University-sponsored travel or grave illness, no makeups will be given.

**Special Provisions:**

Please let me know of any special needs due to an officially diagnosed disability or illness **PRIOR** to the first exam (or other assignment affected by your situation). For more information, see <http://www.atu.edu/testing/index.shtml>

Also contact the  
**University Testing and Disability Services Office**  
**Tockie V. Hemphill, M.S., Director**  
*Bryan Hall, Room 103*  
*Arkansas Tech University*  
*Russellville, Arkansas 72801-2222*  
*Phone: 479.968.0302*  
*Fax: 479.968.0375*  
[themphill@atu.edu](mailto:themphill@atu.edu)

**Course Outline  
(T/R version)**

Class Mtg	TOPICS	Activities
1	Overview of course, policies, and procedures Overview of data structures and database management systems	Lecture and Initial assessments
<b>Data Design and Implementing a Data Model in MS SQL Server</b>		
2	Data design: Identifying user information requirements E/R diagrams and object-oriented models	Lecture and class exercise
3	Data properties (type, length, etc.), relationships and relationship properties, referential integrity and normalization	Homework discussion
4	Creating database structures Schemas, tables, relationships, referential integrity	Lecture and DBMS tutorial
6	Populating tables Data import/export, forms	Lecture and class exercise
5	Create information for business intelligence purposes Query types (criteria, parameter, data management), Query by example (QBE), Query Wizard	Lecture and DBMS tutorial
7	Query DesignView	Lecture and DBMS tutorial
8	SQL	Lecture and DBMS tutorial
9	Report Wizard, Report DesignView, Report variables, Report totals and subtotals	Lecture and DBMS tutorial
10	Project Management	Lecture
11	Review	
12	<b>EXAM #1: data design and implementing a data model in MS SQL Server, project management</b>	DB project due
<b>Implementing a Data Model in Oracle (or other DBMS)</b>		
13	Populating tables Data import/export, forms	Lecture and DBMS tutorial
14	Create information for business intelligence purposes Queries	Lecture and DBMS tutorial

15	SQL	Lecture and DBMS tutorial
16	Reports	Lecture and DBMS tutorial
17	Review	Lecture and Oracle tutorial
18	Presentations	DB project presentations
19	Presentations	DB project presentations
20	<b>EXAM #2: Implementing a data model in Oracle</b>	DB project due
<b>Database Administration and Social Issues</b>		
21	Data security, access and update rights	Lecture
22	Backup and recovery	Lecture Paper topic due
23	Distributed systems, cloud	Lecture Paper bibliography due
24	Data warehouses and data marts	Lecture
25	Other DBMS	Lecture Paper draft due
26	Social issues (privacy, laws, etc.)	Lecture Paper submitted to Turnitin.com
27	Presentations	Paper presentations
28	Presentations	Paper presentations
29	Presentations	B.I. project presentations Paper due
30	Presentations	B.I. project presentations
Finals Week	<b>Exam #3: database administration and social issues</b>	BI project due

**Bibliography**  
**(Reference and Supplemental Readings)**

**Textbooks under consideration****Database Concepts (5th Edition)**

David Kroenke and David Auer  
Prentice Hall, Paperback, 480 pp  
2010, ISBN-13: 978-0138018801  
\$63 - \$74

**Database Processing (12th Edition)**

David Kroenke and David Auer  
Prentice Hall, Hardback, 640 pp  
2011, ISBN-13: 978-0132145374  
\$154

**Database System Concepts + Schaum's Fund of SQL Programming, 6th Edition**

Abraham Silberschatz, Yale University  
Henry F. Korth, Lehigh University  
S. Sudarshan,  
2011, ISBN-13 9780077985035  
MHID 0077985036  
Publisher's Retail Price:\$160.26  
Bookstore's Wholesale Price:\$121.51

**Database Systems: Design, Implementation, and Management, 8th ed.**

Peter Rob and Carlos Coronel  
Course Technology, Hardcover, 728 pp  
2007, ISBN-13: 978-1423902010  
\$24 - \$154

**Data Warehouse Design: Modern Principles and Methodologies, 1st Edition**

Matteo Golfarelli,  
Stefano Rizzi,  
Softcover, 480 pages  
2009, ISBN-13 9780071610391  
MHID 0071610391  
Publisher's Retail Price:\$49.99

**The Data Warehouse Mentor: Practical Data Warehouse and Business Intelligence Insights, 1st Edition**

Robert Laberge,  
Softcover, 416 pages  
2011, ISBN-13 9780071745321  
McGraw-Hill, MHID 0071745327  
Publisher's Retail Price:\$50.00

**Beginning Oracle Database 11g Administration: From Novice to Professional (Expert's Voice in Oracle)**

Iggy Fernandez  
Apress, Paperback, 464 pp  
2009, ISBN-13: 978-1590599686  
\$11 - \$22

**Oracle Essentials: Oracle Database 11g, 4th ed.**

Rick Greewald, Robert Stackowiak, and Jonathan Stern  
O'Reilly Media, Paperback, 415 pp  
2007, ISBN-13: 978-0596514549  
\$15 - \$25

**Oracle 11g For Dummies**

Chris Zeis, Chris Ruel, and Michael Wessler  
For Dummies, Paperback, 408 pp  
2009, ISBN-13: 978-0470277652  
\$16 - \$20

**Oracle Database 11g The Complete Reference (Osborne ORACLE Press Series)**

Kevin Loney  
McGraw-Hill Osborn Media, Hardback, 1368 pp  
2008, ISBN-13: 978-0071598750  
\$29 - \$45

**Expert Oracle Database 11g Administration (Expert's Voice in Oracle)**

Sam Alapati  
Apress, Paperback, 1400 pp  
2008, ISBN-13: 978-1430210153  
\$27 - \$31

**Oracle Streams 11g Data Replication, 1st Edition**

Kirtikumar Deshpande,  
Softcover, 546 pages  
©2011, ISBN-13 9780071496643  
MHID 0071496645  
Publisher's Retail Price:\$60.00

**Modern Database Management, Oracle 7.3.4 edition, 5th ed.**

Fred R. McFadden, Jeffrey Hooper, and Mary B. Prescott  
Addison-Wesley, Paperback, 656 pp  
ISBN-13: 978-0201383720  
\$18 - \$70

**Microsoft Access 2010 VBA Macro Programming, 1st Edition**

Richard Shepherd,  
Softcover, 400 pages  
2011, ISBN-13 9780071738576  
MHID 0071738576  
Publisher's Retail Price:\$40.00

**Access VBA Programming, 1st Edition**

Charles E. Brown,  
Ron Petrusa,  
Softcover, 464 pages  
2004, ISBN-13 9780072231977  
MHID 0072231971  
Publisher's Retail Price:\$36.99

**Delivering Business Intelligence with Microsoft SQL Server 2008, 2nd Edition**

Brian Larson,  
Softcover, 792 pages  
2009, ISBN-13 9780071549448  
McGraw-Hill, MHID 0071549447  
Publisher's Retail Price:\$49.99

**Data Analysis Using SQL and Excel**

Gordon S. Linoff  
Paperback, 645 pp  
2007, Wiley  
ISBN-13: 978-0470099513  
\$26 - \$35

**Sams Teach Yourself SQL in 10 Minutes (3rd Edition)**

Ben Forta  
Sams, Paperback, 256 pp  
2004, ISBN-13: 978-0672325670  
\$10 - \$13

**Beginning SQL Joes 2 Pros: The SQL Hands-On Guide for Beginners (SQL Exam Prep Series 70-433 Volume 1 of 5)**  
(Sql Design Series)

Rick A. Morelan, Doug Fritz, Jessica Brown, and Peter D. Kendall  
BookSurge Publishing, Paperback, 254 pp  
2009, ISBN-13: 978-1439253175  
\$13 - \$18

**SQL Cookbook (Cookbooks)**

Anthony Molinaro  
O'Reilly, Paperback, 640 pp  
2005, ISBN-13: 978-0596009762  
\$20 - \$25

**Learning SQL**

Alan Beaulieu  
O'Reilly Media, Paperback, 336 pp  
2009, ISBN-13: 978-0596520830  
\$21 - \$24

**ASP.NET 4.0 Programming, 1st Edition**

Joydip Kanjilal,  
Softcover, 400 pages  
2010, ISBN-13 9780071604109  
MHID 0071604103  
Publisher's Retail Price:\$49.99

**PHP 6 and MySQL 5 for Dynamic Web Sites: Visual QuickPro Guide**

Larry Ullman  
Peachpit Press, Paperback, 640 pp  
2007, ISBN-13: 978-0321525994  
\$19 - \$31

**Head First PHP & MySQL**

Lynn Beighley and Michael Morrison

O'Reilly Media, Paperback, 816 pp  
2008, ISBN-13: 978-0596006303  
\$20 - \$26

### Other Data Design and Database Resources

#### Microsoft Access

<http://office.microsoft.com/en-us/access-help/access-help-and-how-to-FX101811013.aspx>

#### Microsoft SQL Server

<http://www.microsoft.com/sqlserver/en/us/product-info/overview-capabilities.aspx>

<http://www.microsoft.com/sqlserver/en/us/default.aspx>

<http://technet.microsoft.com/en-us/library/bb687798.aspx>

<http://msdn.microsoft.com/en-us/sqlserver/aa336270>

<http://msdn.microsoft.com/en-us/library/ms130214.aspx>

<http://www.microsoft.com/sqlserver/en/us/solutions-technologies/business-intelligence/reporting-services.aspx>

#### Oracle

<http://www.oracle.com/us/products/database/index.html>

<http://www.oracle.com/us/products/database/security/index.html>

<http://www.oracle.com/us/solutions/datawarehousing/index.html>

<http://www.oracle.com/us/products/database/options/data-mining/index.html>

<http://www.oracle.com/us/products/database/options/olap/index.html>

#### Data Design

<http://office.microsoft.com/en-us/access-help/database-design-basics-HA001224247.aspx>

<http://msdn.microsoft.com/en-us/library/aa290752%28v=VS.71%29.aspx>

<http://msdn.microsoft.com/en-us/library/aa902672%28v=SQL.80%29.aspx>

<http://www.oracle.com/us/products/database/retail-data-model-066513.html>

#### Data Warehouses

<http://www.teradata.com/>

<http://www.informatica.com/Pages/index.aspx>

<http://www-01.ibm.com/software/data/cognos/>

<http://www.sap.com/solutions/sapbusinessobjects/index.epx>

#### Business Intelligence Software

<http://www.sas.com/>

<http://www-01.ibm.com/software/analytics/spss/>

<http://www.oracle.com/us/corporate/Acquisitions/hyperion/index.html>

<http://www.informatica.com/Pages/index.aspx>

<http://www-01.ibm.com/software/data/cognos/>

<http://www.sap.com/solutions/sapbusinessobjects/index.epx>

<http://www.instantolap.net/>

### Professional Organizations

Association for Information Systems Special Interest Group on Decision Support, Knowledge and Data Management Systems.

<http://home.aisnet.org/displaycommon.cfm?an=1&subarticlenbr=269>

Association for Computing Machinery Special Interest Group on Management of Data

<http://www.sigmod.org/>



Association for Computing Machinery Special Interest Group on Information Retrieval  
<http://www.sigir.org/>

ACM Knowledge Discovery and Data Mining Special Interest Group  
<http://www.kdd.org/>

Professional Association for SQL Server SQL Server User  
<http://www.sqlpass.org/>

Oracle User Groups  
<http://databases.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=databases&cdn=compute&tm=54&f=00&tt=14&bt=0&bts=0&zu=http%3A/www.iouc.org/p/cm/ld/fid%3D30>

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

**CURRICULUM COMM**  
**- PASSED** 11/1/11  
*Jef*

TO: Curriculum Committee  
 FROM: Management and Marketing Department  
 DATE SUBMITTED: August 15, 2011

**FACULTY SENATE - PASSED**

*11/8/11 pcc*

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head <b>Dr. Kevin Mason</b>	<i>Kevin Mason</i>	8/29/11
Dean <b>Dr. Ed Bashaw</b>	<i>Ed Bashaw</i>	8/29/11
Teacher Education Council (if applicable) <b>N/A</b>		
Graduate Council (if applicable) <b>N/A</b>		
Registrar <b>Ms. Tammy Rhodes</b>	<i>Tammy Rhodes</i>	10/28/11
Vice President for Academic Affairs <b>Dr. John Watson</b>		

Course Subject: <b>BDA</b>	Course Number: <b>3053</b>
Cross-listed with Subject: <b>none</b>	Course Number: <b>n/a</b>
Official Title (Limited to 30 characters including spaces): <b>Business Data Analysis</b>	
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 Term: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer I <b>Spring 2012</b>	If course is required by major/minor, how frequently will course be offered? <b>Once per year (spring)</b>
Is this course repeatable for additional earned hours? <b>Y / N</b> How many times? <b>NO</b>	
Does this course require a fee? <b>No</b>	How much? Type of fee?

Elective       Major       Minor

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

**This course will be a required in the Business Data Analytics major. This course addition form is bundled with the Business Data Analytics major proposal.**

Prerequisites:

**COMS 1003, COMS 2003, or BUAD 2003, BDA 2003, BUAD 2053 with a 'C' or better or permission of instructor**

Co-requisites:

**None**

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

For the proposed course, attach a syllabus that includes: **See attached syllabus.**

- 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**

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

**Computer Lab**

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

**This course supports the professionalism and innovative programs aspect of the ATU mission. The course will support marketing the university by providing students with a widely sought set of knowledge and skills.**

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.

**To make effective decisions, a manager must integrate and interpret data and information involving multiple, often interrelated, variables. Sales, for instance, may be related to price, advertising, consumer needs and perceptions, economic conditions, etc. Employee performance may be related to the pay, job satisfaction, available alternatives, personality, etc. Innovation may be related to top management commitment, organizational size, centralization, etc. The course focuses on analyzing many variables simultaneously and will employ multivariate analysis techniques as tools for achieving parsimonious descriptions, explanations, and predictions as they apply to business decisions.**

**The knowledge and skills learned in this course (obtaining, analyzing, and interpreting multivariate**

**data) are critical to succeeding in a business data analyst career.**

**The College of Business (COB) learning goals include improving students' critical thinking, problem solving, quantitative reasoning, and technology skills, and our assessment data collected over the past five years shows a need for improvements in these areas. BDA 3053 is a course designed to improve these skills.**

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

**Current assessment includes measures of critical thinking, ethical reasoning, communication skills, and technology skills. A pre-post measure of these areas would be integrated in the overall assessment plan of the College of Business so as to capture the impact of this new course.**

**This course includes a portfolio project which will be used to assess achievement of the BDA learning goals.**

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

**This course will not affect any other departments.**

**BDA 3053 - Business Data Analysis**

Spring \_\_\_\_\_

✓ **Course Description:**

This course explores the development of exploratory and predictive models for managers and business decision-makers. Specific tools addressed include analysis of variance (ANOVA), multiple regression, factor analysis, cluster analysis, logistic regression, and path analysis. Emphasis is on analyzing data using statistical software, visualizing and interpreting the results of those analyses and translating results into clear and simple insights to aid managerial decision making.

✓ **Prerequisites:**

At least one of the following: COMS 1003, COMS 2003, BUAD 2003

And

BDA 2003,

And

BUAD ~~BDA~~ 2053 with a 'C' or better

Or permission of the instructor

**Instructor Information:**

Name: Dr. Dave Roach

Office: Rothwell 447

Cell Phone: 970-6597 (call or text)

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Campus Mailing Address:

Rothwell Hall

106 West O Street

Russellville, AR 72801

Office hours: \_\_\_\_\_

Class hours: \_\_\_\_\_

## **Instructional Materials (may change):**

### Required texts:

1. Hair, J., Black, B., Babin, B., Anderson, R. & Tatham, R. (2005). *Multivariate Data Analysis* (6th ed.). Upper Saddle River, NJ: Prentice—Hall.

Consistent with the course purpose and objectives, this text uses a single business related data set, HATCO, throughout the text and focuses on (a) the decisions an analyst/researcher must make when deciding how to analyze multivariate data and (b) the interpretation of results produced using statistical software.

2. Faraway, J.J. (2002). *Practical Regression and Anova using R*, <http://cran.r-project.org/doc/contrib/Faraway-PRA.pdf>. [Available online for free]

There is a pretty good chance that other “free online” will be required (especially for r).

### Technology Requirements

Students must have access to the internet and to the following statistical software: R, SAS, SPSS, and STATA. All are available on computers (except r, which is a free download) in Rothwell labs.

## **Course Rationale/Justification:**

To make effective decisions, a manager must integrate and interpret data and information. To make informed decisions, business decision-makers need to identify and quantify relationships between multiple, often interrelated, variables. Sales, for instance, may be related to price, advertising, consumer needs and perceptions, economic conditions, etc. Employee performance may be related to the pay, job satisfaction, available alternatives, personality, etc. Innovation may be related to top management commitment, organizational size, centralization, etc. These relationships can be understood and interpreted using a variety of methods, including reasoning, intuition, tradition, authority, and empiricism. Though any of those may come into play, this course focuses on the latter, empiricism; i.e., observation, experimentation, and data. The course focuses on analyzing many variables simultaneously and will employ multivariate analysis techniques. In particular, we consider analysis of variance (ANOVA), simple, logistic and multiple regression analyses, path analysis, factor analysis, and cluster analysis as tools for achieving parsimonious descriptions, explanations, and predictions as they apply to business decisions.

	Statistical Techniques
Analysis of Variance (3 weeks)	<ul style="list-style-type: none"> <li>Analyze data using the following designs: Completely Randomized Designs (review), Randomized Block Designs, Repeated Measure Designs, and Factorial Designs.</li> <li>Calculate multiple comparison tests on means.</li> </ul>
Correlation and Regression (3 weeks)	<ul style="list-style-type: none"> <li>Construct least square estimates of slope and intercept in simple linear regression (review)</li> <li>Test for the goodness of fit for the regression equation (review)</li> <li>Construct prediction and estimation intervals using the regression model</li> <li>Compute the correlation coefficient (review)</li> <li>Apply Fisher's Z-transformations to test hypotheses and construct confidence intervals for correlation coefficients</li> <li>Estimation of Sample size and Power for Correlation Coefficients</li> <li>Apply Fishers' Z test for comparing two correlation coefficients</li> <li>Interpret regression coefficients in multiple linear regression</li> <li>Apply analysis of Variance to test for significant fit of the multiple regression equation</li> <li>Define multiple and partial correlation coefficients</li> <li>Define dummy variables</li> </ul>
Factor Analysis (2 weeks)	<ul style="list-style-type: none"> <li>Determine the number of common factors influencing a set of measures.</li> <li>Determine the strength of the relationship between each factor and each observed measure.</li> </ul>
Cluster Analysis (2 weeks)	<ul style="list-style-type: none"> <li>Understand how to calculate the distance between objects based on the nature of the classification variables</li> <li>Differentiate between the different classification techniques available</li> <li>Graphically represent results and interpret them (dendrograms)</li> <li>Determine the number of clusters to retain</li> <li>Validate and interpret the groups formed</li> </ul>
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Path Analysis (2 weeks)	<ul style="list-style-type: none"> <li>Compute path coefficients.</li> <li>Test for statistical significance.</li> <li>Model revision.</li> </ul>

**BDA 3053 - Business Data Analysis**

**Spring** \_\_\_\_\_

**Course Description:**

This course explores the development of exploratory and predictive models for managers and business decision-makers. Specific tools addressed include analysis of variance (ANOVA), multiple regression, factor analysis, cluster analysis, logistic regression, and path analysis. Emphasis is on analyzing data using statistical software, visualizing and interpreting the results of those analyses and translating results into clear and simple insights to aid managerial decision making.

**Prerequisites:**

At least one of the following: COMS 1003, COMS 2003, BUAD 2003

And

BDA 2003,

And

BUAD 2053

Or permission of the instructor

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## **Course Purpose and Objectives**

### Purpose

The overall purpose of this course is to help each student develop his/her problem solving and critical thinking skills and to provide students with an analytical tool set that enables them to understand business problems and opportunities. That is, given a business scenario, what data are needed and what analytic tool would be most useful to address this problem? Students also gain the analytical skills to complement their business knowledge, which enables them to be better decision makers and business leaders.

### Contribution to Arkansas Tech University and College of Business Objectives

1. To promote critical thinking by examining the appropriate uses of conclusions drawn from multivariate analyses.
2. To develop students' ability to use technology by using statistical software to analyze data.
3. To help students gain perspective concerning scientific methods and the use of models by discussing both the assumptions behind various multivariate analyses and remedial actions needed when the assumptions are violated.
4. To promote understanding of contexts by emphasizing the interpretation of results and their implications for business decisions.
5. To give students the opportunity to engage with other learners by discussing the practical and theoretical meanings of statistical results and by taking part in a group project involving the analysis of data.
6. To give students practice in communicating statistical results by reporting their conclusions in writing to the professor and by orally reporting their conclusions to the class.
7. To demonstrate how multivariate analysis can be used to evaluate alternatives, and to show how multivariate analysis provides a basis for setting policy and taking informed action.
8. To develop students' ethical awareness by discussing issues related to data collection, the reporting of results, and the statement of conclusions based on those results.

### Content Objectives

The student will be able to use statistical software to analyze business-related data sets. Statistical software is used to allow an emphasis on interpretation of results rather than manual solutions. Students will be able to obtain and interpret the results and develop insights that will support managerial decision making. More specifically, the student will be able to:

1. Use analysis of variance and regression analysis to analyze data to inform and support decisions in a business setting (e.g., effects of advertising, promotion, pricing, and other elements of marketing strategy on sales; , organizational and operational processes and the repair and improvement of those processes).
2. Use data reduction techniques such as factor analysis to analyze data to inform and support decisions in a business setting (e.g., measure customer satisfaction with products and employee work attitudes, identify groups of stocks in which prices fluctuate in similar ways, establish the validity of employment tests and performance appraisal).
3. Use classification techniques such as cluster analysis and logistic regression analysis to analyze data to inform and support decisions in a business setting (e.g., identifying fraudulent transactions, identify customer, product or store segments; identify factors associated with retained versus lost customers using techniques).
4. Use modeling techniques such as path analysis to analyze data to inform and support decisions in a business setting (e.g., examine the interrelations among factors that affect important organization outcomes, including sales, performance, customer commitment, job satisfaction, and organizational commitment).

### **Course Outline**

- Analyzing and interpreting business data using Analysis of Variance (3 weeks)
- Analyzing and interpreting business data using Correlation and Regression (3 weeks)

#### Exam 1

- Analyzing and interpreting business data using Factor Analysis (2 weeks)
- Analyzing and interpreting business data using Cluster Analysis (2 weeks)
- Analyzing and interpreting business data using Logistic Regression (2 weeks)
- Analyzing and interpreting business data using Path Analysis (2 weeks)

#### Student Presentations (1 week)

#### Final Exam

## Course assignments, grading, and makeup policies

Each of the following will constitute 25% of the course grade.

1. The Midterm Exam will be given on \_\_\_\_\_.
2. The Final Exam will be given during time announced by the university. The final exam is comprehensive, but will focus on material covered in the last half of the semester.
3. Quizzes/Homework – There will be five quizzes during the semester. There will be several homework assignments that require students to analyze and interpret business-related data sets.
4. Project – Students will work in teams of 2-4 students to complete a larger project where they analyze and interpret data and write a formal paper in which they propose and support specific recommendations based on a business scenario. Teams will present their research to the class. In addition, each group will serve as discussants for one other group.

## Grade Determination

The following scale will then be used to assign course grades.

≥ 90%	A
≥ 80% but < 90%	B
≥ 70% but < 80%	C
≥ 60% but < 70%	D
< 60%	F

## Commitment of Time and Effort

**The only place where success comes before work is the dictionary.**

### Vince Lombardi

According to the Arkansas Tech University catalog, "a student can expect to spend 2-3 hours outside the class (for studying, homework, preparation, etc.) for each hour in the class." You will be in class almost three hours per week. Thus, **in addition to class time**, most students should expect to spend about **6-9 hours per week** class (probably closer to 9) reading, studying, and doing assignments for this class. I recommend that you schedule time every day.

The material in this class does not have to be overly difficult, but if you fall behind, it can be difficult to catch up. The material in the course is cumulative and without a solid understanding of material covered early in the semester, the likelihood of success on subsequent exams and assignments will diminish.

**Attendance:**

I highly recommend that you attend this class regularly. If you miss a class (for any reason), you should consult another student to obtain copies of any handouts or notes provided in that class session. You should also view/study online lectures/videos related to topics covered in the class you missed.

**Cell Phones and other Electronic Devices**

- If you are expecting an important call, please let me know in advance and sit near the classroom exit.
- I know we all forget at times, but try to remember to mute your cell phone before you come to class.
- If your phone does ring in class (and it will probably happen to me once or twice), either turn it off as quickly as possible or, if it's important, leave the room and answer the call.
- If you feel the need to text someone or use any other electronic device, please leave the classroom first. I know it's tempting, but this just isn't the place for it.

**Academic Honesty:**

Strict adherence to the principles of truth and honesty is expected at ATU. According to the ATU faculty handbook, instructors will adjust the grade as appropriate, ranging from a "0" on the test/quiz/assignment to an "F" in the course. In addition, the instructor is required to make a formal report to the Vice-President for Academic Affairs.

Please be advised that your instructor finds academic dishonesty very distasteful and will seek maximum penalties. In addition, your instructor routinely takes actions designed to minimize the chance that cheaters will prosper (different versions of exams and quizzes; randomly select and check references in student papers, etc.).

**Special Provisions:**

If you have special needs due to a disability, please contact our Disabilities Coordinator in the Disabilities Services Office, 101 Bryant Hall, 964-0843.

**Revisions to Syllabus:**

Though I do not plan to make any changes to the syllabus, I reserve the right to do so if circumstances warrant. For example, if any of the University committees I work on decide to meet during my office hours (regularly), I will change my office hours. If I do make any changes, I will announce those changes both in class and on BlackBoard.

## Course Bibliography

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## **Course Purpose and Objectives**

### Purpose

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Schumamacker, R.E. & Lomax, R.G. (1996). *A Beginner's Guide to Structural Equation Modeling.* Mahwah, NJ: Lawrence Erlbaum Associates.

Tabachnick, B. G., and Fidell, L. S. (2007). *Using Multivariate Statistics, 5th ed.* Boston: Allyn and Bacon.

Tufte, E.R. (2001). *The Visual Display of Quantitative Information, 2<sup>nd</sup> ed.* Cheshire, CN: Graphics Press LLC.

Winer, R.J. (1971). *Statistical Principles in Experimental Design 2<sup>nd</sup> ed.* New York: McGraw-Hill.

# CURRICULUM COMM

**-PASSED**

11/1/11

Jlk

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee  
FROM: Management and Marketing Department  
DATE SUBMITTED: August 15, 2011

**FACULTY SENATE-PASSED**

11/8/11 pcc

### REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head <b>Dr. Kevin Mason</b>	<i>Kevin Mason</i>	8/29/11
Dean <b>Dr. Ed Bashaw</b>	<i>Ed Bashaw</i>	8/29/11
Teacher Education Council (if applicable) <b>N/A</b>		
Graduate Council (if applicable) <b>N/A</b>		
Registrar <b>Ms. Tammy Rhodes</b>	<i>Tammy Rhodes</i>	10/21/11
Vice President for Academic Affairs <b>Dr. John Watson</b>		

Course Subject: <b>BDA</b>	Course Number: <b>4003</b>
Cross-listed with Subject: <b>none</b>	Course Number: <b>n/a</b>
Official Title (limited to 30 characters including spaces): <b>Business Intelligence</b>	
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 Term: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer I <b>Fall 2012</b>	If course is required by major/minor, how frequently will course be offered? <b>Once per year (spring)</b>
Is this course repeatable for additional earned hours? <b>Y / N</b> How many times? <b>NO</b>	
Does this course require a fee? <b>No</b>	How much? <b></b> Type of fee? <b></b>

Elective       Major       Minor

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

**This course will be a required in the Business Data Analytics major. This course addition form is bundled with the Business Data Analytics major proposal.**

Prerequisites:

**BDA 3003, BDA 3033 with a 'C' or better, BDA 3053 with a 'C' or better or permission of instructor**

Co-requisites:

**None**

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

For the proposed course, attach a syllabus that includes: **See attached syllabus.**

- 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**

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

**Computer Lab**

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

**This course supports the professionalism and innovative programs aspect of the ATU mission. This course will support numerous corporate partnerships in terms of guest speakers and corporate support for learning activities. The course will support marketing the university by providing students with a widely sought set of knowledge and skills.**

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.

**The knowledge and skills learned in this course are critical to succeeding in a business data analyst career. Creation of accurate and timely business intelligence is the primary objective of these professionals. This course integrates techniques, knowledge, and skills taught in earlier courses and**



**extends them to include advanced topics such as data mining.**

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

**Current assessment includes measures of critical thinking, ethical reasoning, communication skills, and technology skills. A pre-post measure of these areas would be integrated in the overall assessment plan of the College of Business so as to capture the impact of this new course.**

**This course includes a capstone paper/presentation and portfolio project which will be used to assess achievement of the BDA learning goals.**

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

**This course will not affect any other departments.**

# ARKANSAS TECH UNIVERSITY

## *College of Business Management and Marketing Department*

**Course:** BDA 4003 - Business Intelligence  
**Term:** Spring 2013  
**Instructor:** Dr. Kim Troboy  
**E-mail:** ktroboy@atu.edu  
**Office:** Rothwell 443  
**Phone:** 968-0630

**Office Hours:** TBA  
Other Times by appointment

**Class Hours:** TBA

### Course

**Prerequisites:** BDA 3003, BDA 3033 with a 'C' or better, BDA 3053 with a 'C' or better or permission of instructor

**Required Text:** Textbooks under consideration:

**Business Intelligence**  
Elizeth Vitt, Michael Luckevich,  
Stacia Misner  
2008, Microsoft Press  
Paperback, 220 pp  
ISBN-13: 978-0735626607  
\$10 - \$19

**Structured Analytic Techniques for  
Intelligence Analysis, Spi ed.**  
Richards J. Heurer Jr., Randolph H.  
Pherson  
Plastic comb, 343 pp  
2010, CQ Press College  
ISBN-13: 978-1608710188  
\$42 - \$47

**Data Mining and Statistics for  
Decision Making (Wiley Series in  
Computational Statistics)**  
Stephane Tuffery  
Hardcover,  
2011, Wiley  
ISBN-13: 978-0470688298  
\$68 - \$75

**Data Mining with R: Learning with  
Case Studies (Chapman &  
Hall/CRC Data Mining and  
Knowledge Discovery Series)**  
Luis Torgo  
Hardcover, 305 pp  
2010, Chapman and Hall/CRC  
ISBN-13: 978-1439810187  
\$60 - \$69

**Data Mining: Concepts and  
Techniques, Third Edition (The  
Morgan Kaufmann Series in Data  
Management Systems)**  
Jiawei Han, Micheline Kamber,  
and Jian Pei  
Hardcover, 744 pp  
2011, Morgan Kaufmann  
ISBN-13: 978-0123814791  
\$30 - \$69

**Course Links:** <http://blackboard.atu.edu>  
<http://library.atu.edu>

See Reference and Supplemental Bibliography section for additional links.

**Course****Description:**

This course covers how data analysts can process large data sets from a variety of sources to create information by that guides leaders in crafting strategy and tactics which allow an organization to survive and thrive in a turbulent environment. Students will review how business intelligence has been created and successfully used in the past and learn appropriate processes and a variety of techniques to accomplish this transformation. The course also addresses professional and ethical conduct with respect to data mining and use of business intelligence.

**Course****Rationale:**

The knowledge and skills learned in this course are critical to succeeding in a business data analyst career. Creation of accurate and timely business intelligence is the primary objective of these professionals. This course integrates techniques, knowledge, and skills taught in earlier courses and extends them to include advanced topics such as data mining.

**Course****Objectives:**

Students will be able to:

- Develop and sharpen the use critical thinking and problem solving skills as well as standard analysis techniques to process large data sets from a variety of sources to create business intelligence.
- Develop and sharpen their written and oral communication skills to interact effectively with clients about the process of creating business intelligence and presenting the results of that process to clients as well as coordinate work with others to accomplish this goal.
- Be able to provide a working definition for business intelligence and the processes and techniques used in this field.
- Select the appropriate analysis and visualization techniques to extract a given set of data, formulate a specific goal, and produce and present relevant business intelligence.
- Manage the business intelligence creation process as a project, including staying within schedule and budget constraints, reporting progress, and maintaining documentation.
- Develop and sharpen their awareness of social and legal issues with respect to data mining and business intelligence. Be able to apply an ethical decision framework to arrive at an appropriate resolution of these issues. Be aware of professional codes of conduct and ethical standards that relate to the creation and use of business intelligence.
- Apply business knowledge to the creation of business intelligence in a diverse, global environment.

**Course****Content:****Overview and History**

Contributors to the field  
 Evolution of technology and techniques  
 Areas of use for Business intelligence  
 Examples: past successes and failures  
 Professional associations  
 Ethics and professional codes of conduct

**Approaches to creating business intelligence**

Structure methods  
 Decision support systems  
 Project management  
 Sensitivity analysis

**Techniques**

Visualization  
 Data mining

Optimization  
 Descriptive analytics  
     SQL  
     Pivot tables and PowerPivot  
     Multivariate regression  
     Discriminate analysis  
     RFM analysis  
     Multidimensional analysis  
         Cubes  
         Online analytic processing (OLAP)  
     Classification/affinity grouping  
     Association detection  
     Cluster analysis  
 Predictive analytics  
     Estimation  
     Forecasting  
     Pattern detection  
     Churn  
     Market basket analysis  
     Risk  
     Logistics  
 Artificial intelligence  
     Neural nets  
     Genetic algorithms  
     Intelligent search agents  
     Fuzzy logic  
     Case-based reasoning  
**Analytics software**  
     Excel  
     Access / MS Sequel Server / Oracle  
     R  
     SAS  
     SPSS  
     Enterprise system modules  
         MS Dynamics  
         IMB Cognos  
         SAP Business Objects  
         Oracle Hyperion  
         Teradata  
     Crystal reports  
     Open source tools  
     Data warehouse and OLAP cubes

**Course**

**Requirements:** Hard work and persistence are the keys to success in any endeavor. The University catalog indicates that students should expect to spend two hours outside of class for every hour spent inside class. That means students should expect to spend, on average, nine hours a week outside of class studying the assigned materials, working on assignments and projects, and studying for exams.

Students are responsible for

- Studying assigned materials before class in order to have a basic foundation for lectures, discussions, and class exercises.

- Learning all assigned material whether or not it is covered in class.
- Submitting assignments on or before the due date listed in the course schedule and according to directions with respect to format and submission procedure.
- Striving for the highest professional and ethical standards. Submit only your own work. Do not cheat or tolerate those who do.
- Following course policies as outlined on Blackboard, especially with respect to absences, electronic communications, academic honesty, and computer policies.

**Evaluation:** Student learning will be evaluated via homework, projects, presentations, and exams based on assigned readings, handouts, lectures, and class exercises.

**Grading**

<b>Policies:</b>	<u>Percentage</u>	<u>Assignment</u>
	5	Homework assignments
	20	Paper and presentation
	40	Projects
	30	Exams
	5	Participation

The final grade will be calculated as a percentage based on the number of points the student earns out the total number of points available in the course (see chart below).

<u>Grade</u>	<u>Percentage (Points)</u>
<b>A</b>	90% - 100% (895-1000 pts)
<b>B</b>	80% - 89% (795-895 pts)
<b>C</b>	70% - 79% (695-795 pts)
<b>D</b>	60% - 69% (595-695 pts)
<b>F</b>	Below 60% (595 pts)

**Class**

**Assignments:** Students will complete homework assignments as individuals. This homework involves drills in the tools, techniques, algorithms, and software used to create business intelligence.

Students will research a topic, write a paper on that topic, and present it to the class. Topics will be in the areas of business intelligence techniques, software, and legal or social issues relevant to the course. Students will complete and present four projects, three in small groups, and one individually.

The first three projects are business cases providing information requirements and business intelligence goals and will require the use of business intelligence software and project management. The last project is production of an individual portfolio of showcasing the student’s toolbox and proficiency in business data analytics. This portfolio contains work from prior classes and may be made available to potential employers in the student’s job search efforts.

Complete requirements will be listed in textbooks and on Blackboard. All material submitted or presented should be professional in appearance and clearly labeled (student name, course number and title, assignment name, due date). Neatness, grammar, and spelling will affect grades. This includes correspondence such as e-mail and electronic discussion postings.

In general, homework assignments and project presentations are due as indicated on the course schedule. With rare exceptions, these assignments will not be accepted late. Students

participating in university activities should arrange to hand in homework assignments before leaving on trips. Excused absences due to illnesses, University activities, and emergencies will be permitted only if the instructor is notified immediately and the student submits documentation as to the nature of the absence. Excused means the student may be able to turn in homework later.

**Exams and  
Quizzes:**

There will be three exams. Quizzes will be given on an as needed basis and the points added to the Homework assignment points. Exams and quizzes may contain objective questions (such as multiple choice or true/false), short answer or essay, or a timed performance activity. With rare exceptions such as a documented, official University-sponsored travel or grave illness, no makeups will be given.

**Special  
Provisions:**

Please let me know of any special needs due to an officially diagnosed disability or illness **PRIOR** to the first exam (or other assignment affected by your situation). For more information, see <http://www.atu.edu/testing/index.shtml>

Also contact the  
**University Testing and Disability Services Office**  
**Tockie V. Hemphill, M.S., Director**  
*Bryan Hall, Room 103*  
*Arkansas Tech University*  
*Russellville, Arkansas 72801-2222*  
*Phone: 479.968.0302*  
*Fax: 479.968.0375*  
[\*themphill@atu.edu\*](mailto:themphill@atu.edu)

**Course Outline  
(T/R version)**

<b>Class Mtg</b>	<b>TOPICS</b>	<b>Activities</b>
1	Overview of course, policies, and procedures Overview of history and uses of business intelligence, professional organizations, ethics and codes of conduct	Lecture and Initial assessments
<b>Introduction to Business Intelligence</b>		
2	Overview of approaches, techniques, and processes: descriptive vs. predictive analytic techniques, data mining, visualization	Lecture
3	Overview of approaches, techniques, and processes: structured methods, decision support systems, project management, sensitivity analysis	Lecture
4	Overview of approaches, techniques, and processes: artificial intelligence	Lecture
6	Overview of approaches, techniques, and processes: software and data storage/retrieval	Lecture
5	Latest trends in BI	Student paper presentations
7	Latest trends in BI	Student paper presentations
8	<b>EXAM #1</b>	Papers due
<b>BI Techniques and Software: Descriptive and Predictive Analytics</b>		
9	Descriptive analytics: software	Lecture and exercises
10	Descriptive analytics: pivot tables, PowerPivot, RFM	Lecture and exercises
11	Descriptive analytics: SQL, OLAP, data warehouse and cubes	Lecture and exercises
12	Descriptive analytics: associations, classification/affinity grouping, cluster analysis	Lecture and exercises
13	Descriptive analytics: Multivariate regression, discriminate analysis	Lecture and exercises
14	Descriptive analytics: wrap-up	Lecture and exercises Descriptive analytics project due
15	Predictive analytics: software	Lecture and exercises

16	Predictive analytics: estimation, forecasting, market basket	Lecture and exercises
17	Predictive analytics: Pattern detection, churn	Lecture and exercises
18	Predictive analytics: risk	Lecture and exercises
19	Predictive analytics: logistics	Lecture and exercises
20	Predictive analytics: wrap-up	Lecture and exercises Predictive analytics project due
21	<b>EXAM #2</b>	Portfolio project, part 1 due
<b>Decision Support and Visualization</b>		
22	Decision support systems	Lecture and exercises
23	Optimization	Lecture and exercises
24	Sensitivity analysis	Lecture and exercises
25	Artificial intelligence: expert systems	Lecture and exercises
26	Artificial intelligence: neural nets, genetic algorithms	Lecture and exercises
27	Artificial intelligence: fuzzy logic, case-based reasoning	Lecture and exercises
28	Visualization	Lecture and exercises
29	Visualization	Lecture and exercises
30	Wrap-up	DSS/Visualization Project due
Finals Week	<b>Exam #3</b>	Portfolio project, part 2 due



**Bibliography**  
(Reference and Supplemental Readings)

**Textbooks under consideration****Business Intelligence**

Elizeth Vitt, Michael Luckevich, Stacia Misner  
Paperback, 220 pp  
Microsoft Press  
2008, ISBN-13: 978-0735626607  
\$10 - \$19

**Business Intelligence For Dummies**

Swain Scheps  
Paperback, 384 pp  
For Dummies  
2008, ISBN-13: 978-0470127230  
\$10 - \$17

**Competing on Analytics: The New Science of Winning**

Thomas H. Davenport  
Hardcover, 240 pp  
2007 Harvard Business School Press  
ISBN-13: 978-1422103326  
\$6 - \$15

**Web-Based Analysis for Competitive Intelligence, 1st Edition**

Conor Vibert - Acadia University in Wolfville, Nova Scotia  
ISBN-10: 032420325X ISBN-13: 9780324203257  
264 Pages HB  
2004 Published  
College Bookstore Wholesale Price = \$28.50

**Data Mining and Knowledge Discovery via Logic-Based Methods: Theory, Algorithms, and Applications (Springer Optimization and Its Applications)**

Evangelos Triantaphyllou  
Hardcover, 383 pp  
Springer  
2010, ISBN-13: 978-1441916297  
\$77 - \$124

**Data Mining: Practical Machine Learning Tools and Techniques, Third Edition (The Morgan Kaufmann Series in Data Management Systems)**

Ian H. Witten, Eibe Frank, and Mark A. Hall  
Paperback, 664 pp  
2011, Morgan Kaufmann  
ISBN-13: 978-0123748560  
\$15 - \$36

**Data Mining: Concepts and Techniques, Third Edition (The Morgan Kaufmann Series in Data Management Systems)**

Jiawei Han, Micheline Kamber, and Jian Pei  
Hardcover, 744 pp

2011, Morgan Kaufmann  
ISBN-13: 978-0123814791  
\$30 - \$69

**Data Mining for Business Intelligence: Concepts, Techniques, and Applications in Microsoft Office Excel with XLMiner**

Galit Shmueli, Nitin R. Patel, and Peter C. Bruce  
Hardcover, 428 pp  
2010, Wiley  
ISBN-13: 978-0470526828  
\$40 - \$74

**Handbook of Statistical Analysis and Data Mining Applications**

Robert Nisbet, John Elder IV, and Gar Miner  
Hardback, 864 pp  
2009, Academic Press  
ISBN-13: 978-0123747655  
\$30 - \$67

**The Elements of Statistical Learning: Data Mining, Inference, and Prediction, Second Edition (Springer Series in Statistics)**

Trevor Hastie, Robert Tibshirani, and Jerome Friedman  
Hardcover, 768 pp  
2009, Springer  
ISBN-13: 978-0387848570  
\$50 - \$59

**Data Mining and Predictive Analysis: Intelligence Gathering and Crime Analysis**

Colleen McCue  
Paperback, 368 pp  
2007, Butterworth-Heinemann  
ISBN-13: 978-0750677967  
\$25 - \$43

**Introduction to Business Data Mining, 1st Edition**

David L. Olson, UNIV OF NEBRASKA-LINCOLN  
Yong Shi, UNIV OF NEBRASKA AT OMAHA  
Hardcover, 288 pages  
2007, ISBN-13 9780072959710  
MHID 0072959711  
Publisher's Retail Price:\$147.81  
Bookstore's Wholesale Price:\$118.25

**Data Mining Techniques: For Marketing, Sales, and Customer Relationship Management**

Gordon S. Linoff and Michael J. Berry  
Paperback, 888 pp  
2007, Wiley Computer Publishing  
ISBN-13: 978-0470650936  
\$6 - \$32

**Data Mining Techniques in CRM: Inside Customer Segmentation**

Konstantinos Tsipstis and Antonios Chorianopoulos  
Hardcover, 372 pp

2010, Wiley  
ISBN-13: 978-0470743973  
\$79 - \$85

**Data-Driven Marketing: The 15 Metrics Everyone in Marketing Should Know**

Mark Jeffery  
Hardcover, 298 pp  
2010, Wiley  
ISBN-13: 978-0470504543  
\$16 - \$20

**Data Mining and Statistics for Decision Making (Wiley Series in Computational Statistics)**

Stephane Tuffery  
Hardcover,  
2011, Wiley  
ISBN-13: 978-0470688298  
\$68 - \$75

**Data Analysis Using SQL and Excel**

Gordon S. Linoff  
Paperback, 645 pp  
2007, Wiley  
ISBN-13: 978-0470099513  
\$26 - \$35

**Data Analysis with Open Source Tools, 1st ed.**

Philipp K. Janert  
Paperback, 538 pp  
2010, O'Reilly Media  
ISBN-13: 978-0596802356  
\$19 - \$22

**Crystal Reports XI for Developers, 1st Edition (data mining)**

David McAmis - Crystal Developers Journal  
ISBN-10: 1584504110 ISBN-13: 9781584504115  
447 Pages Softcover w/ CD  
2006 Published  
College Bookstore Wholesale Price = \$37.50

**Data Mining with R: Learning with Case Studies (Chapman & Hall/CRC Data Mining and Knowledge Discovery Series)**

Luis Torgo  
Hardcover, 305 pp  
2010, Chapman and Hall/CRC  
ISBN-13: 978-1439810187  
\$60 - \$69

**Cluster Analysis (Wiley Series in Probability and Statistics)**

Brian S. Everitt, Sbine Landau, Morven Leese, Daniel Stahl  
Hardcover, 346 pp  
2011, Wiley  
ISBN-13: 978-0470749913  
\$50 - \$69

**Structured Analytic Techniques for Intelligence Analysis, Spl ed.**

Richards J. Heurer Jr., Randolph H. Pherson  
 Plastic comb, 343 pp  
 2010, CQ Press College  
 ISBN-13: 978-1608710188  
 \$42 - \$47

**Other Business Intelligence Resources**

Baker, Stephen. (2008). *The Numerati*. Houghton Mifflin Harcourt. Hardcover. 256 pp. \$1 - \$18. ISBN-13: 978-0618784608. Also see <http://thenumerati.net/>

Critchlow, Will. (March 15, 2010). Data Visualization Techniques. The Daily SEO Blog. Accessed Aug. 14, 2011, at <http://www.seomoz.org/blog/data-visualization-techniques>.

Coy, Peter, Symonds, William C., Baker, Stephen, Arndt, Michael, and Robert D. Hof. (March 22, 2004). The Future Of Work. *Business Week* iss 3875, p 50. Available through ABI/Inform, ProQuest Document ID 625789721.

Davenport, Tom. 2006. Competing on Analytics. *Harvard Business Review* v 84 iss 1. pg 98. Available through ABI/Inform, ProQuest Document ID 950673081.

Davenport, Tom, Harris, Jeanne, and Jeremy Shapiro. 2010. Competing on Talent Analytics. *Harvard Business Review* v 88 iss 10. Available through ABI/Inform, ProQuest Document ID 2155939191.

Friedman, Vitaly. (2007). Data Visualization: Modern Approaches. *Smashing Magazine* online. Accessed Aug 14, 2011, at <http://www.smashingmagazine.com/2007/08/02/data-visualization-modern-approaches/>.

Heer, Jeffrey, Bostock, Michael, and Vadim Ogievetsky. (May 13, 2010). A Tour through the Visualization Zoo. ACM Queue. Accessed Aug. 14, 2011, at <http://queue.acm.org/detail.cfm?id=1805128>.

Hurst, Matthew. (Aug 8, 2011). Data Mining: Text Mining, Visualization, and Social Media. Available at <http://datamining.typepad.com/>.

Lars. (Jun 25, 2009). 20+ CSS Data Visualization Techniques. *Tripwire Magazine* online. Accessed Aug. 14, 2011, at <http://www.tripwiremagazine.com/2009/06/20-css-data-visualization-techniques.html>.

Milton, Nick. (Mar/Apr 2007). Filtering an Organization's Critical Knowledge. *KM Review* v 1 iss 1. pp 28-33. Available at <http://dgroups.org/file2.axd/dc22bc13-ef99-445e-ad46-5e3fac379bc9/NM%20KMR%2010.1v1.pdf>.

Mulcahy, Ryan. (n.d.). Business Intelligence Definition and Solutions. *CIO online*. Accessed Aug. 11, 2011 from [http://www.cio.com/article/40296/Business\\_Intelligence\\_Definition\\_and\\_Solutions?page=1&taxonomyId=3002](http://www.cio.com/article/40296/Business_Intelligence_Definition_and_Solutions?page=1&taxonomyId=3002).

Raymond, Scott. (August 8, 2011). Give me back my data! The curse of personal information brokers. Tech Broiler blog. ZDNet. Available at <http://www.zdnet.com/blog/perlow/give-me-back-my-data-the-curse-of-personal-information-brokers/18068>.

Stein, Joel. (Mar. 10, 2011). Data Mining: How Companies Now Know Everything About You. *Time Magazine, Business section*. Available at <http://www.time.com/time/magazine/article/0,9171,2058205,00.html>.

Visual Literacy. (2011). A Periodic Table of Visualization Methods. Accessed Aug. 14, 2011, at [http://www.visual-literacy.org/periodic\\_table/periodic\\_table.html](http://www.visual-literacy.org/periodic_table/periodic_table.html).

Watson, Hugh J., and Jim Hill. (2009). What Gest Watched Gets Done: How Metrics Can Motivate. *Business Intelligence Journal* v 14 iss 3, pp 4-7. Available through ABI/Inform, ProQuest Document ID 1849906461.

Watson, Hugh J. (2007). Understanding BI Users' Value Proposition. *Business Intelligence Journal* v 12 iss 2, pp 4-6. Available through ABI/Inform, ProQuest Document ID 1636785071.

Watson, Hugh J. (2006). Dashboards and Scorecards. *Business Intelligence Journal* v 11 iss1. pp 4-6. Available through ABI/Inform, ProQuest Document ID 1149052481.

Business Intelligence Web Portal  
<http://businessintelligence.com/>

Business Intelligence Web Portal UK  
<http://www.business-intelligence.co.uk/>

BI and Analytics Topic Center – *ComputerWorld*  
<http://www.computerworld.com/s/topic/9/BI+and+Analytics>

Decision Trees  
<http://decisiontrees.net/>

Google Charts  
<http://code.google.com/apis/chart/>

Visual Literacy  
<http://www.visual-literacy.org>

Selected Topics in Graphical Analytic Techniques - StatSoft Electronic Statistics Textbook  
<http://www.statsoft.com/textbook/graphical-analytic-techniques/>

StatSoft Electronic Statistics Textbook  
<http://www.statsoft.com/textbook/>  
Data analytic techniques, including general statistics, ANOVA/MANOVA, cluster analysis, data mining, discriminant analysis, factor analysis, graphical techniques, general linear models, regression, multidimensional scaling, structural equation modeling, nonparametrics, neural networks, time series / forecasting, reliability / item analysis

Toolbox.com Portal – Business Intelligence, Data Analytics, Data Mining, Packaged BI Suites, etc.  
<http://businessintelligence.ittoolbox.com/>

Microsoft Business Intelligence  
<http://www.microsoft.com/Bi/en-us/pages/home.aspx>

Microsoft PowerPivot  
<http://www.microsoft.com/bi/en-us/Solutions/Pages/PowerPivot.aspx>

SAS Business Intelligence  
<http://www.sas.com/technologies/bi/>

SAS Predictive Analytics and Data Mining

<http://www.sas.com/technologies/analytics/datamining/>

SAP Business Objects Business Intelligence Software

<http://www.sap.com/solutions/sapbusinessobjects/large/business-intelligence/index.epx>

Oracle Business Intelligence Publisher

<http://www.oracle.com/technetwork/middleware/bi-publisher/overview/index.html>

IBM Business Analytics Software

<http://www-01.ibm.com/software/analytics/business-intelligence.html>

IBM Business Analytics Software – Cognos demos and trial software

[http://www-01.ibm.com/software/analytics/cognos/business-intelligence/trials-demos.html?mc=web\\_ibm\\_products](http://www-01.ibm.com/software/analytics/cognos/business-intelligence/trials-demos.html?mc=web_ibm_products)

Oracle – Hyperion

<http://www.advancedepm.com/>

Teradata Data Warehouse and Business Intelligence Software

<http://www.teradata.com/business-needs/business-intelligence/>

ACM Knowledge Discovery and Data Mining Special Interest Group

<http://www.kdd.org/>

Data Mining Group

<http://www.dmg.org/>

## **PROFESSIONAL ASSOCIATIONS**

AnalyticBridge: Social Network For Analytic Professionals

<http://www.analyticbridge.com/>

Web Analytics Association

<http://www.webanalyticsassociation.org/>

American Statistical Organization

<http://www.amstat.org/index.cfm>

Association for Information Systems Special Interest Group on Decision Support, Knowledge and Data Management Systems.

<http://home.aisnet.org/displaycommon.cfm?an=1&subarticlenbr=269>

Association for Computing Machinery Special Interest Group on Management of Data

<http://www.sigmod.org/>

Association for Computing Machinery Special Interest Group on Information Retrieval

<http://www.sigir.org/>

ACM Knowledge Discovery and Data Mining Special Interest Group

<http://www.kdd.org/>

Professional Association for SQL ServerSQL Server User

<http://www.sqlpass.org/>

Oracle User Groups

<http://databases.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=databases&cdn=compute&tm=54&f=00&tt=14&bt=0&bts=0&zu=http%3A//www.iouc.org/p/cm/ld/fid%3D30>

Computer Professional for Social Responsibility

<http://cpsr.org/>

Association for Computing Machinery Code of Ethics

<http://www.acm.org/about/code-of-ethics>

Association for Information Systems Code of Research Conduct

<http://home.aisnet.org/displaycommon.cfm?an=1&subarticlenbr=15>

National Institute for Engineering Ethics, Murdough Center for Engineering Professionalism

<http://www.niee.org/pd.cfm>

ACM Special Interest Group on Programming Languages

<http://www.sigplan.org/>

ACM Special Interest Group on Software Engineering

<http://www.sigsoft.org/>

Data Mining Group

<http://www.dmg.org/>

National Association of Programmers (NAP)

<http://www.napusa.org/>

Association of Information Technology Professionals

<http://www.aitp.org/>

SVForum Community

<http://www.svforum.org/>

Project Management Institute

<http://www.pmi.org>

American Society for the Advancement of Project Management

[www.asapm.org](http://www.asapm.org)

# CURRICULUM COMM

**-PASSED** 11/1/11  
*JHB*

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Management and Marketing Department

**FACULTY SENATE - PASSED**

DATE SUBMITTED: August 15, 2011

*11/8/11 pcc*

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head <b>Dr. Kevin Mason</b>	<i>Kevin Mason</i>	8/29/11
Dean <b>Dr. Ed Bashaw</b>	<i>Ed Bashaw</i>	8/29/11
Teacher Education Council (if applicable) <b>N/A</b>		
Graduate Council (if applicable) <b>N/A</b>		
Registrar <b>Ms. Tammy Rhodes</b>	<i>Tammy Rhodes</i>	10/21/11
Vice President for Academic Affairs <b>Dr. John Watson</b>		

Course Subject: <b>BDA</b>	Course Number: <b>BDA 4031-3</b>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <b>Internship</b>	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input checked="" type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Term: <input type="checkbox"/> Spring <input type="checkbox"/> Summer I <b>Fall, 2012</b>	If course is required by major/minor, how frequently will course be offered? <b>As needed</b>
Is this course repeatable for additional earned hours? <b>Y</b> How many times? <b>Up to 3 hours</b>	
Does this course require a fee? <b>No</b>	How much? Type of fee?



<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: <b>Cumulative GPA greater than 2.5, junior standing, and approval of instructor, department head, and dean</b>	Co-requisites:
Grading <input type="checkbox"/> Standard Letter <input checked="" type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Course description as to appear in catalog</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. <b>No</b>	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. <b>No</b>	
How does this proposal support the University Mission or University Strategic Planning Goals? <i>Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. Internships are an excellent opportunity to directly impact the professionalism of our future graduates.</i>	
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.  <b>College of Business learning goals include improving students' critical thinking and problem solving skills. Five years of assessment data indicates that our students are underperforming in both areas. Applied problems that would be readily available in an internship position allow the student to deepen their skill set in both areas.</b>	
How will the effect of the change be monitored in ongoing program assessment?  <b>Current assessment measures include pre and post program measures for our learning goals.</b>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.  <b>None</b>	

ARKANSAS TECH  
UNIVERSITY  
*College of Business*

**Course:** *Internship in Business Data Analytics [BDA 4031-3]*  
**Term:**  
**Instructor:**  
**E-mail:**  
**Office:**  
**Phone:**

**Office Hours:** TBA  
Other times by appointment.

**Class Hours:**

**Required Text:** *None*

**Prerequisites:** Cumulative GPA greater than 2.50, junior standing, and approval of the instructor, department head, and dean.

**Course Description:**

A supervised, practical experience providing undergraduate BDA majors with a hands-on professional experience in a position relating to an area of career interest. The student will work in a local cooperating business establishment under the supervision of a member of management of that firm. A College of Business faculty member will observe and consult with the students and the management of the cooperating firm periodically during the period of the internship. Students will be required to make oral reports in the classroom, maintain an internship log, and prepare a final term paper. Note: Only three hours of internship may be used to satisfy the curriculum requirements for Business Data Analytics electives. Additional hours may be used to satisfy the curriculum requirements for general electives.

**Learning Objectives:**

There are many learning opportunities and benefits for doing internships that can add value to your education and help prepare you for the future.

**Objectives can be:**

- ☐ Gaining new know-how, abilities and skill sets.
- ☐ Developing insight to a profession, industry or business.
- ☐ Applying learned academic knowledge in actual business settings.
- ☐ Pursuing challenging goals and developing self-confidence.
- ☐ Acquiring work experience that complements your degree.
- ☐ Exploring or affirming possible career aspirations.

**Benefits can be:**

- ☐ Improving employment opportunities or advancement.
- ☐ Obtaining academic credit for meaningful work experience.
- ☐ Enhancing your resume and providing for job references.

**Internship Guidelines:**

*BDA 4031-3* is an internship course that is offered to qualified undergraduate students of the College of Business, Business Data Analytics major. **However, internships are not pre-arranged and it is the student's responsibility to find their own internship.** Students should pursue internships that are both interesting and demonstrate a new quality learning experience.

Therefore, it is important to evaluate how an internship fits in with your personal goals and the academic requirements for your major. For business data analytics students, *internships are considered as a major elective*. Proactively planning your college program is important. Consult with your academic advisor early in the process for guidance. Guidelines, requirements and conditions for internships may change or be updated from time to time. Final approval as to which internships qualify for academic credit as well as limits for student participation is at the sole discretion of the College of Business.

**Guidelines for International Students:**

International students are eligible to do internships in the United States in accordance with government regulations. Students should consult with the **Office of International & Multicultural Student Services** for requirements prior to registering for an internship.

**Credit and Work Hours:**

A major benefit of internships is college credit being awarded for work experience. Single or multiple internships for credit are permissible under certain conditions. The following rules for credit apply:

1. Internships can be for one, two, three credits. No more than three credits can be applied to an undergraduate BSBA in Business Data Analytics.
2. For credit, the *minimum* amount of work hours required is as follows:
  - a. One credit (80 hours).
  - b. Two credits (120 hours).
  - c. Three credits (160 hours).
3. Commuting time, meal breaks, extracurricular activities and social functions do not count towards work hours.
4. Academic assignments are required in addition to work hours for semester credit.

**Pay:**

Internships for credit can be paid or unpaid. Students are encouraged to seek internships based on the learning value and experience that they provide as a primary incentive. For paid internships, the University or College does not stipulate nor negotiate levels of compensation. Although internships are not limited based on compensation alone, certain forms or methods of payment may be prohibited. They are outlined next.

**Internship Restrictions:**

Students have substantial flexibility in finding and determining internships. Much depends on a student's interest, needs and career objectives. The College gives careful consideration to the student's educational needs and accredits internships based on the quality of new learning experiences. Consequently, certain parameters apply as follows:

1. Internships cannot be a continuation of previous or existing employment responsibilities, nor natural job promotions.
2. Internships are not allowed with companies owned or managed, fully or in part, by family members nor can internship positions be supervised, directly or indirectly, by family members.
3. Commission based internships (or similar compensation methods) are not allowed.
4. Internships involving direct payments from clients and customers to students are not allowed.
5. Internships at start-up companies are not allowed.
6. Internships at companies that have student ownership or promises of ownership to the students are not allowed.
7. Activities of an unethical or illegal nature are not permitted.
8. Credit is not allowed retroactively for internship experience.
9. Disclosure is required where Arkansas Tech University faculty, staff or their family have a significant financial or personal interest in an internship company.

### **Paperwork Required for Internship Approval:**

No internship will be approved for credit unless *all* of the following paperwork is completed:

1. **Official Offer Letter:** This is from the company where the student is going to intern and is necessary before *any* other paperwork can be finalized. Offer letters must consist of the following:
  - a. Written on official company letterhead.
  - b. Signed by the on-site supervisor or other appropriate company official.
  - c. States the number of work hours for which a student is interning.
  - d. States whether the position is paid or unpaid.
  - e. Includes the address where the student will be working.
  - f. Indicates internship start and end dates.
  - g. Lists the responsibilities that the student will be assigned.
2. **Student Proposal:** This is from the student providing an overview of the type of projects that the internship will contain and at least three learning goals that the student will accomplish as a result of this internship. Must be submitted to the department at least 30 days prior to the beginning of the academic term that the student wishes to register.

### **Course Assignments:**

For **BDA 4031-3** course credit, academic assignments are required in addition to completing the necessary work hours for the Semester. **Grading is Pass/Fail.** Credit is given based on accomplishing **all** of the assignments, by the specified due dates, and in a satisfactory manner. All assignments should be sent to the instructor via Blackboard. Students are expected to adhere to all University and College policies including those relative to academic integrity. Assignments are as follows:

1. **Weekly Journals:** Submit weekly journals indicating such information as job activity, new learning experiences and opportunities, application of skills and knowledge as well as perceptions, insights and issues about the business. Journals should be about one to two pages long and typed double space. **Journals are due on Monday following the week worked.**
2. **Working Hours:** Work and complete the minimum amount of hours specified in the syllabus for appropriate semester credit. **Weekly time sheets should be submitted indicating student work hours for the previous week. A Final Time Sheet is due the Friday following the last class day of the Semester indicating total hours worked at the internship.**
3. **Internship Goals:** Set three personal goals relative to the internship indicating desired accomplishments. **Goals are due no later than the end of the second week of the start of the internship.**
4. **Final Paper:** Propose, prepare and write a research paper on a subject relative to the internship that is between seven (7) to ten (10) pages long and double spaced. Cite relevant works and sources. This paper should integrate internship related knowledge with your academic education. It needs to be an original work of professional quality including being grammatically sound. **Proposals are due by the second week following the semester break. Paper is due no later than one week before the final class day of the Semester.**
5. **Internship Evaluation:** Submit a two (2) page written evaluation about your internship reflecting on the value that it had for you relative to your expectations and experiences, including potential relevance for future students. It should be written in a professional and grammatically correct manner. **Evaluation is due with the submission of the final paper.**

### **Grading:**

To receive a grade of "P," the student must earn at least a 70% course grade.

Curriculum Comm -

Passed 11/11/11  
THR

### Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee  
FROM: Management and Marketing Department  
DATE SUBMITTED: August 15, 2011

**FACULTY SENATE - PASSED**

11/8/11 pcc

#### REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head <b>Dr. Kevin Mason</b>	<i>Kevin Mason</i>	8/29/11
Dean <b>Dr. Ed Bashaw</b>	<i>Ed Bashaw</i>	8/29/11
Teacher Education Council (if applicable) <b>N/A</b>		
Graduate Council (if applicable) <b>N/A</b>		
Registrar <b>Ms. Tammy Rhodes</b>	<i>Tammy Rhodes</i>	10/21/11
Vice President for Academic Affairs <b>Dr. John Watson</b>		

Course Subject: <b>BDA</b>	Course Number: <b>4073</b>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <b>Special Topics</b>	
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 Term: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer I <b>Fall 2012</b>	If course is required by major/minor, how frequently will course be offered? <b>As needed</b>
Is this course repeatable for additional earned hours? <b>Y / N</b>	How many times? <b>Twice depending on topic. (May not repeat a particular topic for credit.)</b>
Does this course require a fee? <b>No</b>	How much? <b>How much?</b> Type of fee?

Elective     Major     Minor

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

Prerequisites:

**Cumulative GPA greater than 2.0, Junior Standing, BDA 2013, and BDA 3053 or approval of instructor**

Co-requisites:

**None**

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

For the proposed course, attach a syllabus that includes: **See attached syllabus.**

- 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**

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

**Computer Lab**

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

**This course supports the professionalism and innovative programs aspect of the ATU mission. This course will support numerous corporate partnerships in terms of students working in those organizations and corporate support for learning activities. The course will support marketing the university by providing students with a widely sought set of knowledge and skills as well as practical experience.**

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.

**The purpose of this course is to allow students and faculty to study a topic area not covered by the existing BDA curriculum or a new development in this field. While the topic may vary, students will enhance their ability to research and to learn new ideas, techniques, algorithms, software, or programming languages.**

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

**Current assessment includes measures of critical thinking, ethical reasoning, communication skills, quantitative skills, and technological skills. A pre-post measure of these areas would be integrated in the overall assessment plan of the College of Business so as to capture the impact of this new course.**

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

**This course will not affect the any other departments.**

ARKANSAS TECH  
UNIVERSITY  
*College of Business*  
*Management and Marketing Department*

**Course:** BDA 4073 - *Special Topics*

**Term:**

**Instructor:**

**E-mail:**

**Office**

**Phone:**

**Office Hours:** TBA  
Other Times by appointment

**Class Hours:** TBA

**Course**

**Prerequisites:** Cumulative GPA greater than 2.0, Junior Standing, BDA 2013, and BDA 3053 or approval of instructor

**Required Text:** **Textbooks under consideration:**  
To be determined

**Course Links:** <http://blackboard.atu.edu>  
<http://library.atu.edu>  
See Reference and Supplemental Bibliography section for additional links.

**Course**

**Description:** This course offers an in-depth exploration of selected business data analytics topics. The primary topic will vary from offering to offering; thus, the course may be taken more than once.

**Course**

**Rationale:** The purpose of this course is to allow students and faculty to study a topic area not covered by the existing BDA curriculum or a new development in this field. While the topic may vary, students will enhance their ability to research and to learn new ideas, techniques, algorithms, software, or programming languages.

**Course**

**Objectives:** Students will be able to:

- Use technology to support a business data analytics project.
- Use written and oral communication skills to communicate and work with colleagues and clients.
- Think critically and reason effectively about the quality of data and data analysis procedures in the context of creating information to solve business problems or support formation of organizational tactics or strategy.
- Be aware of social and legal issues of the selected topic and be able to apply an ethical decision framework to arrive at an appropriate resolution of these issues.
- Apply business knowledge to the topic in a diverse, global environment.
- Other objectives to be determined by the topic.

**Course**

**Content:** To be determined.



**Course**

**Requirements:** Hard work and persistence are the keys to success in any endeavor. The University catalog indicates that students should expect to spend two hours outside of class for every hour spent inside class. That means students should expect to spend, on average, nine hours a week outside of class studying the assigned materials, working on assignments and projects, and studying for exams.

Students are responsible for

- Studying assigned materials before class in order to have a basic foundation for lectures, discussions, and class exercises.
- Learning all assigned material whether or not it is covered in class.
- Submitting assignments on or before the due date listed in the course schedule and according to directions with respect to format and submission procedure.
- Striving for the highest professional and ethical standards. Submit only your own work. Do not cheat or tolerate those who do.
- Following course policies as outlined on Blackboard, especially with respect to absences, electronic communications, academic honesty, and computer policies.

**Evaluation:** Student learning will be evaluated via homework, projects, presentations, and exams based on assigned readings, handouts, lectures, and class exercises.

**Grading**

**Policies:** To be determined.

The final grade will be calculated as a percentage based on the number of points the student earns out the total number of points available in the course (see chart below).

<u>Grade</u>	<u>Percentage (Points)</u>
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 60%

**Class**

**Assignments:** To be determined.

**Exams and**

**Quizzes:** To be determined.

**Special**

**Provisions:** Please let me know of any special needs due to an officially diagnosed disability or illness **PRIOR** to the first exam (or other assignment affected by your situation). For more information, see <http://www.atu.edu/testing/index.shtml>

Also contact the  
**University Testing and Disability Services Office**  
**Tockie V. Hemphill, M.S., Director**  
*Bryan Hall, Room 103*

*Arkansas Tech University  
Russellville, Arkansas 72801-2222  
Phone: 479.968.0302  
Fax: 479.968.0375  
[themphill@atu.edu](mailto:themphill@atu.edu)*

**Course Outline:** To be determined.

**Bibliography  
(Reference and Supplemental Readings)**  
To be determined.

### **Professional Organizations**

AnalyticBridge: Social Network For Analytic Professionals  
<http://www.analyticbridge.com/>

Web Analytics Association  
<http://www.webanalyticsassociation.org/>

American Statistical Organization  
<http://www.amstat.org/index.cfm>

Association for Information Systems Special Interest Group on Decision Support, Knowledge and Data Management Systems.  
<http://home.aisnet.org/displaycommon.cfm?an=1&subarticlenbr=269>

Association for Computing Machinery Special Interest Group on Management of Data  
<http://www.sigmod.org/>

Association for Computing Machinery Special Interest Group on Information Retrieval  
<http://www.sigir.org/>

ACM Knowledge Discovery and Data Mining Special Interest Group  
<http://www.kdd.org/>

Professional Association for SQL Server SQL Server User  
<http://www.sqlpass.org/>

Oracle User Groups  
<http://databases.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=databases&cdn=compute&tm=54&f=00&tt=14&bt=0&bts=0&zu=http%3A//www.iouc.org/p/cm/ld/fid%3D30>

Computer Professional for Social Responsibility  
<http://cpsr.org/>

Association for Computing Machinery Code of Ethics  
<http://www.acm.org/about/code-of-ethics>

Association for Information Systems Code of Research Conduct  
<http://home.aisnet.org/displaycommon.cfm?an=1&subarticlenbr=15>

National Institute for Engineering Ethics, Murdough Center for Engineering Professionalism  
<http://www.niee.org/pd.cfm>

ACM Special Interest Group on Programming Languages  
<http://www.sigplan.org/>

ACM Special Interest Group on Software Engineering  
<http://www.sigsoft.org/>

Data Mining Group  
<http://www.dmg.org/>

National Association of Programmers (NAP)  
<http://www.napusa.org/>

Association of Information Technology Professionals  
<http://www.aitp.org/>

SVForum Community  
<http://www.svforum.org/>

Project Management Institute  
<http://www.pmi.org>

American Society for the Advancement of Project Management  
[www.asapm.org](http://www.asapm.org)

**CURRICULUM COMM**  
**-PASSED** 11/1/11

*JLR*

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

TO: Curriculum Committee  
 FROM: (Management and Marketing Department)  
 DATE SUBMITTED: August 21, 2011

**FACULTY SENATE-PASSED**

*11/8/11 pcc*

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head <b>Kevin Mason</b>	<i>Kevin Mason</i>	8/21/11
Dean <b>Ed Bashaw</b>	<i>Ed Bashaw</i>	8/17/11
Teacher Education Council (if applicable) n/a		
Graduate Council (if applicable) n/a		
Registrar <b>Tammy Rhodes</b>	<i>Tammy Rhodes</i>	10/21/11
Vice President for Academic Affairs <b>John Watson</b>		

Course Subject: <b>BUAD</b>	Course Number: <b>3093 3123</b>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <del>Introduction to</del> <b>Management</b>	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input checked="" type="checkbox"/> 98_Other : <b>ONLINE</b>	
Effective Term: <input type="checkbox"/> Spring <input type="checkbox"/> Summer I	If course is required by major/minor, how frequently will course be offered? <b>Not required by major/minor</b>
Is this course repeatable for additional earned hours? <b>No</b>	Y / N How many times?
Does this course require a fee? <b>No</b>	How much? Type of fee?

*KW*

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. 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.

No

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

**Helps with the university mission to increase graduation opportunities by expanding our Professional Studies program to a wider market.**

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 designed to meet a call by university Academic Affairs to create more online course offerings that can be used to fulfill the Professional Studies program.**

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

**Business majors will not be allowed to take this course so this proposal will have no effect on our ongoing program assessment.**

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

**This proposal will only affect the Professional Studies program. A Departmental Support Form is attached.**

# ARKANSAS TECH UNIVERSITY

## College of Business

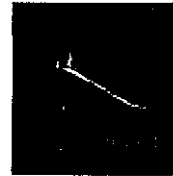
BUAO 3093

**Course:** ~~Management~~ Management [~~BUAO 4093~~ BUAO 3093]  
**Term:** Fall, 2011  
**Instructor:** Mr. Andy Cochran  
**E-mail:** acochran1@atu.edu  
**Phone:** 479-567-9144

**Office Hours:** TBA  
Other times by appointment

**Class Hours:** ~~MON 4093 - 701~~ BUAO 3093 web only

**Required Text:** *Management: A Practical Introduction;  
with Connect Plus*  
5<sup>th</sup> Edition (2011)  
Authors: Angelo Kinicki and Brian Williams  
Retail ISBN-13: 9780077477622  
Publisher: McGraw-Hill Irwin  
Retail List Price: \$153.13



**Optional Text:** *The Last Lecture*; 1st edition (April 8, 2008)  
Author: Randy Pausch with Jeff Zaslow  
ISBN-13: 978-1-4013-2325-7  
ISBN-10: 1-4013-2325-1  
Publisher: Hyperion



*Connect is required for this course. Please register for your course today using the access code that you've purchased from the bookstore. If you have not yet purchased the access code you may still register and start a 21 day trial after which you will be locked out of your course until you complete the purchase. You may complete your purchase/ enter your access code anytime during the 21 day trial. NOTE: When you register, please be sure to select the version of Connect you intend to purchase. You are locked into the choice you make up front. You have the choice between ConnectPlus (Connect with eBook) or Connect (without eBook).*

**Randy Pausch Lectures:** [The Last Lecture](#)  
[Time Management](#)

**Course Links:** [http://connect.mcgraw-hill.com/class/a\\_cochran\\_fall2011\\_tc2](http://connect.mcgraw-hill.com/class/a_cochran_fall2011_tc2)  
<http://blackboard.atu.edu/>

**Prerequisites:** ~~Cumulative GPA greater than 2.00 and completed at least 54 hours.~~

**Course Description:** A study of the basic principles of management and organizational behavior including planning, organizing, leading, controlling, staffing, decision making, ethics, interpersonal influence, and group behavior; and organizational change and development.

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Mason  
Pac

**Course  
Goals:**

There are several things I want you to learn this semester.

1. There is no one best way to manage.
2. Self-management and empowerment are critical in today's economy.
3. Management is a field of inquiry and study that is made up of art and science.
4. Manage change or it will manage you.
5. You must effectively manage, coach, support, and lead your "human capital assets."
6. Key decision makers must be continuously learning and planning their professional development accordingly.

**Course  
Learning  
Objectives:**

Chapter 1: Understand the four basic principles of management: Planning, Organizing, Leading, Controlling.

Chapter 2: Understand the major management theoretical approaches: Classical, Behavioral, Quantitative, Systems, Contingency, Quality

Chapter 3: Understand the ethical and social responsibilities of a manager.

Chapter 4: Understand the cultural differences between diverse groups.

Chapter 5: Understand the fundamentals of planning.

Chapter 6: Understand the strategic management process.

Chapter 7: Understand the principles of decision making and its styles.

Chapter 8: Understand the major elements of an organization and the basic types of organizational structures.

Chapter 9: Understand the basic components of the human resources function of management.

Chapter 10: Understand the functions of Organizational Development.

Chapter 11: Understand work related attitudes and behaviors as a manager.

Chapter 12: Understand the major perspective of motivation and how they relate to employees.

Chapter 13: Understand the basics of team development.

Chapter 14: Understand the major theories of leadership.

Chapter 15: Understand the fundamentals of the communications process.

Chapter 16: Understand the major levels and areas of the control function of management.

## Course

**Requirements:** Students are responsible for studying assigned materials daily in order to have a basic foundation for lecture and discussion. Examinations will cover material from the textbook, homework, online lecture, and other assigned reading.

**Evaluation:** Exams based on online lecture, homework exercises, and assigned reading content will be used to indicate individual learning.

## Grading Policies:

<u>Evaluation:</u>	<u>Points:</u>	<u>Cumulative points:</u>	<u>Course Grade:</u>
Assignments	200	540 – 600	A
Exam One	100	480 – 539	B
Exam Two	100	420 – 479	C
Exam Three	100	360 – 419	D
<u>Final Exam</u>	<u>100</u>	0 – 359	F
Total Points	600		

## Course Rationale/ General Education

**Objectives:** This course services as the introduction to the field of management and organizational behavior. The knowledge presented forms the basis for the rest of the management courses in the business core curriculum. In addition, the management and organizational behavior course complements the liberal arts background by applying concepts from other fields such as the humanities and social sciences.

## Special

**Provisions:** If you have special needs for accommodations due to a disability, contact PRIOR to the first exam:

**University Testing and Disability Services Office**  
Room 103 Bryan Hall  
Phone: 479-968-0302

## Class

**Procedures:** The following class policies and procedures apply.

1. **Academic honesty.** Any student who compromises the integrity of the academic process is subject to disciplinary action by the University in addition to assignment of a grade of F for the 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. The work in this course is based on individual effort.* The use of any graded work from previous terms is prohibited (exams, assignments, homework) and will result in an immediate dismissal from the course with a failing grade. Any evidence of group work on individual assignments will result in immediate dismissal from the course with a failing grade. The instructor reserves the right to require a reexamination of any student suspected of academic dishonesty.
2. **Attendance.** Attendance and participation are measured by participation in homework assignments and watching the lectures. In general, poor attendance equates with a poor grade.
3. **Missed exams.** In general, all examinations must be completed at the time scheduled by the instructor. There is generally a 48 hour window in which you may take an exam. Given an excused absence, the final exam will serve as the make-up exam. For example, if one exam (out of the four) is missed with an excused absence, the final exam will carry a value of 200 points. Other than for university events for which the student has followed the university policy regarding faculty notification, the determination of an excused absence is at the sole discretion of the instructor. It is the student's burden to provide suitable evidence (in printed form) to the instructor within 24 hours of the missed exam. If these requirements are not met, zero points will be given for the exam. Note – there are very few legitimate excuses for missing an exam.



**Bibliography:**

Suggested reading for more detail on the topics addressed in the lectures:

Blanchard, K. and Johnson, S. (1982). *The One Minute Manager*. Publisher: William Morrow. ISBN-10: 0688014291; ISBN-13: 978-0688014292.

Covey, S. R. (2004). *The 7 Habits of Highly Effective People*. Publisher: Free Press. ISBN: 0743269519; ISBN-13: 978-0743269513.

Goldratt, E. and Cox, J. (2004). *The Goal: A Process of Ongoing Improvement*. Publisher: North River Press. ISBN-10: 0884271781; ISBN-13: 978-0884271789

Johnson, W. and Blanchard, K. (1998). *Who Moved My Cheese?* Publisher: G. P. Putnam's Sons. ISBN-10: 0399144463; ISBN-13: 978-0399144462.

Stack, J. and Burlingham, B. (1994). *The Great Game of Business*. Publisher: Crown Business. ISBN-10: 038547525X; ISBN-13: 978-0385475259.

**MGMT 3003 Tentative Course Outline**

Date	Chapter
8/24	Introduction
8/29	Chapter 1
8/31	Chapter 2
9/5	Chapter 3
9/12	Chapter 4
9/14-16	<i>Exam One</i>
9/19	Chapter 5
9/21	Chapter 6
9/26	Chapter 7
10/3	Chapter 8
10/10-12	<i>Exam Two</i>
10/14	<i>Pausch Video #1 Paper Due</i>

Date	Chapter
10/17	Chapter 9
10/19	Chapter 10
10/24	Chapter 11
10/31	Chapter 12
11/7-9	<i>Exam Three</i>
11/14	Chapter 13
11/16	Chapter 14
11/21	Chapter 15
11/30	Chapter 16
12/5	<i>Pausch Video #2 Paper Due</i>
12/7-9	<i>Final Exam</i>

**You have an assignment in Connect for each chapter. Each chapter assignment is worth 10 points. There is one extra assignment built in. You may use that as your free pass to skip one assignment or you may complete all of the assignments and use it as bonus points. It is your responsibility to complete each assignment prior to the deadline. Each Pausch Video assignment (paper) is worth 25 points. The LearnSmart study modules may be completed for practice and a total of 20 bonus points for the semester.**

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

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

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

Department Head Signature: *Mary Ann Rolland*

Date: *06-29-11*

# CURRICULUM COMM -PASSED 11/1/11

*Not*

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee  
 FROM: (Management and Marketing Department)  
 DATE SUBMITTED: August 21, 2011

**FACULTY SENATE-PASSED**

*11/8/11*  
*PRC*

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head <b>Kevin Mason</b>	<i>Kevin Mason</i>	8/21/11
Dean <b>Ed Bashaw</b>	<i>Ed Bashaw</i>	8/17/11
Teacher Education Council (if applicable) n/a		
Graduate Council (if applicable) n/a		
Registrar <b>Tammy Rhodes</b>	<i>Tammy Rhodes</i>	10/21/11
Vice President for Academic Affairs <b>John Watson</b>		

Course Subject: <b>BUAD</b>	Course Number: <b>3193 3143</b>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <del>Production and</del> Marketing	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input checked="" type="checkbox"/> 98_Other <i>online</i>	
Effective Term: <input type="checkbox"/> Spring <input type="checkbox"/> Summer I	If course is required by major/minor, how frequently will course be offered? <b>Not required by major/minor</b>
Is this course repeatable for additional earned hours? Y / N How many times? <b>No</b>	
Does this course require a fee?	How much? Type of fee?
<b>No</b>	

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. 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.

No

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

**Helps with the university mission to increase graduation opportunities by expanding our Professional Studies program to a wider market.**

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 designed to meet a call by university Academic Affairs to create more online course offerings that can be used to fulfill the Professional Studies program.**

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

**Business majors will not be allowed to take this course so this proposal will have no effect on our ongoing program assessment.**

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

**This proposal will only affect the Professional Studies program. A Departmental Support Form is attached.**

# ~~INTRODUCTION~~ to MARKETING

## BUAD 3143 ~~BUAD3193~~ - Course Syllabus

**Course Description:** This course covers marketing fundamentals, consumer behavior, the retailing and wholesaling systems, marketing functions, marketing policies, marketing costs, critical appraisal of marketing, marketing ethics and social responsibility, and the relationship between marketing, society, and the government.

**Prerequisites:** Prerequisites for 3000- and 4000-level courses are listed in the College of Business section of the ATU Undergraduate Catalog. Students are responsible for being sure that they meet all prerequisites before enrolling in this course.

**Course Objectives:** As a result of this course students will

- recognize marketing's unique role in contributing to an organization's competitive advantage in the marketplace.
- develop an understanding of the relationship of marketing to other organizational functions.
- evaluate the importance of changes on the technological, social and economic environments on an organization's marketing activities.
- understand the ethical, cultural, social and global impact of an organization's marketing activities.
- be able to segment markets, identify attractive targets and focus the firm's marketing mix toward those targets when crafting the firm's market strategy.

**Exams:** There will be two (2) online semester exams and a comprehensive online final exam. See the Course Schedule for exam dates and times. All students must take the online exams between 9:00 A.M. and 10:00 P.M. on the scheduled dates. Exam guidelines will be posted on Blackboard approximately one week prior to the exam.

**Quizzes:** A number of online quizzes will be given during the semester. They are designed to encourage and assess student preparation. Students who have a valid *written* excuse for missing a weekly quiz may, at the instructor's discretion, be allowed to make it up. If you miss three quizzes you will be expected to withdraw from the course.

**Course Participation:** Your participation in course discussion topics is an important tool by which your instructor can evaluate how well you understand the materials presented in this course. Participation grades are assigned at the end of the semester, however, it is the student's responsibility to make the instructor aware that the student is participating throughout the course. Participation accounts for a major part of your overall grade in this course, therefore it is impossible to get an "A" and difficult to get a "B" in this course without good participation.

Each week or session your instructor will post several topics for class discussion. Each student must address those topics with a substantial (two to three paragraphs) and (optimistically) insightful response demonstrating their understanding of the topics discussed. Anything less will receive only partial participation credit. Participation also includes such things as contributing relevant comments and examples that illustrate the topic being discussed. Students are also expected to read all of the discussion responses posted by other students each week and can enhance their participation grade by making constructive comments regarding others students' posts.

In addition you can also participate by posting to the ongoing "In the News" and "Your Experiences" discussion areas. These forums are optional but good quality posts will help enhance your participation grade. In the "In the News" discussion area you are encouraged to find and share with the class news articles relating to the topics we read about and discuss during the course. Please summarize the article for the class, discuss why and how you think this article is relevant, and include a link to it in your posting in case others would like to read the entire article. In the "Your Experiences" discussion area you are encouraged to share your personal experiences relating to the material and issues we cover during the course with the class. Please include a discussion of how your experience relates to the course.

*Not in  
course  
description*

All of your discussion responses should be complete, in-depth, detailed, clearly written and made up entirely of your own thoughts written specifically for this course. Although you are certainly welcome to discuss material you find on the Internet and from other sources, DO NOT simply "cut and paste" material from the text, the Internet, or other sources into your discussions. It is a serious violation of academic honesty to include material from other sources in your discussion responses without giving full credit to those sources. If you want your classmates to read something feel free to include a link to it but please do not present it as "your" discussion. Be sure to properly cite any material you post that is taken from someone else's work.

You are welcome to express your opinions during course discussions as long as you do so in a logical, rational, and respectful matter. Bigoted and irrational statements and personal attacks will not be permitted and students making such remarks will be warned only once and then barred from course discussions and given a failing grade for participation.

Our discussion topics are qualitative rather than quantitative; therefore they are graded more for participation, presentation, and logic rather than correctness. There are usually no specific right or wrong answers to our discussion topics and generally the class as a whole comes up with good ideas about the topic. Your instructor monitors the discussions and will let a student know individually if they get off track.

Participation will be graded in the aggregate at the end of the semester using the following grading guidelines:

- If you do just what is required and demonstrate a basic understanding of the topics discussed you will get a "C" for participation and receive 70% to 79% of the grade allotted for participation.
- If you contribute more than just what is required and demonstrate a good understanding of the topics discussed you will get a "B" for participation and receive 80% to 89% of the grade allotted for participation.
- If you contribute much more than just what is required and demonstrate an excellent understanding of the topics discussed you will get an "A" for participation and receive 90% to 100% of the grade allotted for participation.
- If you contribute less than what is required and/or demonstrate little understanding of the topics discussed you will get a "D" for participation and receive 60% to 69% of the grade allotted for participation.
- If you contribute little or nothing to course discussions and/or demonstrate very little understanding of the topics discussed you will get an "F" for participation and receive 0% to 59% of the grade allotted for participation.

**Grading:**

Overall Participation:	20%
Weekly Quizzes (total):	20%
First Semester Exam:	15%
Second Semester Exam:	20%
Final Exam:	25%

Standard percentile grade cutoffs (90/80/70/60) will be applied in assigning letter grades. Grade averages will be rounded to the nearest whole percentage point using conventional rounding techniques. If you have an 89.5% average you will get an "A", if you have 89.4999% you will get a "B". Test scores *may* be curved and/or bonus points offered at the instructor's discretion.

**Students with disabilities:** In ardent compliance with the 1990 Americans with Disabilities Act (ADA) accommodations will be made for students with disabilities at the request of the student. Please notify the instructor and the University's Disability Coordinator at the beginning of the semester if you have a disability requiring special accommodations.

**Syllabus Changes:** Any syllabus changes are usually a result of unforeseen events or input from the class, however, the instructor reserves the right to make changes to this course syllabus, grading structure, and itinerary as necessary. Email or Blackboard announcements by the instructor or their authorized representative shall take precedence over this syllabus and itinerary.

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

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

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

Department Head Signature: *Mary Ann Pellon*

Date: *06-29-11*



**CURRICULUM COMM**  
**-PASSED** 11/1/11

*JMC*

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

TO: Curriculum Committee  
 FROM: (Management and Marketing Department)  
 DATE SUBMITTED: August 21, 2011

**FACULTY SENATE-PASSED**

11/8/11 pcc

**REQUEST FOR COURSE ADDITION**

Title	Signature	Date
Department Head <b>Kevin Mason</b>	<i>Kevin Mason</i>	8/21/11
Dean <b>Ed Bashaw</b>	<i>Ed Bashaw</i>	8/17/11
Teacher Education Council (if applicable) n/a		
Graduate Council (if applicable) n/a		
Registrar <b>Tammy Rhodes</b>	<i>Tammy Rhodes</i>	10/21/11
Vice President for Academic Affairs <b>John Watson</b>		

Course Subject: <b>BUAD</b>	Course Number: <b>3293</b>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <b>International Business</b>	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input checked="" type="checkbox"/> 98_Other <i>online</i>	
Effective Term: <input type="checkbox"/> Spring <input type="checkbox"/> Summer I	If course is required by major/minor, how frequently will course be offered? <b>Not required by major/minor</b>
Is this course repeatable for additional earned hours? <b>No</b>	Y / N How many times?
Does this course require a fee? <b>No</b>	How much? Type of fee?

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: <b>None</b>	Co-requisites: <b>None</b>
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Course description as to appear in catalog</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.  <b>No</b>	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.  <b>No</b>	
How does this proposal support the University Mission or University Strategic Planning Goals? <b>Helps with the university mission to increase graduation opportunities by expanding our Professional Studies program to a wider market.</b>	
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. <b>This proposal is designed to meet a call by university Academic Affairs to create more online course offerings that can be used to fulfill the Professional Studies program.</b>	
How will the effect of the change be monitored in ongoing program assessment? <b>Business majors will not be allowed to take this course so this proposal will have no effect on our ongoing program assessment.</b>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. <b>This proposal will only affect the Professional Studies program. A Departmental Support Form is attached.</b>	

# INTERNATIONAL BUSINESS

## BUAD3293 - Course Syllabus

**Course Description:** This course covers all aspects of international business including, but not limited to, international politics, culture, economics, finance, technology, marketing, ethical decision-making, strategic planning and management, and human resource development in a global environment.

*Not in course description*  
**Prerequisites:** Prerequisites for 3000- and 4000-level courses are listed in the College of Business section of the ATU Undergraduate Catalog. Students are responsible for being sure that they meet all prerequisites before enrolling in this course.

**Course Objectives:** As a result of this course students will

- learn the fundamentals and significance of international trade theories and systems;
- examine the various issues, opportunities, and problems related to conducting business in today's dynamic global economy;
- learn how governments and legal systems affect international business; and
- consider the social and ethical roles of business in today's global society.

**Exams:** There will be two (2) online semester exams and a comprehensive online final exam. See the Course Schedule for exam dates and times. All students must take the online exams between 9:00 A.M. and 10:00 P.M. on the scheduled dates. Exam guidelines will be posted on Blackboard approximately one week prior to the exam.

**Quizzes:** A number of online quizzes will be given during the semester. They are designed to encourage and assess student preparation. Students who have a valid *written* excuse for missing a weekly quiz may, at the instructor's discretion, be allowed to make it up. If you miss three quizzes you will be expected to withdraw from the course.

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- If you contribute less than what is required and/or demonstrate little understanding of the topics discussed you will get a "D" for participation and receive 60% to 69% of the grade allotted for participation.
- If you contribute little or nothing to course discussions and/or demonstrate very little understanding of the topics discussed you will get an "F" for participation and receive 0% to 59% of the grade allotted for participation.

**Grading:**

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Second Semester Exam:	20%
Final Exam:	25%

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**Syllabus Changes:** Any syllabus changes are usually a result of unforeseen events or input from the class, however, the instructor reserves the right to make changes to this course syllabus, grading structure, and itinerary as necessary. Email or Blackboard announcements by the instructor or their authorized representative shall take precedence over this syllabus and itinerary.

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

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

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

Department Head Signature: *Mary Ann Rollins*

Date: *06-29-11*

CURRICULUM COMM

-PASSED 11/1/11

*JMK*

Arkansas Tech University  
REQUEST FOR COURSE ADDITION

FACULTY SENATE-PASSED

11/8/11 *pee*

TO: Curriculum Committee  
FROM: (Management and Marketing Department)  
DATE SUBMITTED: August 21, 2011

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head <b>Kevin Mason</b>	<i>Kevin Mason</i>	8/21/11
Dean <b>Ed Bashaw</b>	<i>Ed Bashaw</i>	8/17/11
Teacher Education Council (if applicable) n/a		
Graduate Council (if applicable) n/a		
Registrar <b>Tammy Rhodes</b>	<i>Tammy Rhodes</i>	10/21/11
Vice President for Academic Affairs <b>John Watson</b>		

Course Subject: <b>BUAD</b>	Course Number: <b>3393</b>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <b>Small Business Firm Planning</b>	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input checked="" type="checkbox"/> 98_Other <i>online</i>	
Effective Term: <input type="checkbox"/> Spring <input type="checkbox"/> Summer I	If course is required by major/minor, how frequently will course be offered? <b>Not required by major/minor</b>
Is this course repeatable for additional earned hours? Y / N How many times? <b>No</b>	
Does this course require a fee?	How much? Type of fee?
<b>No</b>	

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. 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.

No

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

**Helps with the university mission to increase graduation opportunities by expanding our Professional Studies program to a wider market.**

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 designed to meet a call by university Academic Affairs to create more online course offerings that can be used to fulfill the Professional Studies program.**

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

**Business majors will not be allowed to take this course so this proposal will have no effect on our ongoing program assessment.**

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

**This proposal will only affect the Professional Studies program. A Departmental Support Form is attached.**



## **BUAD 3393 - Small Business Planning**

### **Proposed Syllabus**

#### **Course Description:**

Application of business planning principles to the creation and operation of small-scale enterprises. The emphasis for this course is on the preparation and implementation of business plans for small firms. Focus will be given to plans used for business strategy and for seeking financial investment in the firm.

**Text:** Bangs, D. (2002). The business planning guide: Creating a winning plan for success. Chicago: DearbornTrade Publishing.

#### **Course Objectives:**

To develop the students' understanding of venture opportunity recognition fundamentals and to encourage the identification of market opportunities based upon recognizing unmet customer needs.

To develop the students' abilities to structure and launch a viable new venture and prepare the venture for short- or long-term life.

#### **Proposed Course Outline:**

Section 1 (Weeks 1 - 4): Opportunity recognition and venture creation. Formation of a business strategy. Description of the business and its market, including the product and/or service being offered.

Section 2 (Weeks 5 - 8): Developing an operations strategy. Developing a marketing strategy. Developing a personnel strategy.

Section 3 (Weeks 9 - 11): Preparation of financial statements and documentation. Developing a financial strategy including initial and subsequent venture funding from internal and external sources.

Section 4 (Weeks 12 - 15): Writing and editing the main small business plan.

#### **Graded Assignments:**

**Exams (300 points):** There will be three 100-point multiple choice exams based upon chapters from the main text and supporting documents from the Small Business Administration. Each exam will cover roughly the material from each of the first three sections of the course.

**Written Documents (300 points):** Each student will be responsible for creating and preparing a formal written small business plan which will include each of the major sections of this type of plan:

descriptions of the company, the market and the organization; details of financial projections; and supporting documentation.

**Discussions and Interactions (100 points):** Each student will be responsible for discussions with others in the class concerning current small business issues. Periodically, the instructor will provide a short scenario with a common business problem, and students will be expected to propose, analyze and critique potential solutions to the problems.

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

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

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

Department Head Signature: *Mary G. Williams*

Date: *06-22-11*

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

**CURRICULUM COMM**  
**-PASSED** 11/11/11  
*John*

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department)

DATE SUBMITTED:

**FACULTY SENATE - PASSED**  
 11/8/11 PCC

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head <b>Kevin Mason</b>	<i>Kevin Mason</i>	10/12/11
Dean <b>Ed Bashaw</b>	<i>Ed Bashaw</i>	10/13/11
Teacher Education Council (if applicable) <b>N/A</b>		
Graduate Council (if applicable) <b>N/A</b>		
Registrar <b>Tammy Rhodes</b>	<i>Tammy Rhodes</i>	10/21/11
Vice President for Academic Affairs <b>John Watson</b>		

Course Subject: <b>BUAD</b>	Course Number: <b>1003</b>
Cross-listed with Subject:	Course Number:
Official Title <b>Introduction to Business Systems</b>	
Request to change: (check appropriate box) <input checked="" type="checkbox"/> Course Number <input checked="" type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Term: <input type="checkbox"/> Spring <input type="checkbox"/> Summer I	
<b>FALL 2012</b>	

New Course Number :

**BUAD ~~1001~~ 1111**

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

**Introduction to Business**

New Course Description:

**No Change in 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 \_\_\_\_\_

New Prerequisite/Co-requisite:

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.

**Business students currently take BUAD 1003 to fulfill the university orientation requirement and the Business College is the only college that currently requires a 3 hour orientation class. We would like to make our orientation class to be in line with other orientation classes offered on the campus.**

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

**This is not a new course we are only changes the credit hours for the class. The assessment program for the department and college will not be impacted by this change.**

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

**The only other department that will be effected is the Accounting and Economics Department (support form included)**

**BUAD ~~1001~~ 1111**  
**Introduction to Business**  
**Fall 2011**

**Course Description**

The course provides university orientation and a general business prospective. Fundamentals of organizing and managing business enterprises and the American enterprise system. Principles and framework for analysis of business problems with a systems emphasis. May not be taken for credit after completion of MGMT 3003.

**Course Justification**

Prepare freshmen for college success and provide an overview of the Business discipline.

**Instructor Information**

Name: Kevin Mason                      Office: Rothwell 432  
Phone: 968-0492                      E-Mail: kmason@atu.edu  
Office Hours: 11-11:30 TR, 2:30pm – 4:30 TR, 9:30am – 11 MWF

**Textbook and Instructional Materials**

Kelly and McGowen, BUSN, 4th Ed. South-Western CENGAGE Publishing.

**Course Objectives**

1. To provide students with the foundations for college success.
2. To increase the student's knowledge of common business terms, practices, and laws and the American enterprise system.
3. To increase the student's knowledge of how the business disciplines (management, marketing, accounting, finance) interrelate and work together.

**Syllabus Change Policy**

The instructor reserves the right to make changes to this syllabus during the semester. If a syllabus changes occurs, you will be notified in the following ways: (1) by class announcement, (2) by email, (3) Bb announcement posting. Also, if a syllabus change occurs, an up-to-date version of the syllabus will be posted on Bb.

**Cell Phone Use Policy**

Cell phone usage is prohibited in all classes at the College of Business. Please turn off and put away your cell phones at the beginning of each class. Students who believe they have a valid reason to keep their cell phone on during class (emergency, family illness, etc.) should contact the instructor at the beginning of class.

Week	Topic	Class and Activities	Assignments
Wk 1	<b>Syllabus and Campus Information</b>	<b>Getting to know each other, about the class, and about your campus</b> * Introductions * Overview of Syllabus and Class Requirements * Campus Facilities, Residence Halls, Office Locations & Campus Services * Overview of Technical Tools - One Tech, E-mail, Blackboard * Utilizing the Library * Parking designations & tickets	<b>Before next class:</b> * Logon to Blackboard
Wk. 2	<b>Setting Goals, Understanding Value of Your College Degree,</b>	<b>Connecting to Tech</b> * The rewarding connection between college and success. The reality is that YOU made it here, while others didn't, and you can do this. * College Student Success Factors * Campus Engagement - Importance and Opportunities * Understanding Higher Ed - Dispel academia mystique by explaining: - School, Department, Dean, Department Head, Faculty, Syllabus, Office Hours, Expectations of Students - Credit Hour, Clock/Contact Hour, Grade Point Average (Calculating GPA), Matriculation, Dean's List, Academic Process, Probation, etc.	<b>Before Next Class:</b> * List a set of long-term professional and/or personal growth goals and 3 short-term goals. Also, identify obstacles to the accomplishment of these goals. * Know how to compute a semester GPA. * Know the names of the undergraduate colleges within the University. * Know what the first and last numbers of course number imply (e.g., BUAD 2053).
Wk. 3	<b>Expectations and Time Management</b>	<b>Managing Time and Energy</b> * Realistic Expectations (study time required outside of class) - * Handout "Helpful Tips to get the most out of class" * There are only so many hours in a day * Steps to Effective Scheduling * Prioritizing - Making Time for Study * Procrastination * Preparation - Study Techniques * Test Taking Techniques - Objective and Subjective Tests * Cheating * Listening, Note-Taking, Participating * Setting Realistic Professional Goals * Obstacles - Avoiding Risk Factors * Budget and Credit Card Issues * Financial Aid - Grants, Loans, Work Study * Techniques for Managing School, Work, and Personal Life	None
Wk. 4	<b>Finances, Regulations and School of Business</b>	<b>College Success Principles</b> * Handout Assignment (Compute GPA and answer a series of questions). * Managing Your Money - Budget and Credit Card * Important Policies - Academic Misconduct, Academic	<b>Before next class:</b> * Know which classes are required Market courses electives for the MGMK major with concentration in Marketing.

	<b>Success</b>	Suspension, Class Absence, Class Load, Clemency, Repeat Courses <b>Business Core Requirements</b> *Courses Required *Ethics and Professionalism	
<b>Wk. 5</b>	<b>Networking, Advising and Registration Procedures</b>	<b>Personal Connections</b> * Importance of Relationships *Student Organizations - attend a SIFE or Marketing Club or Accounting Club meeting *Appreciating Diversity  <b>Academic Advising</b> * Academic Advisors - Who are they and How Can They Help * Understanding Degree Requirements - ATU Catalog Review * Preparing for Advising - Permit to Register/Registration Worksheet * Building a Schedule - Using the Schedule of Classes * Registering - Using Banner *Handout "Pre-Registration Procedures"	<b>Before end of the semester:</b>  <ul style="list-style-type: none"> <li>• It is recommended that you attend Student Organization Meeting/Event sometime this semester.</li> <li>• Read Chapter 2</li> </ul>
<b>Wk. 6</b>	<b>Business "The Big Picture" and Macro Economics</b>	*The role of Management *The role of Marketing *The role of Accounting and Finance *The role of Information Systems *Understanding the Economy Chapter 2	
<b>Wk. 7</b>	<b>Economics</b>	Chapter 2 - Quiz?	<b>Read Chapter 3</b>
<b>Wk. 8</b>	<b>Global Marketplace</b>	Chapter 3 - Quiz?	<b>Review Chapter 3 Also before next class:</b> *Build your desired schedule for next semester on a Permit to Register (PTR) form
<b>Wk. 9</b>	<b>Business Formation</b>	Chapter 6 - Quiz?	<b>Review Chapter 6</b>
<b>Wk. 10</b>	<b>Exam #1</b>		<b>Read Chapter 14</b>
<b>Wk. 11</b>	<b>Managing</b>	Chapter 14 - Quiz?	<b>Read Chapter 15</b>
<b>Wk. 12</b>	<b>Human Resources</b>	Chapter 15 - Quiz?	<b>Review Chapters 14 and 15</b>
<b>Wk. 13</b>	<b>Exam #2</b>		<b>Read Chapter 11</b>
<b>Wk. 14</b>	<b>Marketing</b>	Chapter 11 - Quiz?	<b>Read Chapter 12</b>
<b>Wk.</b>	<b>Product &amp;</b>	Chapter 12 - Quiz?	<b>Review Chapter 12</b>



15	Promotion		
Wk. 16	Product & Promotion	Chapter 12 - Quiz?	
Finals	Final Exam	Date to be announced	Study for Final Exam

### Examinations and Evaluation

<u>Evaluation Component</u>	<u>Points</u>
Quizzes/Class Assign.	20 (or more)
Examination 1	100
Examination 2	100
<u>Examination 3</u>	<u>100</u>
TOTAL	320 (or more)

Semester grades will be assigned based on the following percentages of points received relative to the total points possible:

90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
60% - 69.9%	D
BELOW 60%	F

### Quizzes/Assignments

Ten-point assignments will be given at various times with details provided in class. Unannounced 10 point quizzes over the assigned text reading will be given. The number of quizzes (0 to 20) will be determined by the instructor as needed to encourage the class to be prepared for each lecture.

### Examinations

Each examination will consist of multiple-choice questions. The exams are not comprehensive.

### Class Policies and Procedures

#### Makeup Policy

There are no make-up exams/quizzes due to absences unless (a) notification is received that your absence is the result of a university-approved event or (b) you have a written doctor's excuse saying you were physically incapable of attending class. Having evidence that you visited a doctor or received medication does not by

itself constitute an excuse. All make-ups for excused absences will be administered during the final exam testing period.

### **Academic Honesty**

Strict adherence to the principles of truth and honesty are expected. Based upon the severity of dishonest conduct, dishonesty can result in a grade of "0" on a given exam/quiz/assignment or an "F" in the course.

### **Attendance**

For students to maximize the benefits of this course it is expected that they attend and participate in all class meetings. Of course circumstances may inhibit the student from attending classes at various times. Excused absences include emergencies, doctor verified illness, death in the family, and ATU approved events. However, as stated in the ATU Student Handbook, students with in excess of 3 unexcused absences may be academically dropped from the course with a grade of "WF" (note: a "WF" grade has the same effect on your grade point as an "F").

Arkansas Tech University  
**REQUEST FOR COURSE CHANGE**

**CURRICULUM COMM**  
**- PASSED** 11/1/11  
*JLR*

TO: Curriculum Committee

FROM: MGMT/MKT

DATE SUBMITTED: August 15, 2011

REQUEST FOR COURSE CHANGE **MKT 4073**

**FACULTY SENATE - PASSED**

*11/8/11 PCC*

Title	Signature	Date
Department Head Dr. Kevin Mason	<i>Kevin Mason</i>	8/29/11
Dean Dr. Ed Bashaw	<i>Ed Bashaw</i>	8/29/11
Teacher Education Council (if applicable) N/A		
Graduate Council (if applicable) N/A		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10/21/11
Vice President for Academic Affairs Dr. John Watson		

Course Subject: MKT	Course Number: 4073
Cross-listed with Subject:	Course Number:
Official Title <del>Change from Service Marketing Management to Retail Operations</del>	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input 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 Number :
New Course Title (Limited to 30 characters including spaces): Retail Operations
New Course Description: A study of the overall service operations management task, market issues and the development of business and operations strategies, and the management of people. Specific attention is given to the design and development of services and products and the delivery systems by which they are produced and delivered. Factors central to the service operations management task include yield management, technology, queuing models, quality, servicescape, the significant role of service supply, and managing facilitating goods.
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: <del>MATH 2223</del>
<span data-bbox="23 818 167 984" style="font-family: cursive; font-size: 1.2em; vertical-align: middle;">None per Mason</span> <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 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. <b>The College of Business (COB) learning goals include improving students' critical thinking, problem solving, quantitative reasoning, and technology skills, and our <u>assessment data collected over the past five years</u> shows a need for improvements in these areas. The redesign of MKT 4073 places a greater emphasis on these areas of student learning.</b>
How will the effect of the change be monitored in ongoing program assessment? We currently have instruments that measure critical thinking, quantitative reasoning, and technology. These are given on a two or three year cycle. The students in Retail Operations will be included in those measures where appropriate.
If this course will affect other departments a Departmental Support Form for each affected department must be attached.  None

ARKANSAS TECH  
UNIVERSITY  
*College of Business*

**Course:** *Retail Operations [MKT 4073]*  
**Term:** Spring, 2012  
**Instructor:** Dr. Loretta Cochran  
**E-mail:** lcochran@atu.edu  
**Office:** 442 Rothwell Hall  
**Phone:** 964-3250

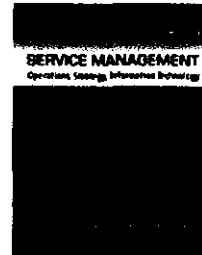
**Office Hours:** TBA  
Other times by appointment.

**Class Hours:** TBA

**Required Text:**

*Service Management: Operations, Strategy,  
Information Technology w/Premium Access  
Card, 7th Edition*

Authors: James A Fitzsimmons,  
Mona J Fitzsimmons,  
©2008, ISBN-13 9780077228491  
Publisher: McGraw-Hill  
**Retail List Price: \$172.50**



**Other:** TI 83 or higher (calculator)

**Course Links:** [http://highered.mcgraw-hill.com/sites/007337783x/student\\_view0/index.html](http://highered.mcgraw-hill.com/sites/007337783x/student_view0/index.html)  
<http://blackboard.atu.edu/>

**Prerequisites:** ~~Cumulative GPA greater than 2.00 and completed at least 64 hours including ACCT 2003/2013, ECON 2003/2013, BDA 2013, BLAW 2033, BUAD 2053, MGMT 3003, and MKT 3043. Any specific deficiency is grounds for removal from the course. The instructor will grant exceptions on a case-by-case basis.~~

**Course**

**Description:** A study of the overall service operations management task, market issues and the development of business and operations strategies, and the management of people. Specific attention is given to the design and development of services and products and the delivery systems by which they are produced and delivered. Factors central to the service operations management task include yield management, technology, queuing models, quality, servicescape, the significant role of service supply, and managing facilitating goods.

OK per Mason

## Course Rationale/General Education

**Objectives:** This course serves as an introduction to the concepts of service operations management. This knowledge is fundamental for a successful career or pursuit of a graduate degree. In addition, the service operations course presents business from a quantitative perspective, utilizing knowledge from sources in the sciences and mathematics.

## Course

**Objectives:** This course has three main learning objectives. They are:

1. Increase the student's knowledge of common service operations management terms, practices, and policies;
2. Increase the student's understanding of day-to-day operations;
3. Introduce the student to quantitative models for service management;
4. Increase the student's understanding of the role of services in an economy; and
5. Increase the student's understanding about the design of the service enterprise to support the competitive strategy.

## Course

**Requirements:** Students are responsible for studying assigned materials before class in order to have a basic foundation for lecture and discussion. Examinations will cover reading assignments, suggested problems, lectures, and textbook materials. All exams will have a strong quantitative component. You are advised to have your calculator with you for the exams. It is expected that the student is proficient in using, at a minimum, a TI-83. Microsoft Word, Excel, Visio, and Project are also used in the instruction of the course. Students are expected to be basic users of Project and Visio, and advanced users of Word and Excel. Any deficiencies are the individual responsibility of the student.

## Class

**Procedures:** The following class policies and procedures apply.

1. Academic honesty. Any student who compromises the integrity of the academic process is subject to disciplinary action by the University in addition to assignment of a grade of F for the 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. The work in this course is based on individual effort.* The use of any graded work from previous terms is prohibited (exams, assignments, homework) and will result in an immediate dismissal from the course with a failing grade. Any evidence of group work on individual assignments will result in immediate dismissal from the course with a failing grade. The instructor reserves the right to require a reexamination of any student suspected of academic dishonesty.
2. Attendance. Discussion and participation in class are integral to effective learning. On-time class attendance for all scheduled classes is expected. Any student with an excessive number of unexcused absences or tardies is subject to a reduction of total course points.
3. Decorum. In the interest of maintaining a professional classroom atmosphere and positive learning environment, do NOT wear any type of headgear in class (i.e. no ball caps). Further, cellular telephones, MP3 players, and PDAs must be turned OFF during class meetings. Text-messaging is NOT allowed during class. Any of these disruptions may result in your involuntary removal from the course.
4. Missed exams. In general, all examinations must be completed at the time scheduled by the instructor. Given an excused absence, all missed exams will be taken on the last day of class.

**Evaluation:** Exams and homework based on class lecture, exercises/handouts, and assigned reading content will be used to indicate individual learning.

**Grading Policies:**

<u>Evaluation:</u>	<u>Points:</u>	<u>Cumulative points:</u>	<u>Course Grade:</u>
Exam One	100	450 – 500	A
Exam Two	100	400 – 449	B
Exam Three	100	350 – 399	C
Final Exam	100	300 – 349	D
<u>Homework (2 pts each)</u>	<u>100</u>	<u>0 – 329</u>	<u>F</u>
Total Points	500		

**Note:** On occasion, the instructor MAY elect to use bonus points to provide incentive for additional learning opportunities. These points are ONLY applied to a student's grade after earning a MINIMUM of 60 percent on *exams*. A student will NOT be able to use bonus points to change a failing course grade to a passing grade. The passing grade MUST be earned PRIOR to the application of extra points of ANY KIND. Regardless of the total number of bonus point activities available during the semester, the maximum number of bonus points applied to the student's cumulative point total cannot exceed 25 points.

**Special****Provisions:**

If you have special needs for accommodations due to a disability, contact PRIOR to the first exam:

**University Testing and Disability Services Office**  
**Ms. Tockie V. Hemphill, Director**  
*Room 103 Bryan Hall*  
*Phone: 479-968-0302*

**Bibliography:**

Suggested reading for more detail on the topics addressed in the lectures.

- Bergeron, B. P. (2001). The Eternal E Customer. New York: McGraw-Hill.
- Cohen, L. (1995). Quality Function Deployment. Reading, MA: Addison-Wesley Publishing
- Collier, D. A. (1994). The Service/Quality Solution. Burr Ridge, Ill.: Irwin.
- Crosby, P. (1979). Quality is Free. New York: McGraw-Hill.
- Hanke, J. E. and Reitsch, A. G. (1998). Business Forecasting. Upper Saddle River, NJ: Prentice Hall.
- Hansen, D. R. and Mowen, M. M (1997). Cost Management. Cincinnati: Southwestern Publishing.
- Heskett, J. L. (1986). Managing in the Service Economy. Boston: Harvard Business School Press.
- Juran, J. M. (1988). Juran on Planning for Quality. New York: Free Press.
- Katzenbach, J. R. and Smith, D. K. (1999). The Wisdom of Teams. New York: HarperCollins.
- Porter, M. E. (1985). Competitive Advantage. New York: Free Press.
- Sampson, S. (2010). <http://services.byu.edu/sw/doku.php?id=usb:toc>
- Schmenner, R. W. (1982). Making Business Location Decisions. Englewood Cliffs, NJ: Prentice Hall.
- Zemke, R. and Connellan, T. (2001). E-service. New York: American Management Association.
- Any issue of the Journal of Service Research or the International Journal of Service Industry Management

## **Tentative Course Outline**

<b>Text</b>	<b>Assignment</b>	<b>Homework</b>
Chapter 1: The Role of Services in an Economy	Read Chapter 1	
Chapter 2: The Nature of Services	Read Chapter 2	Case Assignment
Chapter 3: Service Strategy	Read Chapter 3	Case Assignment
<b><i>Exam I</i></b>		
Chapter 4: New Service Development	Read Chapter 4	Case Assignment
Chapter 5: Technology in Services	Read Chapter 5	Case Assignment
Chapter 6: Service Quality	Read Chapter 6	Case 6.1
Chapter 7: Process Improvement	Read Chapter 7	Case Assignment
Chapter 8: The Service Encounter	Read Chapter 8	Case Assignment
Chapter 9: Supporting Facility and Process Flows	Read Chapter 9 Read The Goal	9.4, 9.8 Case Assignment
Chapter 10: Service Facility Locations	Read Chapter 10	10.1, 10.7
<b><i>Exam II</i></b>		
Chapter 11: Managing Capacity and Demand	Read Chapter 11	11.3, 11.5, 11.6, 11.7
Chapter 12: Managing Waiting Lines	Read Chapter 12	Case Assignment
Chapter 13: Service Supply Relationships	Read Chapter 13	Case Assignment
Chapter 14: Growth and Globalization of Services	Read Chapter 14	Case Assignment
Chapter 15: Managing Projects	Read Chapter 15	15.2, 15.4, 15.5, 15.8
<b><i>Exam III</i></b>		
Chapter 16: Capacity Planning and Queuing Models	Read Chapter 16	16.2, 16.4, 16.10
Chapter 17: Forecasting Demand for Services	Read Chapter 17	17.4, 17.5, 17.6, 17.10
Chapter 18: Managing Facilitating Goods	Read Chapter 18	18.2, 18.5, 18.8, 18.10, 18.12, 18.16
<b><i>Exam IV</i></b>		
<b><i>Final Exam</i></b>	<b><i>Comprehensive</i></b>	

## **Study Aids**

On the textbook website are a number of study aids. These include practice problems, self-study questions, and virtual company tours. All of these will assist you in preparing for the exams.

## **Homework**

Homework is due the Thursday of the week assigned. To receive credit, it must be turned in at the beginning of class – before I start working the problems. The total number of points for homework is equal to a test grade. Do the homework.



**CURRICULUM COMM  
- PASSED**

11/1/11  
JAR

**Arkansas Tech University**

**PROPOSAL FOR CHANGE IN PROGRAM**

\* Approved all but  
Business Education Major  
Teacher Ed Committee

TO: Curriculum Committee

FROM: College of Business

DATE SUBMITTED: September 23, 2011

**FACULTY SENATE - PASSED**

REQUEST FOR CHANGE IN PROGRAM (Modification of Existing Major-College of Business Core)

11/8/11 pcc  
Catalog 11-10-11

Title	Signature	Date
Department Heads Dr. Kevin Mason & Pam Carr	<i>Kevin Mason</i> <i>Pam Carr</i>	10/10/11 10/16/11
Dean Dr. Ed Bashaw	<i>RE Bashaw</i>	10/13/11
Teacher Education Council (if applicable) N/A		
Graduate Council (if applicable) N/A		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10/21/11
Vice President for Academic Affairs Dr. John Watson		

Program Title: <b>College of Business Core Curriculum</b>	Effective Date: <b>July 1, 2012</b>
Outline change in program and attach curriculum matrix:	
<p>Several changes to the existing College of Business Core will need to take place. Most are cosmetic changes such as course name changes and course substitutions. They are highlighted below.</p> <p>A student who majors in one of the Bachelor of Science in Business Administration (B.S.B.A.) programs in the College of Business must complete:</p> <ol style="list-style-type: none"> <li>The general education requirements as described in this catalog.</li> <li>The following business core requirements:  ACCT 2003 Accounting Principles I  ACCT 2013 Accounting Principles II  ECON 2003 Principles of Economics I  ECON 2013 Principles of Economics II  BLAW 2033 Legal Environment of Business  BUAD 1003 Introduction to Business Systems will change to BUAD <del>1001</del> Introduction to Business Systems  BUAD 2003 Business Information Systems</li> </ol>	

1111

**BUAD 2053 Business Statistics**

**BUAD 3023 Business Communications**

**ACCT 3063 Managerial Accounting OR ACCT 4023 Cost Accounting**

**ECON 3003 Money and Banking**

**FIN 3063 Business Finance**

**MKT 3043 Principles of Marketing**

**MGMT 2013 Management Productivity Tools will change to BDA 2003 Business Problem Solving)**

**MGMT 3003 Management and Organizational Behavior**

**MGMT 3103 Operations Management**

**MGMT 4013 Management Information Systems OR ACCT 3023 Accounting Information Systems<sup>1</sup>**

**MGMT 4083 Business Policy**

**3. The following courses in the quantitative area:**

**MATH 1113 College Algebra<sup>2</sup>**

**MATH 2223 Quantitative Business Analysis**

~~**MATH 2243 Calculus for Business and Economics<sup>3</sup>**~~

**4. Requirements that are listed on the following pages under each major.**

**5. Sufficient elective hours to bring the student's total hours to 120 (the number required for graduation).**

**In order to enroll in 3000- and 4000-level courses offered by the College of Business, students majoring in business must have the proper course prerequisites and satisfy the following enrollment requirements:**

- 1. Must have completed a minimum of 54 hours.**
- 2. Must have a cumulative grade point average of 2.00 or above.**
- 3. Completion of the following eighteen hours of business foundation courses:**
  - ACCT 2003 and 2013**
  - ECON 2003 and 2013**
  - Six hours from BDA 2003, BLAW 2033, BUAD 2053 ✓**

**Business students who meet enrollment requirements (1) and (2) above and have only completed fifteen hours of the foundation courses, may enroll in upper division business courses, provided they have the proper course prerequisites and they enroll in the remaining required foundation course in the same semester.**

**Students majoring in fields outside the College of Business may enroll in 3000- and 4000- level College of Business courses provided they have completed 54 credit hours, have a cumulative GPA of at least 2.0, and approval from the College of Business Dean.**

<sup>1</sup>**Accounting majors must take ACCT 3023. All other business majors must take MGMT 4013.**

<sup>2</sup>**Students who have two years of high school Algebra with a grade of "C" or better and a math ACT score of 22 or above may omit College Algebra and enroll directly in MATH 2223 Quantitative Business Analysis.**

~~<sup>3</sup>**Business Data Analytics majors must take MATH 2223 and MATH 2243. For Business Data**~~

~~Analytics majors, MATH 2914 may be taken instead of MATH 2243. It is assumed that BDA majors will have already satisfied the exception to MATH 1113.~~

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

Changing MGMT 2013 to BDA 2003 has a neutral impact on resources. Teaching load remains the same within the College of Business. It is a change in name in the course and also a revision of content within the course. This change will have an impact on ACCT, ECON/FIN, MGMT/MKT, CURRICULUM AND INSTRUCTION and HIM, programs in that they must also change the course designation and name in their curriculum.

The addition of MATH 2243 to the Business Data Analytics major (new major) will impact the MATH department with the projected addition of 10 students per academic year initially. This should be absorbed within the current course offerings.

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.

The College of Business (COB) learning goals include improving students' critical thinking, problem solving, quantitative reasoning, and technology skills, and our assessment data collected over the past five years shows a need for improvements in these areas. The change from MGMT 2013 – Management Productivity Tools (which is primarily a software packages course) to BDA 2003 – Business Problem Solving means a change to a course designed to improve these desired skills. The opportunity for students to enroll in ECON 3093 in lieu of ECON 3003 provides another opportunity to improve problem solving and quantitative reasoning skills, particularly for those students with strong quantitative skills.

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

These changes will affect MATH, HIM, ACCT and ECON, CURRICULUM AND INSTRUCTION. The departmental support forms are attached.

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

**CURRICULUM COMM**  
**-PASSED** 11/1/11  
*JHR*

**Arkansas Tech University**  
**PROPOSAL FOR NEW PROGRAM**

**FACULTY SENATE—PASSED**

TO: Curriculum Committee  
 FROM: Management and Marketing  
 DATE SUBMITTED: August 15, 2011

*11/8/11 pcc*  
*Catalog 11-10-11*  
*KR*

REQUEST FOR NEW PROGRAM (Addition of Major: **Business Data Analytics**)

Title	Signature	Date
Department Head <b>Dr. Kevin Mason</b>	<i>Kevin Mason</i>	10/10/11
Dean <b>Dr. Ed Bashaw</b>	<i>Ed Bashaw</i>	10/13/11
Teacher Education Council (if applicable) <b>Not applicable</b>		
Graduate Council (if applicable) <b>Not applicable</b>		
Registrar <b>Ms. Tammy Rhodes</b>	<i>Tammy Rhodes</i>	10/21/11
Vice President for Academic Affairs <b>Dr. John Watson</b>		

Program Title: <b>BSBA – Business Data Analytics</b>	CIP Code: <b>52.1299</b>
Contact Person: <b>Kevin Mason</b> Arkansas Tech University Rothwell Hall #432 106 West "O" Street kmason@atu.edu 479-968-0492	Proposed Date: <b>August 15, 2011</b>

Program Summary:

**Program Description:**

The Business Data Analytics major prepares students for a career in business data analysis. These professionals analyze data to support business decisions and strategy and to creatively solve business problems. Specific data analyst job descriptions depend on the responsibilities of the particular industry in which the data analyst is working. For example, a data analyst working in the health care sector will be expected to perform data analysis with respect to patient outcomes, customer and insurance payment patterns, drug interactions, infection rates, geographic health care service densities, and other types of health care data. Similarly, a data analyst working in customer relationship management will be expected to perform data analysis with respect to customer buying

patterns, identifying the best and worst customers, identifying different customer types, detecting fraud, and identifying opportunities for cross-selling and up-selling. A data analyst responds to client or management requests for information and may have to develop methodologies and files for effective data management. A data analyst is able to retrieve, manipulate, and analyze data from multiple sources. He or she works with data using a variety of tools, platforms, and techniques and interprets the results in a clear, understandable way. These professionals create and report actionable information in a professional manner. Through a strong understanding of software, database/data warehouse, and research tools, the Business Data Analyst combines an understanding of business functional requirements, information resources, and systems applications of a firm to create and manage meaningful business intelligence to achieve business strategic success.

**Curriculum additions:**

BDA 2003 Business Problem Solving  
BDA 2013 Business Spreadsheet Modeling  
BDA 3053 Business Data Analysis  
BDA 3003 Data Analytics Apps Development  
BDA 3033 Data Modeling and Management  
BDA 4003 Business Intelligence  
BDA 4031-3 Internship  
BDA 4073 Special Topics

**Additional Faculty Resources needed:**

One new faculty at \$80,000 plus benefits

**Additional library or instructional facilities needed:**

NONE

List existing degree programs that support the proposed program:

BSBA – Management and Marketing  
BSBA – Accounting  
BSBA – Economics and Finance  
BS – Business 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.)

The proposal for a Business Data Analytics major to be offered by the College of Business is the result of assessment information. Relevant assessments (highlighted in *italics*) results include:

- 1) The College of Business (COB) learning goals include improving students' critical thinking, problem solving, quantitative reasoning, and technology skills, and our *assessment data collected over the past five years* shows a need for improvements in these areas. The Business Data Analytics major will require specific courses that are designed to improve these desired skills. This program is likely to attract students with an aptitude for these skills, and the presence of these students will inspire other COB students to greater achievement with respect to learning and using these skills.

- 2) The ***COB Strategic Planning Committee*** has identified Business Data Analytics as a program that will help the COB achieve its vision of premiere undergraduate programs. The Business Data Analytics major would be the only such undergraduate program in the state (thereby giving the COB the prestige of offering a unique program).

Also, because of ***Employer Assessment*** efforts, the proposed program has been identified by the COB Strategic Planning Committee as a means to achieve a couple of its Strategic Initiatives. Specifically, the Business Data Analytics program will increase COB engagement and development activities with its stakeholders. This program was developed with significant input from Acxiom and Hewlett Packard (in Conway) and Microsoft. These companies and many others hire people to fill positions commonly called a 'Business Data Analyst'. Because there are no current programs in the state that fully prepare undergraduates for such careers, these companies often hire engineering, computer or information systems, math, or business administration majors to fill these positions and then train these new employees how to use various technologies and quantitative techniques in order to conduct data analysis projects and solve business problems. The proposed program will greatly reduce the training costs and time to prepare new hires for these 'Business Data Analyst' positions.

- 3) Currently, many people consider the current business, economic, and social environment to be the 'Information Age'. As a result, the demand for information technology-related jobs is increasing. For additional information, please review additional documentation: BDA Justification]. According to the Bureau of Labor Statistics' most recent Occupational Outlook Handbook, employment of the closely related management analyst field is expected to grow by 24 percent, much faster than the average, over the 2008-18 decade. It is anticipated that industry and government will increasingly rely on outside expertise to improve the performance of their organizations (Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2010-11 Edition*, Management Analysts, on the Internet at <http://www.bls.gov/oco/ocos019.htm>, visited July 29, 2011) The expected growth rate in the state of Arkansas for similar type jobs is over 20 percent for the 2006-2016 decade. Average salaries for these analysts in Arkansas are approximately \$60,000 with an entry level salary beginning at \$35,000. Management analysts are also on the Arkansas' Hot 45 Demand Occupations for 2011-2012 ([http://www.discoverarkansas.net/admin/uploadedPublications/1944\\_hot451112final.pdf](http://www.discoverarkansas.net/admin/uploadedPublications/1944_hot451112final.pdf)).
- 4) Thus, the proposed program should help the COB achieve another of its Strategic Initiatives, specifically to increase COB enrollment. This major is likely to attract students from around the state who might not otherwise consider ATU and to attract international students to the university and to the College of Business.

Curriculum Outline by Semester

See attached Appendix A

Total number of Semester Hours Required for Graduation:  
120 credit hours

Courses currently offered via distance technology:  
N/A

List New Courses (Please attach New Course Proposals):

**BDA 2003 Business Problem Solving (currently MGMT 2013)**

**BDA 2013 Business Spreadsheet Modeling**

**BDA 3053 Business Data Analysis**

**BDA 3003 Data Analytics Apps Development**

**BDA 3033 Data Modeling and Management**

**BDA 4003 Business Intelligence**

**BDA 4031-3 Internship**

**BDA 4073 Special Topics**

**New course proposals are attached in Appendix B**

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

**General Education Courses (35 hours):**

**ENGL 1013 (English Com I – C or better)**

**ENGL 1023 (English Com II – C or better)**

**MATH 2223 (C or better, higher level than MATH 1113)**

\* SPH 2173

\* ECON 2003 (Econ. Principles I – Macro)

**3 hours Social Science (See Gen. Ed. Requirement)**

**HIST/POLS (See Gen. Ed. Requirement)**

**8 hours Science (See Gen. Ed. Requirement)**

**6 hours ART/HUMANITIES (See Gen. Ed. Requirement)**

‡ BUAD 1001

**Business Core Courses:**

**ACCT 2003 Accounting Principles I**

**ACCT 2013 Accounting Principles II**

\* ECON 2003 Principles of Economics I

**ECON 2013 Principles of Economics II**

**BLAW 2033 Legal Environment of Business**

\* ~~BUAD 1001~~ Introduction to Business Systems 1111

**BUAD 2003 Business Information Systems**

**BUAD 2053 Business Statistics**

**BUAD 3023 Business Communications**

**BDA 2003 Business Problem Solving**

**ACCT 3063 Managerial Accounting OR ACCT 4023 Cost Accounting**

**ECON 3003 Money and Banking**

**FIN 3063 Business Finance**

**MKT 3043 Principles of Marketing**

**MGMT 3003 Management and Organizational Behavior**

**MGMT 3103 Operations Management**

**MGMT 4013 Management Information Systems**

**MGMT 4083 Business Policy**

\* SPH 2173

‡ MATH 2223

**Courses included in the Major:**

BDA 2003 Business Problem Solving  
BUAD 2053 Business Statistics  
BDA 2013 Business Spreadsheet Modeling  
BDA 3003 Data Analytics Apps Development  
BDA 3053 Business Data Analysis  
BDA 3033 Data Modeling and Management  
BDA 4003 Business Intelligence  
ECON 3093 Econometrics I  
MKT 4153 Research Methods  
BDA 4073 Special Topics  
BDA electives\* – 6 hours (BDA 4031-3 is P/F and does not count in GPA)

\* BDA Electives: MKT 4073 Retail Operations (currently Service Management Marketing – proposal to change name of MKT 4073 is included), MGMT 3113 Managerial Process Analysis, MGMT 4023 Project Management, BDA 4031-3 Internship, BDA 4073 Special Topics

**Program Admission Requirements:**

**There are no program admission requirements.**

How does this proposal support the University Mission or University Strategic Planning Goals? Attach a detailed assessment plan including specific learning objectives and means to assess each objective.

**The proposed new Business Data Analytics (BDA) program, which would be the only such undergraduate program in the state, is consistent with the university mission to nurture professionalism with innovative programs. The proposed program is unique within the state of Arkansas and one in demand. In addition, two University general education goals – think critically and apply scientific and quantitative reasoning – are addressed within this program as well.**

**Assessment Plan is attached in Appendix C.**

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

**Dr. Kim Troboy (Ph.D., Business Computer Information Systems)  
Dr. David Roach (Ph.D. Management)  
Dr. Loretta Cochran (Ph.D. Industrial Management)  
Dr. Stephen Jones (Ph.D. Management)  
Dr. Julie Trivitt (Ph.D. Economics)**

Total number of faculty required (existing and new)  
For new faculty members include expected credentials/experience and hire date

**Six faculty needed (includes one new position in Management Information Systems). Credentials required for the new position include a Ph.D. in Management Information Systems [or Information Systems, Operations Research, Computer Science, Management Science, Strategic Decision Support Systems] from an AACSB-accredited university. Desired hire date August 2012.**



**For proposed graduate programs attach curricula vitae for the faculty teaching the program**  
**Not Applicable**

**Description of Resources**

**Current Library and instructional facilities**  
**No additional library or instructional facilities needed.**

**New Resources Required (include costs and acquisition plan):**  
**one new faculty at \$80,000 plus benefits**

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

**Include:**

- New administrative costs - none**
- New faculty - one new faculty at \$80,000 plus benefits**
- New library resources and costs- none**
- New/renovated facilities and costs- none**
- New instructional equipment and costs- none**
- Distance delivery costs- none**
- Other new costs- none**

**Attachment A  
Curriculum Outline**

11-10-11  
KR ✓

Rev 8-12-11

**ADVISING WORKSHEET, BDA MAJOR (2012-2013 CATALOG)**

<p>Freshman (Fall term) – 15 hours ✓</p> <p>✓ ENGL 1013 (English Com I – C or better)</p> <p>✓ 3 hour Social Science (see Gen. Ed. requirements)</p> <p>✓ BUAD 2003 (Business Info Systems – C or better)</p> <p>✓ MATH 2243 (Calculus for Business &amp; Economics)</p> <p>✓ BUAD <del>1001</del> (Intro to Business) 1111</p> <p>✓ 2 hours Electives</p>	<p>Freshman (Spring term) – 15 hours ✓</p> <p>✓ ENGL 1023 (English Com II – C or better)</p> <p>✓ BLAW 2033 (Legal Environment)</p> <p>✓ MATH 2223 (Quantitative Business Analysis-C or better)</p> <p>✓ SPH 2173 (Business and Professional Speaking)</p> <p>✓ BDA 2003 (Business Problem Solving)</p>
<p>Sophomore (Fall term) – 15 hours ✓</p> <p>✓ ACCT 2003 (Acct. Principles I)</p> <p>✓ ECON 2003 (Econ. Principles I - Macro)</p> <p>✓ BDA 2013 (Business Spreadsheet Modeling)</p> <p>✓ BUAD 2053 (Business Statistics)</p> <p>✓ BUAD 3023 (Business Communications)</p>	<p>Sophomore (Spring term) – 16 hours ✓</p> <p>✓ ACCT 2013 (Acct. Principles II)</p> <p>✓ ECON 2013 (Econ Principles II – Micro)</p> <p>✓ BDA 3053 (Business Data Analysis)</p> <p>✓ 4 hour SCIENCE*(See Gen. Ed. Requirement)</p> <p>✓ HIST/POLS (See Gen. Ed. Requirement)</p>
<p>Junior (Fall term) – 15 hours</p> <p>✓ MGMT 3003 (Mgmt. &amp; Org. Behavior)</p> <p>✓ MKT 3043 (Principles of Marketing)</p> <p>✓ BDA 3003 (Data Analytics Apps Development)</p> <p>✓ BDA 3033 (Data Modeling and Management)</p> <p>✓ ECON 3093 (Econometrics I)</p>	<p>Junior (Spring term) – 16 hours ✓</p> <p>✓ ECON 3003 (Money and Banking)</p> <p>✓ 4 hour SCIENCE (See Gen. Ed. Requirement)</p> <p>✓ ACCT 3063 OR 4023 (Managerial Acct.)</p> <p>✓ BDA Elective (6 hours) *</p>
<p>Senior (Fall term) – 15 hours ✓</p> <p>✓ MGMT 3103 (Operations Mgmt)</p> <p>✓ MGMT 4203 (Project Management)</p> <p>✓ 3 hour ART/HUMANITIES (See Gen. Ed. Req.)</p> <p>✓ FIN 3063 (Business Finance)</p> <p>✓ 3 hour ART/HUMANITIES (See Gen. Ed. Req.)</p>	<p>Senior (Spring term) – 13 hours</p> <p>✓ MGMT 4013 (Mgmt. Info. Systems)</p> <p>✓ MGMT 4083 (Business Policy)</p> <p>✓ BDA 4003 (Business Intelligence)</p> <p>✓ MKT 4153 (Research Methods)–</p> <p>✓ BDA Elective (1 hour) *</p>

\* BDA Electives: MKT 4073 Retail Operations (currently Service Marketing Management), MGMT 3113 Managerial Process Analysis, MGMT 4023 Project Management, BDA 4031-3 Internship\*\*, BDA 4073 Special Topics

**33 hours of coursework that count in major GPA include:**

BDA 2003 Business Problem Solving  
 BDA 2013 Business Spreadsheet Modeling  
 BUAD 2053 Business Statistics  
 BDA 3003 Data Analytics Apps Development  
 BDA 3033 Data Modeling and Management  
 BDA 3053 Business Data Analysis  
 ECON 3093 Econometrics I  
 BDA 4003 Business Intelligence  
 MKT 4153 Research Methods  
 6 hours of BDA electives\* (see above)

\*\*BDA 4031-3 is P/F and does not count in GPA

**Appendix B**  
**New Course Proposals**

**BDA 2003 Business Problem Solving (Troboy)**  
**BDA 2013 Business Spreadsheet Modeling (Cochran)**  
**BDA 3053 Business Data Analysis (Roach)**  
**BDA 3003 Data Analytics Apps Development (Troboy)**  
**BDA 3033 Data Modeling and Management (Troboy)**  
**BDA 4003 Business Intelligence (Troboy)**  
**BDA 4031-3 Internship (Cochran)**  
**MKT 4073 Service Operations (Cochran)**  
**BDA 4073 Special Topics (Troboy)**

# Additional Justification For offering BDA major

## BDA Justification Bibliography

Collett, Stacy. (Sept. 13, 2010). 11 hot skills for 2011. *Computerworld*. Accessed July 28, 2011, at [http://www.computerworld.com/s/article/351231/11\\_hot\\_skills\\_for\\_2011](http://www.computerworld.com/s/article/351231/11_hot_skills_for_2011). Business Intelligence - 9<sup>th</sup> out of top 11

Saporito, Bill, (Jan. 14, 2011). Where the Jobs Are: The Right Spots in the Recovery. *Time Magazine* online. Accessed July 28, 2011 at <http://www.time.com/time/magazine/article/0,9171,2041094-1,00.html>.

"Among the happiest people around will be those working in the technology sector; network-systems and data analysts are the second-fastest-growing occupations in the U.S. after biomedical engineers."

Lavalle, Steve, Lesser, Eric, Shockley, Rebecca, Hopkins, Michael S., and Nina Kruschwitz. (Winter 2011). Big Data, Analytics and the Path From Insights to Value. *MIT Sloan Management Review*. 21-31.

"IN EVERY INDUSTRY, in every part of the world, senior leaders wonder whether they are getting full value from the massive amounts of information they already have within their organizations. New technologies are collecting more data than ever before, yet many organizations are still looking for better ways to obtain value from their data and compete in the marketplace. Their questions about how best to achieve value persist."

"Among our key findings: Top-performing organizations use analytics five times more than lower performers. (See "Analytics Trumps Intuition.") Overall, our survey found a widespread belief that analytics offers value. Half of our respondents said that improvement of information and analytics was a top priority in their organizations. And more than one in five said they were under intense or significant pressure to adopt advanced information and analytics approaches."

Sears, Don E. (Nov. 29, 2010). IT Management: Highest Paid Enterprise IT Jobs in Demand for 2011. *eWeek* online. Accessed July 28, 2011, from <http://www.eweek.com/c/a/IT-Management/Highest-Paid-Enterprise-IT-Jobs-in-Demand-for-2011-351230/>.

10<sup>th</sup> in the list: Business Intelligence Analyst. Salary range \$82,500 - \$116,250; 5% increase from 2010. Based on data published by staffing expert Robert Half Technology in its "2011 Salary Guide".

# Data Analyst Salary

## Average Salary of Jobs with Related Titles

<u>Business Data Analyst in Bentonville, AR</u>	\$64,000	
<u>Data Warehouse Analyst in Bentonville, AR</u>	\$84,000	
<u>Senior Data Analyst in Bentonville, AR</u>	\$72,000	
<u>HRIS Analyst in Bentonville, AR</u>	\$58,000	
<u>Reporting Analyst in Bentonville, AR</u>	\$53,000	
<u>Database Analyst in Bentonville, AR</u>	\$65,000	
<u>Research Analyst in Bentonville, AR</u>	\$47,000	
<u>Marketing Analyst in Bentonville, AR</u>	\$49,000	
<u>Data Analyst in Bentonville, AR</u>	\$89,000	
<u>Project Analyst in Bentonville, AR</u>	\$45,000	
<u>Business Systems Analyst in Bentonville, AR</u>	\$76,000	
<u>Financial Systems Analyst in Bentonville, AR</u>	\$67,000	
<u>Business Intelligence Analyst in Bentonville, AR</u>	\$73,000	
<u>Senior Business Systems Analyst in Bentonville, AR</u>	\$86,000	
<u>Operations Analyst in Bentonville, AR</u>	\$49,000	

In USD as of Jul 30, 2011

35k

70k

105k

[http://www.payscale.com/research/US/Job=Data\\_Analyst/Salary](http://www.payscale.com/research/US/Job=Data_Analyst/Salary)

**Companies and Industries for Data Analyst Jobs**

**Popular Employers**

	Salary Range
Bloomberg LP	\$53,026 - \$61,262
Humana, Inc.	\$40,424 - \$54,700
Capital One Financial Corp	\$55,463 - \$76,282
Progressive Casualty Insurance Company	\$40,750 - \$50,550
Sedgwick Claims Management Services, Inc. (Sedgwick CMS)	\$39,305 - \$47,000

**See more employers**

**Popular Industries**

	Salary Range
Healthcare	\$32,781 - \$65,028
Information Technology (IT) Services	\$32,423 - \$64,891
Financial Services	\$32,703 - \$64,457
Insurance	\$32,853 - \$64,377
Business Consulting	\$32,462 - \$66,368

<http://www1.salary.com/CRM-Business-Data-Analyst-Salary.html>



Base Salary    Bonuses    Benefits

[Methodology](#)   [New Search](#)   [Help](#)

**CRM Business Data Analyst - U.S. National Averages** Base pay only

Percentile	Salary
10th%	\$70,777
25th%	\$79,647
75th%	\$103,692
90th%	\$116,714

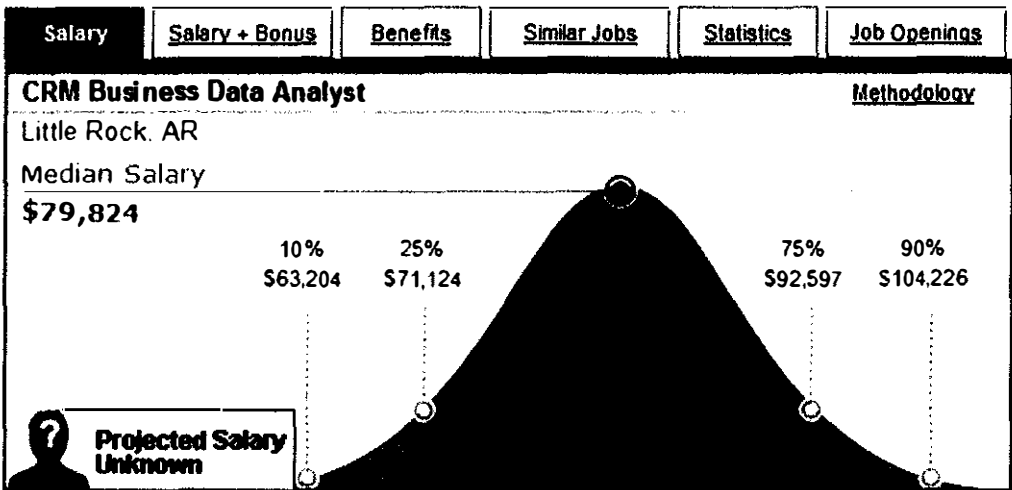
**⚠ You're not done yet!**

These numbers are only an average for all CRM Business Data Analyst jobs in the United States. Many factors can effect the salary you should expect. Please try our **FREE Advanced Salary Calculator** to narrow down this range and see exactly where your salary should fall.

Begin by selecting your location:

Zip Code    State/Metro

**Next**



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Base Salary

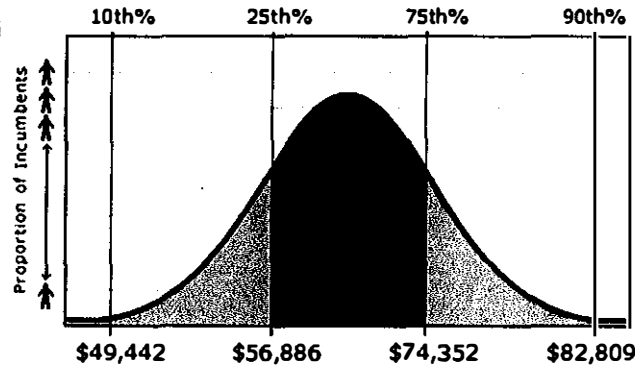
Bonuses

Benefits

[Methodology](#) [New Search](#) [Help](#)

**Business Data Analyst II - U.S. National Averages**

Base pay only



**⚠ You're not done yet!**

These numbers are only an average for all **Business Data Analyst II** jobs in the United States. Many factors can effect the salary you should expect. Please try our **FREE Advanced Salary Calculator** to narrow down this range and see exactly where your salary should fall.

Begin by selecting your location:

Zip Code  State/Metro

**Next** ▶

The median expected salary for a typical **Business Data Analyst II** in the **United States** is **\$65,063**. This basic market pricing report was prepared using our Certified Compensation Professionals' analysis of survey data collected from thousands of HR departments at employers of all sizes, industries and geographies.

**Job Description for Business Data Analyst II**

[New Search](#)

Interprets results using a variety of techniques, ranging from simple data aggregation via statistical analysis to complex data mining. Designs, develops, implements and maintains business solutions. Works directly with clients and project and business leaders to identify analytical requirements. Requires a bachelor's degree in area of specialty and 2-4 years of experience in the field or in a related area. Familiar with standard concepts, practices, and procedures within a particular field. Relies on limited experience and judgment to plan and accomplish goals. Performs a variety of tasks. Works under general supervision. A certain degree of creativity and latitude is required. Typically reports to a supervisor or manager



## Assessment Plan

Arkansas Tech University  
Major-Business Data Analytics

## Major Business Data Analytics

**Learning Objective: Business decisions and Business problems**

Students will gain ability to use technology to manage and analyze data to create information to support business decisions and solve business problems.

Start Date: 09/29/2011

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Given that developing an e-portfolio is inherently a reflective practice that allows the student to document and track their learning, this method of assessment is particularly relevant to our first goal. This portfolio, evaluated by a team of subject matter experts using a common rubric, would also provide the student a platform for showcasing developed solutions to complex business problems to future employers. This approach demonstrates the mastered tools in the students toolbox. <b>Assessment Measure Category:</b> Portfolio	70% of students will successfully score or be measured at an average level of proficiency.		Yes

**Related Courses**

- ACCT2013 - ACCOUNTING PRINC II
- ACCT3063 - MANAGERIAL ACCOUNTING
- BDA 2003 - BUSINESS PROBLEM SOLVING
- BDA 3003 - DATA ANALYTICS APPS DEVELOPMENT
- BDA 3033 - DATA MODELING AND MANAGEMENT
- BDA 3053 - BUSINESS DATA ANALYSIS
- BDA 4003 - BUSINESS INTELLIGENCE
- BDA 4031-3 - INTERNSHIP IN BUSINESS DATA ANALYTICS
- BDA 4073 - SPECIAL TOPICS
- BUAD2003 - BUSINESS INFO SYSTEMS
- BUAD2053 - BUSINESS STATISTICS
- BUAD3023 - BUSINESS COMMUNICATIONS
- ECON2003 - PRINC OF ECONOMICS I
- ECON2103 - PRINC OF ECONOMICS I (Macroeconomics)
- ECON4003 - READING ECONOMETRICS
- FIN 3063 - BUSINESS FINANCE
- MGMT3003 - MGT/ORGANIZ BEHAVIOR
- MGMT3103 - OPERATIONS MANAGEMENT
- MGMT4013 - MANAGEMENT INFO SYSTEMS
- MGMT4083 - BUSINESS POLICY

**Related Course Outcomes**

- \* ACCT2013 - ACCOUNTING PRINC II: Horizontal, Trend, and Vertical techniques, - Students will be able to analyze the financial statements of a business using horizontal, trend, and vertical techniques, as well as ratio analysis.
- \* ACCT2013 - ACCOUNTING PRINC II: Fixed and Variable costs - Students will be able to describe fixed and variable costs and analyze the break-even point.
- \* ACCT2013 - ACCOUNTING PRINC II: Incremental Analysis and Capital Budgeting - Students will be able to describe incremental analysis and capital budgeting.

- \* ACCT2013 - ACCOUNTING PRINC II: Standard costs and Flexible budgets - Students will be able to describe standard costs and flexible budgets.
- \* ACCT3063 - MANAGERIAL ACCOUNTING: Principles, Concepts and Procedures - Students will be able to describe the accounting principles, concepts and procedures as an aid to management for internal use in planning, controlling and decision making.
- \* BDA 2003 - BUSINESS PROBLEM SOLVING: Problem Solving - Students will be able to select and use the appropriate problem solving frameworks, methods, technology, data and analysis procedures to analyze problems and identify solutions to solve business problems and to support business decision-making
- \* BDA 2003 - BUSINESS PROBLEM SOLVING: Technology - Students will be able to Select and use the appropriate technology to coordinate teamwork and communicate effectively in the process of solving problems and implementing solutions.
- \* BDA 3003 - DATA ANALYTICS APPS DEVELOPMENT: Social and Legal issues - Students will be able to be aware of social and legal issues with respect to the development of data analysis software and be able to apply an ethical decision framework to arrive at an appropriate resolution of these issues.
- \* BDA 3033 - DATA MODELING AND MANAGEMENT: Data design and Implementation process - Students will be able to manage the data design and implementation process as a project, including staying within schedule and budget constraints, reporting progress, and maintaining documentation.
- \* BDA 3033 - DATA MODELING AND MANAGEMENT: Social and Legal issues - Students will be able to aware of social and legal issues with respect to the acquisition, storage, maintenance, security, and distribution of data and information. Be able to apply an ethical decision framework to arrive at an appropriate resolution of these issues.
- \* BDA 3053 - BUSINESS DATA ANALYSIS: Data Reduction Techniques - Students will be able to use data reduction techniques such as factor analysis to analyze data to inform and support decisions in a business setting (e.g., measure customer satisfaction with products and employee work attitudes, identify groups of stocks in which prices fluctuate in similar ways, establish the validity of employment tests and performance appraisal).
- \* BDA 3053 - BUSINESS DATA ANALYSIS: Classification Techniques - Students will be able to use classification techniques such as cluster analysis and logistic regression analysis to analyze data to inform and support decisions in a business setting (e.g., identifying fraudulent transactions, identify customer, product or store segments; identify factors associated with retained versus lost customers using techniques).
- \* BDA 3053 - BUSINESS DATA ANALYSIS: Modeling Techniques - Students will be able to use modeling techniques such as path analysis to analyze data to inform and support decisions in a business setting (e.g., examine the interrelations among factors that affect important organization outcomes, including sales, performance, customer commitment, job satisfaction, and organizational commitment).
- \* BDA 4003 - BUSINESS INTELLIGENCE: Analysis and Visualization Techniques - Students will be able to select the appropriate analysis and visualization techniques to extract a given set of data, formulate a specific goal, and produce and present relevant business intelligence.
- \* BDA 4003 - BUSINESS INTELLIGENCE: Business Intelligence Creation Process - Students will be able to manage the business intelligence creation process as a project, including staying within schedule and budget constraints, reporting progress, and maintaining documentation.
- \* BDA 4003 - BUSINESS INTELLIGENCE: Awareness of social and legal issues - Students will be able to develop and sharpen their awareness of social and legal issues with respect to data mining and business intelligence. Be able to apply an ethical decision framework to arrive at an appropriate resolution of these issues. Be aware of professional codes of conduct and ethical standards that relate to the creation and use of business intelligence.
- \* BDA 4031-3 - INTERNSHIP IN BUSINESS DATA ANALYTICS: Know-how, Abilities and Skill sets - Students will be able to gain new know-how, abilities and skill sets
- \* BDA 4031-3 - INTERNSHIP IN BUSINESS DATA ANALYTICS: Insight to a Profession, Industry or Business - Students will be able to develop insight to a profession, industry or business
- \* BDA 4031-3 - INTERNSHIP IN BUSINESS DATA ANALYTICS: Work Experience - Students will be able to acquire work experience that complements your degree.
- \* BDA 4031-3 - INTERNSHIP IN BUSINESS DATA ANALYTICS: Possible Career Aspirations - Students will be able to explor or affirm possible career aspirations.
- \* BDA 4073 - SPECIAL TOPICS: Technology - Students will be able to use technology to support a business data analytics project.
- \* BDA 4073 - SPECIAL TOPICS: social and Legal issues - Students will be able to aware of social and legal issues of the selected topic and be able to apply an ethical decision framework to arrive at an appropriate resolution of these issues.
- \* BUAD2003 - BUSINESS INFO SYSTEMS: Microsoft Excel 2010 - Students will be able to use Microsoft Excel 2010 to enter and manage large amounts of data, perform calculations and analyses on data, use worksheet data to create charts, learn how to integrate worksheets into word processing documents and publish worksheets to web pages; how to use financial functions in a worksheet, how to use data tables to analyze worksheet data, how to create amortization schedules; create, sort, and query a table; create templates and work with multiple worksheets and workbooks.
- \* BUAD2003 - BUSINESS INFO SYSTEMS: Microsoft Access 2010 database - Students will be able to acquire the skills to create records in a Microsoft Access 2010 database, search the database and retrieve specific data, sort the database, create simple and more advanced reports and forms, create multi-table reports and multi-table forms, and how to create and use macros in a database as well as create and use switchboards, PivotTables and PivotCharts.
- \* BUAD2053 - BUSINESS STATISTICS: Descriptive and Inferential statistics - Students will be able to use descriptive and inferential statistics (univariate and bivariate) to analyze data to inform and support decisions in a business setting.
- \* BUAD2053 - BUSINESS STATISTICS: Key Statistical Concepts and Basic Statistics - Students will be able to describe key statistical concepts and basic statistics that form the basis for inferential statistics.(These include variables, means, standard deviations, correlations, sampling distributions, hypothesis testing using critical and p-values, confidence intervals, and the assumptions needed for valid use of various statistical techniques.)

- \* BUAD3023 - BUSINESS COMMUNICATIONS: Electronic Tools - Students will be able to use electronic tools in creating, editing, retrieving and distributing messages and information.
- \* ECON2003 - PRINC OF ECONOMICS I: Problems and Policy Issues - Students will be able to describe the market system by applying knowledge to selected problems and policy issues.
- \* ECON2103 - PRINC OF ECONOMICS I (Macroeconomics): Problems and Policy Issues - Students will be able to describe the market system by applying knowledge to selected problems and policy issues.
- \* ECON2103 - PRINC OF ECONOMICS I (Macroeconomics): Economic Issues in a Global Context - Students will be able to evaluate economic issues in a global context.
- \* ECON4003 - READING ECONOMETRICS: Quantitive Tools - Students will be able to expertise in using quantitative tools to test hypotheses, specifically hypotheses regarding economic theory.
- \* ECON4003 - READING ECONOMETRICS: OLS methodology and STATA software - Students will be able to describe the Ordinary Least Squares (OLS) methodology and interpretation using STATA software.
- \* FIN 3063 - BUSINESS FINANCE: Financial System Functions - Students will be able to gain historical, theoretical, and practical knowledge about how a financial system functions.
- \* FIN 3063 - BUSINESS FINANCE: Corporate Financial System - Students will be able to demonstrate an understanding of a corporate financial system by applying knowledge to selected problems and policy issues.
- \* FIN 3063 - BUSINESS FINANCE: Evaluation - Students will be able to evaluate financial issues in a global context.
- \* MGMT3003 - MGT/ORGANIZ BEHAVIOR: Skills - Students will be able to describe the skill development in the areas of computer usage, reading, writing, critical thinking, problem solving and class participation.
- \* MGMT3103 - OPERATIONS MANAGEMENT: Knowledge - Students will be able to increase the knowledge of common operations management terms, practices, and policies.
- \* MGMT4013 - MANAGEMENT INFO SYSTEMS: Management Information System - Students will be able to describe the Management Information Systems and how MIS utilizes computer hardware, software, data, procedures, telecommunications and people to improve efficiency and effectiveness, lower costs, support decision-making, and offer opportunities for competitive advantage in organizations.
- \* MGMT4083 - BUSINESS POLICY: Management Methods - Students will be able to develop an understanding of top management methods for formulating, implementing and controlling organizational strategies under conditions of uncertainty.

**Learning Objective: Overall communication skills**

Students will gain overall communication skills in the context of determining information requirements and conveying business data analysis results to clients.

**Start Date:** 09/29/2011

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
The final project from BDA 4003 will be captured and evaluated for both written and oral communication skills. This will include the final paper and video of the final presentation in both classes.	70% of students will successfully score or be measured at an average level of proficiency.		Yes
<b>Assessment Measure Category:</b> Capstone Activity			

**Related Courses**

- ACCT3063 - MANAGERIAL ACCOUNTING
- ACCT4023 - COST ACCOUNTING
- BDA 2013 - BUSINESS SPREADSHEET MODELING
- BDA 3003 - DATA ANALYTICS APPS DEVELOPMENT
- BDA 3033 - DATA MODELING AND MANAGEMENT
- BDA 4003 - BUSINESS INTELLIGENCE
- BDA 4073 - SPECIAL TOPICS
- BUAD2003 - BUSINESS INFO SYSTEMS
- BUAD2053 - BUSINESS STATISTICS
- BUAD3023 - BUSINESS COMMUNICATIONS
- MKT 3043 - PRINCIPLES/MARKETING

**Related Course Outcomes**

- \* ACCT3063 - MANAGERIAL ACCOUNTING: Principles, Concepts and Procedures - Students will be able to describe the accounting principles, concepts and procedures as an aid to management for internal use in planning, controlling and decision making.
- \* ACCT3063 - MANAGERIAL ACCOUNTING: Basic Topics of Management Accounting - Students will be able to describe basic topics of Management Accounting.
- \* ACCT4023 - COST ACCOUNTING: Skills - Students will be able to enhance problem solving, analytical,critical thinking, and communication skills.
- \* BDA 2013 - BUSINESS SPREADSHEET MODELING: Interpretation - Students will be able to Interpret model results in the context of the business situation and explain in plain language.
- \* BDA 3003 - DATA ANALYTICS APPS DEVELOPMENT: Written and Oral communication skills - Students will be able to Use written and oral communication skills to elicit information requirements from and convey information to clients and to coordinate work with others to accomplish this process.
- \* BDA 3033 - DATA MODELING AND MANAGEMENT: Written and oral Communication skills - Students will be able to use written and oral communication skills to communicate that design to management and end-users, including tradeoff possibilities with respect to requirements, cost, security, maintenance, and legal issues and to coordinate work with others to accomplish this goal.
- \* BDA 4003 - BUSINESS INTELLIGENCE: Written and Oral communication skills - Students will be able to develop and sharpen their written and oral communication skills to interact effectively with clients about the process of creating business intelligence and presenting the results of that process to clients as well as coordinate work with others to accomplish this goal.
- \* BDA 4073 - SPECIAL TOPICS: Written and Oral communication skills - Students will be able to use written and oral communication skills to communicate and work with colleagues and clients.
- \* BUAD2003 - BUSINESS INFO SYSTEMS: The application software packages - Students will be able to attain the necessary skills to use the application software packages as productivity tools in other classes and to recognize their use in business settings.
- \* BUAD2003 - BUSINESS INFO SYSTEMS: E-mail skills - Students will be able to develop skills necessary in using e-mail to send messages to faculty and students at ATU and to off-campus locations.
- \* BUAD2053 - BUSINESS STATISTICS: Visualization - Students will be able to use visualization as a means to understand and interpret data and to communicate results.
- \* BUAD3023 - BUSINESS COMMUNICATIONS: Elements of Business Communications - Students will be able to identify elements of interpersonal, group, and organizational communication.
- \* BUAD3023 - BUSINESS COMMUNICATIONS: Oral presentation skills - Students will be able to develop oral presentation skills using presentation software.
- \* BUAD3023 - BUSINESS COMMUNICATIONS: Effective Communication Factors - Students will be able to identify factors in communicating effectively in a culturally diverse workforce.
- \* BUAD3023 - BUSINESS COMMUNICATIONS: Electronic Tools - Students will be able to use electronic tools in creating, editing, retrieving and distributing messages and information.
- \* BUAD3023 - BUSINESS COMMUNICATIONS: Writing Skills - Students will be able yo strengthen writing skills by reviewing grammar, punctuation, and sentence construction.
- \* BUAD3023 - BUSINESS COMMUNICATIONS: Acceptable Formats - Students will be able to convey good news, bad news, and persuasive messages in appropriate ways and keyboard the documents in acceptable formats.
- \* BUAD3023 - BUSINESS COMMUNICATIONS: Report and Research - Students will be write short reports and use appropriate documentation methods with research on the World Wide Web and at the Pendergraft Library and Technology Center.
- \* MKT 3043 - PRINCIPLES/MARKETING: Ability to think and communicate - Students will be able to make significant progress in developing their ability to think and communicate in creative, innovative, and constructive ways about the concepts within marketing and the problems and issues confronting marketing and marketers using generally accepted terminology and concepts as a foundation.

**Learning Objective: Quality of data and Data analysis procedures**

Students will gain ability to think critically and reason effectively about the quality of data and data analysis procedures in the context of creating information to solve business problems.

**Start Date:** 09/29/2011

<b>Means of Assessment</b>			
<b>Assessment Measure</b>	<b>Criterion for Success</b>	<b>Schedule</b>	<b>Active</b>
This is the content exam for the field of business and is currently used to assess all majors in the college of business. It is administered at the beginning of the MGMT 4083 Business Policy. Quantitative Business and Information Systems subsections are the scores relevant to the Business Data Analytics major (assuming students take MGMT 4083 after having passed MGMT 4013 as prescribed by the catalog). The ETS® Major Field Test for the Bachelor's Degree in Business contains 120 multiple-choice questions designed to measure a student's subject knowledge and the ability to apply	70% of students will successfully score or be measured at an average level of proficiency.		Yes

## Means of Assessment

Assessment Measure	Criterion for Success	Schedule	Active
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concepts, theories and analytical methods. Some questions are grouped in sets and based on diagrams, charts and data tables. The questions represent a wide range of difficulty and cover depth and breadth in assessing students' achievement levels.

### Assessment Measure Category:

Standardized Test

### Related Courses

- ACCT2013 - ACCOUNTING PRINC II
- ACCT3063 - MANAGERIAL ACCOUNTING
- ACCT4023 - COST ACCOUNTING
- BDA 2003 - BUSINESS PROBLEM SOLVING
- BDA 3003 - DATA ANALYTICS APPS DEVELOPMENT
- BDA 3033 - DATA MODELING AND MANAGEMENT
- BDA 4003 - BUSINESS INTELLIGENCE
- BDA 4031-3 - INTERNSHIP IN BUSINESS DATAANALYTICS
- BDA 4073 - SPECIAL TOPICS
- BUAD2003 - BUSINESS INFO SYSTEMS
- BUAD2053 - BUSINESS STATISTICS
- ECON2003 - PRINC OF ECONOMICS I
- ECON2103 - PRINC OF ECONOMICS I (Macroeconomics)
- FIN 3063 - BUSINESS FINANCE
- MGMT3003 - MGT/ORGANIZ BEHAVIOR
- MGMT3103 - OPERATIONS MANAGEMENT
- MGMT4013 - MANAGEMENT INFO SYSTEMS
- MGMT4083 - BUSINESS POLICY
- MKT 3043 - PRINCIPLES/MARKETING

### Related Course Outcomes

- \* ACCT2013 - ACCOUNTING PRINC II: Horizontal, Trend, and Vertical techniques, - Students will be able to analyze the financial statements of a business using horizontal, trend, and vertical techniques, as well as ratio analysis.
- \* ACCT2013 - ACCOUNTING PRINC II: Fixed and Variable costs - Students will be able to describe fixed and variable costs and analyze the break-even point.
- \* ACCT3063 - MANAGERIAL ACCOUNTING: Principles, Concepts and Procedures - Students will be able to describe the accounting principles, concepts and procedures as an aid to management for internal use in planning, controlling and decision making.
- \* ACCT4023 - COST ACCOUNTING: Skills - Students will be able to enhance problem solving, analytical, critical thinking, and communication skills.
- \* BDA 2003 - BUSINESS PROBLEM SOLVING: Problem Solving - Students will be able to select and use the appropriate problem solving frameworks, methods, technology, data and analysis procedures to analyze problems and identify solutions to solve business problems and to support business decision-making
- \* BDA 2003 - BUSINESS PROBLEM SOLVING: Critical thinking and Effective reason - Students will be able to think critically and reason effectively about the quality of data and data analysis procedures in the context of creating information to solve business problems.
- \* BDA 3003 - DATA ANALYTICS APPS DEVELOPMENT: Critical thinking and Problem solving skills - Students will be able to use critical thinking and problem solving skills to identify the information requirements, necessary data, and analysis logic required by a particular client.
- \* BDA 3003 - DATA ANALYTICS APPS DEVELOPMENT: Analyzes data and Displays information - Students will be able to write and debug software that clearly, efficiently, and correctly analyzes data and displays information.
- \* BDA 3033 - DATA MODELING AND MANAGEMENT: Critical thinking and Problem solving skills - Students will be able to use critical thinking and problem solving skills to analyze an organizational unit or process to identify information requirements.
- \* BDA 4003 - BUSINESS INTELLIGENCE: Critical thinking and Problem solving skills - Students will be able to develop and sharpen the use critical thinking and problem solving skills as well as standard analysis techniques to process large data sets from a variety of sources to create business intelligence.
- \* BDA 4031-3 - INTERNSHIP IN BUSINESS DATA ANALYTICS: Goals and Self-confidence - Students will be able to pursue challenging goals and developing self-confidence.

- \* BDA 4073 - SPECIAL TOPICS: Quality of data and Data analysis procedures - Students will be able to think critically and reason effectively about the quality of data and data analysis procedures in the context of creating information to solve business problems or support formation of organizational tactics or strategy.
- \* BUAD2003 - BUSINESS INFO SYSTEMS: The application software packages - Students will be able to attain the necessary skills to use the application software packages as productivity tools in other classes and to recognize their use in business settings.
- \* BUAD2053 - BUSINESS STATISTICS: Descriptive and Inferential statistics - Students will be able to use descriptive and inferential statistics (univariate and bivariate) to analyze data to inform and support decisions in a business setting.
- \* BUAD2053 - BUSINESS STATISTICS: Key Statistical Concepts and Basic Statistics - Students will be able to describe key statistical concepts and basic statistics that form the basis for inferential statistics.(These include variables, means, standard deviations, correlations, sampling distributions, hypothesis testing using critical and p-values, confidence intervals, and the assumptions needed for valid use of various statistical techniques.)
- \* ECON2003 - PRINC OF ECONOMICS I: Thinking Skills - Students will be able to improve thinking skills.
- \* ECON2103 - PRINC OF ECONOMICS I (Macroeconomics): Thinking Skills - Students will be able to improve thinking skills.
- \* FIN 3063 - BUSINESS FINANCE: Evaluation - Students will be able to evaluate financial issues in a global context.
- \* FIN 3063 - BUSINESS FINANCE: Thinking and Problem Solving Skills - Students will be able to improve thinking and problem solving skills.
- \* MGMT3003 - MGT/ORGANIZ BEHAVIOR: Basic Management Functions - Students will be able to describe the basic management functions including planning, organizing leading and controlling and the importance of these functions in managing a business and people.
- \* MGMT3103 - OPERATIONS MANAGEMENT: Costs of the Production Function - Students will be able to describe the costs of the production function of an organization and therefore permitting some control of such costs.
- \* MGMT4013 - MANAGEMENT INFO SYSTEMS: Management Information System - Students will be able to describe the Management Information Systems and how MIS utilizes computer hardware, software, data, procedures, telecommunications and people to improve efficiency and effectiveness, lower costs, support decision-making, and offer opportunities for competitive advantage in organizations.
- \* MGMT4013 - MANAGEMENT INFO SYSTEMS: Business Habits and Skills - Students will be able to gain good business habits (participation, promptness, professional communication, meeting deadlines) and skills (thinking, writing, quantitative analysis, teamwork, software, time and project management).
- \* MGMT4083 - BUSINESS POLICY: Abilities - Students will be able to improve the abilities, working individually and as members of a team, to engage effectively in critical thinking and problem solving.
- \* MKT 3043 - PRINCIPLES/MARKETING: Ability to think and communicate - Students will be able to make significant progress in developing their ability to think and communicate in creative, innovative, and constructive ways about the concepts within marketing and the problems and issues confronting marketing and marketers using generally accepted terminology and concepts as a foundation.
- \* MKT 4153 - MARKETING RESEARCH: Ability to Think and Communicate - Students will be able to make significant progress in developing their ability to think and communicate in creative, innovative, and constructive ways about the concepts relating to the gathering, analysis, and dissemination of information for marketing decision-making using generally accepted terminology and concepts as a foundation.

**Learning Objective: Ethical awareness and Ethical decision-making framework**

Students will gain ethical awareness and ethical decision-making framework in abus'ness data analysis context.

**Start Date:** 09/29/2011

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
The DIT2 will be used to measure ethical reasoning. The DIT-2 booklet contains five hypothetical scenarios and a computerized score sheet as previously described.The DIT-2 offers an additional measure of post conventional moral development,the N2 score, which combines the degree to which post conventional items receive higher and personal interest items receive lower ratings. This survey was chosen because it has been tested widely and revised to evaluate ethical reasoning. In addition, there is an online version now available for use. Ideally, this instrument will be deployed in the beginning of the program in the BDA 2003 or BDA 2013 course and then again at the end of the program in theBDA 4003 course. Ethical decision making and ethical case assignments will be integrated throughout the BDA core curriculum. Specific assignments will emerge from BUAD 2053, BDA 3053, BDA 3033, and BDA 4003 that will enhance thedevelopment of the student's ethical awareness and decision making.	70% of students will successfully score or be measured at an average level of proficiency.		Yes

- BDA 4031-3 - INTERNSHIP IN BUSINESS DATA ANALYTICS
- BDA 4073 - SPECIAL TOPICS
- BUAD2011 - Introduction to Business
- ECON2003 - PRINC OF ECONOMICS I
- ECON2103 - PRINC OF ECONOMICS I (Macroeconomics)
- MKT 4073 - SERVICE MARKETING MGMT

### **Related Course Outcomes**

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- \* ACCT2013 - ACCOUNTING PRINC II: Corporate form of business - Students will be able to describe the corporate form of business and how to account for issuance of stocks and bonds, dividends, and retained earnings of the business.
  - \* ACCT2013 - ACCOUNTING PRINC II: Cash Flows for a Business - Students will be able to describe and prepare a statement of cash flows for a business.
  - \* ACCT2013 - ACCOUNTING PRINC II: Fixed and Variable costs - Students will be able to describe fixed and variable costs and analyze the break-even point.
  - \* ACCT2013 - ACCOUNTING PRINC II: Incremental Analysis and Capital Budgeting - Students will be able to describe incremental analysis and capital budgeting.
  - \* ACCT2013 - ACCOUNTING PRINC II: Standard costs and Flexible budgets - Students will be able to describe standard costs and flexible budgets.
  - \* ACCT3063 - MANAGERIAL ACCOUNTING: Principles, Concepts and Procedures - Students will be able to describe the accounting principles, concepts and procedures as an aid to management for internal use in planning, controlling and decision making.
  - \* ACCT3063 - MANAGERIAL ACCOUNTING: Basic Topics of Management Accounting - Students will be able to describe basic topics of Management Accounting.
  - \* ACCT4023 - COST ACCOUNTING: Cost Accounting Concepts and Procedures - Students will be able to increase understanding of cost accounting concepts (principles) and procedures related to product costing, cost management, decision making, planning and performance evaluation.
  - \* BDA 2003 - BUSINESS PROBLEM SOLVING: Business Knowledge - Students will be able to apply business knowledge to problem solving in a diverse, global environment
  - \* BDA 2013 - BUSINESS SPREADSHEET MODELING: Competence in Analysis/Development.1 - Students will be able to demonstrate competence in analysis/development of some common models mathematically.
  - \* BDA 2013 - BUSINESS SPREADSHEET MODELING: Competence in Analysis/Development.2 - Students will be able to demonstrate competence in analysis/development of some common models graphically
  - \* BDA 2013 - BUSINESS SPREADSHEET MODELING: Spreadsheet for Analysis - Students will be able to demonstrate competence in using a spreadsheet for analysis.
  - \* BDA 3003 - DATA ANALYTICS APPS DEVELOPMENT: Manage the Data design and Implementation process - Students will be able to Manage the data design and implementation process as a project, including staying within schedule and budget constraints, reporting progress, managing software versions, and maintenance of backups of data, software, and documentation.
  - \* BDA 3003 - DATA ANALYTICS APPS DEVELOPMENT: Business Knowledge - Students will be able to apply business knowledge to the development of data analysis software in a diverse, global environment.
  - \* BDA 3033 - DATA MODELING AND MANAGEMENT: Appropriate Data Model - Students will be able to design an appropriate data model to meet those requirements.
  - \* BDA 3033 - DATA MODELING AND MANAGEMENT: Implementation - Students will be able to implement design in a database management system, import data from existing sources or data entry, and incorporate appropriate referential integrity, security, and backup and recovery mechanisms.
  - \* BDA 3033 - DATA MODELING AND MANAGEMENT: Business Intelligence Purposes - Students will be able to retrieve and process data using queries and reports to create information for business intelligence purposes.
  - \* BDA 3033 - DATA MODELING AND MANAGEMENT: Business Knowledge - Students will be able to apply business knowledge to the design of a database in a diverse, global environment.
  
  - \* BDA 3053 - BUSINESS DATA ANALYSIS: Analysis of Variance and Regression Analysis - Students will be able to use analysis of variance and regression analysis to analyze data to inform and support decisions in a business setting (e.g., effects of advertising, promotion, pricing, and other elements of marketing strategy on sales; , organizational and operational processes and the repair and improvement of those processes).
  - \* BDA 4003 - BUSINESS INTELLIGENCE: Definition,Processes, and Techniques - Students will be able to provide a working definition for business intelligence and the processes and techniques used in this field.
  - \* BDA 4003 - BUSINESS INTELLIGENCE: Business Knowledge - Students will be able to apply business knowledge to the creation of business intelligence in a diverse, global environment.
  
  - \* BDA 4031-3 - INTERNSHIP IN BUSINESS DATA ANALYTICS: Application - Students will be able to apply learned academic knowledge in actual business settings.
  - \* BDA 4031-3 - INTERNSHIP IN BUSINESS DATA ANALYTICS: Possible Career Aspirations - Students will be able to explor or affirm possible career aspirations.

- \* BDA 4073 - SPECIAL TOPICS: Business Knowledge - Students will be able to apply business knowledge to the topic in a diverse, global environment
- \* BUAD2011 - Introduction to Business: Business terms, Practices, and Laws. - Students will be able to increase the knowledge of common business terms, practices, and laws.
- \* BUAD2011 - Introduction to Business: American enterprise system - Students will be able to increase the knowledge of the American enterprise system.
- \* ECON2003 - PRINC OF ECONOMICS I: Functions of Market System - Students will be able to gain historical, and practical knowledge about how a market system functions.
- \* ECON2103 - PRINC OF ECONOMICS I (Macroeconomics): Market System Functions - Students will be able to gain historical, and practical knowledge about how a market system functions.
- \* MKT 4073 - SERVICE MARKETING MGMT: Basic Concepts - Students will be able to describe basic concepts of service operations
- \* MKT 4073 - SERVICE MARKETING MGMT: Knowledge - Students will be able to increase their knowledge of common service operations management terms, practices, and policies.



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

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

Department Affected: <i>Mathematics</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <i>program of new courses</i>	

Department Head Signature: *Ilwan Lujin*

Date: 8/18/11

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

This form must be completed for every department affected by the new major.

Department Affected: HIM	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <p style="text-align: center;">program &amp; new courses</p>	

Department Head Signature: Charli Hagan

Date: 8/16/11

HIM Program Director: Melinda Wilkins  
8-16-11

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

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

Department Affected: <b>Computer + Information Science</b>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <b>Business Data Analytics</b>  <b>Program &amp; New Courses</b>	

Department Head Signature: 

Date: 8-19-11

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

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

Department Affected: <b>Accounting and Economics</b> <i>Jim Carr</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <p style="text-align: center;">program - BDA new courses change in COB core requirements -</p>	

Department Head Signature: *Jim Carr*  
Date: 10/10/11

NOT APPROVED  
Curriculum Committee  
Nov. 1, 2011 meeting

Not Approved  
11/1/11  
JAK

Arkansas Tech University  
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee  
FROM: College Student Personnel  
DATE SUBMITTED: 10-3-2011  
REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>[Signature]</i>	10-3-11
Dean	<i>[Signature]</i>	10-3-11
Teacher Education Council (if applicable)	N.A.	
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/21/11
Vice President for Academic Affairs		

Course Subject: College Student Personnel (CSP)	Course Number: 3000
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Special Topics	
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 checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours? <input checked="" type="checkbox"/> Y/ N	How many times? <u>2</u>

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: ENGL 1013	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Course description as to appear in catalog</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. NA	
How does this proposal support the University Mission or University Strategic Planning Goals? Course will be offered at mid-term to assist students having academic difficulty.	
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. CSP 1013 has been offered at mid-term for several years and the need for students to add a class at mid-term has been growing. Currently three sections of CSP 1013 are offered at mid-term. This course would allow the department to provide an additional academic offering beyond CSP 1013 at mid-term to support the academic success of students.	
How will the effect of the change be monitored in ongoing program assessment? NA	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. NA	

Arkansas Tech University  
 CSP 3003: Special Topics  
**Leadership Development**

Instructor: Linda Jackson, M.Coun., M.S.  
 Phone: 479.964.3288  
 Office: #124 Crabaugh  
 E-mail: lljackson@atu.edu

*The overall purpose of this course is to encourage students to carefully analyze theory and best practices in leadership. However, the course is more than the study of leadership; it is designed to help students develop their own leadership skills.*

### **Catalog Description**

Special Topics in CSP is an elective course that will provide a study of contemporary issues impacting the success of college students such as leadership development and career exploration. Note: Since the topic for the class will vary each time offered, a student can repeat this course, earning a maximum number of six hours of credit.

### **Required Course Text**

Northouse, P. *Introduction to Leadership: Concepts and Practice* (2<sup>nd</sup> Edition). Thousand Oaks, CA: Sage Publications, 2011.

### **Course Objectives**

Students will be able to demonstrate an understanding of the concepts studied and apply the theory(ies) taught to their future as college students and professionals.

### **Methodology**

Objectives will be achieved through lecture, required reading, class discussion, group work and assignments.

### **Assignment Requirements**

All assignments are to be submitted on their assigned due date at the beginning of the class period. All written assignments are to be typed double spaced with 12-point Times New Roman font and 1" margins. Every assignment should include your name, date, title of assignment, and instructors' names.

### **Grade Information**

• Participation and Attendance	<b>180 points</b>
• Journal Entries	<b>60 points</b>
• Assignments	<b>200 points</b>
• Exams	<b>200 points</b>
• Final Portfolio Project	<b>60 points</b>
<b>TOTAL</b>	<b>700 Points</b>

### Class Participation

Students will earn daily participation points based on the student's ability to contribute to class discussions thoughtfully and to integrate course readings. In addition, students will be graded on their display of appropriate participation; contributing to discussions, the demonstration of respectful behavior in class – displaying **appropriate respect of others, the instructor, and themselves**. **Cell phones must be turned off during class, students should never text** or get distracted by their phones in class; these behaviors will result in no participation points for that day.

### Class Attendance

Students will earn daily attendance points for attending class on time. Just as attendance is expected, so is punctuality. Three instances of tardiness (arriving late or leaving early) will constitute an absence.

### Journal Entries

Journal entries will be completed three times during the semester to help students demonstrate their understanding of the concepts presented in class, and to help them process their reactions to discussions in class. The instructor will respond to each journal entry in a timely manner, answering any questions the student may have in writing.

### Assignments

Students will complete assignments with each chapter; points earned will vary depending on the assignment. See Tentative Course Schedule and Assignments below.

### Exams

Students will take four exams during the semester to assess their understanding of the required reading and class discussions.

### Final Portfolio Project

**Due: Nov. \_\_, 2012**

Each student is required to submit a final portfolio. This portfolio will be composed of several parts. Each part will be assigned throughout the semester. The student will turn in each part by the assigned due date and the instructor will evaluate that part of the portfolio and return it to the student with points attached. At the end of the semester, all parts of the portfolio are to be submitted together in a 3-ring binder with labeled dividers between each part of the portfolio. The parts of the portfolio and due dates are as follows:

- **Leadership Quote** **Due: Sept. \_\_, 2012**  
Start your leadership portfolio with a quote. Write a 100 word reflection on why you chose your quote and how it applies to your leadership style.
- **Professional Leadership in Action Review** **Due: Oct. \_\_, 2012**  
View a professional leader in action on, or off, campus. For this assignment, you will need to attend a meeting or event to view the leaders' method of leadership. This leader will not be a student leader.  
-Write a 1-2 page review on your experience. Make sure you include elements of the class discussion and theory from the textbook.
- **Student Leadership in Action Review** **Due: Oct. \_\_, 2012**



Choose one student organization on the Tech campus. Compose a review detailing information about that student organization. The review must be of a recognized student organization on campus. A recognized student organization is a group that is registered with the Arkansas Tech Office of Student Services. The review will include a summary of the student organization and a summary of an interview with a student leader officer in that organization. Your organization summary should include but is not limited to the following questions:

1. How do students get involved with the organization?
2. Are there regular scheduled meeting times? When do they meet?
3. What does the organization do at Tech?
4. What is the history of the organization?

Part of your review needs to include an interview with a student leader officer in that student organization. Your interview questions should include but are not limited to the following:

1. Why did you choose this leader?
2. Why did this leader pick Tech?
3. What is the leader's background and how did they secure a leadership role in this organization?
4. What is the leader's leadership philosophy?
5. According to the leader, what ways does he/she feel that students can get involved at Tech?
6. What are the leader's tips for success at Tech?

- **Leadership in Action Presentation**

**Due: Nov. \_\_\_\_, 2012**

Each student will do an oral 5-minute presentation summarizing their Leadership in Action Reviews (Professional & Student). Points will be awarded for the following:

1. Creativity
2. Preparedness
3. Delivery of presentation
4. Visual Aid/Handout
5. Professionalism/Attire

### Tentative Course Schedule and Assignments

Week 1 Introduction to Course/Being a Leader

- Read Course Syllabus
- Read Chapter 1: Being a Leader
- Complete 1.1 Conceptualizing Leadership Questionnaire and 1.3 Reflection and Action Worksheet-Questions 1-3 in Reflection Section Only

Week 2 Recognizing Your Traits

- Read Chapter 2
- Complete 2.1 Leadership Traits Questionnaire and 2.2 Observational Exercise

Week 3 Recognizing Your Philosophy and Style of Leadership

- Read Chapter 3
- Complete 3.1 Leadership Styles Questionnaire and 3.3 Reflection and Action Worksheet
- Exam #1 & Journal #1

Week 4 Attending to Tasks and Relationships

- Read Chapter 4
- Complete 4.1 Task and Relationship Questionnaire and 4.3 Reflection and Action Worksheet

Week 5 Developing Leadership Skills

- Read Chapter 5
- Complete 5.1 Leadership Skills Questionnaire and 5.3 Reflection and Action Worksheet

Week 6 The Role of the Follower

- Follower article to be presented to students
- Complete worksheet on article
- Exam #2 & Journal #2

Week 7 Midterm

- Leadership Quote & Professional Leadership in Action due.

Week 8 Creating Vision

- Assignment: Create your own Mission Statement

Week 9 Setting the Tone

- Read Chapter 7
- Complete 7.1 Setting the Tone Questionnaire and 7.3 Reflection and Action Worksheet
- Assignment: Complete the Case Study (Ch. 9) and answer the Questions

Week 11 Overcoming Obstacles

- Read Chapter 10
- Assignment: Complete 10.1 Path-Goal Styles Questionnaire and 10.3 Reflection and Action Worksheet
- Exam #3 & Journal #3

Week 12 Addressing Ethics in Leadership

- Read Chapter 11
- Assignment: Complete the Chapter 11 Case Student and answer Questions

Week 13 Leadership and Diversity

- Diversity Article will be presented
- Complete worksheet on article
- Leadership Project is due this week

Week 14 Leadership in Action Portfolio Presentations

Week 15 Final Exam

- Exam #4

# CURRICULUM COMM

-PASSED 11/1/11 *JHC*

## Arkansas Tech University REQUEST FOR COURSE ADDITION

RECEIVED OCT 19 2011

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of Health and Physical Education

*No Teacher Ed Comm approval required per F. Clary*

DATE SUBMITTED: 10-17-2011

**FACULTY SENATE - PASSED**

REQUEST FOR COURSE ADDITION

*11/8/11 pcc*

Title	Signature	Date
Department Head	<i>Annette Holeyfield</i>	<i>10/17/2011</i>
Dean	<i>Ellon Clary</i>	<i>10/18/11</i>
Teacher Education Council (if applicable)	<i>N/A</i>	
Graduate Council (if applicable)		
Registrar	<i>Sammy Rudes</i>	<i>10/23/11</i>
Vice President for Academic Affairs		

Course Subject: <b>Wellness Science</b> <i>WS</i>	Course Number: <b>4013</b>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <b>Wellness Science Practicum</b>	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input checked="" type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Term: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring	If course is required by major/minor, how frequently will course be offered? <b>Every semester</b>
Is this course repeatable for additional earned hours? <b>No</b>	How many times?
Does this course require a fee? <b>No</b>	How much? Type of fee?

<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: <b>WS 2031, WS 2043, WS 3003</b>	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Course description as to appear in catalog</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. <b>NO</b>	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. <b>NO</b>	
How does this proposal support the University Mission or University Strategic Planning Goals? <b>This course will enhance the creation and delivery of first quality educational services by providing wellness programs for ATU faculty, staff and students. Based on initial survey data, programs will be developed to meet the wellness needs of the campus. This course will also further academic collaboration on campus and help achieve General Education Goal-- Number Six --“understand wellness concepts.” Several program ideas include Employee Wellness, Senior Wellness, an on-campus lecture series, and Personal Training.</b>	
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. <b>Consistent demand from faculty, staff, and students suggests the need for a senior level Wellness practicum. This course would more closely align with the current state of the discipline by filling this gap in our Wellness Science curriculum that was identified during a departmental summer retreat.</b>	
How will the effect of the change be monitored in ongoing program assessment? <b>While this course will not provide an artifact for our “program assessment plan,” the departmental assessment committee will be responsible for monitoring the effectiveness of this course using feedback from course evaluations, senior exit portfolios, and feedback from faculty, staff, and student participants.</b>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. <b>NO</b>	

**Arkansas Tech University  
Health and Physical Education  
Fall, 2012**

**Course number and title, WS4013, Wellness Practicum**

**Meeting Times and Place:** Hull 135, 8 – 9:20, T/R

**Professor:** Dr. J.J. Mayo

**Phone:** 498-0429

**Office:** Hull 106

**Office Hours:** 1.00 – 2.00 Monday and Wednesday, 9-10 Friday. Other times by appointment

**E-mail address:** jmayo2@atu.edu

**Text:** None

*Prereqs: WS 2013, 2043, and 3003*

**Course Description:** This program is designed to expose majors to training in a community or corporate wellness setting. Students will organize, develop, market, and implement wellness programming for Arkansas Tech University students and employees.

**Objectives:**

As a result of this practicum experience, you will be able to:

1. Develop and market campus wellness programs to faculty, staff, and students.
2. Lead safe and effective exercise programs for healthy and special populations.
3. Develop and deliver short presentations on a variety of wellness topics.
4. Design a newsletter and/or other informational materials to be distributed across campus.
5. Effectively counsel individuals on wellness-related issues.
6. Demonstrate knowledge of appropriate safety and emergency procedures.
7. Perform basic operational duties including, but not limited to, calling clients, data entry, scheduling, and equipment maintenance etc.

**Evaluation and Assessment:**

**1. Log/Journal: 30% of your grade**

Each student is required to keep a weekly log/journal of practicum activities that you participate in, very similar to the reports that you will turn in for your internship. **At the end of each month, you will turn in your:**

- a. weekly journal narratives
- b. routines
- c. exercise prescriptions for your clients.
- d. any materials developed for your building
- e. handouts/brochures etc....
- f. other useful information found in journals and the internet that you have done to research your activities
- g. anything else that will show what you have been doing during the course.

## **Possible Programs—**

**Employee Wellness Program:** Students will be assigned a building on campus for which they will provide wellness related information and activities. You can promote health using a variety of techniques whether it be holding a seminar on stress management, arranging for chair massages, hosting a nutritional potluck, organizing a walking club, demonstrating weight lifting, composing brochures/poster/bulletin boards, analyzing vending machine choices, calculating walking distances from various parking lots to the building, etc.... What you choose to do will depend upon the people in the building and what they are interested in doing. It can be anything related to healthy behaviors. There are seven dimensions of wellness: occupational, social, physical, spiritual, environmental, intellectual, and emotional. Most people just think of the physical (eating right, exercise, etc..) but there is a lot more to it so I will be asking you to think more globally. I don't know how many events you will promote since that again will depend upon the building's interests.

**Personal Training:** Is offered to all students, faculty and staff of Arkansas Tech University. The student's role is to meet with an interested client, assess their goals and health status, and then develop a personalized plan. Each time a student meets with a client, it must be documented and files maintained. Make a copy of the personalized plan and hand in with your monthly report.

**Senior Wellness Program:** This is a community outreach program specifically for older adults ages 55 and older which is held every M,W & F morning. There are many facets to this program and students will be in charge of various programs. Students will walk with participants, supervise and monitor the weight room, teach the free weights/theraband class lead stretches and balance exercises (8:00-8:30), possibly lead a low-impact aerobics class, parachute fitness or various other activities, as well as teach the water aerobics class. In addition, blood pressures readings will be a regular service to the seniors, and students will be responsible for keeping the blood pressure log.

**Special Events:** Each semester we are going to work on developing new programs such as lunch-and-learns, a walking/running program for the campus, health fair participation and more.

The information organized neatly, using tabs and dividers for the different topics. Please use a 3 ring binder.

*Hint: document as you go--do not wait until the end of the month.*

**2. Evaluation for senior wellness: 20% of your grade**

At midterm and during finals week you will be evaluated using the final evaluation tool found in the Wellness Internship packet. The Graduate Assistants and I will be filling out the evaluation.

3. **Personal training and/or the employee wellness events: 20% of your grade.** Evaluation of these aspects will be based upon the materials viewed in your log, evaluation forms filled out by your client/employees, and my view of how much effort you put into these activities. Be original and really put some thought into the things you do.

4. **Attitude – Enthusiasm – Professionalism – Leadership: 10% of your grade.** You are expected to have a good attitude and be professional at all times. This is an overall personal assessment, in conjunction with feedback from other wellness program participants (faculty, staff, students).

5. **Attendance and Punctuality: 20% of your grade**

Attendance and punctuality at senior wellness, personal training sessions, special events, fitness assessments, and events for your group's employee wellness activities are mandatory.

**You should treat this practicum as if you are on your internship. Please ask questions and be creative. Take initiative!**

**Grading Scale**

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

# CURRICULUM COMM -PASSED

11/1/11 JAK  
RECEIVED OCT 19 2011

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of Health and Physical Education

DATE SUBMITTED: 10-14-2011

**FACULTY SENATE-PASSED**

REQUEST FOR COURSE ADDITION

11/8/11 pcc

Title	Signature	Date
Department Head	Annette Holeyfield	10/17/2011
Dean	Elton Clary	10/18/11
Teacher Education Council (if applicable)	N.A.	
Graduate Council (if applicable)		
Registrar	Yammy Woods	10/23/11
Vice President for Academic Affairs		

Course Subject: <b>Wellness Science</b> <span style="font-size: 2em; vertical-align: middle;">WS</span>	Course Number: <b>4023</b>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <b>Prin. Strength and Conditioning</b>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Term: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring	If course is required by major/minor, how frequently will course be offered? <span style="float: right;">Once per yr</span>
Is this course repeatable for additional earned hours? <b>No</b> How many times?	
Does this course require a fee? <b>No</b>	How much? Type of fee?

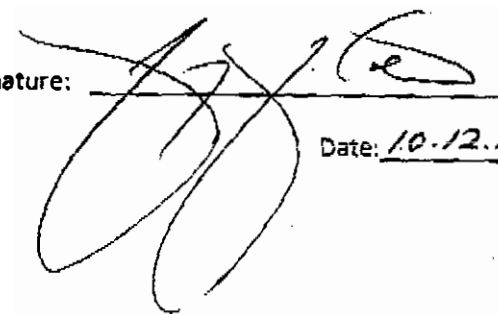


<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: PE 2653, PE3661	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>a. Course subject, number and title</li> <li>b. Course description as to appear in catalog</li> <li>c. Course goals and/or objectives</li> <li>d. Course outline</li> <li>e. Methods of student performance assessment and evaluation</li> <li>f. Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. <b>No</b>	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. <b>No</b>	
How does this proposal support the University Mission or University Strategic Planning Goals? <b>This course aids to “enhance the creation and delivery of first quality educational services” by providing the latest scientific information related to physical training and conditioning. It focuses on the specific needs of HPEWS students and helps address General Education Goal—Number Six—“understand wellness concepts.”</b>	
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. <b>An analysis of the field indicates that the marketability of our students would be improved through certification in the area of strength and conditioning. After completion of this course, students will be prepared to sit for one of the two National Strength and Conditioning Association certifications.</b>	
How will the effect of the change be monitored in ongoing program assessment? <b>While this course will not provide an artifact for our “program assessment plan,” the departmental assessment committee will be responsible for monitoring the effectiveness of this course using feedback from tracking the number of students who attempt/pass the NSCA certification exam.</b>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. <b>Yes, the Speech, Theatre, and Journalism Department will be affected as we are requesting that this course replace a directed elective in their department. A support form is included.</b>	

### Arkansas Tech University DEPARTMENTAL SUPPORT FORM

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

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:  \_\_\_\_\_

Date: 10.12.11

**Arkansas Tech University  
Health and Physical Education  
Fall, 2012**

**Course number and title, WS4023, Principles of Strength and Conditioning**

**Meeting Times and Place:** Hull 135, 8 – 9.20, T/R

**Professor:** Dr. J.J. Mayo

**Phone:** 498-0429

**Office:** Hull 106

**Office Hours:** 1.00 – 2.00 Monday and Wednesday, 9-10 Friday. Other times by appointment

**E-mail address:** jmayo2@atu.edu

**Text:** Baechle and Earle (2008) Essentials of Strength Training and Conditioning, Third Edition

*Prereqs: PE 2653, 3661*

**Course Description:** This course is designed to provide a comprehensive overview of strength and conditioning. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization and administration, and testing and evaluation. Additionally, this course is designed to prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam.

**Objectives:** At the completion of this course you will be able to:

1. Apply scientific knowledge to train athletes and clients for the primary goals of improving athletic performance and fitness.
2. Learn how to conduct sport-specific testing sessions.
3. Learn how to demonstrate and teach proper exercise techniques.
4. Learn how to design and implement safe and effective strength training and conditioning and personal training programs.
5. Learn how to provide guidance regarding nutrition and performance-enhancing substances.
6. Apply exercise prescription principles for training variation, injury prevention, and reconditioning.

**Graded Elements**

Midterm exam	150
Final exam	200
Lab activities (11 × 25 points each)	275
Program design project	100
	<b>725 total</b>

## Grading Scale

<b>A</b>	90-100%	725-653 points
<b>B</b>	80-89	652-580 points
<b>C</b>	70-79	579-508 points
<b>D</b>	60-69	507-435 points
<b>F</b>	<60	0-434 points

## Program Design Project

The program design project is intended to provide experience in administering athletic performance tests and designing a resistance training program to meet the goals and needs of an athlete. Throughout the duration of this course, you must decide on four appropriate performance tests to administer to the athlete. You must then recruit a subject to serve as the athlete. After administering the performance tests to the subject/athlete and evaluating the results from the tests, you must design an off-season, preseason, in-season, and postseason resistance training program for the athlete. Areas of emphasis for the evaluation of the program will include: (a) selection of appropriate performance tests, (b) selection of appropriate program design variables for resistance training (exercise selection, training frequency, exercise order, training load and repetitions, volume, and rest periods), and (c) appropriate rationale for each selection.

# COURSE SCHEDULE

## Principles of Strength Training and Conditioning

WEEK	REQUIRED TEXTBOOK READING		LAB ACTIVITY
	Chapter	Chapter title	
1		Course introduction	
	1	Structure and Function of the Muscular, Neuromuscular, Cardiovascular, and Respiratory Systems	
	2	Bioenergetics of Exercise and Training	
2	3	Endocrine Responses to Resistance Exercise	
	4	Biomechanics of Resistance Exercise	
3	5	Adaptations to Anaerobic Training Programs	Lab 1: Aerobic Capacity Testing
	6	Adaptations to Aerobic Endurance Training Programs	
4	7	Age- and Sex-Related Differences and Their Implications for Resistance Training	Lab 2: Anaerobic Capacity Testing
	8	Psychology of Athletic Preparation and Performance	
5	9	Performance-Enhancing Substances	Lab 3: Anthropometry and Body Composition
	10	Nutritional Factors in Health and Performance	
6	11	Principles of Test Selection and Administration	Lab 4: Exercise Testing for Athletes

	12	Administration, Scoring, and Interpretation of Selected Tests	
7, 8	14	Resistance Training and Spotting Techniques	Lab 5: Techniques of Exercise (Resistance Exercise and Spotting Guidelines)
Midterm examination covering lecture and laboratory			
9	16	Plyometric Training	Lab 6: Techniques of Exercise (Plyometric Exercise Techniques)
10	17	Speed, Agility, and Speed-Endurance Development	Lab 7: Speed and Agility Technique and Testing
	18	Aerobic Endurance Exercise Training	
11	15	Resistance Training	Lab 8: Muscular Strength and Power Testing
12	19	Periodization	Lab 9: Muscular Endurance Testing
13	13	Warm-Up and Stretching	Lab 10: Techniques of Exercise (Flexibility Exercise Techniques)
	20	Rehabilitation and Reconditioning	
14	21	Facility Organization and Risk Management	Lab 11: Facility layout design
	22	Developing a Policies and Procedures Manual	
15		Course review  <i>Due:</i> Program Design Project	

CURRICULUM COMM  
 --PASSED 11/1/11  
*JBR*

Arkansas Tech University  
 PROPOSAL FOR CHANGE IN PROGRAM RECEIVED OCT 19 2011

TO: Curriculum Committee  
 FROM: Health and Physical Education Department  
 DATE SUBMITTED: October 13, 2011

**FACULTY SENATE--PASSED**

*11/8/11 pcc  
 Catalog 11-11-11  
 JR*

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

Title	Signature	Date
Department Head	<i>Bonnette Holeyfield</i>	<i>10/17/2011</i>
Dean	<i>Eldon Cherry</i>	<i>10/18/11</i>
Teacher Education Council (if applicable)	<i>NA</i>	
Graduate Council (if applicable)		
Registrar	<i>Yammye Rudeo</i>	<i>10/23/11</i>
Vice President for Academic Affairs		

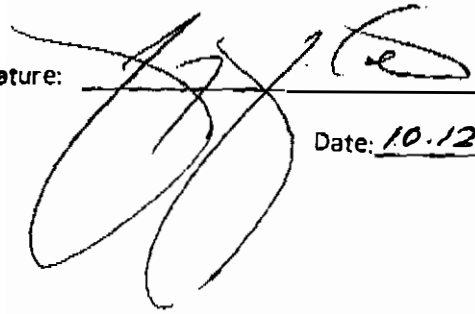
Program Title: HPE-Wellness Option	Effective Date: Fall 2012
Outline change in program and attach curriculum matrix: Delete (6 hours) PE2523 and Jour 1163 or Jour 2133 or Jour 2143; and add (6 hours) WS4013 and WS4023	
What impact will the change have on staffing, on other programs and space allocation? While these changes will not require the addition of a full-time faculty member, it does increase the emphasis on the Wellness Science area. We do have fewer faculty within our department with that area of expertise. Future hiring decisions and scheduling of existing faculty will need to consider this increased need.	
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. The HPE Department faculty met this summer to critically review the current Wellness Science curriculum. These changes are based on feedback and requests that we have received from students and faculty/staff who have participated in our wellness programs. A review of the current state of the profession also indicates that our graduates would be more marketable after completion of these courses.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. The Journalism Department will be affected and the support form is included.	
In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)	

### Arkansas Tech University DEPARTMENTAL SUPPORT FORM

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

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: \_\_\_\_\_



Date: 10.12.11



OCT - 5 2011

**Arkansas Tech University**  
**PROPOSAL FOR CHANGE IN PROGRAM**  
**CURRICULUM COMM**  
**- PASSED 11/1/11**

TO: Curriculum Committee

FROM: Biology Department

DATE SUBMITTED: September 22, 2011

**FACULTY SENATE - PASSED**

REQUEST FOR CHANGE IN PROGRAM (Modification of Existing Option)

*JMK*  
*PCC*  
*11/8/11 catalog 11-15-11*

Title	Signature	Date
Department Head	<i>Charlie Dixon</i>	10/4/11
Dean	<i>Jeff W. Rector</i>	2011 Oct 4
Teacher Education Council (if applicable)	N/A	
Graduate Council (if applicable)	N/A	
Registrar	<i>Sammy duodo</i>	10/21/11
Vice President for Academic Affairs		

Program Title: <b>Biology (Environmental Option)</b>	Effective Date: 2012-2013 Catalog
Outline change in program and attach curriculum matrix:	
<ol style="list-style-type: none"> <li>1) Add Orientation (BIOL 1011)</li> <li>2) Shift Chemistry sequence beginning in sophomore year.</li> <li>3) Remove Physical Education and Computers from required courses to meet ACT 747.</li> <li>4) Add flexibility on Social Sciences.</li> <li>5) Update recommended choices for electives in footnote.</li> <li>6) Add Biostatistics as an alternative for Calculus.</li> <li>7) Add Physiological Ecology as an alternative for General Physiology.</li> <li>8) Add Coastal Ecology as an alternative for Ecology.</li> </ol>	
What impact will the change have on staffing, on other programs and space allocation?	
<p>These changes will have minimal impact on staffing and space allocation. There are typically only a few students at any given time enrolled in this option. Some possible changes in course enrollments include a few additional students in BIOL 1011. The impact on MATH 2914 and MATH 2243 by adding FW 3173 as a possible choice will not be significant. Reductions of students in BIOL 3124 and BIOL 3114 by adding BIOL 3174 and 4094 will also be slight.</p>	

Please provide a rationale for the need for these program changes 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.

1) Add Orientation (BIOL 1011)

An orientation course is now a University mandate. BIOL 1011 is the appropriate choice for this option since it is an option of the Biology Major. I am unaware of any assessment data that supports the importance of orientations courses. However, these courses are mandated by the university.

2) Shift Chemistry sequence beginning in sophomore year.

Many students have struggled slightly with the current sequence putting CHEM 2124 and CHEM 2134 in the freshman year. The requested change will align the sequence in this option with the sequence that has been successful with the Biology General Option which begins the chemistry sequence in the sophomore year.

3) Remove Physical Education and Computers from required courses to meet ACT 747.

*Due*  
Do to ACT 747; we need to cut 4 hours from the current program. Computer and Physical Education courses can still be taken as general electives for students that need or desire these courses. There are many remaining courses that include computer skills. Students learn basic excel skills in statistics and use word and PowerPoint in many courses that remain in the option.

4) Add flexibility on Social Sciences.

The current wording allowed substitutions for the recommended SOC 1003 and ECON 2003. This recommended change would simplify transfer from different schools or change of major or option. These courses will still be recommended as Social Science choices in the footnote.

5) Update recommended choices for electives in footnote.

This recommended change will bring attention to several exciting new courses that support and reinforce required courses.

6) Add Biostatistics as an alternative for Calculus.

7) Add Physiological Ecology as an alternative for General Physiology.

8) Add Coastal Ecology as an alternative for Ecology.

Biostatistics is a helpful tool in the field of Environmental Biology. Other related fields such as General Biology and Fisheries and Wildlife already recommend this course as a math elective. Physiological Ecology is an exciting course that is very relevant to students in this option. The Biology General Option already allows this course as a Physiology elective. Coastal Ecology is an intensive Field Ecology course focusing on coastal wetlands and is also very relevant to Environmental Biology students. These three courses were not offered when this option was last updated and are welcome additions to the Biology Environmental Option. Advisors have already made these substitutions on degree audits. This change would only formalize what is already being considered acceptable substitutions.

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

These changes may affect the Math Department by allowing Biostatistics (FW 3173 as a possible alternative to MATH 2914 or MATH 2243.)

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

Option as currently in catalog...

Curriculum in Biology  
(Environmental Option)

Degree Completion Plan Beginning in Fall Semester

Freshman		Sophomore			
Fall	Spring	Fall	Spring	Fall	Spring
BIOL 1114 <sup>T</sup>	4 BIOL 2124	4 ECON 2003 <sup>1,T</sup>	3 BIOL 2134	3	4
ENGL 1013 <sup>1,I</sup>	3 ENGL 1023 <sup>2,T</sup>	3 POLS 2003 <sup>1,T</sup>	3 BIOL 2111	3	1
CHEM 2124 <sup>T</sup> or BIOL 1004	4 CHEM 2134 <sup>T</sup> or CHEM 2124	4 BIOL 1004 or CHEM 2134	4 CHEM 3313	4	3
MATH 1113 <sup>T</sup>	3 SOC 1003 <sup>1,T</sup>	3 Statistics or Computer Science <sup>2,T</sup>	3 Statistics or Computer Science <sup>2,T</sup>	3	3
Physical Activity <sup>1,T</sup>	1 Physical Activity <sup>1,T</sup>	1 PHYS 2014 <sup>T</sup>	4 PHYS 2024 <sup>T</sup>	4	4
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>17</b>	<b>Total Hours</b>	<b>15</b>
Junior		Senior			
Fall	Spring	Fall	Spring	Fall	Spring
BIOL 3043 or CHEM 3353	3 ENGL 2053	3 CHEM 3353 or BIOL 3043	3 BIOL Elective (3000- 4000 level)	3	4
BIOL 3124	4 BIOL 3114	4 BIOL 3054	4 BIOL 4024	4	4
CHEM 3254	4 BIOL 3111	1 BIOL 3034	4 BIOL 4111	4	1
Social Sciences <sup>1,T</sup>	3 CHEM 3264	4 Calculus <sup>3,T</sup>	3-4 Elective <sup>4,T</sup>	3-4	3-4
Elective <sup>4,T</sup>	3 Fine Art/Humanities <sup>1,T</sup>	3	Fine Art/Humanities <sup>1,I</sup>	3	3
<b>Total Hours</b>	<b>17</b>	<b>Total Hours</b>	<b>14- 15</b>	<b>Total Hours</b>	<b>15- 16</b>

Degree Completion Plan Beginning in Spring Semester

Freshman		Sophomore			
Spring	Fall	Spring	Fall	Spring	Fall
BIOL 1114 <sup>1</sup>	4 BIOL 1004 or 2134	4 BIOL 2124	4 BIOL 2134 or 1004	4	4
ENGL 1013 <sup>1,T</sup>	3 ENGL 1023 <sup>1,T</sup>	3 BIOL 2111	1 Social Sciences <sup>1,T</sup>	3	3
CHEM 2124 <sup>T</sup>	4 CHEM 2134 <sup>T</sup>	4 Statistics or Computer Science <sup>2,T</sup>	3 Statistics or Computer Science <sup>2,T</sup>	3	3
MATH 1113 <sup>T</sup>	3 SOC 1003 <sup>1,I</sup>	3 CHEM 3313	3 POLS 2003 <sup>1,T</sup>	3	3
Physical Activity <sup>1,T</sup>	1 Physical Activity <sup>1,T</sup>	1 PHYS 2024 <sup>T</sup>	4 PHYS 2014 <sup>T</sup>	4	4

<b>Total Hours</b>	<b>1</b>	<b>Total Hours</b>	<b>1</b>	<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>17</b>
	<b>5</b>		<b>5</b>				
	<b>Junior</b>			<b>Senior</b>			
<b>Spring</b>		<b>Fall</b>		<b>Spring</b>		<b>Fall</b>	
BIOL 3111	1	BIOL 3043 or CHEM 3353	3	BIOL 4111	1	CHEM 3353 or BIOL 3043	3
BIOL 3114	4	BIOL 3124	4	BIOL 3034	4	BIOL 3054	4
CHEM 3254	4	CHEM 3264	4	BIOL 4024	4	BIOL Elective(3000-4000 level)	4
ECON 2003 <sup>1,T</sup>	3	ENGL 2053	3	Calculus <sup>3,T</sup>	3-4	Elective <sup>4,T</sup>	3-4
Elective <sup>4,T</sup>	3	Fine Art/Humanities <sup>1,T</sup>	3	Fine Art/Humanities <sup>1,1</sup>	3		
<b>Total Hours</b>	<b>1</b>	<b>Total Hours</b>	<b>1</b>	<b>Total Hours</b>	<b>15-</b>	<b>Total Hours</b>	<b>14-</b>
	<b>5</b>		<b>7</b>		<b>16</b>		<b>15</b>

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

<sup>2</sup>Must have one statistics course and one computer science course. See catalog or advisor for alternatives.

<sup>3</sup>MATH 2914 is recommended if you are considering graduate school in this field. Furthermore, MATH 2924 should be considered for a general elective. Otherwise MATH 2243 is recommended.

<sup>4</sup>Recommended electives include: AGSS 2014, FW 4014, FW 4034, GEOL 1014, and 3153, POLS 2013 and 4103, or SPH 2003 (but also see the previous footnote, relative to calculus).

<sup>T</sup>Designates a block of courses that would provide for a seamless transfer into this program if equivalent courses are taken at another college or university.

Suggested new sequence...

Curriculum in Biology (Environmental Option)
Degree-Completion Plan Beginning in Fall Semester

**Freshman**

**Sophomore**

<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>		
✓BIOL 1114 <sup>T</sup>	4 BIOL 2124	4 ✓ Social Sciences <sup>1,T</sup>	3 ✓	3	Elective <sup>3</sup>
✓ENGL 1013 <sup>1,T</sup>	3 ENGL 1023 <sup>1,1</sup>	3 ✓			BIOL 2111
✓BIOL 1004	4 Social Sciences <sup>1,T</sup>	3 ✓	✓	4	CHEM 2134
✓MATH 1113 <sup>T</sup>	3 Statistics <sup>T</sup>	✓3	✓	3	Social Sciences <sup>1,T</sup>
✓BIOL 1011	1 <del>POLS 2003<sup>1,T</sup></del> <sup>US HIST/GOVT</sup>	3	✓	4	Fine Art/Humanities <sup>1,T</sup>
<b>Total Hours</b>	<b>✓5</b>	<b>✓16</b>	<b>Total Hours</b>	<b>✓14</b>	<b>Total Hours</b>
	<b>5</b>				<b>14</b>

**Junior**

**Senior**

Fall		Spring		Fall		Spring	
✓ BIOL 3043	3	✓ PHYS 2024	✓ 4	✓ CHEM 3353	3	✓ BIOL Elective (3000-4000 level)	✓ 4
✓ BIOL 3124 or BIOL 3174	4	✓ BIOL 3114 or BIOL 4094 <sup>2</sup>	✓ 4	✓ BIOL 3054	4	✓ BIOL 4024	✓ 4
✓ CHEM 3254	4	✓ BIOL 3111	✓ 1	✓ BIOL 3034	4	✓ BIOL 4111	✓ 1
✓ PHYS 2014	4	✓ CHEM 3264	✓ 4	✓ Math Elective <sup>4</sup>	3-4	✓ CHEM 3313	✓ 3
		✓ Elective <sup>3</sup>	✓ 3-4			✓ Fine Art/Humanities <sup>1,1</sup>	3
<b>Total Hours</b>	✓ 5	<b>Total Hours</b>	✓ 16-17	<b>Total Hours</b>	✓ 14-15	<b>Total Hours</b>	✓ 15

### Degree Completion Plan Beginning in Spring Semester

Freshman				Sophomore			
Spring		Fall		Spring		Fall	
BIOL 1114 <sup>1</sup>	✓ 4	BIOL 1004	✓ 4	BIOL 2134	✓ 4		
ENGL 1013 <sup>1,T</sup>	✓ 3	ENGL 1023 <sup>1,1</sup>	✓ 3	BIOL 2111	✓ 1	Social Sciences <sup>1,T</sup>	✓ 3
Fine Art/Humanities <sup>1,T</sup>	✓ 3	BIOL 2124	✓ 4	<del>POLS 2003<sup>1,T</sup></del>	3	ENGL 2053	✓ 3
MATH 1113 <sup>T</sup>	✓ 3			U.S. Hist/ Gov. (see Fall start)		CHEM 2134	✓ 4
Social Sciences <sup>1,T</sup>	✓ 3	BIOL 1011	✓ 1	CHEM 2124	✓ 4	PHYS 2014 <sup>T</sup>	✓ 4
		Statistics <sup>T</sup>	✓ 3	Social Sciences <sup>1,T</sup>	✓ 3		
<b>Total Hours</b>	✓ 6	<b>Total Hours</b>	✓ 15	<b>Total Hours</b>	✓ 15	<b>Total Hours</b>	✓ 14
Junior				Senior			
Spring		Fall		Spring		Fall	
BIOL 3111	✓ 1	BIOL 3043	✓ 3	BIOL Elective (3000-4000 level)	✓ 4	CHEM 3353	✓ 3
BIOL 3114 or BIOL 4094 <sup>2</sup>	✓ 4	BIOL 3124 or BIOL 3174	✓ 4	BIOL 4024	✓ 4	BIOL 3054	✓ 4
CHEM 3254	✓ 4	CHEM 3264	✓ 4	BIOL 4111	✓ 1	BIOL 3034	✓ 4
PHYS 2024 <sup>1</sup>	✓ 4	Elective <sup>3,T</sup>	✓ 3-4	CHEM 3313	✓ 3	Math Elective <sup>4</sup>	✓ 3-4
Elective <sup>3,T</sup>	✓ 3			Fine Art/Humanities <sup>1,T</sup>	✓ 3		
<b>Total Hours</b>	✓ 6	<b>Total Hours</b>	✓ 14-15	<b>Total Hours</b>	✓ 15	<b>Total Hours</b>	✓ 14-15

✓<sup>1</sup> See appropriate alternatives or substitutions in "General Education Requirements" ECON 2003 and SOC 1003 are recommended for Social Science courses.

✓<sup>2</sup> Coastal Ecology (BIOL 4094) which is offered during the May mini-term can serve as an alternative to BIOL 3114.

✓<sup>3</sup> Recommended electives include: AGSS 2014, ANTH 2103, FW 4014, FW 4034, GEOL 1014, and 3153, POLS 2013 and 4103, SPH 2003, SOC 3033, or SOC 3113 (but also see the following footnote, relative to calculus).

✓<sup>4</sup> FW 3173 or MATH 2914 is recommended if you are considering graduate school in this field.

✓ Furthermore, MATH 2924 should be considered for a general elective. Otherwise MATH 2243 is recommended.

✓<sup>T</sup> Designates a block of courses that would provide for a seamless transfer into this program if equivalent courses are taken at another college or university.

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

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

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

Department Head Signature: *James R. Maser*

Date: *9/12/2011*

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

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

Department Affected: Mathematics	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Mathematics supports the proposal submitted by the Biology Department that includes allowing Biostatistics FW 3173 as a possible alternative to MATH 2914 or MATH 2243.	

Department Head Signature: 

Date: 9/23/11

AUG 25 2011

Arkansas Tech University  
REQUEST FOR COURSE CHANGE

CURRICULUM COMM  
-PASSED 11/1/11  
JHR

TO: Curriculum Committee  
FROM: Department of Physical Sciences  
DATE SUBMITTED: 2011 Aug. 24  
REQUEST FOR COURSE CHANGE

FACULTY SENATE-PASSED  
pcc

Title	Signature	Date
Department Head	<i>James R. Muzer</i>	Aug. 24, 2011
Dean	<i>Jeff W. Rafter</i>	2011 Aug 24
Teacher Education Council (if applicable)		
Graduate Council (if applicable)	N/A	
Registrar	<i>Yammy Woods</i>	10/21/11
Vice President for Academic Affairs		

Course Subject: PHSC	Course Number: 3033
Cross-listed with Subject: X	Course Number: X
Official Title <u>Meteorology</u>	
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 checked="" type="checkbox"/> Grading <input checked="" type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Term: <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I	



AUG 25 2011

New Course Number : N/A
New Course Title (Limited to 30 characters including spaces): N/A
New Course Description: N/A
<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>New Prerequisite/Co-requisite:</p> <p>Replace</p> <p>“Prerequisites: PHSC 1013 or PHYS 2014 or CHEM 1114 or CHEM 2124”</p> <p>with</p> <p>“Prerequisite: any physical science course (PHSC, GEOL, CHEM, PHYS)”</p>
<p><input 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>Rather than supply a small specific restrictive list of introductory courses, it is simpler and cleaner to state the necessary preparation as any previous physical science course.</p>
<p>How will the effect of the change be monitored in ongoing program assessment?</p> <p>There isn't a need to “monitor” something as minor as this.</p>
<p>If this course will affect other departments a Departmental Support Form for each affected department must be attached.</p> <p>N/A</p>

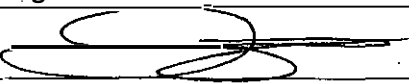
# CURRICULUM COMM

Arkansas Tech University **PASSED** 11/1/11  
**REQUEST FOR COURSE ADDITION** *Jkkk*

TO: Curriculum Committee  
 FROM: Professional Studies  
 DATE SUBMITTED: 10/01/2011

**FACULTY SENATE—PASSED**  
*POC*

**REQUEST FOR COURSE ADDITION**

Title	Signature	Date
Department Head Mr. Jeff Aulgur		9/2/2011
Dean Dr. Mary Ann Rollans	<i>Mary Ann Rollans</i>	10/03/2011
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Aludis</i>	10/21/11
Vice President for Academic Affairs		

Course Subject: PS	Course Number: 3143
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Applied Professional Research	
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: <b>Fall 2012</b>	If course is required by major/minor, how frequently will course be offered? <b>Every semester</b>
Is this course repeatable for additional earned hours? Y / N How many times?	
Does this course require a fee? NA How much? NA Type of fee? NA	

<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: <b>Successful completion of General Education Math Requirement</b>	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Course description as to appear in catalog</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. <b>NO</b>	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. <b>NO</b>	
<b>How does this proposal support the University Mission or University Strategic Planning Goals?</b> This course will provide a basic understanding of research to students within the College of Professional Studies. Students will also be exposed research principles and applications to relevant situations. Providing this type of course supports the “nurturing scholastic development” of the student as specified in the ATU Mission Statement. This course also supports Goal One of the ATU Strategic Plan: “Enhance the creation and delivery of first quality education services.” This course will be offered in a distance learning format.	
<b>Please provide a rationale for the need for this new course including the evidence derived from your program assessment.</b> Faculty teaching the Special Problems PS 3003 and Capstone Course PS 4006 (pending revision to 4003) have indicated students are challenged by a lack of knowledge of basic research methods (quantitative and qualitative), accepted citation and documentation methods of professional research (APA, 6 <sup>th</sup> ed.) and the application of standard research methodologies to the professional employment environment. As a result, they are not effectively meeting the learning objectives of these two courses according to assessment findings. After completing PS 3143 Applied Professional Research, the student will be expected to demonstrate the following competencies in the completion of the capstone courses: presentations, empirical research, literature review, critical thinking, and professional communication. Adding this course to the required Professional Core will provide research competencies needed for the student to effectively achieve the learning outcomes embedded in PS 3003 Special Problems and PS 4006 Capstone Course (pending revision to PS 4003).	
<b>How will the effect of the change be monitored in ongoing program assessment?</b> The driving assessment component is found in the Capstone Course PS 4006 (pending revision to PS 4003). By acquiring the competencies required for conducting and presenting research findings, the student’s performance in the Capstone Course will be assessed according to an improved ability to demonstrate quality research methodologies based on the competencies identified in the rationale section above.	
<b>if this course will affect other departments, a Departmental Support Form* for each affected department must be attached.</b> The addition of PS 3143 Applied Principles of Professional Research to the required Professional Core which serves as a prerequisite for PS 3003 Special Problems will delete the student option of completing either BAUD 2053 Business Statistics or MATH 2163 Introduction to Statistical Methods from the Professional Core requirement.* Departmental Support Forms are attached to the Program Change proposal.	

**Arkansas Tech University**  
**PS 3143 Applied Professional Research**  
**Fall 2012**

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Instructor: TBA  
Office: Lake Point Conference Center  
Phone: TBA  
E-mail: TBA  
Office Hours: TBA

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**Course Description**

*Prereq: Successful completion of general education math requirement.*

This course provides an overview of professional research fundamentals, including instruction in applying citations and appropriate statistics in professional settings. Topics covered include, but are not limited to, different types of research, the research process, ethics in research, reference citation models, and statistical concepts. This course must be taken as a prerequisite for PS 3003 unless waived upon advisor approval.

**Required Course Text**

Salkind, N. (2012). *Exploring research* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education Inc.

Publication manual of the American Psychological Association. (2009). (6<sup>th</sup> ed., 2<sup>nd</sup> or later printing). Washington, D.C.: American Psychological Association.

**Supplemental Reading List**

Booth, W., Colomb, G., & Williams, J. (2008). *The craft of research* (3<sup>rd</sup> ed.). Chicago: The University of Chicago Press.

Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3<sup>rd</sup> ed.). Los Angeles: Sage.

Leedy, P. & Ormrod, J. (2010). *Practical research: Planning and design* (9<sup>th</sup> ed.). Boston: Pearson.

Royse, D., Thyer, B., & Padgett, D. (2010). *Program evaluation: An introduction*. Belmont, CA: Wadsworth.

### **Justification for the Course**

This course examines different aspects of research as it relates to business or industry. By understanding how to conduct research, being able to comprehend the data, and using the proper methods to present the findings, this will prepare the student to conduct research in a professional setting.

### **Course Objectives**

1. To understand the different types of professional research and when to apply each type of research.
2. To identify and comprehend the different aspects of the research process.
3. To demonstrate the ability to correctly apply reference citations.
4. To gain a familiarity with statistical concepts in professional research.
5. To identify and evaluate ethical issues that may arise in professional research.

### **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:

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.

### **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 Central Time 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 posted in the “Tests and Assignments” tab in Blackboard. All assignments will be due by 11:59 p.m. Central Time 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.

### *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 the “Tests and Assignments” tab in 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, (2) 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. Central Time 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 the emails you send 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	140 points
Final Exam	50 points
Participation/Discussion Board	130 points
Assignments	200 points
Research Portfolio	50 points
<b>Total Points</b>	<b>430 points</b>

### **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 a “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- <http://www.atu.edu/testing/>**

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



## **Tentative Course Schedule and Assignments**

### **Week 1 Introduction to Course/The Role and Importance of Research**

- Read Course Syllabus
- Read Chapter 1
- Complete Chapter 1 Quiz
- Complete Chapter 1 Exercises

### **Week 2 The Research Process**

- Read Chapter 2
- Complete Chapter 2 Quiz
- Complete Chapter 2 Exercises

### **Week 3 Selecting a Problem and Reviewing the Research**

- Read Chapter 3A
- Complete Chapter 3A Quiz
- Complete Chapter 3A Exercises

### **Week 4 The Importance of Practicing Ethics in Research**

- Read Chapter 3B
- Complete Chapter 3B Quiz
- Complete Chapter 3B Exercises

### **Week 5 Sampling and Generalizability**

- Read Chapter 4
- Complete Chapter 4 Quiz
- Complete Chapter 4 Exercises

### **Week 6 Measurement, Reliability, and Validity**

- Read Chapter 5
- Complete Chapter 5 Quiz
- Complete Chapter 5 Exercises

### **Week 7 Methods of Measuring Behavior**

- Read Chapter 6
- Complete Chapter 6 Quiz
- Complete Chapter 6 Exercises

### **Week 8 Data Collection and Descriptive Statistics**

- Read Chapter 7

- Complete Chapter 7 Quiz
- Complete Chapter 7 Exercises

**Week 9 Descriptive and Correlational Methods**

- Read Chapter 9
- Complete Chapter 9 Quiz
- Complete Chapter 9 Exercises

**Week 10 Qualitative Methods**

- Read Chapter 10
- Chapter 10 Quiz
- Complete Chapter 10 Exercises

**Week 11 Research Citations-Part 1**

- Read Chapter 3 of APA Manual
- Complete Chapter 3 Quiz
- Complete Chapter 3 Exercises

**Week 12 Research Citations-Part 2**

- Read Chapters 6 & 7 of APA Manual
- Complete APA Citation Quiz
- APA Citation Exercise

**Week 13 Writing a Research Proposal**

- Read Chapter 13
- Chapter 13 Quiz
- Complete Chapter 13 Exercises

**Week 14 Writing a Research Manuscript**

- Read Chapter 14
- Chapter 14 Quiz
- Complete Chapter 14 Exercises

**Week 15 Final Exam**

- Complete final exam

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

**CURRICULUM COMM**

**-PASSED 11/1/11**

*JAR*

**FACULTY SENATE-PASSED**

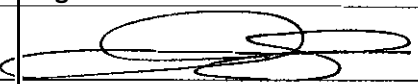

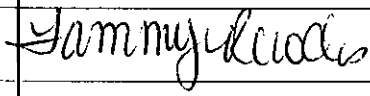
*11/8/11 pcc*

TO: Curriculum Committee

FROM: Professional Studies

DATE SUBMITTED: October 1, 2011

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head Mr. Jeff Aulgur		9/2/2011
Dean Dr. Mary Ann Rollans		10/23/2011
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/21/11
Vice President for Academic Affairs		

Course Subject: Professional Studies	Course Number: PS 4006
Cross-listed with Subject: NA	Course Number: NA
Official Title Capstone Project	
Request to change: (check appropriate box)	
<input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input checked="" type="checkbox"/> Grading <input checked="" type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Term: <input type="checkbox"/> Spring <input type="checkbox"/> Summer I	
Fall 2012	

New Course Number : PS 4003
New Course Title (Limited to 30 characters including spaces):  NA
New Course Description:  NA
New Cross-list: NA <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: NA
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.
Please provide a rationale for the change 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 addition of the proposed new course PS 3143 Applied Professional Research will include an indepth study of research methodologies and will eliminate the need to instruct and reinforce proper research methods and practices in the existing PS 4006 Capstone course. Since the proposed course PS 3143 will be included in the Professional Core as a prerequisite, departmental faculty review of the desired outcomes and intent of the Capstone Project indicates the course warrants three (3) hours of credit as opposed to the current six (6) hours of credit reflecting the revised content proposed for the course. The assessment derived from employer feedback indicates a need for this course to focus more on the competencies expected for the project rather than on technical aspects of research methodology; therefore, the resulting recommendation is to focus on methodologies in a separate course (PS 3143) with the demonstration of those research competencies assessed through the completion of the Capstone project, justifying the reduction of the course load from 6 hours to 3 hours.
How will the effect of the change be monitored in ongoing program assessment? Stakeholder feedback during the capstone process remains the dominant component of the program assessment. Material changes to the program assessment process are not impacted or anticipated as a result of this proposed change.
If this course will affect other departments a Departmental Support Form for each affected department must be attached. NA

Arkansas Tech University **CURRICULUM COMM**  
**PROPOSAL FOR CHANGE IN PROGRAM – PASSED** <sup>11/1/11</sup>  
*JHR*

TO: Curriculum Committee

**FACULTY SENATE – PASSED**

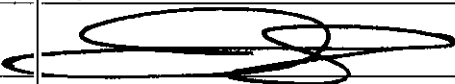
FROM: Professional Studies

<sup>11/8/11</sup> *PC*  
*Catalog 11-17-11*

DATE SUBMITTED: October 1, 2011

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

*KR*

Title	Signature	Date
Department Head Mr. Jeff Aulgur		<i>10/25/11</i>
Dean Dr. Mary Ann Rollans	<i>Mary Ann Rollans</i>	<i>10-03-2011</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Woods</i>	<i>10/21/11</i>
Vice President for Academic Affairs		

Program Title: Associate of Science-Early Childhood Education	Effective Date: Fall 2012
<p>Outline change in program and attach curriculum matrix:                  The program will reduce the number of required credit hours from 61 to 60 credit hours utilizing the State Minimum General Education Core by adding SPH 1003, TECH 1001 and deleting WS 1002. In addition PE 2513 First Aid will be replaced by the existing NUR 2303 Nutrition course to meet competency requirements for the Child Development Associate Credential. Cosmetic change is needed to correct the erroneous duplicate listing of GEOG 2013 in the current catalog.</p>	
<p>What impact will the change have on staffing, on other programs and space allocation?                  The Department of Professional Studies will need to hire an adjunct instructor for an additional section of NUR 2303 to accommodate the student demand.</p>	
<p>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. The rationale for the change in general education requirements is to comply with the 60 credit hour requirement for associate degrees based on Act 747. The assessment of learning outcomes for this degree is based on the Child Development Associate (CDA) competencies. Assessment data indicate that the curriculum does not provide direct instruction to support the nutrition competency. The employment requirement for preschool personnel includes training and certification in first aid; therefore, offering a nutrition course in lieu of the first aid course is more relevant to meeting learning outcomes.</p>	

*11-17-11* ✓

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

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

Department Affected: Nursing	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:  Proposing to add NUR 2303 Nutrition to the AS-Early Childhood Education curriculum effective Fall 2012. This course would be replacing PE 2513 First Aid in the AS-Early Childhood Education curriculum.	

Department Head Signature: Pelrose Bunker

Date: 9-30-2011

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

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

Department Affected: Health and Physical Education	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:  Removing PE 2513 First Aid from the AS-Early Childhood Education curriculum effective Fall 2012. The proposed replacement for this course in the curriculum is NUR 2303 Nutrition.	

Department Head Signature:

Annette Holeyfield

Date: 10/3/2011

# CURRICULUM COMM

-PASSED 11/1/11

*JAR*

## Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

*Catalog 11/17/11 KR*


FROM: Department of Professional Studies

**FACULTY SENATE-PASSED**

DATE SUBMITTED: September 26, 2011

*11/8/11 pcc*

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

Title	Signature	Date
Department Head Mr. Jeff Aulgur		9/20/2011
Dean Dr. Mary Ann Rollans	<i>Mary Ann Rollans</i>	10/27/2011
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10/21/11
Vice President for Academic Affairs Dr. John W. Watson		

Program Title: Bachelor of Arts in General Studies	Effective Date: Fall 2012
<p><b>Outline change in program and attach curriculum matrix:</b></p> <p><b>Request for Deletion of Program:</b></p> <p><b>Reason for deletion:</b> Enrollment in this degree gradually declined after the establishment of the Bachelor of Professional Studies Degree. The Bachelor of Professional Studies Degree meets similar goals as the General Studies Degree but offers a wider range of flexibility in accepting transfer hours and accommodating course substitutions. The Bachelor of Professional Studies Degree is now approved as an online degree which is much more attractive than the Bachelor of Arts in General Studies to the particular demographic that has an interest in this type of interdisciplinary program.</p>	
<p><b>What impact will the change have on staffing, on other programs and space allocation?</b></p> <p>No courses will be deleted since the General Studies Degree utilizes courses already in place and offered through other departments.</p> <p>As of the Fall 2011 semester, 11 students are enrolled. Of this number 3 students will graduate by Summer II, 2012. The remaining 8 students have recently entered the program and have expressed a desire to change their major to the Bachelor of Professional Studies Degree prior to registering for the Spring 2012 semester since all their earned hours in the General Studies Degree will apply toward the Bachelor of Professional Studies Degree. No funds or space allocation will be necessary since the courses have all resided in other departments.</p>	



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.

**N/A**

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

The deletion of this major should not affect other departments since no courses will be deleted and the number of majors is so small that there should not be a significant impact on the enrollment in any one course.

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title) **N/A**

Fall Start Curriculum Matrix for Catalog Curriculum in ____ MATRIX DELETED FROM CATALOG (enter title for program changing )	
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:

**Arkansas Tech University**  
**CURRICULUM COMMITTEE**  
**PROPOSAL FOR CHANGE IN PROGRAM** — **PASSED**

11/1/11  
JK

TO: Curriculum Committee

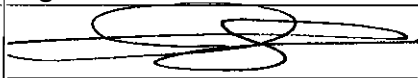


**FACULTY SENATE—PASSED**

FROM: Professional Studies

DATE SUBMITTED: October 1, 2011

11/8/11 pcc  
Catalog 11-17-11  
KR

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

Title	Signature	Date
Department Head Mr. Jeff Aulgur		9/2/2011
Dean Dr. Mary Ann Rollans		10/03/2011
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/23/11
Vice President for Academic Affairs		

<b>Program Title:</b> Bachelor of Professional Studies	<b>Effective Date:</b> Fall 2012
<p>Outline change in program and attach curriculum matrix: The primary revision in the program affects the courses required in the Professional Core for the Bachelor of Professional Studies Degree. The rationale for the program revision is to have a required set of courses in the Professional Core which are more relevant to the needs of graduates entering or seeking advancement in the professional work environment. The proposed changes, including the proposed addition of a new course, PS 3143 Applied Professional Research, are the result of assessment outcomes and feedback from faculty and employers who serve as stakeholders and collaborate with the students on the completion of the Special Problems PS 3003 and the Capstone Course PS 4006 (proposed PS 4003). Other program revisions address changes required to reduce the total hours required from 124 to 120.</p>	
<p>What impact will the change have on staffing, on other programs and space allocation?          There are no anticipated changes relevant to staffing or space allocation. The revision to the courses included in the Professional Core will affect several departments. The Department of Management and Marketing has been notified of the deletion of BUAD 2053, the Department of Behavioral Sciences of the deletion of Psychology 3093 and the Department of Math of the deletion of MATH 2163. The Department of Speech, Theatre and Journalism has been notified of the addition of SPH 2173 and the deletion of SPH 2003.</p>	
<p>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.</p>	

SPH 2173 Business and Professional Speaking is replacing SPH 2003 because it specifically addresses oral communications for individuals in business, industry and the professions and the outcomes are specific to the Professional Core requirement of the Bachelor of Professional Studies degree. PS 3133 Applied Principles of Personnel Management replaces PSY 3093 Industrial Psychology in the Professional Core requirement and advisors will recommend this course when an upper division elective is needed. PS 3133 is a more relevant requirement in the Professional Core since it focuses on the practical application, essential theories, and process of personnel management from the perspective of a generalist in the critical field of human resources. Proposed course PS 3143 Applied Professional Research replaces BUAD 2053 or MATH 2163 in the Professional Core since the content will present a more indepth knowledge and application of research methodologies specifically relevant to the professional employment environment.

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

Departmental Support Forms attached from the following departments:

Behavioral Sciences Department (PSY 3093)

Department of Mathematics (MATH 2163)

Department of Management and Marketing (BUAD 2053)

Department of Speech, Theatre, and Journalism (SPH 2003 and 2173)

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

## Arkansas Tech University DEPARTMENTAL SUPPORT FORM

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

Department Affected: Psychology	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<b>Comments:</b> Removing PSY 3093 Industrial Psychology from the Professional Core for the Bachelor of Professional Studies program effective Fall 2012. The proposed replacement for this course in the curriculum is PS 3133 Applied Principles of Personnel Research.	

Department Head Signature:

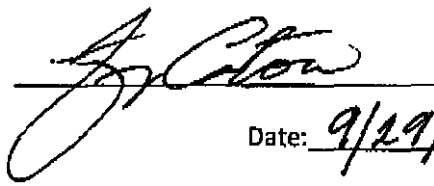


Date: 9-30-11

### Arkansas Tech University DEPARTMENTAL SUPPORT FORM

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

Department Affected: Speech	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Replacing SPH 2003 Public Speaking in the Professional Core for the Bachelor of Professional Studies with SPH Business and Professional Speaking effective Fall 2012. (2173)	

Department Head Signature: 

Date: 9/29/11

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

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

Department Affected: Business Administration	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<b>Comments:</b> Removing BUAD 2053 Business Statistics as an option in the Professional Core for the Bachelor of Professional Studies program. This option in the curriculum will be replaced by proposed course PS 3143 Applied Professional Research.	

Department Head Signature:

Kevin Mason

Date: 9/29/11

## **Curriculum Proposals for 2012-13 Catalog**

**November 22, 2011 Curriculum Committee / December 6, 2011 Faculty Senate**

### **Department of Agriculture**

- (a) add AGBU 1001, Agriculture Orientation, to the course descriptions;
- (b) add AGED 3013, Principles of Farm Management, to the course descriptions;
- (c) modify the curriculum in Agriculture Business as follows:
  - (1) delete two hours physical activity;
  - (2) require SPH 2173, Business and Professional Speaking, and delete three hours of social sciences;
  - (3) add AGBU 1001, Agriculture Orientation;
  - (4) delete AGPS 3244, Plant Pathology; and
  - (5) add four hours upper level agriculture electives.
- (d) modify the curriculum in Agriculture Business, Animal Science Option, as follows:
  - (1) delete two hours physical activity;
  - (2) require SPH 2173, Business and Professional Speaking, and delete three hours of social sciences;
  - (3) add AGBU 1001, Agriculture Orientation;
  - (4) delete AGPS 3244, Plant Pathology; and
  - (5) add AGPS 3024, Forage Crop and Pasture Management.
- (e) modify the curriculum in Agriculture Business, Horticulture Option, Pest Management Option, and Pre-Veterinary Option (three proposals) as follows:
  - (1) delete two hours physical activity;
  - (2) require SPH 2173, Business and Professional Speaking, and delete three hours of social sciences; and
  - (3) add AGBU 1001, Agriculture Orientation.
- (f) modify the curriculum in Agriculture Education as follows:
  - (1) delete two hours of physical activity;
  - (2) require SPH 2173, Business and Professional Speaking, and delete three hours of social sciences;
  - (3) add AGBU 1001, Agriculture Orientation;
  - (4) delete BIOL 2124, Principles of Zoology, and add AGPS 3044, Plant Propagation;
  - (5) delete AGBU 4003, Agri-Business Management; and
  - (6) add AGED 3013, Principles of Farm Management. And,
- (g) add the curriculum for Agriculture Business, Public Relations Option.

### **Department of Biological Sciences**

- (a) add the Fisheries and Wildlife (FW) cross listing to GEOG 2833, Introduction to Geographic Information Systems.

### **Department of Electrical Engineering**

- (a) delete ELEG 3131, Electronics Lab, from the course descriptions;
- (b) add ELEG/MATH 3173, Math Methods for Engineers, to the course descriptions;
- (c) add ELEG 4122, Electrical Systems Lab, to the course descriptions;

- (d) modify ELEG/MCEG 1012, Introduction to Engineering, as follows:
  - (1) change the title to Introduction to Electrical Engineering;
  - (2) modify the course description;
  - (3) delete the MCEG cross-list; and
  - (4) remove the co-requisite MATH 1113, College Algebra, or higher level mathematics course;
- (e) modify the course description for ELEG 3163, Electric Power Systems;
- (f) modify the curriculum in Electrical Engineering as follows:
  - (1) delete the biological science requirement;
  - (2) delete two hours physical activity;
  - (3) replace six hours of social science requirement with six hours of upper level math courses;
  - (4) delete MATH 3153, Applied Statistics I;
  - (5) delete ELEG 3131, Electronics Lab;
  - (6) delete COMS 2803, Programming in C;
  - (7) delete three hours of upper level ELEG electives;
  - (8) add ELEG/MATH 3173, Math Methods for Engineers;
  - (9) add ELEG 4122, Electrical Systems Lab;
  - (10) add COMS 2104, Foundations of Computer Programming I; and
  - (11) add ELEG 3153, Electrical Machines; and
- (g) modify the curriculum in Electrical Engineering, Computer Engineering Option, as follows:
  - (1) delete the biological science requirement;
  - (2) delete two hours physical activity;
  - (3) replace six hours of social science requirement with six hours of upper level math courses;
  - (4) delete MATH 3153, Applied Statistics I;
  - (5) delete ELEG 3131, Electronics Lab;
  - (6) add ELEG/MATH 3173, Math Methods for Engineers; and
  - (7) add ELEG 4122, Electrical Systems Lab.

### **Department of English and World Languages**

- (a) modify the curriculum in Foreign Languages with Concentration in Spanish for Teacher Licensure as follows:
  - (1) delete two hours physical activity;
  - (2) require SPH 2003, Public Speaking, and delete three hours of social sciences;
  - (3) add TECH 1001, Orientation to the University;
  - (4) adjust electives from 13 hours to 12-13 hours;
  - (5) require SPAN 3123, Spanish Civilization and Culture, and SPAN 3133, Spanish-American Civilization and Culture; and
  - (6) delete SPAN 3023, Introduction to Linguistics.



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

- (a) change the course number for HIST 4713, Social Studies Methods for Secondary Teachers, to 4714, Social Studies Methods for Secondary Teachers; and
- (b) modify the curriculum in Social Studies Education as follows:
  - (1) delete two hours physical activity;
  - (2) require either SPH 2003, Public Speaking, or SPH 2173, Business and Professional Speaking, and delete three hours of social sciences;
  - (3) add TECH 1001, Orientation to the University;
  - (4) decrease electives from four hours to three hours; and
  - (5) replace HIST 4713, Social Studies Methods for Secondary Teachers, with HIST 4714, Social Studies Methods for Secondary Teachers.

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

- (a) modify the curriculum in Business Education as follows:
  - (1) delete two hours physical activity;
  - (2) require either SPH 2003, Public Speaking, or SPH 2173, Business and Professional Speaking, and delete three hours of social sciences;
  - (3) change BUAD 1003, Introduction to Business Systems, to BUAD ~~1001~~, 1111 Introduction to Business;
  - (4) delete MGMT 2013, Management Productivity Tools; and
  - (5) add BDA 2003, Business Problem Solving.

### **Department of Mathematics**

- (a) add MATH/ELEG 3173, Math Methods for Engineers, to the course descriptions.

### **Department of Mechanical Engineering**

- (a) modify the curriculum in Mechanical Engineering as follows:
  - (1) delete the biological science requirement;
  - (2) delete two hours physical activity;
  - (3) replace six hours of social science requirement with six hours of upper level math courses;
  - (4) delete ELEG 2111, Electric Circuits Laboratory;
  - (5) change the elective engineering lab from one to two hours;
  - (6) delete MATH 3153, Applied Statistics I;
  - (7) delete PHYS 2124, General Physics II;
  - (8) add three hours math electives with footnote; and
  - (9) add four hours science electives with footnote; and
- (b) modify the curriculum in Nuclear Technology (A.S.) as follows:
  - (1) delete the biological science requirement;
  - (2) delete two hours physical activity;
  - (3) delete MATH 2934, Calculus III; and
  - (4) add one hour elective.

## **Department of Parks, Recreation, and Hospitality**

- (a) add RP 4473, Issues and Trends in Therapeutic Recreation, to the course descriptions;
- (b) modify the curriculum in Culinary Management (A.A.S.) as follows:
  - (1) delete PSY 2003, General Psychology;
  - (2) require SPH 2173, Business and Professional Speaking, to satisfy the social sciences requirement; and
  - (3) delete three hours of electives;
- (c) modify the curriculum in Recreation and Park Administration, Interpretation Emphasis and Natural Resources Emphasis (two proposals) as follows:
  - (1) delete two hours physical activity;
  - (2) require SPH 2003, Public Speaking, to satisfy a social sciences requirement;
  - (3) add TECH 1001, Orientation to the University;
  - (4) add RP 3403, Financing Recreation and Parks; and
  - (5) delete ECON 2003, Principles of Economics;
- (d) modify the curriculum in Recreation and Park Administration, Recreation Administration Emphasis, as follows:
  - (1) delete two hours physical activity;
  - (2) require SPH 2003, Public Speaking, to satisfy a social sciences requirement;
  - (3) add TECH 1001, Orientation to the University;
  - (4) add RP 3403, Financing Recreation and Parks;
  - (5) delete ACCT 2003, Accounting Principles I; and
  - (6) delete ECON 2003, Principles of Economics I;
- (e) modify the curriculum in Recreation and Park Administration, Therapeutic Recreation Emphasis, as follows:
  - (1) delete two hours physical activity;
  - (2) require SPH 2003, Public Speaking, to satisfy a social sciences requirement;
  - (3) add TECH 1001, Orientation to the University;
  - (4) add RP 3403, Financing Recreation and Parks;
  - (5) delete ECON 2003, Principles of Economics I;
  - (6) delete PSY 3063, Developmental Psychology I;
  - (7) delete PSY 3163, Developmental Psychology II;
  - (8) add PSY 3813, Lifespan Development; and
  - (9) add RP 4473, Issues and Trends in Therapeutic Recreation; and
- (f) modify the curriculum in Recreation and Park Administration, Turf Management Emphasis, as follows:
  - (1) delete two hours physical activity;
  - (2) delete AGPS 1024, Principles of Horticulture;
  - (3) add RP 3403, Financing Recreation and Parks;
  - (4) add TECH 1001, Orientation to the University;
  - (5) delete two hours of electives;
  - (6) delete ECON 2003, Principles of Economics I; and
  - (7) add SPH 2003, Public Speaking, to satisfy a social sciences requirement.

### **Department of Speech, Theatre & Journalism**

- (a) modify the curriculum in Speech Education **as amended to include the departmental support form**, as follows:
- (1) delete three hours physical activity;
  - (2) require SPH 2003, Public Speaking, and delete three hours of social sciences;
  - (3) add TECH 1001, Orientation to the University;
  - (4) delete SPH 2111, Debate Practicum, and SPH 2121, Debate Practicum;
  - (5) delete one hour of required speech or theatre elective;
  - (6) delete HLED 1513, Personal Health and Wellness;
  - (7) require TH 4263, Theatre History I: Antiquity to 1564, and TH 4273, Theatre History II: 1564 to 1900; and
  - (8) add SPH 3003, Interpersonal Communication.

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

**(approved to be added to the Curriculum Committee agenda)**

- (a) change ECON 2013, Principles of Economics II, to classify it as a Social Science elective for the General Education requirements.

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

**CURRICULUM COMM**  
**-PASSED**

*11/22/11 JHE*

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Agriculture Department

DATE SUBMITTED: 10-17-2011

**FACULTY SENATE - PASSED**

*12/6/11 JAC*

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>Melvin R. Lanning</i>	10-17-11
Dean	<i>W. Kelly Haeffler</i>	10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Luodes</i>	10/23/11
Vice President for Academic Affairs		

Course Subject: Agriculture	Course Number: AGBU 1001
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Agriculture Orientation	
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 2012	If course is required by major/minor, how frequently will course be offered? Once per semester
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: 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. 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.

NO

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

This course will help develop students by providing and teaching critical skills to increase their success in school and life. Additionally the course will present an insight and offer direction for student's careers in Agriculture.

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. After reviewing the curriculum of several prominent agricultural schools (Oklahoma State, K-State, Iowa State and New Mexico State Universities) each required a freshmen level Agriculture Orientation course. Also with the addition of TECH 1001 orientation class in to our required curriculum we believe an area specific orientation would be beneficial to our students. In addition to the current orientation content we would provide some direction and insight into the Agriculture Department, Agriculture Industries and an opportunity to do some career exploration.

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

The most direct way to monitor the change and assess is track our freshmen success and program retention. Additionally students will be asked to complete the 5-3-1 Reflection for completion of the course.

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



# AGBU 1001

## Agricultural Orientation

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**Instructor:**

Malcolm R. Rainey, Ph.D., Professor  
123C Dean Hall  
E-mail: [mraineyjr@atu.edu](mailto:mraineyjr@atu.edu)

Dept. Phone: (479) 968-0251  
Office Hours: M 9-11; T 1-5; R 1-5

**Course Description:**

Agriculture Orientation is a freshman course with attention given to sharing of possible solutions to individual problems. Learning experiences also include exploration of anticipated collegiate experiences for departmental majors in addition to post-graduation opportunities. Student and faculty interaction is stressed. Lecture one hour.

**Course Objectives:**

Following the completion of this course, each student will be able to:

1. Identify the role of Agricultural in society and its economic importance.
2. Identify traditions and history for Arkansas Tech University in connection with personal experience
3. Develop individual/personal plan for successful entrance and advancement in postsecondary education with perspective toward a chosen phase of Agricultural Business.
4. Develop skills for success performance through postsecondary learning experiences.
5. Identify career opportunities for Agricultural graduates.
6. Explain the personal and professional qualifications needed for success in Agricultural Business.
7. Review the major responsibilities and activities of professionals in Agricultural.
8. Describe the need for professional development, professionalism, including professional organizations associated with Agricultural Business.
9. Identify the opportunities and rewards for leadership development in Agricultural Business.

**Course Outline:**

Course Overview

Introduction to Agricultural

ATU History and Traditions

Success in ATU Courses

Strategies for Notetaking and Writing

Strategies for Study and Reading

Strategies for Taking Exams

Developing a Personal Mission, Role, and SMART Goals

Preparation and Expectations for Advisement

Components of the Secondary Agriculture Program

Professional Organizations and the Agriculture Business Professionals

Career Exploration

## 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)

Texts: StrengthsFinder 2.0  
Rath, T. (2007). Gallup Press, Inc.

The Essential Guide to Becoming a Master Student  
Toft, D. & Ellis, D. (2012). Boston, MA: Wadsworth

Recommended Reading: Journal of Animal Science, [www.jas.fass.org](http://www.jas.fass.org)  
Agriculture & Applied Economics Association, [www.aaea.org](http://www.aaea.org)  
Journal of Integrated Pest Management, [www.entsoc.org](http://www.entsoc.org)  
Journal of the American Society for Horticultural Science,  
[www.ashspublications.org](http://www.ashspublications.org)  
American Veterinary Medical Association Journal, [www.avma.org](http://www.avma.org)

## Assignment Description

1. ATU Traditions Presentation (300 points)
2. Agriculture Industry Presentation (300 points)
3. Personal Portfolio (300 points)
4. Attendance and Participation (100 points)

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

## Class Absences:

- Students who miss two classes are sent a warning letter and are dropped from the class upon the third absence. For emergency absences please refer to the Arkansas Tech University Webpage under the *Student Services* link ([www.atu.edu](http://www.atu.edu)).

## Plagiarism and Other Academic Misconduct:

- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to the disciplinary sanction outlined in the current *Arkansas Tech Undergraduate Catalog*,
- Plagiarism is defined as "to take and use ideas, passages, etc. from another's work representing them as one's own". (*Random House Webster's Dictionary*).



**Disability Information:**

Information concerning accommodation may be obtained from Disability Services located in Tomlinson Hall on the ATU campus. The website address to learn more about these services is <http://commed.atu.edu/commed/Disabilites.htm>. IT IS THE STUDENT'S RESPONSIBILITY TO NOTIFY DISABILTY SERVICES FOR ACCOMODATION PURPOSES. No accommodation will be made in lieu of individual disabilities without communication from Disability Services to the Professor.

**Professionalism:**

The focus of AGBU 1001 is an introductory course for Agriculture majors. You are expected to conduct yourself in a professional manner as you interact with instructors, guest speakers, and peers.



# AGBU 1001-Orientation to Agricultural Orientation

## **5-3-1 Reflection (What do you really think?)**

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**Assignment:** You are being asked to reflect on what you've learned thus far as a college student. You will be asked to bring this sheet to your final exam period for an in-class assignment.

Please respond honestly regarding each of the following subjects.

(FIVE) Discuss five things you think all incoming freshman should know.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

(FIVE) Discuss five things you wish the Agriculture Department would do better.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

(FIVE) Discuss five things you think the Agriculture Department is doing well.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**(FIVE) Discuss five things you wish Agriculture Department faculty would do better.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**(FIVE) Discuss five things you think Agriculture Department faculty are doing well.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**(THREE) Discuss three ways you directly benefitted from taking this course.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**(THREE) Discuss three improvements you would recommend for this course.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**(THREE) Discuss three changes you made as a direct result of this course.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**(ONE) Discuss one thing you would like Dr. Brown (the University President) to know.**

1. \_\_\_\_\_

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

*Search Ed Committee  
 approved 11/3/11 JHR*

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Agriculture Department

DATE SUBMITTED: October, 2011

REQUEST FOR COURSE ADDITION

**CURRICULUM COMM  
 - PASSED**

**FACULTY SENATE - PASSED**  
*11/22/11 JHR  
 12-6-11 PCC*

Title	Signature	Date
Department Head	<i>Malcolm R. Rainey</i>	10-17-11
Dean	<i>Wally Hooper</i>	10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gemmy Rhodes</i>	10/23/11
Vice President for Academic Affairs		

Course Subject: <del>Farm Management</del> <b>AGED</b>	Course Number: <del>AGED</del> 3013
Cross-listed with Subject: N/A	Course Number: N/A
Official Title (Limited to 30 characters including spaces): Principles of Farm Management	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Term: <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I	If course is required by major/minor, how frequently will course be offered annually
Is this course repeatable for additional earned hours?	NO How many times?
Does this course require a fee?	How much? Type of fee?
No	

<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: AGBU 1013, junior standing, or consent of instructor	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (if other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Course description as to appear in catalog</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. NO	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. NO	
How does this proposal support the University Mission or University Strategic Planning Goals? The Agriculture Education Program provides an educational opportunity to students in our geographical region. It also supports and promotes the historic foundation of Arkansas Tech University which is Agriculture. This course supports and serves two vital areas of need in our geographical area and will foster education and encourage life-long learning. Additionally the program supports the Universities Strategic Plan by offering a new program that is considered necessary by the Agriculture Industries in our region.	
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. Upon further review of the curriculum frameworks of the Arkansas Department of Career Education (ACE), AGBU 4003 does not meet ACE mandates. Consequently, we propose dropping AGBU 4003 from the AGED curriculum and replacing it with AGED 3013. Students meeting the learning objectives of AGED 3013 will meet ACE requirements for high school instruction.	
How will the effect of the change be monitored in ongoing program assessment? Because AGED is a new program, no student learning data exists to support or contradict ACE's mandates. All assessment criteria will remain the same.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A	

**AGED 3013  
SPRING 2011**

**Principles of Farm Management**

Instructor: Mr. Randy Renfro

Office Hours: Office hours are posted on the instructor's door. The instructor encourages the student to e-mail him any time of day and the instructor will answer all e-mails as soon as possible. The student can contact the instructor and make an appointment if another time other than posted hours is more convenient.

Phone: 479-968-0251

Email: rrenfro@atu.edu

\* Description: Prerequisite: AGBU 1013, Junior standing, or consent of instructor. A study of the principles of agribusiness including ways of doing business in a free market economic system, entrepreneurship, business start-up, business plans, management, facility needs, legal aspects and tax responsibilities, personnel, and ethics. Lecture three hours.

Objective: Students will become familiar with the principles, practices, and behavioral activities used by agribusiness managers in the agriculture industry.

Rationale: It is the intent of the instructor to familiarize the student with the aspects of managing a modern agribusiness enterprise. Students required to take this course will, in turn, be teaching these principles at the high-school level as vocational agriculture instructors. This course is designed to cover those skills and knowledge needed by the student in order to successfully teach the subject matter covered in the curriculum content framework designed for high-school instruction.

Text: *McGraw-Hill Series in Agricultural Economics* 3<sup>rd</sup> or later edition by Ronald D. Kay and William M. Edwards. (Optional)  
*Farm Management: Principles and Strategies* by Kent D. Olson.

Rationale: A basic core management course for students studying in the agricultural education curriculum.

Grading: 90 - 100% = A  
80 - 89.9% = B  
70 - 79.9% = C  
60 - 69.9% = D  
< 60.0% = F

**Assessment:** There will be 3-5 tests ranging from 100-200 points each. Dates will be determined by the progress of the class. In addition, turn-in assignments will be assigned at the discretion of the instructor. Students will not be allowed to make up tests except for medical emergencies, and only at the discretion of the instructor. Turn-in assignments will be accepted late for one-half credit if turned in at the start of the next class period. Turn-in assignments must be typed to be given credit. Hand-copied assignments will not be accepted. A student will not be allowed to begin any test, if late, after the first test is completed, turned in to the instructor, and the student leaves the classroom.

Oral presentations, if assigned, will be graded based on content, organization, and delivery. A rubric will be provided to students on scoring.

Class attendance is expected and roll will be taken.

Disruptive actions will not be tolerated and the student will be asked to leave the classroom.

Academic misconduct and academic dishonesty will not be tolerated in this course. University policy will be followed for any such incident. Academic dishonesty and academic misconduct is explained under Regulations and Procedures section in the Undergraduate Catalog.

## COURSE OUTLINE:

### Part 1: Functions of Management, Problem Types and Characteristics

- A. Planning
- B. Organizing and Staffing
- C. Leading
- D. Controlling
- E. Decision Making

### Part 2: Measuring Management Performance

- A. Choosing an Accounting System
- B. Depreciation Methods
- C. Balance Sheet Analysis
- D. Income Statement Analysis

### Part 3: Developing and Improving Management Skills

- A. Choosing Production Levels
- B. Choosing Input and Output Combinations
- C. Budgeting
- D. Whole-Farm Planning
- E. Risk Management
- F. Income Tax Management
- G. Investment Analysis
- H. Profit Management

### Part 4: Acquiring Resources for Management

- A. Capital Acquisition
- B. Labor Management and Use
- C. Land Control and Use
- D. Machinery and Equipment Use



**CURRICULUM COMM  
-PASSED**

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

11/23/11 JAR

TO: Curriculum Committee or Graduate Council (as appropriate)

Catalog  
12-8-11 KR

FROM: Agriculture Department

**FACULTY SENATE-PASSED**

DATE SUBMITTED: 10-17-11

10-6-11 pcc

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

Title	Signature	Date
Department Head	<i>Malden R. Rainey</i>	10-17-11
Dean	<i>Wally Hooper</i>	10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Tommy Woods</i>	10/23/11
Vice President for Academic Affairs		

Program Title: Agriculture Business	Effective Date: Fall 2012
Outline change in program and attach curriculum matrix:	
(1) Deletion of Physical Education: (2)	
(2) Use SPH 2173 as a Social Science (3)	
(3) Add AGBU 1001 1	
(4)	(5)
In addition to the state mandated curriculum changes required by Act 747, the Agriculture Department would like to delete AGPS 3244 Plant Pathology and add 4 hours of upper level Agriculture electives.	
What impact will the change have on staffing, on other programs and space allocation? There would be no change in staffing or space allocations to implement this change.	
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 the disjointed nature of the program it fails to furnish a sophisticated assessment plan. Therefore based on a review of other 4 year institutions that offer similar programs there were no non-major courses required that resembled plant pathology on any level. Based on an assessment of the field and discipline there was no need or benefit to require this course in the curriculum. In accordance with these findings we recommend replacing Plant Pathology with four hours of upper level agricultural electives.	

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

This change has no effect on any other department.

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

Fall Start Curriculum Matrix for Catalog Curriculum in <u> Agriculture Business </u> (enter title for program changing )	
<b>Freshman Fall Semester</b>  Add/Change: AGBU 1001 ✓  Delete: MATH 1113 COLLEGE ALGEBRA ✓  Total Hours: 15 ✓	<b>Freshman Spring Semester</b>  Add/Change: MATH 1113 COLLEGE ALGEBRA ✓  Delete: PHYSICAL ACTIVITY ✓  Total Hours: 16 ✓
<b>Sophomore Fall Semester</b>  Add/Change: NO CHANGE ✓  Delete:  Total Hours: 16	<b>Sophomore Spring Semester</b>  Add/Change: CHANGE 3 HRS OF SOCIAL SCIENCES TO 3 HRS US HIST OR GOV ✓  Delete:  Total Hours: 16 ✓
<b>Junior Fall Semester</b>  Add/Change: ADD- 4 hours of upper level Ag electives ✓  Delete: AGSP 3244 PLANT PATHOLOGY ✓  Total Hours: 16	<b>Junior Spring Semester</b>  Add/Change:  Delete: PHYSICAL ACTIVITY ✓  Total Hours: 14

Senior Fall Semester Add/Change: Delete: Social Science ✓ Total Hours: 12	Senior Spring Semester Add/Change: Delete: NO CHANGE ✓ Total Hours: 15
Total Program Hours <u>120</u> *See general education requirements for Social Studies, Fine Arts and Humanities, and Speech Communication	

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in <u>Agriculture Business</u> (enter title for program changing )	
Freshman Spring Semester Add/Change: AGBU 1001 ✓ Delete: PHYSICAL ACTIVITY ✓ Total Hours: 14	Freshman Fall Semester Add/Change: NO CHANGE ✓ Delete: Total Hours: 17
Sophomore Spring Semester Add/Change: CHANGE 3 HOURS OF SOCIAL SCIENCE TO 3 HOURS US HIST OR GOV ✓ Delete: Total Hours: 16	Sophomore Fall Semester Add/Change: NO CHANGE ✓ Delete: Total Hours: 16
Junior Spring Semester Add/Change: Delete: PHYSICAL ACTIVITY ✓ Total Hours: 14 ✓	Junior Fall Semester Add/Change: ADD 4 hours of upper level Ag electives ✓ Delete: AGPS 3244 PLANT PATHOLGY ✓ Total Hours: 16 ✓
Senior Spring Semester Add/Change: NO CHANGE	Senior Fall Semester Add/Change: NO CHANGE

Delete:  Total Hours: 15	Delete: Social Science  Total Hours: 12
Total Program Hours <u>    120    </u> *See general education requirements for Social Studies, Fine Arts and Humanities, and Speech Communication	

# CURRICULUM COMM -PASSED

11/22/11 JAR

## Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Agriculture Department

DATE SUBMITTED: 10-17-11

**FACULTY SENATE-PASSED**

12-6-11 pcc

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

*Catalog  
12-8-11 JAR*

Title	Signature	Date
Department Head	<i>Malcolm R. Rainey</i>	10-17-11
Dean	<i>Willy Hooker</i>	10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Johnny Woods</i>	10/23/11
Vice President for Academic Affairs		

Program Title: Agriculture Business Animal Science Option	Effective Date: Fall 2012
Outline change in program and attach curriculum matrix:	
(1) Deletion of Physical Education: (2)	
(2) Use SPH 2173 as a Social Science (3)	
(3) Add AGBU 1001 1	(5)
<p style="text-align: center;">(4)</p> <p>In addition to the state mandated curriculum changes required by Act 747, the Agriculture Department Would like to delete AGPS 3244 Plant Pathology and add AGPS 3024 Forage Crop and Pasture Management.</p>	
<p>What impact will the change have on staffing, on other programs and space allocation? There would be no change in staffing or space allocations to implement this this change.</p>	
<p>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.</p> <p>Due to the disjointed nature of the program it fails to furnish a sophisticated assessment plan. Thus, part of the reason for the curricular change is to further direct the program toward concrete learning goals. Based on a review of other 4 year institutions that offer similar programs (including ASU and UA-Fayetteville), there were no required courses that resembled plant pathology for Agriculture Animal Science. Field experience and monitoring of some alumni indicate no need or benefit to require this course in the curriculum.</p>	

Replacing Plant Pathology with Forage Crop and Pasture Management will update the program to the latest disciplinary standards and best practices. In effect, students do not have an opportunity to learn key aspects of forage crop management, which we deem essential to their vocational training as alumni from this program (Agri Animal Science) enter careers that require knowledge of forage crops and pasture management rather than ornamental crops.

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

This change has no effect on any other department.

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

Fall Start Curriculum Matrix for Catalog  
Curriculum in\_\_ Agriculture Business\_ Animal Science \_\_\_\_\_  
(enter title for program changing )

<p>Freshman Fall Semester</p> <p>Add/Change: AGBU 1001 ✓</p> <p>Delete: MATH 1113 COLLEGE ALGEBRA ✓</p> <p>Total Hours: 15 ✓</p>	<p>Freshman Spring Semester</p> <p>Add/Change: MATH 1113 COLLEGE ALGEBRA ✓</p> <p>Delete: PHYSICAL ACTIVITY ✓</p> <p>Total Hours: 16 ✓</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: NO CHANGE ✓</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: CHANGE 3 HOURS OF SOCIAL SCIENCE TO 3 HOURS OF US HIST OR GOV ✓</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>Add/Change</p> <p>Delete:</p>	<p>Junior Spring Semester</p> <p>Add/Change: CHANGE 6 HOURS OF SOCIAL SCIENCE TO 3 HOURS OF Social Science ✓</p> <p>Delete: PHYSICAL ACTIVITY ✓</p>

Total Hours: 16	Total Hours: 13
Senior Fall Semester Add/Change: ADD AGPS 3024 FORAGE CROPS & PASTURE MANAGEMENT ✓ Delete: AGSP 3244 PLANT PATHOLOGY ✓ Total Hours: 16	Senior Spring Semester Add/Change: Delete: NO CHANGE ✓ Total Hours: 12
Total Program Hours <u>120</u>	
*See general education requirements for Social Studies, Fine Arts and Humanities, and Speech Communication	

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in <u> Agriculture Business_ Animal Science Option_____</u> (enter title for program changing )	
Freshman Spring Semester Add/Change: AGBU 1001 ✓ Delete: PHYSICAL ACTIVITY ✓ Total Hours:14	Freshman Fall Semester Add/Change: Delete: NO CHANGE ✓ Total Hours: 17
Sophomore Spring Semester Add/Change: CHANGE 3 HOURS SOCIAL SCIENCE TO 3 HRS OF US HISTORY OR GOV ✓ Delete: Total Hours: 16	Sophomore Fall Semester Add/Change: NO CHANGE Delete: Total Hours: 16
Junior Spring Semester Add/Change: CHANGE 6 HOURS OF SOCIAL SCIENCE TO 3 HOURS OF Social Science ✓ Delete: PHYSICAL ACTIVITY ✓	Junior Fall Semester Add/Change: Delete:

Total Hours: 16	Total Hours: 16
Senior Spring Semester	Senior Fall Semester
Add/Change:	Add/Change: ADD AGPS 3024 FORAGE CROPS & PASTURE MANGEMENT
Delete:	Delete: AGPS 3244 PLANT PATHOLOGY ✓
Total Hours: 12	Total Hours: 16
Total Program Hours <u>120</u>	
*See general education requirements for Social Studies, Fine Arts and Humanities, and Speech Communication	



# CURRICULUM COMM -PASSED

## Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

11/22/11 JBR

Catalog  
12-8-11  
RR

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Agriculture Department

## FACULTY SENATE-PASSED

DATE SUBMITTED: 10-3-11

12-6-11 PCC

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

Title	Signature	Date
Department Head	<i>Malcolm R. Rainey</i>	10-17-11
Dean	<i>Wally Hooper</i>	10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Good</i>	10/23/11
Vice President for Academic Affairs		

E.

Program Title: Agriculture Business Horticulture Option	Effective Date: Fall 2012
Outline change in program and attach curriculum matrix:	
(1) Deletion of Physical Education:	(2)
(2) Use SPH 2173 as a Social Science	(3)
(3) Add AGBU 1001	1
No other changes to program other than state mandated reduction of curriculum requirements to 120 hours.	
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. Only changes made were to reduce curriculum from 124 hours to 120 hours as mandated by Act 747.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. No	
In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)	

Fall Start Curriculum Matrix for Catalog  
 Curriculum in\_\_ Agriculture Business\_ Horticulture Option \_\_\_\_\_  
 (enter title for program changing )

<p>Freshman Fall Semester</p> <p>Add/Change: AGBU 1001 ✓</p> <p>Delete: MATH 1113 COLLEGE ALGEBRA ✓</p> <p>Total Hours:15</p>	<p>Freshman Spring Semester</p> <p>Add/Change: MATH 1113 COLLEGE ALGEBRA ✓</p> <p>Delete: PHYSICAL ACTIVITY ✓</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: NO CHANGE</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: CHANGE 3 HOURS OF SOCIAL SCIENCE TO 3 HOURS OF US HIST OR GOV ✓</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete: PHYSICAL ACTIVITY ✓</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete: Social Science ✓</p> <p>Total Hours: 14</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete: NO CHANGE ✓</p> <p>Total Hours: 12</p>
<p style="text-align: center;">Total Program Hours _____120_____</p>	

\*See general education requirements for Social Studies, Fine Arts and Humanities, and Speech Communication

Spring Start (If applicable) Curriculum Matrix for Catalog  
 Curriculum in  Agriculture Business\_ Horticulture Option\_\_\_\_\_  
 (enter title for program changing )

<p>Freshman Spring Semester</p> <p>Add/Change: MATH 1113 <del>COLLEGE ALEGBRA</del> ✓</p> <p style="padding-left: 40px;">AGBU 1001 ✓</p> <p>Delete: PHYSICAL ACTIVITY ✓</p> <p>Total Hours: 17</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete: MATH 1113 COLLEGE ALGEBRA ✓</p> <p>Total Hours: 14</p>
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<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p style="padding-left: 40px;">CHANGE 3 HRS Social Science to 3 HRS OF US HIST OR GOV ✓</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Sophomore Fall Semester</p> <p>Add/Change: NO CHANGE ✓</p> <p>Delete:</p> <p>Total Hours: 16</p>
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<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete: PHYSICAL ACTIVITY ✓</p> <p>Total Hours: 15</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>
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<p>Senior Spring Semester</p> <p>Add/Change: NO CHANGE ✓</p> <p>Delete:</p> <p>Total Hours: 12</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete: Social Science ✓</p> <p>Total Hours: 14</p>
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Total Program Hours 120

\*See general education requirements for Social Studies, Fine Arts and Humanities, and Speech Communication

# CURRICULUM COMM - PASSED

## Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

11/22/11 JAR

TO: Curriculum Committee or Graduate Council (as appropriate)

*Catalog  
12-8-11 KR*

FROM: Agriculture Department

### FACULTY SENATE - PASSED

DATE SUBMITTED: 10-3-11

*12-6-11 pcc*

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

Title	Signature	Date
Department Head	<i>Malcolm R. Rainey</i>	10-17-11
Dean	<i>Wally Hooper</i>	10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Woods</i>	10/23/11
Vice President for Academic Affairs		

E.

Program Title: Agriculture Business Pest Management Option	Effective Date: Fall 2012
Outline change in program and attach curriculum matrix:	
(1) Deletion of Physical Education:	(2)
(2) Use SPH 2173 as a Social Science	(3)
(3) Add AGBU 1001	1
No changes to program other than those to meet state mandated reduction of curriculum requirements to 120 hours.	
What impact will the change have on staffing, on other programs and space allocation? No change in staffing 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. Only changes made were to reduce curriculum from 124 hours to 120 hours as mandated by Act 747.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. Does not affect any other department.	
In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)	

Fall Start Curriculum Matrix for Catalog  
 Curriculum in \_\_ Agriculture Business\_ Pest Management Option \_\_\_\_\_  
 (enter title for program changing )

<p>Freshman Fall Semester</p> <p>Add/Change: AGBU 1001 ✓</p> <p>Delete: MATH 1113 COLLEGE ALGEBRA ✓</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Add/Change: MATH 1113 COLLEGE ALGEBRA ✓</p> <p>Delete: PHYSICAL ACTIVITY ✓</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: NO CHANGE ✓</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: CHANGE SOCIAL SCIENCE TO 3 HRS OF OF US HIST OR GOV ✓</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>Add/Change: NO CHANGE ✓</p> <p>Delete:</p> <p>Total Hours: 17</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete: PHYSICAL ACTIVITY ✓</p> <p>Total Hours: 13</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete: Social Science ✓</p> <p>Total Hours: 12</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>

Total Program Hours \_\_\_\_\_ 120 \_\_\_\_\_

\*See general education requirements for Social Studies, Fine Arts and Humanities, and Speech Communication

Spring Start (If applicable) Curriculum Matrix for Catalog  
 Curriculum in \_\_ Agriculture Business\_ Pest Management Option \_\_\_\_\_  
 (enter title for program changing )

<p>Freshman Spring Semester</p> <p>Add/Change: ADD MATH 1113 COLLEGE ALGEBRA ✓                  ADD AGBU 1001 ✓</p> <p>Delete: PHYSICAL ACTIVITY ✓</p> <p>Total Hours: 17</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete: MATH 1113 COLLEGE ALGEBRA ✓</p> <p>Total Hours: 14 ✓</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:                  CHANGE SOCIAL SCIENCE TO 3 HRS OF US                  HISTOR GOV ✓</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16 ✓</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete: PHYSICAL ACTIVITY ✓</p> <p>Total Hours: 13</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 17 ✓</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15 ✓</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete: Social Science ✓</p> <p>Total Hours: 12 ✓</p>

Total Program Hours \_\_\_\_\_ 120 \_\_\_\_\_

\*See general education requirements for Social Studies, Fine Arts and Humanities, and Speech Communication

# CURRICULUM COMM - PASSED

## Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

11/22/11 JMR

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Agriculture Department

DATE SUBMITTED: 10-3-11

**FACULTY SENATE - PASSED**

12-6-11 pcc

Catalog  
12-8-11  
JR

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

Title	Signature	Date
Department Head	<i>Moham L. Rasim</i>	10-17-11
Dean	<i>Willy Vester</i>	10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Woods</i>	10/23/11
Vice President for Academic Affairs		

Program Title: Agriculture Business Pre-veterinary Option	Effective Date: Fall 2012
Outline change in program and attach curriculum matrix: (1) Deletion of Physical Education: (2) (2) Use SPH 2173 as a Social Science (3) (3) Add AGBU 1001 1	
No changes to the program other than those to meet state mandated reduction of curriculum requirements to 120 hours.	
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. The only changes made were to reduce curriculum from 126 hours to 122 hours as mandated by Act 474. This included the addition of a departmental orientation class AGBU 1001.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. Does not affect any other department.	
In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)	

ε.  
(1)  
(2)  
(3)

Fall Start Curriculum Matrix for Catalog  
 Curriculum in\_\_ Agriculture Business\_ Pre Veterinary Option \_\_\_\_\_  
 (enter title for program changing )

<p>Freshman Fall Semester</p> <p>Add/Change: AGBU 1001 ✓</p> <p>Delete:</p> <p>Total Hours:18 ✓</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete: PHYSICAL ACTIVITY ✓</p> <p>Total Hours: 14</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: CHANGE SOCIAL SCIENCE TO US HIST OR GOV ✓</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 14 ✓</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete: PHYSICAL ACTIVITY ✓</p> <p>Total Hours: 13</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete: Social Science ✓</p> <p>Total Hours: 14</p>

Total Program Hours 122

\*See general education requirements for Social Studies, Fine Arts and Humanities, and Speech Communication



Spring Start (If applicable) Curriculum Matrix for Catalog  
 Curriculum in  Agriculture Business\_ Pre Veterinary Option  
 (enter title for program changing )

<p>Freshman Spring Semester</p> <p>Add/Change: AGBU 1001 ✓</p> <p>Delete: PHYSICAL ACTIVITY ✓</p> <p>Total Hours: 15</p>	<p>Freshman Fall Semester</p> <p>Add/Change: NO CHANGE ✓</p> <p>Delete:</p> <p>Total Hours: 17</p>
<p>Sophomore Spring Semester</p> <p>Add/Change: NO CHANGE ✓</p> <p>Delete:</p> <p>Total Hours: 17</p>	<p>Sophomore Fall Semester</p> <p>Add/Change: CHANGE SOCIAL SCIENCE TO US HIST OR ✓ GOV</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete: Social Science ✓</p> <p>Total Hours: 14 ✓</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete: ✓</p> <p>Total Hours: 16 ✓</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete: ✓</p> <p>Total Hours: 14 ✓</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete: PHYSICAL ACTIVITY ✓</p> <p>Total Hours: 13</p>

Total Program Hours 122

\*See general education requirements for Social Studies, Fine Arts and Humanities, and Speech Communication

# FACULTY SENATE—PASSED

12-6-11 pcc

Arkansas Tech University

## PROPOSAL FOR CHANGE IN PROGRAM

Teacher Ed  
Committee  
approved 11/3/11  
JAR

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Agriculture Education Department

Catalog  
12-8-11 KR  
**CURRICULUM COMM**  
**—PASSED**

DATE SUBMITTED: 10-17-11

11/22/11 JAR

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

Title	Signature	Date
Department Head	<i>Walter R. Rainey</i>	10-17-11
Dean	<i>Wally Hoyle</i>	10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Skoedis</i>	10/23/11
Vice President for Academic Affairs		

Program Title: Agriculture Education	Effective Date: Fall 2012
Outline change in program and attach curriculum matrix:	
(1) Deletion of Physical Education: (2)	(see attached summary)
(2) Use SPH 2173 as a Social Science (3)	
(3) Add AGBU1001	
(4) In current program BIOL 2124 (Principles of Zoology) is a required course. The proposed change is to remove this course and add AGPS 3044 (Plant Propagation). Additionally the AGBU <del>4033</del> <sup>4003</sup> (Ag Farm Business Management) is deleted and replaced by AGED 3013 (Principles of Farm Management).	
What impact will the change have on staffing, on other programs and space allocation? There would be no change in staffing, on 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. Following a review of the AgEd curriculum and evaluation of the course content of AGBU 4003 (Agri Business Management) and BIOL 2124 (Zoology) these courses did not Prepare students to teach content from the curriculum frameworks as mandated by the Arkansas Department of Career Education (ACE).	

F.

Modify the curriculum in Agriculture Education as follows:

- Req.
- (1) Delete 2 hours of physical activity;
  - (2) ~~Allow~~ SPH 2173, Business and Professional Speaking, to satisfy general education speech communications selection; *and delete 3 hrs*
  - (3) Add AGBU1001, ~~of the University;~~ *Agriculture orientation; of Social Sciences;*
  - (4) Add AGPS 3044, Plant Propagation; *and delete Biol 2124, Prin of Zoology;*
  - (5) Delete AGBU ~~4603~~, Agriculture Farm Business Management; and
  - (6) Add AGED 3013, Principles of Farm Management

4003

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

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

Fall Start Curriculum Matrix for Catalog Curriculum in__ Agriculture Education_____	
(enter title for program changing )	
<b>Freshman Fall Semester</b>  Add/Change:  Delete:  Total Hours:16	<b>Freshman Spring Semester</b>  Add/Change: CHANGE 3 HRS SOCIAL SCIENCE TO 3 HRS US HIST OR GOV ✓ Add 1 hour of electives ✓ Delete: Social Science ✓ PHYSICAL ACTIVITY ✓  Total Hours: 14
<b>Sophomore Fall Semester</b>  Add/Change:  Delete:  Total Hours: 16 ✓	<b>Sophomore Spring Semester</b>  Add/Change: ADD AGPS 3044 ✓  Delete: BIOLOGY 2124 <del>ZOOLOGY</del> ✓  Total Hours: 16
<b>Junior Fall Semester</b>  Add/Change:  Delete:  Total Hours: 16 ✓	<b>Junior Spring Semester</b>  Add/Change:  Delete: PHYSICAL ACTIVITY ✓  Total Hours: 15
<b>Senior Fall Semester</b>  Add/Change: ADD AGED 3013 PRINCIPLES OF FARM MANAGMENT ✓ Delete: AGBU 4003 AGRI BUSINESS MANAGEMENT ✓  Total Hours: 15	<b>Senior Spring Semester</b>  Add/Change:  Delete: NO CHANGE ✓  Total Hours: 12

Total Program Hours 120

\*See general education requirements for Social Studies, Fine Arts and Humanities, and Speech Communication

Spring Start (If applicable) Curriculum Matrix for Catalog  
 Curriculum in Agriculture Education  
 (enter title for program changing )

<p>Freshman Spring Semester</p> <p>Add/Change:                  CHANGE SOCIAL SCIENCE TO US HIST OR GOV ✓</p> <p>Delete: PHYSICAL ACTIVITY ✓</p> <p>Total Hours:16</p>	<p>Freshman Fall Semester</p> <p>Add/Change: Add 1 hour of electives ✓</p> <p>Delete: Social Science ✓</p> <p>Total Hours: 14</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Sophomore Fall Semester</p> <p>Add/Change: ADD AGPS 3044 PLANT PROPAGATION ✓</p> <p>Delete: BIOL 2124 <del>20120*</del> ✓</p> <p>Total Hours: 16</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete: PHYSICAL ACTIVITY ✓</p> <p>Total Hours: 15</p>	<p>Junior Fall Semester</p> <p>Add/Change: ADD AGED 3013 PRINCIPLES OF FARM MANAGEMENT ✓</p> <p>Delete: AGBU 4003 Ag Farm Business Management ✓</p> <p>Total Hours: 16</p>
<p>Senior Spring Semester</p> <p>Add/Change: NO CHANGE ✓</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Senior Fall Semester</p> <p>Add/Change: NO CHANGE ✓</p> <p>Delete:</p> <p>Total Hours: 12</p>

Total Program Hours 120

\*See general education requirements for Social Studies, Fine Arts and Humanities, and Speech Communication

Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <b>Department of Biological Sciences</b>	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: The Ag Department is proposing dropping BIOL 2124 from the AgEd degree program after review by the new AgEd instructor.  Thank you for your support.	

I have read the full program change submission and I support the removal of BIOL 2124 from the AgEd degree program. This change will help the program meet the charge to reduce hours and yet students will still have plenty of science to meet state general education requirements as well as program-specific assessment criteria. Thus, the Department of Biological Sciences has no objections to this proposed deletion.

Department Head Signature: Charles J. Jager

Date: 19OCT11

# CURRICULUM COMM -PASSED

## Arkansas Tech University PROPOSAL FOR NEW PROGRAM

11/22/11 JNR

TO: Curriculum Committee or Graduate Council (as appropriate)

*Catalog*  
12-9-11 KR

FROM: Agriculture Department

## FACULTY SENATE - PASSED

DATE SUBMITTED: 10/01/2011

12-6-11 pcc

REQUEST FOR NEW PROGRAM (Addition of Major, Option or Minor)

Title	Signature	Date
Department Head	<i>Malcolm R. Rainey</i>	10-17-11
Dean	<i>Willy Hoeffler</i>	10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Tommy Rhodes</i>	10/23/11
Vice President for Academic Affairs		

<b>Program Title:</b> Agriculture Business (Public Relations Option)	<b>CIP Code:</b> 01.0102
<b>Contact Person:</b> Name: Malcolm R. Rainey Institution: Name Arkansas Tech University Address: 402 West O Street, 123 Dean Hall Russellville, AR 72801 E-mail Address: mraineyjr@atu.edu Phone Number: 479-968-0251	<b>Proposed Date:</b> Fall 2012
<p><b>Program Summary:</b> (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information)</p> <p>The baccalaureate degree program in agri-business integrates the discipline of agriculture, business, accounting, economics, and finance. Emphasis is placed on management directed toward the farm business and agri-business firms. The Public Relations Option focuses on the mass communication industries, journalism and news writing, as well as the steps to achieve an effective public relations campaign.</p>	

As outlined for the Agri-Business curriculum there are 8 hrs of general electives and 18 hours of upper level electives available. The Curriculum for Journalism with a Public Relations Option include the Journalism core requirements of JOUR 2133 Introduction to Mass Communication, JOUR 4033 Community Journalism, JOUR 2143 News Writing and JOUR 4883 Mass Communication Theory. Option related courses would include JOUR 3173 Public Relations Principles, JOUR 3273 Public Relations Writing, JOUR 4073 Graphic Communication and JOUR 4173 Public Relations Project. The combination of these two programs is a natural fit and will allow the application of critical skills from both areas and provide students excellent industry opportunities.

There would be no added cost associated with the addition of this program. There would be no added faculty, library or facility and equipment resources required.

The purpose of the Public Relations Option in the Agri-Business program is to provide another opportunity and diversity for students to gain valuable information, knowledge and skills in a very critical area to the expanding and evolving multi-national Agri-Business Industry.

List existing degree programs that support the proposed program:

The Agri-Business degree program and the Journalism Public Relations option.



**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.)

In preparing industry ready students, the department has reviewed the curriculum and degree options from other universities and there were no similar programs available in the region. Based on information gathered from several national and multi-national Agri-Business firms such as Tyson Foods, ConAgra Foods, Cargill, Pennington Forage Products and DuPont and the state, area and local agriculture enterprises like Farm Bureau, Farm Credit Services, George's Farm, High Plains Journal and Ozarks Farm & Neighbor this degree option will set our graduates apart from others but also help them better market themselves to potential employers in an increasingly competitive job market place.

**Curriculum Outline by Semester**

See Attachment

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

120 hours

**Courses currently offered via distance technology:**  
AGBU 1013, AGBU 2073, AGBU 4013 and JOUR 3173

**List New Courses (Please attach New Course Proposals):**

No new courses will be required for this option.

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

**General Education Courses:** ENGL 1013, BIOL 1014, MATH 1113, ENGL 1023, CHEM 1113, CHEM 1111, 6 hours of Social Science, 3 hours of Humanities, 3 hours of U.S. History or American Government and 3 hours of Fine Arts.

**Core Courses:** COMS 1003, SPH 2173, Math 2163, JOUR 2133, JOUR 2143, JOUR 4033, JOUR 3173, JOUR 3273, JOUR 4883, JOUR 4073, JOUR 4173, BLAW 2033, ACCT 2003

**Major Courses:** AGAS 1014, AGPS 1003, AGPS 1024, AGBU 1013, AGBU 2073, AGBU 2063, AGSS 2014, AGBU 3213, AGEK 3413, AGBU 4003, AGBU 4013, AGBU 4023, AGBU 4033, 6 hours of upper level Agriculture electives.

**Program Admission Requirements:**

There are no program admission requirements.

**How does this proposal support the University Mission or University Strategic Planning Goals? Attach a detailed assessment plan including specific learning objectives and means to assess each objective.**

The Agriculture Business (Public Relations Option) that is proposed will provide an educational opportunity to students in our geographical region and the two departments by linking Agriculture and Public Relations in a meaningful and beneficial way. It also supports and promotes the historic foundation of Arkansas Tech University which is Agriculture. 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 program supports the Universities Strategic Plan by offering a new program that is considered necessary by the Agriculture Industries in our region.

List the names and credentials of all faculties teaching course in the proposed program.

In the Department of Agriculture, there are six faculty members contributing to the proposed Agriculture Business (Public Relations Option).

MOLLY BRANT (Associate 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 (Assistant Professor) 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.

GABRIEL L. ADKINS, 2009 Assistant Professor of Speech B.A., Ottawa University, 1996; M.S., Pittsburg State University, 2002; M.A., Wichita State University, 2005.

VALERIE KATE BRUGH, 1997 Assistant Professor of Speech/Theatre B.A., Roanoke College, 1992; M.F.A., Southern Illinois University, 1998.

ANTHONY A. CATON, 2004 Assistant Professor of Journalism Director of Broadcasting  
A.A., University of Arkansas at Fort Smith, 1988; B.A., University of the Ozarks, 1990; M.A., University of Arkansas, 1992.

DAVID J. ESHELMAN, 2006 Assistant Professor of Speech B.A., Case Western Reserve University, 1999; M.F.A., University of Texas at Austin, 2002; Ph.D., University of Missouri at Columbia, 2006.

JAY M. HUDKINS, 2009 Assistant Professor of Speech B.S.E., Baylor University, 1992; M.A., Baylor University, 1992.

SANGKI LEE, 2008 Assistant Professor of Journalism B.A., Sogang University, 1997; M.A., Sogang University, 1999; M.A., Michigan State University, 2002;

TOMMY L. MUMERT, 1989 Assistant Professor of Journalism B.S., Arkansas State University, 1978; M.A., Arkansas State University, 1986.

HANNA E. NORTON, 2001 Associate Professor of Journalism Assistant Vice President for Academic Affairs, A.B.J., University of Georgia, 1994; M.A., University of Georgia, 1998; Ph.D., University of Georgia, 2001.

ALEXIS NYANDWI, 2009 Assistant Professor of Journalism B.A., University of Oran (Algeria), 1993; M.A., Washington State University, 1997; Ph.D., Washington State University, 2003.

WILLIAM REEDER, 2010 Assistant Professor of Journalism B.A., Arkansas Tech University, 1996; M.A, Arkansas Tech University, 2002.

Total number of faculty required (existing and new)

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

The current Agriculture Department faculty members (6) are sufficient to teach all courses required in this new Agriculture Business (Public Relations Option). The Speech, Theatre and Journalism Department will not be requesting the addition of any new faculty members to assist in the delivery of this new program. It will be handled with the current faculty (10).

Total of 16 existing faculty members.

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

**Description of Resources**

Current Library and instructional facilities

Current library resources in the field:

Current Library resources in agriculture and Journalism are adequate.

Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable):

Current instructional facilities and equipment are adequate and include the ATU Farm, greenhouses, and class rooms.

New Resources Required (include costs and acquisition plan):

No new resources are required.

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

Include:

- New administrative costs
- New faculty
- New library resources and costs
- New/renovated facilities and costs
- New instructional equipment and costs
- Distance delivery costs
- Other new costs

There will be no additional costs associated with the implementation of this new degree option.  
Agriculture Business (Public Relations Option)

## Curriculum in Agriculture Business (Public Relations Option)

### Degree Completion Plan Beginning in Fall Semester

Freshman		Sophomore	
Fall	Spring	Fall	Spring
AGBU 1001 ✓	1	ENGL 1023 <sup>1,1</sup> ✓	3
ENGL 1013 <sup>1,1</sup> ✓	3	BLAW 2033 <sup>1</sup> ✓	3
BIOL 1014 <sup>1</sup> ✓	4	AGBU 2063 ✓	3
AGAS 1014 ✓	4	ACCT 2003 <sup>1</sup> ✓	3
MATH 1113 <sup>1</sup> ✓	3	SPH 2173 <sup>1</sup> ✓	3
AGPS 1003 ✓	3	JOUR 2143 ✓	3
<b>Total Hours</b>	<b>✓18</b>	<b>Total Hours</b>	<b>✓15</b>
<b>Junior</b>		<b>Senior</b>	
Fall	Spring	Fall	Spring
US HIST or GOV ✓	3	AGBU 4003 ✓	3
JOUR 3173 ✓	3	AGBU 3213 ✓	3
AGEG 3413 ✓	3	JOUR 4073 ✓	3
Humanities <sup>1,1</sup> FAH ✓	3	Social Sciences <sup>1,1</sup> ✓	3
		AGBU 4013 ✓	3
<b>Total Hours</b>	<b>12</b>	<b>Total Hours</b>	<b>✓15</b>

### Degree Completion Plan Beginning in Spring Semester

Freshman		Sophomore	
Spring	Fall	Spring	Fall
AGBU 1001 ✓	1	AGBU 2073 ✓	3
ENGL 1013 <sup>1,1</sup> ✓	3	MATH 1113 <sup>1</sup> ✓	3
COMS 1003 <sup>1</sup> ✓	3	AGSS 2014 ✓	4
AGBU 1013 ✓	3	Fine Arts <sup>1,1</sup> FAH ✓	3
AGPS 1024 ✓	4	JOUR 2143 ✓	3
JOUR 2133 ✓	3	<b>Total Hours</b>	<b>✓16</b>
<b>Total Hours</b>	<b>✓17</b>	<b>Total Hours</b>	<b>✓14</b>
<b>Junior</b>		<b>Senior</b>	
Spring	Fall	Spring	Fall
Social Sciences <sup>1,1</sup> ✓	3	AGBU 4023 ✓	3
JOUR 3273 ✓	3	AGBU 4033 ✓	3
Electives <sup>2</sup> ✓	3	JOUR 4173 ✓	3
AGBU 2063 ✓	3	JOUR 4883 ✓	3
US HIST or GOV ✓	3	JOUR 4033 ✓	3
<b>Total Hours</b>	<b>✓15</b>	<b>Total Hours</b>	<b>✓15</b>

<sup>1</sup>See appropriate alternatives or substitutions in "General Education Requirements". (Except ECON 2003).

<sup>2</sup>Must be 3000-4000 level.

<sup>3</sup>Recommended electives are SPAN 1014 and SPAN 1024. *Remove per Dr. Rainey 12-9-11*

<sup>1</sup>Designates a block of courses that would provide for a seamless transfer into this program if equivalent courses are taken at another college or university.

## Curriculum in Agriculture Business (Public Relations Option)

### Degree Completion Plan Beginning in Fall Semester

<b>Freshman</b>		<b>Sophomore</b>		<b>Senior</b>	
<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>
AGBU 1001	1				
ENGL 1013 <sup>1,†</sup>	3	ENGL 1023 <sup>1,†</sup>	3	BLAW 2033 <sup>†</sup>	3
BIOL 1014 <sup>†</sup>	4	AGPS 1024	4	AGBU 2063	3
AGAS 1014	4	AGBU 1013	3	ACCT 2003 <sup>†</sup>	3
MATH 1113 <sup>†</sup>	3	JOUR 2133	3	SPH 2173 <sup>†</sup>	3
AGPS 1003	3	COMS 1003 <sup>†</sup>	3	JOUR 2143	3
<b>Total Hours</b>	<b>18</b>	<b>Total Hours</b>	<b>16</b>	<b>Total Hours</b>	<b>15</b>
				<b>Total Hours</b>	<b>17</b>
<b>Junior</b>		<b>Senior</b>		<b>Senior</b>	
<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>
US HIST or GOV	3	JOUR 4033	3	AGBU 4003	3
JOUR 3173	3	JOUR 3273	3	AGBU 3213	3
AGEG 3413	3	Social Sciences <sup>1,†</sup>	3	JOUR 4073	3
Humanities <sup>1,†</sup>	3	Elective <sup>2</sup>	6	Social Sciences <sup>1,†</sup>	3
				AGBU 4013	3
<b>Total Hours</b>	<b>12</b>	<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>15</b>
				<b>Total Hours</b>	<b>12</b>

### Degree Completion Plan Beginning in Spring Semester

<b>Freshman</b>		<b>Sophomore</b>		<b>Senior</b>	
<b>Spring</b>	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>
AGBU 1001	1				
ENGL 1013 <sup>1,†</sup>	3	ENGL 1023 <sup>1,†</sup>	3	AGBU 2073	3
COMS 1003 <sup>†</sup>	3	BIOL 1014 <sup>†</sup>	4	MATH 1113 <sup>†</sup>	3
AGBU 1013	3	AGAS 1014	4	AGSS 2014	4
AGPS 1024	4	AGPS 1003	3	Fine Arts <sup>1,†</sup>	3
JOUR 2133	3			JOUR 2143	3
<b>Total Hours</b>	<b>17</b>	<b>Total Hours</b>	<b>14</b>	<b>Total Hours</b>	<b>16</b>
				<b>Total Hours</b>	<b>16</b>
<b>Junior</b>		<b>Senior</b>		<b>Senior</b>	
<b>Spring</b>	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>
Social Sciences <sup>1,†</sup>	3	JOUR 4073	3	AGBU 4023	3
JOUR 3273	3	AGEG 3413	3	AGBU 4033	3
Electives <sup>2</sup>	3	MATH 2163 <sup>†</sup>	3	JOUR 4173	3
AGBU 2063	3	Humanities <sup>1,†</sup>	3	JOUR 4883	3
US HIST or GOV	3	Social Sciences <sup>1,†</sup>	3	JOUR 4033	3
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>15</b>
				<b>Total Hours</b>	<b>12</b>

<sup>1</sup>See appropriate alternatives or substitutions in "General Education Requirements". (Except ECON 2003).

<sup>2</sup>Must be 3000-4000 level.

<sup>3</sup>Recommended electives are SPAN 1014 and SPAN 1024.

<sup>†</sup>Designates a block of courses that would provide for a seamless transfer into this program if equivalent courses are taken at another college or university.



Thad Hinkle  
Cargill Pork  
104 South Boulder  
Russellville AR 72801

September 12, 2011

To whom it may concern:

It has been brought to my attention that Arkansas Tech University agricultural department is proposing an agricultural business public relations option program to be considered for agricultural students.

I am an ATU graduate of the class of 1989 with an agricultural business degree. After 22 years in the agricultural industry I can fully appreciate and understand the need for more agricultural students to have a much greater public relations background. The agricultural industry is and will continue to be asked to produce more with less and the issues that face our industry need to be communicated, debated, and represented fairly to the public. I fully support such a program at Arkansas Tech University.

Cargill is a growing company with approximately 150,000 employees and they seek to find, hire, and retain the best! Programs like this can significantly influence who does and does not get hired in this competitive industry. Within Cargill Pork live production business alone we will be increasing our staff 100% in the next 4 years with a recent business opportunity in Texas. The need for new young agricultural business men and women is critical to the success of Cargill and I believe the agricultural industry in general.

I believe this program and others like it will be the innovations that separate the colleges from its competitors as well as its make ATU students stand out when it comes to competing over job opportunities in the future.

Sincerely  
Thad Hinkle  
Cargill Pork LLC  
Operations Manager

Employer Needs Survey Form

Date 8-31-11

Institution Arkansas Tech University

Return this survey by email to

by date: October 3, 2011

(Institution provide email address above)

Proposed Degree Program Agriculture Business (Public Relations Option)

Brief description of the program This program is designed to give students a broad overview of Agriculture a deep understanding of the business aspect and a comprehension of how to develop and implement a public relations campaign.

Employer Cargill

Type of company Ag commodities and livestock

Contact Person Thad Hinkle

Position Title Operations Manager

Email thad-hinkle@cargill.com

Telephone number (479) 968-7560 ext. 251

- 1. List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program Marketing Manager, Account Manager, Risk Analyst, Quality Control, shipping, transportation
2. List the degree required for each job title listed in #1 B.S. in Agriculture
3. Indicate the certification/licensure required for each job title listed in #1 None
4. How many positions do you currently have for each job title listed in #1? Currently Cargill U.S.A. has more than 200
5. How many position openings do you currently have for each job title listed in #1? locally there are 5 positions open
6. How many position openings will you have the next 2-5 years for each job title listed in #1? that depends on the economy
7. What is the annual salary for each position listed in #4 & #5? Cargill starts new college graduate @ \$33,000
8. If no openings now, when do you anticipate having openings for the positions listed in #1?
9. Would you give hiring preference to applicants with the proposed degree? yes
10. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? All If yes, would you provide tuition assistance? depending on position and status
11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? yes Indicate your preference evening
12. Indicate the type of support your company will provide for the proposed degree program, such as, program start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time, or equipment?
13. Will you or a co-worker serve on the institution's program advisory committee?

(provide name of employee & email)

14. Indicate the skills individuals would need for employment in the positions listed in #1.

- Interpersonal communications, Supervision/Management, Budgeting, Written/oral communications, Leadership/initiative, Data analysis, Team work, Planning/Organizing, Public Speaking, Independent worker, Conflict resolution, Marketing, Analytical reasoning, Problem Solver, Teacher/Trainer, Computer programming, Computer applications, PowerPoint Presentations, Foreign Language (specify), Other skills not listed (identify)

15. How will this proposed degree program benefit your local community, the state, region or nation? Providing students the ability to better analyze and speak of current topics

16. Provide any additional comments about the proposed degree program. Cargill believes that education and the ability to represent and support Agriculture is critical.



**PENNINGTON**

**PENNINGTON SEED, INC.**

P.O. Box 290 • Madison, Georgia 30650 • (706) 342-1234

SEED GROUP

www.penningtonseed.com

September 6, 2011

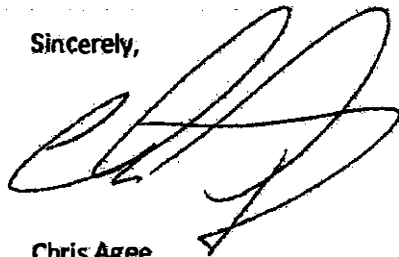
To whom it may concern:

As more generations of Americans become farther and farther removed from the farm, individuals with educational backgrounds in agricultural business and public relations should find many positions available across a wide spectrum of industries. Public understanding/acceptance of many Ag enterprises is tenuous at best and wildly inaccurate at worst. Many industries will find that individuals with knowledge of Ag business combined with public relation skills are vital in relaying their industry's perspective to an uneducated public.

Pennington Seed could potentially use such individuals in product development, marketing, and sales. Success in any of these areas would potentially lead to further advancement within the company or increase an individual's attractiveness to other related industries for career advancement.

For the individual with Ag business coursework, the addition of public relations knowledge will not only set them apart from other job applicants, but also help them to better market themselves to potential employers in an increasingly competitive job marketplace.

Sincerely,



Chris Agee  
Pennington Seed, Inc  
Madison, GA



Subject to the limitation of liability herein set forth, Seller warrants that the seeds or other merchandise sold are as described on the container, within recognized tolerances. LIABILITY ON THIS WARRANTY IS LIMITED TO THE PURCHASE PRICE OF THE SEEDS OR OTHER MERCHANDISE. In no event shall we be liable for the crop, or lack thereof, whether such loss results from the breach of the foregoing warranty, from breach of any other provision of the buyer's contract for the purchase of said seeds or the other merchandise, or from any other cause. SELLER MAKES NO OTHER WARRANTY EITHER EXPRESS OR IMPLIED AS TO MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OF SEED OR OTHER MERCHANDISE SOLD. The seeds or other merchandise are sold at the price quoted only upon the condition that the above disclaimer of warranty and the limitation of damages are part of the basis of the bargain. Seeds or other merchandise not accepted under these terms should be returned within 20 days in the original, unopened container and Buyer will receive return of purchase price. Quotations and sales are subject to immediate acceptance, stock unsold, the company's confirmation of orders, stenographic errors and omissions, delays and contingencies beyond the company's control and the company's ability to obtain supplies to fulfill sales contracts confirmed by the Company.

# Employer Needs Survey Form

Date 8-31-11

Institution Arkansas Tech University

Return this survey by email to \_\_\_\_\_ by date: October 3, 2011

(Institution provide email address above)

Proposed Degree Program Agriculture Business (Public Relations Option)

Brief description of the program This program is designed to give students a broad overview of Agriculture a deep understanding of the business aspect and a comprehension of how to develop and implement a public relations campaign.

Employer Pennington SEED, Inc. Type of company Forage SEED Co.  
Contact Person Chris Agee Position Title NATIONAL Forage Products Manager  
Email CSagee@penningtonseed.com Telephone number 800-286-6100

- List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program U.S. Import Analyst, Territory Manager, Trainee-Associate Development Program
- List the degree required for each job title listed in #1 minimum of BS. in Agriculture
- Indicate the certification/licensure required for each job title listed in #1? None
- How many positions do you currently have for each job title listed in #1? Company currently has 441 positions open in US
- How many position openings do you currently have for each job title listed in #1? there are multiple listings for different
- How many position openings will you have the next 2-5 years for each job title listed in #1? Parts of U.S.  
We do not see a decline in job openings
- What is the annual salary for each position listed in #4 & #5? our starting salary with a B.S. degree is \$35,000/yr
- If no openings now, when do you anticipate having openings for the positions listed in #1? \_\_\_\_\_
- Would you give hiring preference to applicants with the proposed degree? yes
- Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? locally 5 If yes, would you provide tuition assistance? we do have a program
- Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? possibly Indicate your preference evenings
- Indicate the type of support your company will provide for the proposed degree program, such as, program start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time, or equipment? internship
- Will you or a co-worker serve on the institution's program advisory committee? Above

(provide name of employee & email)

14. Indicate the skills individuals would need for employment in the positions listed in #1.
- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> Interpersonal communications  | <input checked="" type="checkbox"/> Supervision/Management | <input checked="" type="checkbox"/> Budgeting                |
| <input checked="" type="checkbox"/> Written/oral communications   | <input checked="" type="checkbox"/> Leadership/initiative  | <input checked="" type="checkbox"/> Data analysis            |
| <input checked="" type="checkbox"/> Team work                     | <input checked="" type="checkbox"/> Planning/Organizing    | <input checked="" type="checkbox"/> Public Speaking          |
| <input checked="" type="checkbox"/> Independent worker            | <input checked="" type="checkbox"/> Conflict resolution    | <input checked="" type="checkbox"/> Marketing                |
| <input checked="" type="checkbox"/> Analytical reasoning          | <input checked="" type="checkbox"/> Problem Solver         | <input type="checkbox"/> Teacher/Trainer                     |
| <input type="checkbox"/> Computer programming                     | <input checked="" type="checkbox"/> Computer applications  | <input checked="" type="checkbox"/> PowerPoint Presentations |
| <input type="checkbox"/> Foreign Language (specify) _____         |  |  |
| <input type="checkbox"/> Other skills not listed (identify) _____ |  |  |

15. How will this proposed degree program benefit your local community, the state, region or nation?  
As we move farther away from the farm, individuals with educational back ground in Ag business & public relations will have the ability to educate the public to the need for Agriculture as a whole.
16. Provide any additional comments about the proposed degree program. As stated in my letter of support individuals with educational backgrounds in Ag-Business and public relations should find many positions available across a wide spectrum of industries

578 Mountain Base Rd  
Pottsville, AR 72858  
September 19, 2011

Arkansas Department of Higher Education  
114 East Capitol Ave  
Little Rock, AR 72201

RE: New program option

I am writing in support of Arkansas Tech University's Agriculture Department seeking the addition of a public relations option to its agriculture business degree. I believe one of the greatest needs that agriculture has is to have people with the knowledge and insight of public relations helping tell the agricultural story. I think there will be many opportunities for graduates of this program; a number of those opportunities here in Arkansas.

As a graduate Arkansas Tech's agri department and a current member of its advisory board, I know first-hand that the department has shown a willingness and passion for providing quality education to its students, and this addition will not only fill a critical need but will also provide tremendous opportunity for those students. Again, I fully support this program and thank you for your consideration of this program option.

Sincerely,

A handwritten signature in black ink that reads "Tom Jones". The signature is written in a cursive style with a horizontal line above the name.

Tom Jones, Class of 1982  
Secretary/Treasurer  
Arkansas Farm Bureau

## Employer Needs Survey Form

Date 8-31-11

Institution Arkansas Tech University

Return this survey by email to \_\_\_\_\_ by date: October 3, 2011

(Institution provide email address above)

Proposed Degree Program Agriculture Business (Public Relations Option)

Brief description of the program This program is designed to give students a broad overview of Agriculture a deep understanding of the business aspect and a comprehension of how to develop and implement a public relations campaign.

Employer Arkansas Farm Bureau Type of company Insurance

Contact Person Tom Jones Position Title Secretary/TREA Surer

Email Tom/Jayne Jones jtjar@suddenlink.net Telephone number 479-970-0727

1. List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program Board member, public relations department, media department
2. List the degree required for each job title listed in #1 Bachelors in business, PR, communication, etc.
3. Indicate the certification/licensure required for each job title listed in #1? none
4. How many positions do you currently have for each job title listed in #1? 8
5. How many position openings do you currently have for each job title listed in #1? none
6. How many position openings will you have the next 2-5 years for each job title listed in #1?  
for 2 possibly with opportunity of business expansion
7. What is the annual salary for each position listed in #4 & #5? unknown - competitive salary
8. If no openings now, when do you anticipate having openings for the positions listed in #1? for 3 years
9. Would you give hiring preference to applicants with the proposed degree? unknown
10. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? unknown If yes, would you provide tuition assistance? no
11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? degree when hired Indicate your preference online & weekends
12. Indicate the type of support your company will provide for the proposed degree program, such as, program start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time, or equipment? internship
13. Will you or a co-worker serve on the institution's program advisory committee? self - yes  
(provide name of employee & email)
14. Indicate the skills individuals would need for employment in the positions listed in #1.
 

<input checked="" type="checkbox"/> Interpersonal communications	<input type="checkbox"/> Supervision/Management	<input type="checkbox"/> Budgeting
<input checked="" type="checkbox"/> Written/oral communications	<input checked="" type="checkbox"/> Leadership/initiative	<input checked="" type="checkbox"/> Data analysis
<input checked="" type="checkbox"/> Team work	<input checked="" type="checkbox"/> Planning/Organizing	<input checked="" type="checkbox"/> Public Speaking
<input type="checkbox"/> Independent worker	<input type="checkbox"/> Conflict resolution	<input type="checkbox"/> Marketing
<input checked="" type="checkbox"/> Analytical reasoning	<input type="checkbox"/> Problem Solver	<input checked="" type="checkbox"/> Teacher/Trainer
<input type="checkbox"/> Computer programming	<input checked="" type="checkbox"/> Computer applications	<input checked="" type="checkbox"/> PowerPoint Presentations
<input type="checkbox"/> Foreign Language (specify) _____		
<input type="checkbox"/> Other skills not listed (identify) _____		
15. How will this proposed degree program benefit your local community, the state, region or nation?  
Enhance ability of agriculture message to reach community and consumers that are unaware or misled on information
16. Provide any additional comments about the proposed degree program.



It's what your *family* deserves.®

September 22, 2011

Dr. Malcolm Rainey  
Department Head of Agriculture  
Arkansas Tech University  
402 West O Street  
Russellville, AR72801

Dear Dr. Rainey,

This letter is presented to you to confirm our support of your initiative to enhance the Bachelor of Science in Agricultural Business Degree with added Public Relations courses.

Our poultry processing complex at Dardanelle depends heavily on the graduates we recruit from the Arkansas Tech Agricultural School. As they progress and advance in their careers the need for public relations skills increases synonymously. There is not a facet of our business that does not require the successful ability to communicate with people at many levels.

The graduates that we recruit pursue a multitude of careers within our company ranging from managing farming, feed milling, and egg hatchery operations in our Live Production departments to plant operations, accounting, human resources, and information technology. They all need sound public relations skills regardless of career direction.

We certainly support your initiative to better prepare these students for their future careers.

Sincerely,

A handwritten signature in black ink, appearing to read "Marvin A. Geflach".

Marvin A. Geflach  
Complex Human Resources Manager

# Employer Needs Survey Form

Date 8-31-11

Institution Arkansas Tech University

Return this survey by email to \_\_\_\_\_ by date: October 3, 2011

(Institution provide email address above)

Proposed Degree Program Agriculture Business (Public Relations Option)  
 Brief description of the program This program is designed to give students a broad overview of Agriculture a deep understanding of the business aspect and a comprehension of how to develop and implement a public relations campaign.

Employer Tyson Type of company Vertically Integrated Poultry Co.  
 Contact Person MARVIN GERLACH Position Title Complex Human Resource Manager  
 Email marvin.gerlach@tyson.com Telephone number 479-229-2586

1. List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program SUPERVISORS; DEPT. SUPERINTENDENT, LIVESTOCK PRODUCTION MANAGERS,
2. List the degree required for each job title listed in #1 ~~BS~~ BS
3. Indicate the certification/licensure required for each job title listed in #1? HR CERTIFIED FOR HR; OSHA
4. How many positions do you currently have for each job title listed in #1? 30; 54
5. How many position openings do you currently have for each job title listed in #1? 1
6. How many position openings will you have the next 2-5 years for each job title listed in #1?  
PROMOTE FROM WITHIN BUT PROB. 8-10
7. What is the annual salary for each position listed in #4 & #5? \$40K - \$70K - \$100K
8. If no openings now, when do you anticipate having openings for the positions listed in #1? \_\_\_\_\_
9. Would you give hiring preference to applicants with the proposed degree? YES
10. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? 30 If yes, would you provide tuition assistance? YES
11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? YES Indicate your preference ALL PROVIDED
12. Indicate the type of support your company will provide for the proposed degree program, such as, program start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time, or equipment?
13. Will you or a co-worker serve on the institution's program advisory committee? YES

(provide name of employee & email)

14. Indicate the skills individuals would need for employment in the positions listed in #1.
- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> Interpersonal communications  | <input checked="" type="checkbox"/> Supervision/Management | <input checked="" type="checkbox"/> Budgeting                |
| <input checked="" type="checkbox"/> Written/oral communications   | <input checked="" type="checkbox"/> Leadership/initiative  | <input checked="" type="checkbox"/> Data analysis            |
| <input checked="" type="checkbox"/> Team work                     | <input checked="" type="checkbox"/> Planning/Organizing    | <input type="checkbox"/> Public Speaking                     |
| <input checked="" type="checkbox"/> Independent worker            | <input checked="" type="checkbox"/> Conflict resolution    | <input type="checkbox"/> Marketing                           |
| <input checked="" type="checkbox"/> Analytical reasoning          | <input checked="" type="checkbox"/> Problem Solver         | <input checked="" type="checkbox"/> Teacher/Trainer          |
| <input type="checkbox"/> Computer programming                     | <input checked="" type="checkbox"/> Computer applications  | <input checked="" type="checkbox"/> PowerPoint Presentations |
| <input type="checkbox"/> Foreign Language (specify) _____         |  |  |
| <input type="checkbox"/> Other skills not listed (identify) _____ |  |  |

15. How will this proposed degree program benefit your local community, the state, region or nation?  
PREPARATION ENHANCES CAREER BOTH IN AGRICULTURE AND OTHER INDUSTRIES (IE. BANKING, FARM CREDIT, INSURANCE)
16. Provide any additional comments about the proposed degree program.  
TYPICAL RURAL SNOOTS IN THE DEPARTMENT WOULD GREATLY BENEFIT FROM A PUBLIC RELATIONS SKILL DEVELOPMENT THROUGH BOTH DEGREE & COURSE OFFERINGS



September 26, 2011

To Whom It May Concern:

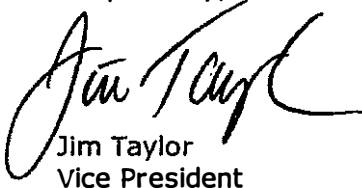
I am a graduate of Arkansas Tech University with an Agriculture Business degree and a current Vice President of River Town Bank. I feel that I am qualified to write this letter of recommendation. The Agri Business department has drastically changed since my time in the program. All of the changes and improvements have been beneficial for the students.

For the past 5 years I have been invited back to speak to several classes and have led numerous classes on instructional tours of our family farm. These opportunities were rarely available when I was a student. I can speak from experience and say that this is all for the betterment of the students graduating and entering the workforce.

As a businessman, I do see the benefit that an Agri Business Public Relations degree would serve in today's skills oriented environment. I feel that students graduating with this degree would have a "leg up" in the business world and have a learned skill that many graduates would not have. Currently, employers are becoming more specific in the field of study they desire a graduate to have. The addition of this degree would meet the demands of employers.

In closing, I would like to add that I did see in the local paper that Arkansas Tech University has an enrollment exceeding 10,000 students. I feel that for Tech to grow and prosper and be able to compete with other large universities in the state, this addition to the degree program would be beneficial for Tech. Arkansas Tech is the school I'm proud to call my alma mater.

Respectfully,



Jim Taylor  
Vice President

P.O. Box 577  
Dardanelle-72834  
(479) 229-3311

110 E. Parkway  
Russellville-72801  
(479) 968-3620

402 E. 8th  
Danville-72833  
(479) 495-2327

3201 W. Main  
Russellville-72801  
(479) 967-2958

1511 N. Church  
Atkins-72823  
(479) 641-1500

1900 E. Oak  
Conway-72032  
(501) 336-9090

9247 Market  
Dover-72837  
(479) 331-9790

490 Hogan Lane  
Conway-72034  
(501) 450-7340

# Employer Needs Survey Form

Date 8-31-11

Institution Arkansas Tech University

Return this survey by email to \_\_\_\_\_ by date: October 3, 2011

(Institution provide email address above)

Proposed Degree Program Agriculture Business (Public Relations Option)  
Brief description of the program This program is designed to give students a broad overview of Agriculture a deep understanding of the business aspect and a comprehension of how to develop and implement a public relations campaign.

Employer River Town Bank Type of company Banking  
Contact Person Mr. Jim Taylor Position Title Vice President  
Email jtaylor@rivertown.bank.com Telephone number 479-229-3311

- List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program Customer Services REP, Loan Officer
- List the degree required for each job title listed in #1 BS
- Indicate the certification/licensure required for each job title listed in #1? No
- How many positions do you currently have for each job title listed in #1? 16
- How many position openings do you currently have for each job title listed in #1? 0, 0
- How many position openings will you have the next 2-5 years for each job title listed in #1? 3
- What is the annual salary for each position listed in #4 & #5? \$65K
- If no openings now, when do you anticipate having openings for the positions listed in #1? None
- Would you give hiring preference to applicants with the proposed degree? Yes
- Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? 15-20 If yes, would you provide tuition assistance? Not at this time
- Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? Yes Indicate your preference Online
- Indicate the type of support your company will provide for the proposed degree program, such as, program start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time, or equipment?
- Will you or a co-worker serve on the institution's program advisory committee? Yes

(provide name of employee & email)

14. Indicate the skills individuals would need for employment in the positions listed in #1.
- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> Interpersonal communications              | <input checked="" type="checkbox"/> Supervision/Management | <input checked="" type="checkbox"/> Budgeting                |
| <input checked="" type="checkbox"/> Written/oral communications               | <input checked="" type="checkbox"/> Leadership/initiative  | <input checked="" type="checkbox"/> Data analysis            |
| <input checked="" type="checkbox"/> Team work                                 | <input checked="" type="checkbox"/> Planning/Organizing    | <input checked="" type="checkbox"/> Public Speaking          |
| <input checked="" type="checkbox"/> Independent worker                        | <input checked="" type="checkbox"/> Conflict resolution    | <input checked="" type="checkbox"/> Marketing                |
| <input checked="" type="checkbox"/> Analytical reasoning                      | <input checked="" type="checkbox"/> Problem Solver         | <input checked="" type="checkbox"/> Teacher/Trainer          |
| <input checked="" type="checkbox"/> Computer programming                      | <input checked="" type="checkbox"/> Computer applications  | <input checked="" type="checkbox"/> PowerPoint Presentations |
| <input checked="" type="checkbox"/> Foreign Language (specify) <u>SPANISH</u> |  |  |
| <input type="checkbox"/> Other skills not listed (identify) _____             |  |  |

15. How will this proposed degree program benefit your local community, the state, region or nation?

KEEP JOBS LOCAL, & HUGE DRAW FOR ATU

16. Provide any additional comments about the proposed degree program.

PLEASE CONTACT IF ANY FURTHER QUESTIONS OR RESPONSES ARE NEEDED.



September 14, 2011

Dr. Malcolm Rainey  
Agricultural Business Department  
Arkansas Tech University  
Russellville, AR 72801

Dear Dr. Rainey,

This letter is in support of creating an Agricultural Business Degree with an emphasis in Public Relations at Arkansas Tech University.

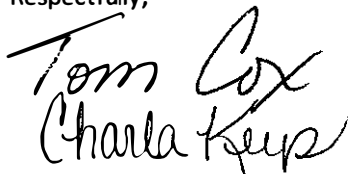
Farm Credit Services of Western Arkansas is an agricultural and rural lending organization. While agriculture is the focus of our business, we continue to see a decrease in full-time farmers and increasing movement to part-time farmers. The generations raised on a full-time farm now find it necessary to make their livelihood in positions that provide a more dependable and stable income due to the uncertain conditions that exist in the world of farming today. Those who have a true interest in farming will find a way to farm full-time or part-time but many others will leave the farm altogether.

In today's world, consumer understanding of where food and ag products really come from is not as well understood. It takes communication and public relations to keep the message of agriculture "top of mind". We need voices in agriculture that can communicate and let the public know how critical agriculture is to each and every one of us. The need for individuals who will stand up and speak out for agriculture are needed and will become more important in our changing world.

By having an Agricultural Business Degree with an emphasis in Public Relations, this will allow more people to work in positions that can be "the voice for agriculture" by helping those who have no experience of farming and agriculture to understand its importance. We need people with a passion for agriculture who can communicate this message for generations to come.

Farm Credit is in full support of the addition of a Public Relations emphasis to the Ag Business Degree at ATU. We see the need for students with this degree to keep agriculture alive as we continue to live and work in a world that becomes less and less knowledgeable of how critical agricultural products are to so many facets of every day life.

Respectfully,



Tom Cox, Senior Vice President, Sales and Marketing  
Charla Keys, SPHR, Vice President, Human Resources  
Farm Credit Services of Western Arkansas

## Employer Needs Survey Form

Date 8-31-11

Institution Arkansas Tech University

Return this survey by email to \_\_\_\_\_ by date: October 3, 2011

(Institution provide email address above)

Proposed Degree Program Agriculture Business (Public Relations Option)  
 Brief description of the program This program is designed to give students a broad overview of Agriculture a deep understanding of the business aspect and a comprehension of how to develop and implement a public relations campaign.

Employer Farm Credit of Western Arkansas Type of company Lending/Financial  
 Contact Person Ms. Charla Keys Position Title V.P. Human Resources  
 Email Charla.Keys@farmcredit.com Telephone number 479-968-1434

1. List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program Marketing
2. List the degree required for each job title listed in #1 Business in PR or marketing option focus
3. Indicate the certification/licensure required for each job title listed in #1? none
4. How many positions do you currently have for each job title listed in #1? 2
5. How many position openings do you currently have for each job title listed in #1? none
6. How many position openings will you have the next 2-5 years for each job title listed in #1?  
1
7. What is the annual salary for each position listed in #4 & #5? \$ 6500
8. If no openings now, when do you anticipate having openings for the positions listed in #1? about 5 years
9. Would you give hiring preference to applicants with the proposed degree? yes
10. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? 3 If yes, would you provide tuition assistance? yes
11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? yes Indicate your preference online/distance technology
12. Indicate the type of support your company will provide for the proposed degree program, such as, program start-up funds, provide an internship site part-time faculty tuition reimbursement employee release time, or equipment for employees
13. Will you or a co-worker serve on the institution's program advisory committee? self  
 (provide name of employee & email)
14. Indicate the skills individuals would need for employment in the positions listed in #1.
 

<input checked="" type="checkbox"/> Interpersonal communications	<input checked="" type="checkbox"/> Supervision/Management	<input checked="" type="checkbox"/> Budgeting
<input checked="" type="checkbox"/> Written/oral communications	<input checked="" type="checkbox"/> Leadership/initiative	<input checked="" type="checkbox"/> Data analysis
<input checked="" type="checkbox"/> Team work	<input checked="" type="checkbox"/> Planning/Organizing	<input checked="" type="checkbox"/> Public Speaking
<input checked="" type="checkbox"/> Independent worker	<input checked="" type="checkbox"/> Conflict resolution	<input checked="" type="checkbox"/> Marketing
<input checked="" type="checkbox"/> Analytical reasoning	<input checked="" type="checkbox"/> Problem Solver	<input checked="" type="checkbox"/> Teacher/Trainer
<input type="checkbox"/> Computer programming	<input checked="" type="checkbox"/> Computer applications	<input checked="" type="checkbox"/> PowerPoint Presentations
<input type="checkbox"/> Foreign Language (specify) _____		
<input type="checkbox"/> Other skills not listed (identify) _____		
15. How will this proposed degree program benefit your local community, the state, region or nation?  
Providing appropriate & timely information about agriculture & its industrial changes to a changing consumer base
16. Provide any additional comments about the proposed degree program.

Assessment Plan  
Arkansas Tech University  
Major-Agribusiness: Public Relations

**Major-Agribusiness: Public Relations**

**Learning Objective: US government agricultural policies and structures**

Students will understand past US government agricultural policies and how they shape the current US agricultural structures.

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
AGBU 4033 test 3 and final paper <b>Assessment Measure Category:</b> Course Exam	Test: 80% of class make C or better while 50% of class make B or better Final Paper: 100% of class score 85% or better		Yes

**Related Courses**

- AGBU2063 - PRIN/AGRI MACROECONOMICS
- AGBU2073 - PRIN/AGRI MICROECONOMICS
- AGBU4023 - AGRICULTURAL FINANCE
- AGBU4033 - AGRICULTURAL POLICY

**Related Course Outcomes**

- \* AGBU1013 - PRIN OF AGRICULTURAL BUS: Production and Consumption behavior - Students will be able to describe the production and consumption behavior along with exposure to marketing, policy, and finance topics.
- \* AGBU2063 - PRIN/AGRI MACROECONOMICS: Monetary, Fiscal policy, and Economic growth - Students will be able to describe how the monetary and fiscal policy effect that consumption and investment has on economic growth.
- \* AGBU2073 - PRIN/AGRI MICROECONOMICS: Basic Principles 1 - Students will be able to describe supply, demand, equilibrium, elasticity, markets, firm behavior, industry behavior, and governmental behavior.
- \* AGBU2073 - PRIN/AGRI MICROECONOMICS: Basic principles 2 - Students will be able to describe price determination, production and cost decisions, perfect and imperfect competition implications and income distribution.
- \* AGBU4013 - AGRICULTURAL MARKETING: Current marketing trends and practices - Students will be able to describe the current marketing trends and practices in the agribusiness industry.
- \* AGBU4023 - AGRICULTURAL FINANCE: Tools and jargon used - Students will be able to describe the tools and jargon used when calculating and evaluating the costs and benefits to agricultural assets and credits.
- \* AGBU4033 - AGRICULTURAL POLICY: Past and Current farm legislation - Students will be able to describe the past and current farm legislation, the basis for it and the appropriate means to logically judge its value to the farming sector.

**Learning Objective: US government agricultural policies: current farm bill**

Students will understand current US government agricultural policies including the and how they impact US agriculture

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
AGBU 4033 test 2 and oral presentation <b>Assessment Measure Category:</b> Course Exam	Test: 80% of class make C or better while 50% of class make B or better Oral Presentation: 90% of class score 85% or better		Yes

**Related Courses**

- AGBU4023 - AGRICULTURAL FINANCE
- AGBU4033 - AGRICULTURAL POLICY

**Related Course Outcomes**

- \* AGBU4013 - AGRICULTURAL MARKETING: Current marketing trends and practices - Students will be able to describe the current marketing trends and practices in the agribusiness industry.
- \* AGBU4033 - AGRICULTURAL POLICY: Past and Current farm legislation - Students will be able to describe the past and current farm legislation, the basis for it and the appropriate means to logically judge its value to the farming sector.

**Learning Objective: Future of US agriculture structures**

Students will understand how possible future policy proposals could have implications on the future of US agriculture structures.

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
AGBU 2073 test 4 and AGBU 4013 test 2 <b>Assessment Measure Category:</b> Course Exam	50% of class make C or better while 25% of class make B or better		Yes
AGBU 4003 test 2 <b>Assessment Measure Category:</b> Course Exam	80% of class make C or better		Yes
AGBU 4003 test 4 <b>Assessment Measure Category:</b> Course Exam	80% of class make C or better		Yes

**Related Courses**

- AGBU3213 - CAREER DEVELOPMENT IN AG
- AGBU4003 - AGRI-BUSINESS MGMT
- AGBU4013 - AGRICULTURAL MARKETING

**Related Course Outcomes**

- \* AGBU1013 - PRIN OF AGRICULTURAL BUS: Supply, Demand, and Interaction - Students will be able to describe the supply, demand, and interaction of agriculture business.
- \* AGBU2063 - PRIN/AGRI MACROECONOMICS: Implication - Students will be able to describe the implication of business cycles, inflation, and unemployment.
- \* AGBU2063 - PRIN/AGRI MACROECONOMICS: Monetary, Fiscal policy, and Economic growth - Students will be able to describe how the monetary and fiscal policy effect that consumption and investment has on economic growth.
- \* AGBU2073 - PRIN/AGRI MICROECONOMICS: Basic Principles 1 - Students will be able to describe supply, demand, equilibrium, elasticity, markets, firm behavior, industry behavior, and governmental behavior.
- \* AGBU2073 - PRIN/AGRI MICROECONOMICS: Basic principles 2 - Students will be able to describe price determination, production and cost decisions, perfect and imperfect competition implications and income distribution.
- \* AGBU4013 - AGRICULTURAL MARKETING: Current marketing trends and practices - Students will be able to describe the current marketing trends and practices in the agribusiness industry.
- \* AGBU4013 - AGRICULTURAL MARKETING: Pre-production, Options, and Marketing of agricultural products - Students will be able to describe the decisions on pre-production, options, and marketing of agricultural products.
- \* AGBU4033 - AGRICULTURAL POLICY: Past and Current farm legislation - Students will be able to describe the past and current farm legislation, the basis for it and the appropriate means to logically judge its value to the farming sector.

**Learning Objective: Leading and Motivation**

Students will understand how to lead and motivate different groups and different types of individuals.

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Course Embedded Measure <b>Assessment Measure Category:</b> Course - multiple measures	80% of class make C or better		Yes

### Means of Assessment

Assessment Measure	Criterion for Success	Schedule	Active
JOUR 4883 will be assigned a "newsroom" case study to test their ethical leadership decision making skills for their future careers. <b>Assessment Measure Category:</b> Course Exam	80% of the students will make good decisions on case study problems.		Yes

### Related Courses

- AGBU3213 - CAREER DEVELOPMENT IN AG
- AGBU4003 - AGRI-BUSINESS MGMT
- AGBU4013 - AGRICULTURAL MARKETING
- JOUR4883 - MASS COMM THEORY

### Related Course Outcomes

- \* AGBU4003 - AGRI-BUSINESS MGMT: Principles, Practices, and Behavioral activities - Students will be able to describe the principles, practices, and behavioral activities used by managerial professionals in modern agri-business management.
- \* AGBU4003 - AGRI-BUSINESS MGMT: The Use and Application management - Students will be able to describe the use and application management and economic principles in decision making directed toward profit maximization.
- \* AGBU4013 - AGRICULTURAL MARKETING: Pre-production, Options, and Marketing of agricultural products - Students will be able to describe the decisions on pre-production, options, and marketing of agricultural products.
- \* JOUR4173 - PUBLIC RELATIONS PROJ: Client's goals - Students will be able to describe the client's goals.
- \* JOUR4173 - PUBLIC RELATIONS PROJ: Secondary information - Students will be able to describe the secondary information that further illustrates the public relations problem.
- \* JOUR4173 - PUBLIC RELATIONS PROJ: Appropriate, Realistic Objectives - Students will be able to describe appropriate, realistic objectives that reach the intended public.
- \* JOUR4883 - MASS COMM THEORY: Attitudes, Beliefs, and Behaviors - Students will be able to describe how media use and media content affects attitudes, beliefs, and behaviors.
- \* JOUR4883 - MASS COMM THEORY: Media-effects theories - Students will be able to describe the knowledge of media-effects theories that help explain and predict media influence.

### Learning Objective: Critical Thinking

Students will learn to think critically and about news events that affect agriculture.

### Related Courses

- JOUR2133 - INTRO/MASS COMMUNICAT
- JOUR2143 - NEWS WRITING
- JOUR3273 - PUBLIC RELATIONS WRITING
- JOUR4073 - GRAPHIC COMMUNICATION
- JOUR4173 - PUBLIC RELATIONS PROJ
- JOUR4883 - MASS COMM THEORY

### Related Course Outcomes

- \* AGBU4003 - AGRI-BUSINESS MGMT: The Use and Application management - Students will be able to describe the use and application management and economic principles in decision making directed toward profit maximization.
- \* JOUR2143 - NEWS WRITING: Reporting techniques - Students will be able to describe the reporting techniques.
- \* JOUR3173 - PUBLIC RELATIONS PRINCIP: Communication efforts - Students will be able to describe how communication efforts can be improved to build and foster relationships.
- \* JOUR4173 - PUBLIC RELATIONS PROJ: Client's goals - Students will be able to describe the client's goals.
- \* JOUR4173 - PUBLIC RELATIONS PROJ: Secondary information - Students will be able to describe the secondary information that further illustrates the public relations problem.
- \* JOUR4173 - PUBLIC RELATIONS PROJ: Unapproached public relations issues - Students will be able to design and implement primary research to investigate unapproached public relations issues.
- \* JOUR4883 - MASS COMM THEORY: Literacy skills, Critical viewing, and Function - Students will be able to describe the media literacy skills and critical viewing of media content and a more nuanced understanding of how various forms of media function in own lives and in society.

**Learning Objective: Production of public relations material**

Students will gain the ability to produce public relations material that contextualizes agricultural affairs with local, national, and international news events.

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
AGBU 1013: test score (test 2) AGBU 2063: test score (test1) AGBU 2073: test score (test 3) <b>Assessment Measure Category:</b> Course Exam	50% of students make a C or better and 25% of students make a B or better		Yes
Portfolio <b>Assessment Measure Category:</b> Portfolio	90% of students will be judged by faculty to be very proficient.		Yes

**Related Courses**

- AGBU4013 - AGRICULTURAL MARKETING
- JOUR4173 - PUBLIC RELATIONS PROJ

**Related Course Outcomes**

- \* AGBU4013 - AGRICULTURAL MARKETING: Current marketing trends and practices - Students will be able to describe the current marketing trends and practices in the agribusiness industry.
- \* AGBU4013 - AGRICULTURAL MARKETING: Pre-production, Options, and Marketing of agricultural products - Students will be able to describe the decisions on pre-production, options, and marketing of agricultural products.
- \* AGBU4023 - AGRICULTURAL FINANCE: Tools and jargon used - Students will be able to describe the tools and jargon used when calculating and evaluating the costs and benefits to agricultural assets and credits.
- \* AGBU4023 - AGRICULTURAL FINANCE: Unique aspects and tools - Students will be able to describe the unique aspects and tools for agricultural valuation in the agricultural financial statements.
- \* AGBU4023 - AGRICULTURAL FINANCE: Lending institutional options - Students will be able to describe the lending institutional options for agricultural loans.
- \* AGBU4023 - AGRICULTURAL FINANCE: Options - Students will be able to describe the options available with agricultural loans.
- \* JOUR2133 - INTRO/MASS COMMUNICAT: Mass communication Industries and their Products - Students will be able to describe the mass communication industries and their products.
- \* JOUR2143 - NEWS WRITING: Reporting techniques - Students will be able to describe the reporting techniques.
- \* JOUR3173 - PUBLIC RELATIONS PRINCIP: Communication efforts - Students will be able to describe how communication efforts can be improved to build and foster relationships.
- \* JOUR3273 - PUBLIC RELATIONS WRITING: Stylistic and Professional standards - Students will be able to describe the stylistic and professional standards necessary to write successful public relations materials.
- \* JOUR3273 - PUBLIC RELATIONS WRITING: Strengths and Weaknesses - Students will be able to describe the strengths and weaknesses of existing communication messages.
- \* JOUR4073 - GRAPHIC COMMUNICATION: Element of design - Students will be able to describe the element of design.
- \* JOUR4073 - GRAPHIC COMMUNICATION: Visual communication - Students will be able to create effective visual communication.
- \* JOUR4173 - PUBLIC RELATIONS PROJ: Client's goals - Students will be able to describe the client's goals.
- \* JOUR4173 - PUBLIC RELATIONS PROJ: Secondary information - Students will be able to describe the secondary information that further illustrates the public relations problem.
- \* JOUR4173 - PUBLIC RELATIONS PROJ: Unapproached public relations issues - Students will be able to design and implement primary research to investigate unapproached public relations issues.
- \* JOUR4173 - PUBLIC RELATIONS PROJ: Strategies and Specific acts - Students will be able to devise strategies and specific tactics to reach the public.
- \* JOUR4883 - MASS COMM THEORY: Media-effects theories - Students will be able to describe the knowledge of media-effects theories that help explain and predict media influence.
- \* JOUR4883 - MASS COMM THEORY: Literacy skills, Critical viewing, and Function - Students will be able to describe the media literacy skills and critical viewing of media content and a more nuanced understanding of how various forms of media function in own lives and in society.

**Learning Objective: Cogent and Clear writing**

Students will demonstrate the ability to cogently and clearly write in forms and styles appropriate to target audiences and media outlets.

**Means of Assessment**

**Means of Assessment**

<b>Assessment Measure</b>	<b>Criterion for Success</b>	<b>Schedule</b>	<b>Active</b>
pre-test in JOUR 2143-News Writing and a post-test in JOUR 4883-Mass Communication Theory. <b>Assessment Measure Category:</b> Course Exam	90% of students will have an excellent proficiency with AP style.		Yes
Journalism faculty will do a random sample of papers from a few of the writing courses to examine the quality of skills in handling selected requirements of the Associated Press style. <b>Assessment Measure Category:</b> Course - multiple measures	80% of students in the various writing classes should be successful in meeting the AP style requirements.		Yes

**Related Courses**

- JOUR2143 - NEWS WRITING
- JOUR3273 - PUBLIC RELATIONS WRITING
- JOUR4073 - GRAPHIC COMMUNICATION

**Related Course Outcomes**

- \* AGBU3213 - CAREER DEVELOPMENT IN AG: Skills - Students will be able to develop and improve the written communication, oral communication, and leadership skills.
- \* JOUR2143 - NEWS WRITING: News writing skills - Students will be able to describe the basic news writing skills.
- \* JOUR2143 - NEWS WRITING: Reporting techniques - Students will be able to describe the reporting techniques.
- \* JOUR3273 - PUBLIC RELATIONS WRITING: Stylistic and Professional standards - Students will be able to describe the stylistic and professional standards necessary to write successful public relations materials.
- \* JOUR3273 - PUBLIC RELATIONS WRITING: Strengths and Weaknesses - Students will be able to describe the strengths and weaknesses of existing communication messages.
- \* JOUR4073 - GRAPHIC COMMUNICATION: Element of design - Students will be able to describe the element of design.
- \* JOUR4073 - GRAPHIC COMMUNICATION: Visual communication - Students will be able to create effective visual communication.

**Learning Objective: Development of appreciation**

Students will develop an appreciation for the diverse interests and groups associated with American agriculture and produce public relations material that account for different perspectives.

**Means of Assessment**

<b>Assessment Measure</b>	<b>Criterion for Success</b>	<b>Schedule</b>	<b>Active</b>
pre-test in JOUR 2143 <b>Assessment Measure Category:</b> Course Exam	90% of students will have an excellent proficiency with AP style.		Yes
portfolio <b>Assessment Measure Category:</b> Portfolio	90% of students will be judged by faculty to be very proficient.		Yes
random sample of papers <b>Assessment Measure Category:</b> Course Research Project	80% of students in the various writing classes should be successful in meeting the AP style requirements.		Yes

**Related Courses**

- AGBU3213 - CAREER DEVELOPMENT IN AG
- JOUR2143 - NEWS WRITING
- JOUR3173 - PUBLIC RELATIONS PRINCIP
- JOUR3273 - PUBLIC RELATIONS WRITING

- JOUR4073 - GRAPHIC COMMUNICATION
- JOUR4173 - PUBLIC RELATIONS PROJ

### Related Course Outcomes

- \* AGBU3213 - CAREER DEVELOPMENT IN AG: Agricultural business careers - Students will be able to describe the professional opportunities and responsibilities associated with agricultural business careers.
- \* AGBU4013 - AGRICULTURAL MARKETING: Pre-production, Options, and Marketing of agricultural products - Students will be able to describe the decisions on pre-production, options, and marketing of agricultural products.
- \* AGBU4023 - AGRICULTURAL FINANCE: Lending institutional options - Students will be able to describe the lending institutional options for agricultural loans.
- \* JOUR3173 - PUBLIC RELATIONS PRINCIP: Public relations profession - Students will be able to describe the public relations profession, including various opportunities available to public relations reactioners.
- \* JOUR3173 - PUBLIC RELATIONS PRINCIP: Communication efforts - Students will be able to describe how communication efforts can be improved to build and foster relationships.
- \* JOUR4173 - PUBLIC RELATIONS PROJ: Client's goals - Students will be able to describe the client's goals.
- \* JOUR4173 - PUBLIC RELATIONS PROJ: Unapproached public relations issues - Students will be able to design and implement primary research to investigate unapproached public relations issues.
- \* JOUR4173 - PUBLIC RELATIONS PROJ: Appropriate, Realistic Objectives - Students will be able to describe appropriate, realistic objectives that reach the intended public.

### Learning Objective: Research Skills

Students will develop the ability to gather, comprehend, and generate public relations material from appropriate agricultural, government, scientific, and other public resources.

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
JOUR 4883 will be assigned a "newsroom" case study to test their ethical leadership decision making skills for their future careers. <b>Assessment Measure Category:</b> Course Research Project	80% of the students will make good decisions on case study problems.		Yes
JOUR 3143-News Reporting will interview faculty who will determine their proficiency in interviewing skills. <b>Assessment Measure Category:</b> Surveys and Interviews	90% of students will achieve a score of 80 or above on assessment instrument.		Yes
Portfolio <b>Assessment Measure Category:</b> Portfolio	90% of students will be judged by faculty to be very proficient.		Yes

### Related Courses

- AGBU3213 - CAREER DEVELOPMENT IN AG
- JOUR2133 - INTRO/MASS COMMUNICAT
- JOUR2143 - NEWS WRITING
- JOUR3173 - PUBLIC RELATIONS PRINCIP
- JOUR3273 - PUBLIC RELATIONS WRITING
- JOUR4073 - GRAPHIC COMMUNICATION
- JOUR4173 - PUBLIC RELATIONS PROJ
- JOUR4883 - MASS COMM THEORY

### Related Course Outcomes

- \* AGBU4023 - AGRICULTURAL FINANCE: Unique aspects and tools - Students will be able to describe the unique aspects and tools for agricultural valuation in the agricultural financial statements.
- \* AGBU4023 - AGRICULTURAL FINANCE: Lending institutional options - Students will be able to describe the lending institutional options for agricultural loans.
- \* AGBU4023 - AGRICULTURAL FINANCE: Options - Students will be able to describe the options available with agricultural loans.
- \* JOUR2133 - INTRO/MASS COMMUNICAT: Mass communication Industries and their Products - Students will be able to describe the mass



communication industries and their products.

- \* JOUR2143 - NEWS WRITING: Reporting techniques - Students will be able to describe the reporting techniques.
- \* JOUR3173 - PUBLIC RELATIONS PRINCIP: Public relations profession - Students will be able to describe the public relations profession, including various opportunities available to public relations practitioners.
- \* JOUR4173 - PUBLIC RELATIONS PROJ: Unapproached public relations issues - Students will be able to design and implement primary research to investigate unapproached public relations issues.

**Learning Objective: History of communications technology and Develop skills**

Students will gain an understanding of the history of communications technology and develop skills using the latest techniques in public relations

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Course Embedded Measure	80% of class make C or better		Yes
<b>Assessment Measure Category:</b> Course - multiple measures			

**Related Courses**

- JOUR2143 - NEWS WRITING
- JOUR3273 - PUBLIC RELATIONS WRITING
- JOUR4073 - GRAPHIC COMMUNICATION
- JOUR4173 - PUBLIC RELATIONS PROJ

**Related Course Outcomes**

- \* AGBU3213 - CAREER DEVELOPMENT IN AG: Career options and Interview process - Students will be able to describe the career options upon graduation, and interview process.
- \* JOUR2133 - INTRO/MASS COMMUNICAT: Mass communication Industries and their Products - Students will be able to describe the mass communication industries and their products.
- \* JOUR2143 - NEWS WRITING: News writing skills - Students will be able to describe the basic news writing skills.
- \* JOUR2143 - NEWS WRITING: Fundamentals of Journalism - Students will be able to describe the fundamentals of Journalism.
- \* JOUR2143 - NEWS WRITING: Reporting techniques - Students will be able to describe the reporting techniques.
- \* JOUR3173 - PUBLIC RELATIONS PRINCIP: Public relations communications - Students will be able to describe the public relations communications.
- \* JOUR4073 - GRAPHIC COMMUNICATION: Element of design - Students will be able to describe the element of design.
- \* JOUR4883 - MASS COMM THEORY: Effects of media - Students will be able to describe the effects of media on individuals and on society.
- \* JOUR4883 - MASS COMM THEORY: Role of media in the lives - Students will be able to describe the role of media in the lives of individuals and society.

**Learning Objective: Ethical standards and Accuracy**

Students will demonstrate the ability of producing news stories and press releases that reflect ethical standards and accuracy.

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Journalism faculty will do a random sample of papers from a few of the writing courses to examine the quality of skills in handling selected requirements of the Associated Press style. <b>Assessment Measure Category:</b> Course Exam	80% of students in the various writing classes should be successful in meeting the AP style requirements.		Yes
JOUR 3143-News Reporting will interview faculty who will determine their proficiency in interviewing skills. <b>Assessment Measure Category:</b> Surveys and Interviews	90% of students will achieve a score of 80 or above on assessment instrument.		Yes
JOUR 4883 will be assigned a "newsroom" case study to test their ethical leadership decision making skills for their future careers.	80% of the students will make good decisions on case study problems.		Yes

### Means of Assessment

Assessment Measure	Criterion for Success	Schedule	Active
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#### Assessment Measure Category:

Course Research Project

#### Related Courses

- JOUR2133 - INTRO/MASS COMMUNICAT
- JOUR2143 - NEWS WRITING
- JOUR3273 - PUBLIC RELATIONS WRITING
- JOUR4073 - GRAPHIC COMMUNICATION
- JOUR4173 - PUBLIC RELATIONS PROJ
- JOUR4883 - MASS COMM THEORY

#### Related Course Outcomes

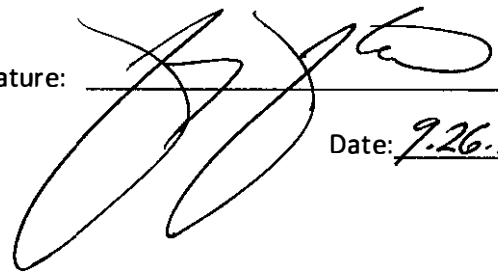
- \* JOUR2143 - NEWS WRITING: Fundamentals of Journalism - Students will be able to describe the fundamentals of Journalism.
- \* JOUR3273 - PUBLIC RELATIONS WRITING: Strengths and Weaknesses - Students will be able to describe the strengths and weaknesses of existing communication messages.
- \* JOUR4173 - PUBLIC RELATIONS PROJ: Evaluation - Students will be able to evaluate the program, and be evaluated by the client.
- \* JOUR4883 - MASS COMM THEORY: Role of media in the lives - Students will be able to describe the role of media in the lives of individuals and society.
- \* JOUR4883 - MASS COMM THEORY: Attitudes, Beliefs, and Behaviors - Students will be able to describe how media use and media content affects attitudes, beliefs, and behaviors.

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

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

Department Affected: Department of Speech, Theatre and Journalism	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Please consider supporting this new option of Agri-Business Public Relations Option. There would be a minimum number of students but it is a very viable option for both departments. Thank you for your consideration and time.  Mack	

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



Date: 9.26.11

OCT 26 2011

Arkansas Tech University  
REQUEST FOR COURSE CHANGE

CURRICULUM COMM  
-PASSED

11/22/11 Jlf

TO: Curriculum Committee  
FROM: Fisheries and Wildlife Program-Department of Biological Sciences  
DATE SUBMITTED: 25OCT11

FACULTY SENATE-PASSED

12-6-11 pcc

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head Dr. Charles Gagen	<i>Charles Gagen</i>	10-25-11
Dean Dr. Jeff Robertson	<i>Jeff W. Robertson</i>	2011 Oct 25
Registrar	<i>Jammy Keadles</i>	10/30/11
Vice President for Academic Affairs	<i>J</i>	

Course Subject: GEOG	Course Number: 2833
Cross-listed with Subject: FW	Course Number: 2833
Official Title <b>Introduction to Geographic Information Systems</b>	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Term: <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input checked="" type="checkbox"/> Fall	2012

OCT 26 2011

New Course Number :
New Course Title (Limited to 30 characters including spaces):
New Course Description:
<p>New Cross-list:</p> <p><input checked="" 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 <b><u>this proposal is to cross-list the existing GEOG 2833 as FW 2833, it will not change an existing upper-level FW course in GIS.</u></b></p>
New Prerequisite/Co-requisite:
<p><input type="checkbox"/> Elective        <input checked="" 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><b>The program change to add an introductory GIS to the curriculum matrix for the FW major was approved last year; however, since only the GEOG prefix existed at that time, students could only choose GEOG 2833.</b></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><b>GIS training is becoming increasingly important in the natural resources field as evidenced by the near universal request for GIS training in job advertisements. The FW Program faculty decided to add an introductory GIS requirement to the curriculum based largely on direct, explicit, advice from our FW advisory committee. It was the committee's opinion that GIS was necessary training for all of our graduates. Also based on student exit interviews it became evident that students also felt that GIS training would be helpful in their future career.</b></p> <p><b>Additionally, our faculty participated in inter-departmental planning meetings which also included faculty representatives who teach courses in GEOL, EAM, and GEOG. These faculty agreed that the need for introductory GIS training was great for all of our majors. The ad hoc group was interested in developing a new TECH prefix of GIS to serve this and anticipated future courses in this growing discipline, but Wyatt Watson advised that developing a cross-listed course would be more administratively efficient than creating a new prefix. The course was initially proposed with the GEOG prefix because the Department of History and Political Science was in the best position to offer it, but all agreed on a text and basic course objectives. FW faculty recognized that we have instructors qualified to teach the introductory course, as well as our more advanced course, and the ad hoc group understood that other departments would propose cross-listing as needs and opportunities arose. Now that our curriculum has changed and our students are beginning to follow this new requirement, we propose cross-listing it as planned to appropriately share the teaching duty which should assure sufficient capacity and regularity in TECH's offerings.</b></p>
How will the effect of the change be monitored in ongoing program assessment?

OCT 26 2011

**The effects of the addition of this course to the FW curriculum will be monitored through our annual program assessment and through interviews with our graduating seniors. In addition we will solicit feedback from our advisory committee on the performance of our graduates in the job force.**

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

**Cross-listing this course should have a positive impact on the University by allowing it to be taught more often and in different departments. We have requested departmental support from the departments originally interested in this initiative: Departments of Physical Sciences, Emergency Administration and Management, and History and Political Science.**

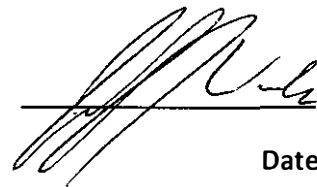
OCT 26 2011

## 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 <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of History and Political Science approves of the cross-listing of GEOG 2833 with FW2833 contingent on the ability of the department whose faculty member is teaching the course to enter all sections in the Banner course schedule for the course and set the enrollment limits for each CRN entered.	

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

 (Dr. Woods)

Date: 10/20/11

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

Received  
Registrar's Office

OCT 26 2011

**RE: Cross-listing GEOG 2283 as FW 2283**

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

Department Affected: Physical Sciences	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This change will have no affect on our geology majors who take this course. The departments involved in the decision have worked together in determining the course objectives, ensuring that the course with either listing will satisfy the needs of our students.	

Department Head Signature:

James R. Musser

Date: 10/20/2011



OCT 26 2011

Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM

RE: Cross-listing GEOG 2283 as FW 2283

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 the change. <input type="checkbox"/> does not support
Comments:	

Department Head Signature:



Date: 10/19/2011

**Arkansas Tech University  
REQUEST FOR COURSE DELETION**

**CURRICULUM COMMITTEE  
- PASSED**

11/22/11 JBR

TO: Curriculum Committee or Graduate Council

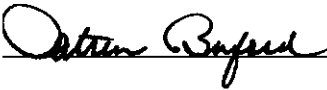


FROM: Electrical Engineering Department

DATE SUBMITTED: 10/14/11

**FACULTY SENATE - PASSED**

12-6-11 PCC

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head Patricia Buford		10/14/11
Dean Willy Hoefler		10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes		10/23/11
Vice President for Academic Affairs John Watson		

Course Subject: ELEG	Course Number: 3131
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Electronics Lab	
Effective Term: <input type="checkbox"/> Spring <input type="checkbox"/> Summer I Fall 2012	
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.	
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.	

**Rationale:** The lab has now been incorporated into the two electronics courses over a span of two semesters and closely follows material in class for both ELEG 3103 Electronics I and ELEG 4103 Electronics II. Students are tested in class covering theory and in the lab which requires design applications. This pedagogical improvement of these two classes renders this course obsolete.

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

**This change will not affect other departments.**

**Arkansas Tech University CURRICULUM COMM  
REQUEST FOR COURSE ADDITION –PASSED**

11/22/11 JLBK

TO: Curriculum Committee

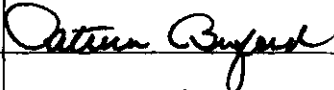
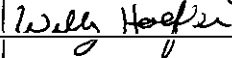
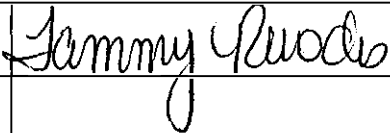
FROM: Electrical Engineering

DATE SUBMITTED: 10/17/11

**FACULTY SENATE – PASSED**

12-6-11 pcc

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Patricia Buford		10/13/11
Dean Willy Hoefler		10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes		10/23/11
Vice President for Academic Affairs John Watson		

Course Subject: ELEG	Course Number: 3173
Cross-listed with Subject: MATH	Course Number: 3173
Official Title (Limited to 30 characters including spaces):  Math Methods for Engineers	
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: 2012-2013	How frequently will course be offered? annually
Is this course repeatable? Y / N How many times?	
Does this course require a fee? NO How much? N/A Type of fee? N/A	

Elective       Major       Minor

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

Prerequisites:  
MATH 3243 Differential Equations

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?

The University Mission is "Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners." This course is required to maintain accreditation which is paramount to the Electrical Engineering Department.

What assessment information is being used to support this proposal?

The assessment information for the new course is based on examining the current program criteria for electrical engineering programs as defined by ABET, Inc.

ABET release new criteria in 2011 which emphasized the inclusion of linear algebra, complex variables, and discrete mathematics in the curriculum of all engineering programs with the modifier electrical, electronic, computer, or similar modifiers in their titles.

How will the effect of the change be monitored?

**Course assessment methods.**

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

This Mathematics service course for the Electrical Engineering Department is currently in development and will include theory and applications of Statistics, Linear Algebra and Complex Variables. It is in response to the change in the ABET, Inc. Accreditation Program Criteria for Electrical, Computer and similarly named engineering programs. "The curriculum for programs containing the modifier "electrical" in the title must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics." (ABET 2011-2012 Criteria for Accrediting Engineering Programs)

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.

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

The addition of this course will affect the Mathematics Department.

**DEPARTMENT OF ELECTRICAL ENGINEERING**  
**ELEG 3173/ MATH 3173 – Math Methods for Engineers**

**a. Course subject, number and title**

Electrical Engineering (ELEG) 3173/Mathematics (MATH) 3173, Mathematical Methods for Engineers

**b. Catalog course description**

Course Pre-requisite: MATH 3243 Differential Equations.

This course is designed to give the undergraduate student an introduction to a variety of advanced mathematical techniques used in solving engineering problems. The course will cover linear algebra, complex variables, discrete mathematics, and applied statistics.

**c. Course goals and/or objectives**

The goals for this course are:

1. The student will demonstrate a knowledge of linear algebra.
2. The student will demonstrate a knowledge of complex variables.
3. The student will demonstrate a knowledge of discrete mathematics.
4. The student will demonstrate a knowledge of statistics.

**d. Topics to be covered**

1. Linear Algebra
  - a. Matrix Algebra
  - b. Systems of Linear Equations
  - c. Determinants
  - d. Eigenvalues & Eigenvectors
  - e. Linear Transformations
2. Complex Variables
  - a. Complex Numbers
  - b. Analytic Functions
  - c. Elementary Functions of a Complex Variable
  - d. Integrals
  - e. Residues and Poles
3. Applied Statistics
  - a. Descriptive Statistics
  - b. Probability
  - c. Random Variables
  - d. Hypothesis Testing
  - e. Parametric Statistical Analysis

**e. Methods of student performance assessment and evaluation**

Quizzes - 20%

Homework – 10%

Presentations – 10%

Mid-Term Test - 25%

Final Exam- 35%

**f. Bibliography**

Erwin Kreyszig, Herbert Kreyszig, and Edward J. Norminton, *Advanced Engineering Mathematics*, John Wiley, 10<sup>th</sup> edition, 2011.

Michael D. Greenbert, *Advanced Engineering Mathematics*, Prentice Hall, 1988.

Alan Jeffrey, *Advanced Engineering Mathematics*, Academic Press, 2002.



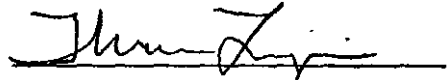
**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

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

Proposed Change: Drop MATH 3153 Applied Statistics; Add ELEG/MATH 3173 Math Methods for Engineers

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

Department Head Signature:




Date: 10-14-11

**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 X supports <input type="checkbox"/> does not support the change.
Comments: This course was proposed in response to a new requirement by ABET, Inc. Program Criteria for Accrediting Engineering Programs for Electrical Engineering. We are not only supportive but grateful to the Mathematics Department for assisting us in our efforts to maintain accreditation.	

Department Head Signature:   
Date: 10/17/11

Support Documentation for Proposal to Add  
MATH/ELEG 3173 Math Methods for Engineers

The following two pages are excerpts from the ABET, Inc. Program Criteria for Accrediting Engineering Programs. As may be seen the language was strengthened from “graduates have a knowledge of” (2010 – 2012 Criteria) to “the curriculum must include” (2011 – 2012 Criteria) regarding advanced mathematics topics for electrical engineers. This proposal is a service course to address this new requirement.

## 2. Faculty

The program must demonstrate that the majority of faculty teaching courses that are primarily design in content are qualified to teach the subject matter by virtue of professional licensure, or by education and design experience. The faculty must include at least one member who has had full-time experience and decision-making responsibilities in the construction industry.

**PROGRAM CRITERIA FOR  
ELECTRICAL, COMPUTER,  
AND SIMILARLY NAMED ENGINEERING PROGRAMS**  
Lead Society: Institute of Electrical and Electronics Engineers  
Cooperating Society for Computer Engineering Programs: CSAB

These program criteria apply to engineering programs that include electrical, electronic, computer, or similar modifiers in their titles.

### 1. Curriculum

The structure of the curriculum must provide both breadth and depth across the range of engineering topics implied by the title of the program.

The program must demonstrate that graduates have: knowledge of probability and statistics, including applications appropriate to the program name and objectives; and knowledge of mathematics through differential and integral calculus, basic sciences, computer science, and engineering sciences necessary to analyze and design complex electrical and electronic devices, software, and systems containing hardware and software components, as appropriate to program objectives.

Programs containing the modifier “electrical” in the title must also demonstrate that graduates have a knowledge of advanced mathematics, typically including differential equations, linear algebra, complex variables, and discrete mathematics.

Programs containing the modifier “computer” in the title must also demonstrate that graduates have a knowledge of discrete mathematics.

**PROGRAM CRITERIA FOR  
ENGINEERING, GENERAL ENGINEERING,  
ENGINEERING PHYSICS, AND ENGINEERING SCIENCE  
AND SIMILARLY NAMED ENGINEERING PROGRAMS**  
Lead Society: American Society for Engineering Education

These program criteria apply to engineering (without modifiers), general engineering, engineering physics, engineering science(s), and similarly named engineering programs.

There are no program-specific criteria beyond the General Criteria.

**PROGRAM CRITERIA FOR  
ELECTRICAL, COMPUTER,  
AND SIMILARLY NAMED ENGINEERING PROGRAMS  
Lead Society: Institute of Electrical and Electronics Engineers  
Cooperating Society for Computer Engineering Programs: CSAB**

These program criteria apply to engineering programs that include electrical, electronic, computer, or similar modifiers in their titles.

**1. Curriculum**

The structure of the curriculum must provide both breadth and depth across the range of engineering topics implied by the title of the program.

The curriculum must include probability and statistics, including applications appropriate to the program name; mathematics through differential and integral calculus; sciences (defined as biological, chemical, or physical science); and engineering topics (including computing science) necessary to analyze and design complex electrical and electronic devices, software, and systems containing hardware and software components.

The curriculum for programs containing the modifier “electrical” in the title must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics.

The curriculum for programs containing the modifier “computer” in the title must include discrete mathematics.

**PROGRAM CRITERIA FOR  
ENGINEERING, GENERAL ENGINEERING,  
ENGINEERING PHYSICS, AND ENGINEERING SCIENCE  
AND SIMILARLY NAMED ENGINEERING PROGRAMS  
Lead Society: American Society for Engineering Education**

These program criteria apply to engineering (without modifiers), general engineering, engineering physics, engineering science(s), and similarly named engineering programs.

There are no program-specific criteria beyond the General Criteria.

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

**CURRICULUM COMM  
- PASSED**

11/22/11 JBR

TO: Curriculum Committee

FROM: Electrical Engineering

DATE SUBMITTED: 10/17/11

**FACULTY SENATE - PASSED**

12-6-11 pcc

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Patricia Buford	<i>Patricia Buford</i>	10/13/11
Dean Willy Hoefler	<i>Willy Hoefler</i>	10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/23/11
Vice President for Academic Affairs John Watson		

Course Subject: ELEG	Course Number: 4122
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <del>Math Methods for Engineers</del> <i>Electrical Lab Systems Lab</i>	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2012-2013	How frequently will course be offered? Annually
Is this course repeatable? <u>Y</u> / N How many times?	
Does this course require a fee? Yes How much? \$15 Type of fee? Lab	

Elective       Major       Minor

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

Prerequisites:

ELEG 3103

Co-requisites:

ELEG 4103

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

For the proposed course, attach a syllabus that includes:

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

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

YES – LabView and PLC software

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?

The University Mission is “Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.” This course will help strengthen the technical capabilities of our engineering students by giving them the tools used in industry.

The Strategic Planning Goal One is stated to be, “Enhance the creation and delivery of first quality education services”. This course will enhance the quality of our students’ laboratory skills and better prepare them for graduate school or industry.

What assessment information is being used to support this proposal?

Formal and informal assessment data from industry advisors, graduating seniors, and alumni have recommended that our students be competent in PLCs and PC-based data acquisition systems.

How will the effect of the change be monitored?

Course level assessment will be monitored through Banner.

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

This new course is a result of demands of industry.

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.

Industry advisors, alumni, and graduating seniors are among the stakeholders that have recommended this addition to the curriculum. This course will increase the marketability of our graduates.

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

See attached Departmental Support Form. N/A



**DEPARTMENT OF ELECTRICAL ENGINEERING  
ELEG 4122 – Electrical Systems Lab**

**a. Course subject, number and title**

Electrical Engineering (ELEG) 4122, Electrical Systems Lab

- b. Catalog course description** *Co-requisite: ELEG 4103; Prerequisite: ELEG 3103*  
The course presents advanced topics in electrical engineering system design. Topics include discrete components, ICs, PLCs, and data acquisition systems.

**c. Course goals and/or objectives**

The goals for this course are:

1. The student will demonstrate an understanding of PC-based data acquisition systems.
2. The student will demonstrate knowledge of system integration and verification.
3. The student will demonstrate an understanding of programmable logic controllers.

**d. Topics to be covered**

1. Labview
2. Programmable Logic Controllers
3. Data acquisition

**e. Methods of student performance assessment and evaluation**

Quizzes - 20%  
Homework – 10%  
Presentations – 10%  
Mid-Term Test - 25%  
Final Exam- 35%

**f. Bibliography**

W. Bolton, *Programmable Logic Controllers*, 4<sup>th</sup> edition, <http://www.engr-ebooks.com/engineering/electrical/programmable-logic-controllers-fourth-edition-by-w-bolton.html>

Jon Conway and Steve Watts, *A Software Engineering Approach to LabVIEW*. Prentice Hall, 2003.

John Essick, *Hands-on Introduction to LabVIEW for Scientists and Engineers*, Oxford University Press, 2008.

CURRICULUM COMM  
-PASSED

Arkansas Tech University  
REQUEST FOR COURSE CHANGE

11/22/11 JAF

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Electrical Engineering

DATE SUBMITTED: 10/17/11

FACULTY SENATE-PASSED

12-6-11 pcc

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head Patricia Buford	<i>Patricia Buford</i>	10/13/11
Dean Willy Hoefler	<i>Willy Hoefler</i>	10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Woods</i>	10/23/11
Vice President for Academic Affairs John Watson		

Course Subject: ELEG	Course Number: 1012
Cross-listed with Subject: MCEG	Course Number: 1012
Official Title Introduction to Engineering	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input checked="" 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 <input checked="" type="checkbox"/> Fall	
2012	

MCEG 1012, Introduction to Engineering, will not be changed.

New Course Number :

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

Intro. to Electrical Engineering

New Course Description:

An introductory course to acquaint students with the fundamental techniques in the field of electrical engineering. Topics include technical and ethical aspects of electrical engineering, problem solving skills, electrical measurements and calculations, basic circuits and prototyping.

Two hours lecture/lab

New Cross-list:

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

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

This change asked to delete its cross listing with MCEG 1012.

New Prerequisite/Co-requisite:

This proposal asked to remove the Co-requisite of MATH 1113 or higher

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 changes requested here are artifacts of a couple of separate problems we have encountered with students matriculating through our program.

1. The first change requested is the dropping of MATH 1113 or any higher math as a co-requisite. The problem with listing this course as a co-requisite is there are some students that declare electrical engineering as a major but cannot enroll in MATH 1113 as incoming freshmen due to inadequate test scores. This means the student would not be exposed to any experience with electrical engineering until after their first semester (and in some cases after their first year). This makes it difficult to retain those already "at-risk" students in the program. Additionally, this course does not require any math skills at the level of MATH 1113 or higher.
2. The second part of this proposal is a significant change to the focus of the course. Until now this course has been cross listed with MCEG 1012 and has for the most part been a very general overview of engineering as a career path. Students majoring in either mechanical or electrical engineering would take the same sections of the course. The problem is that there is not enough time to adequately expose the students to interesting material in both of their fields. As a result neither mechanical nor electrical engineering students were learning skills that would be beneficial to them in future subject matter courses. This problem is evident as

early on in the electrical engineering curriculum as the second semester when the students are expected to know some fundamental concepts/practices in wiring basic circuits. This proposal aims to fix this problem by eliminating the cross listing of this course and changing the focus to be aimed at our electrical engineering students. The name change and course description have been altered to reflect this change.

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

We will monitor the retention rate of incoming students especially those that require developmental math to see if this change has any impact. Also we will poll the instructor of the second semester electrical engineering course to ascertain if the change to the focus of the course has impacted the students' incoming skill level as related to basic circuit building.

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

This course will affect the Mechanical Engineering Department.

**CURRICULUM COMM  
-PASSED**

**Arkansas Tech University  
REQUEST FOR COURSE CHANGE**

11/22/11 JAB

TO: Curriculum Committee

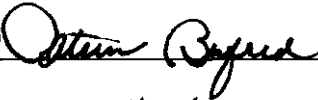
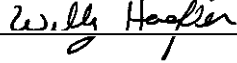
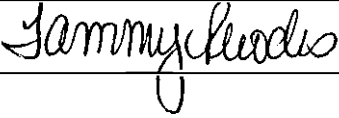
FROM: Electrical Engineering

**FACULTY SENATE-PASSED**

DATE SUBMITTED: 10/17/11

12-6-11 pcc

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head Patricia Buford		10/19/11
Dean Willy Hoefler		10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes		10/23/11
Vice President for Academic Affairs John Watson		

Course Subject: ELEG	Course Number: 3163
Cross-listed with Subject:	Course Number:
Official Title Electric Power Systems	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Term: <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I 2012	

New Course Number :

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

New Course Description:

Introduction to power system analysis and operation. Topics included: mathematical modeling of power system components, power flow analysis, symmetric and asymmetric faults and economic operation of power systems.

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 Prerequisite: PHYS 2124 in addition to old Prerequisite of ELEG 2113

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.

Formal and informal assessment data from industry advisors, graduating seniors, and alumni have indicated that modeling and economic consideration of power systems is an integral requirement for those in the power industry. Currently a majority of our graduates are employed in the power industry. This change updates the course to better match current industry standards.

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

Course embedded assessment methods as well as indirect surveys of alumni, employers and the Electrical Engineering Advisory Board.

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

No other department will be affected.

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

**CURRICULUM CO  
- PASSED**

11/22/11 JWR


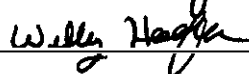
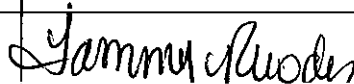
Catalog  
12-8-11 KR

**FACULTY SENATE-PASSED**

12-6-11 pcc

TO: Curriculum Committee  
FROM: Electrical Engineering Department  
DATE SUBMITTED: 10/17/11

REQUEST FOR CHANGE IN PROGRAM : Electrical Engineering; Electrical Engineering

Title	Signature	Date
Department Head Patricia Buford		10/17/11
Dean Willy Hoefler		10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes		10/23/11
Vice President for Academic Affairs John Watson		

<b>Program Title:</b> Electrical Engineering; Electrical Engineering Option	<b>Effective Date:</b> Fall 2012
<p>Outline change in program and attach curriculum matrix:</p> <ol style="list-style-type: none"> <li>Delete MATH 3153 Applied Statistics; Add ELEG/MATH 3173 Math Methods for Engineers</li> <li>Delete ELEG 3131 Electronics Lab; Add ELEG 4122 Electrical Systems Lab</li> <li>Delete COMS 2803 Programming in C; Add COMS 2104 Foundations of Computer Programming I</li> <li>Delete ELEG 3 hour upper level ELEG Elective; Add ELEG 3153 Electrical Machines</li> </ol> <p>In compliance with ACT 747 of 2011, the degree program in Electrical Engineering: Electrical Engineering Option has been modified as follows:</p> <ol style="list-style-type: none"> <li>Deletion of Biological Science</li> <li>Deletion of Physical Education</li> <li>Replacement of 6 hours of Social Science with 6 hours of upper level Math courses</li> </ol>	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <ol style="list-style-type: none"> <li>Will require more teaching load for ELEG/MATH 3173 but will reduce enrollment in MATH 3153</li> <li>One hour additional lab will be absorbed into department teaching load.</li> <li>Will require shifting in the Computer and Information Science Department from COMS 2803 to COMS 2104.</li> <li>None</li> </ol>	
<p>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.</p>	

- 1) Delete: MATH 3153 Applied Statistics – Topics from this course are included in the proposed MATH/ELEG 3173 Math Methods for Engineers. Add: MATH/ELEG 3173 Math Methods for Engineers – This Mathematics course is currently in development by the Mathematics faculty and will include theory and applications of Statistics, Linear Algebra and Complex Variables. It is in response to the change in the ABET, Inc. Accreditation Program Criteria for Electrical, Computer and similarly named engineering programs. “The curriculum for programs containing the modifier “electrical” in the title must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics.” (ABET 2011-2012 Criteria for Accrediting Engineering Programs) Discrete mathematics is introduced in ELEG 2134 Digital Logic Design.
  
- 2) Delete: ELEG 3131 Electronics Lab has now been incorporated into the two electronics courses over a span of two semesters and closely follows material in class for both ELEG 3103 Electronics I and ELEG 4103 Electronics II. Students are tested in class covering theory and in the lab which requires design applications. This pedagogical improvement of these two classes renders this course obsolete. Add: ELEG 4122 Electrical Systems Lab includes engineering tools useful in electrical engineering. It is initially planned to include Programmable Logic Controllers and Lab View. Students will complete the semester with a project. This course is a result of formal and informal alumni surveys.
  
- 3) Delete: COMS 2803 Programming in C. – Evidence indicates that students taking this class are not prepared for the rigor of ELEG 3133 Microprocessor System Design. Add: COMS 2104 Foundations of Computer Programming I – Evidence indicates those students who took this course are better prepared for the rigor of ELEG 3133 Microprocessor System Design. Testing data in ELEG 3133 renders significant differences in achievement between students in COMS 2104 versus COMS 2803.

Semester	Student Average Final Grade COMS 2803 Prerequisite EE;EE	Student Average Final Grade COMS 2104 Prerequisite EE;CE	Student Average Prerequisite Test COMS 2803 Prerequisite EE;EE	Student Average Prerequisite Test COMS 2104 Prerequisite EE;CE
Spring 2011	77.3%	92%	72.7%	75%
Fall 2010	82.7%	128%	70.7%	125%
Spring 2010	86.7%	No CE Student	Not available	Not available
Fall 2009	96.7%	98.2%	Not available	Not available



4) Delete ELEG 3 hour EE Elective – In conjunction with addition below of ELEG 3153 Electrical Machines as a required course will broaden the background of EE majors. Add ELEG 3153 Electrical Machines – Rationale: This course replaces EE elective for the traditional electrical engineering option and is fundamental to the background of EE majors. This course will be beneficial for students who work with/in the power industry, manufacturing, consulting, and motor drive systems. These positions encompass several electrical engineering career paths.

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

- 1) Mathematics Department
- 2) None
- 3) Computer and Information Science Department
- 4) None

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

Fall Start Curriculum Matrix for Catalog Curriculum in <u>Electrical Engineering; Electrical Engineering</u> (enter title for program changing )	
<b>Freshman Fall Semester</b>  Add/Change:  Delete: Social Sciences ✓  Total Hours: 13 ✓	<b>Freshman Spring Semester</b>  Add/Change: COMS 2104 ✓  Delete: COMS 2803; Physical Activity ✓  Total Hours: 15
<b>Sophomore Fall Semester NO CHANGE ✓</b>  Add/Change:  Delete:  Total Hours: 16	<b>Sophomore Spring Semester</b>  Add/Change:  Delete: Physical Activity ✓  Total Hours: 15
<b>Junior Fall Semester</b>  Add/Change: ELEG 3153 ✓  Delete: Social Sciences; MATH 3153 ✓  Total Hours: 15	<b>Junior Spring Semester</b>  Add/Change: ELEG/MATH 3173 ✓  Delete: ELEG 3131; Biological Sciences ✓  Total Hours: 15
<b>Senior Fall Semester</b>  Add/Change: ELEG 4122 ✓  Delete: ECON 2003 ✓  Total Hours: 16	<b>Senior Spring Semester</b>  Add/Change: US History ✓  Delete: 3 hours of Engineering Elective ✓  Total Hours: 15

Total Program Hours 120

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in <u>Electrical Engineering; Electrical Engineering</u> (enter title for program changing )	
Freshman Spring Semester NO CHANGE ✓  Add/Change:  Delete:  Total Hours: 16	Freshman Fall Semester  Add/Change: COMS 2104 ✓  Delete: COMS 2803; Physical Activity ✓  Total Hours: 15 ✓
Sophomore Spring Semester NO CHANGE ✓  Add/Change:  Delete:  Total Hours: 16	Sophomore Fall Semester  Add/Change:  Delete: Physical Activity ✓  Total Hours: 15
Junior Spring Semester Add/Change: ELEG/MATH 3173; Engineering Elective ✓  Delete: MATH 3153; Biological Science ✓  Total Hours: 15	Junior Fall Semester Add/Change: ELEG 3153 ✓  Delete: Engineering Elective; Social Sciences ✓  Total Hours: 15
Senior Spring Semester Add/Change: Engineering Elective ✓  Delete: ECON 2003; Social Sciences ✓  Total Hours: 14	Senior Fall Semester Add/Change: ELEG 4122; US History ✓  Delete: ELEG 3131; Engineering Elective 6 hours ✓  Total Hours: 14
Total Program Hours <u>120</u>	

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

<sup>2</sup>Engineering Elective must be a 3000 or 4000 level Electrical Engineering course.

<sup>3</sup>Technical Elective must be a course from Engineering, Math or the Sciences excluding courses intended for Education Majors or, MGMT 4203. All electives must have approval of the Department.

<sup>T</sup>Designates a block of courses that would provide for a seamless transfer into this program if equivalent courses are taken at another college or university.

~~A computer engineering option of the electrical engineering program will be available for enrollment by students in the fall of 2010.~~ ✓

Indicates changes.

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

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

Proposed Change: Drop MATH 3153 Applied Statistics; Add ELEG/MATH 3173 Math Methods for Engineers

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

Department Head Signature: 

Date: 10-14-11

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

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

Proposed Change: Drop COMS 2803 Programming in C; Add COMS 2104 Foundations of Computer Programming I

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: 

Date: 10-14-11

# CURRICULUM COMM. - PASSED

## Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

11/22/11 JHR


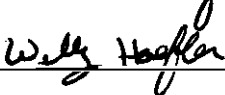
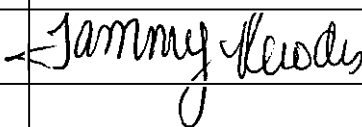
Catalog 12-8-11 KR

TO: Curriculum Committee  
FROM: Electrical Engineering Department  
DATE SUBMITTED: 10/17/11

# FACULTY SENATE - PASSED

12-6-11 pcc

REQUEST FOR CHANGE IN PROGRAM : Electrical Engineering; Computer Engineering

Title	Signature	Date
Department Head Patricia Buford		10/17/11
Dean Willy Hoefler		10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes		10/23/11
Vice President for Academic Affairs John Watson		

Program Title: Electrical Engineering; Computer Engineering Option	Effective Date: Fall 2012
<p>Outline change in program and attach curriculum matrix:</p> <ol style="list-style-type: none"> <li>1) Delete MATH 3153 Applied Statistics; Add ELEG/MATH 3173 Math Methods for Engineers</li> <li>2) Delete ELEG 3131 Electronics Lab; Add ELEG 4122 Electrical Systems Lab</li> </ol> <p>In compliance with ACT 747 of 2011, the degree program in Electrical Engineering: Electrical Engineering Option has been modified as follows:</p> <ol style="list-style-type: none"> <li>3) Deletion of Biological Science</li> <li>4) Deletion of Physical Education</li> <li>5) Replacement of 6 hours of Social Science with 6 hours of upper level Math courses</li> </ol>	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <ol style="list-style-type: none"> <li>1) Will require more teaching load for ELEG/MATH 3173 but will reduce enrollment in MATH 3153</li> <li>2) One hour additional lab will be absorbed into department teaching load.</li> </ol>	
<p>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.</p> <ol style="list-style-type: none"> <li>1) Delete: MATH 3153 Applied Statistics – Topics from this course are included in the proposed MATH/ELEG 3173 Math Methods for Engineers. Add: MATH/ELEG 3173 Math Methods for</li> </ol>	

Engineers – This Mathematics course is currently in development by the Mathematics faculty and will include theory and applications of Statistics, Linear Algebra and Complex Variables. It is in response to the change in the ABET, Inc. Accreditation Program Criteria for Electrical, Computer and similarly named engineering programs. “The curriculum for programs containing the modifier “electrical” in the title must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics.” (ABET 2011-2012 Criteria for Accrediting Engineering Programs) Discrete mathematics is introduced in ELEG 2134 Digital Logic Design.

- 2) Delete: ELEG 3131 Electronics Lab has now been incorporated into the two electronics courses over a span of two semesters and closely follows material in class for both ELEG 3103 Electronics I and ELEG 4103 Electronics II. Students are tested in class covering theory and in the lab which requires design applications. This pedagogical improvement of these two classes renders this course obsolete. Add: ELEG 4122 Electrical Systems Lab includes engineering tools useful in electrical engineering. It is initially planned to include Programmable Logic Controllers and Lab View. Students will complete the semester with a project. This course is a result of formal and informal alumni surveys.

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

- 1) Mathematics Department
- 2) None

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)



Fall Start Curriculum Matrix for Catalog Curriculum in <u>Electrical Engineering; Computer Engineering Option</u> (enter title for program changing )	
Freshman Fall Semester Add/Change: CHEM 2124 ✓ Delete: Biological Science ✓  Total Hours: 17	Freshman Spring Semester Add/Change:  Delete: Physical Activity ✓  Total Hours: 14
Sophomore Fall Semester NO CHANGE ✓ Add/Change:  Delete:  Total Hours: 16	Sophomore Spring Semester Add/Change: MATH/ELEG 3173 ✓  Delete: CHEM 2124; Physical Activity ✓  Total Hours: 15
Junior Fall Semester Add/Change:  Delete: MATH 3153 ✓  Total Hours: 15	Junior Spring Semester Add/Change:  Delete: ELEG 3131 ✓  Total Hours: 15
Senior Fall Semester Add/Change: ELEG 4122 ✓  Delete: Social Science ✓  Total Hours: 16	Senior Spring Semester Add/Change: US History ✓  Delete: ECON 2003; Social Sciences ✓  Total Hours: 12

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in <u>Electrical Engineering; Computer Engineering Option</u> (enter title for program changing )	
<p>Freshman Spring Semester</p> <p>Add/Change: Social Sciences ✓</p> <p>Delete: Biological Science ✓</p> <p>Total Hours: 15</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete: Physical Activity ✓</p> <p>Total Hours: 15</p>
<p>Sophomore Spring Semester NO CHANGE ✓</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete: Physical Activity ✓</p> <p>Total Hours: 16</p>
<p>Junior Spring Semester</p> <p>Add/Change: MATH/ELEG 3173 ✓</p> <p>Delete: Social Science ✓; MATH 3153 ✓</p> <p>Total Hours: 15</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete: Social Sciences ✓</p> <p>Total Hours: 15</p>
<p>Senior Spring Semester</p> <p>Add/Change: U.S. History ✓</p> <p>Delete: ECON 2003 ✓; ELEG 2121 ✓</p> <p>Total Hours: 14</p>	<p>Senior Fall Semester</p> <p>Add/Change: ELEG 4122 ✓</p> <p>Delete: Social Sciences ✓;</p> <p>Total Hours: 14</p>
<p>Total Program Hours <u>120</u></p>	

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

<sup>2</sup>Engineering Elective must be a 3000 or 4000 level Electrical Engineering course.

<sup>3</sup>Technical Elective must be a course from Engineering, MGMT 4203, Math or the Sciences excluding courses intended for Education Majors. All electives must have approval of the Department.

<sup>†</sup>Designates a block of courses that would provide for a seamless transfer into this program if equivalent courses are taken at another college or university.

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

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

Proposed Change: Drop MATH 3153 Applied Statistics; Add ELEG/MATH 3173 Math Methods for Engineers

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

Department Head Signature: 

Date: 10-14-11

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

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

Proposed Change: Drop COMS 2803 Programming in C; Add COMS 2104 Foundations of Computer Programming I

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 Polin

Date: 10-14-11

# FACULTY SENATE—PASSED

12-6-11 pcc

*Teacher Ed*

Arkansas Tech University

## PROPOSAL FOR CHANGE IN PROGRAM

*Committee*

*approved 11/3/11 JHR*

## CURRICULUM COMM —PASSED

*11/22/11 JHR*

TO: Curriculum Committee  
FROM: English and World Languages  
DATE SUBMITTED: October 7, 2011

REQUEST TO CHANGE REQUIREMENTS FOR B.A. IN FOREIGN LANGUAGES WITH CONCENTRATION IN SPANISH FOR TEACHER LICENSURE

Title	Signature	Date
Department Head	<i>Carl Zunker</i>	10-6-11
Dean	<i>H. McLean</i>	10-6-11
Teacher Education Council		
Registrar	<i>Sammy Woods</i>	10/19/11
Vice President for Academic Affairs		

### Act 747 changes!

Program Title: B.A. Foreign Languages with Concentration in Spanish for Teacher Licensure

Outline change in program and attach curriculum matrix: general education communications selection

The requested addition and deletion listed below will not change the number of Spanish semester credit hours required for SPAE majors:

- ① Delete 2 hrs Physical Activity; ✓
- ② Add TECH1001, Orientation to the university; ✓
- ③ Allow SPH 2003, Public Speaking, to satisfy ✓
- ④ Adjust electives from 13hrs to 12-13hrs ✓
- √⑤ Require that students complete SPAN 3123 Spanish Civilization and Culture and SPAN 3133 Spanish-American Civilization and Culture instead of one or the other as currently required.
- √⑥ Delete the requirement to complete SPAN 3023 Introduction to Linguistics

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

Current staff and space will be sufficient to accommodate these changes.

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.

All Spanish Education majors are required to complete an ACTFL-approved Oral Proficiency Examination and we have set Advanced-Low as our target proficiency. The percentage of majors scoring Advanced-Low has

**Curriculum in Foreign Language with Concentration in Spanish  
For Teacher Licensure**

Suggested Sequence of Courses			
<b>Freshman Fall Semester</b>		<b>Freshman Spring Semester</b>	
ENGL 1013 <sup>1</sup>	3	ENGL 1023 <sup>1</sup>	3
SPAN 2014 <sup>2,3</sup>	4	SPAN 2024 <sup>2,3</sup>	4
Mathematics <sup>1</sup>	3	Social Science <sup>1</sup>	3
Social Science <sup>1</sup>	3	Fine Arts <sup>1</sup>	3
Physical Activity <sup>1</sup>	2	Biological Science with lab <sup>1</sup>	4
<del>TECH 1001</del>			
Total Hours: 15	14	Total Hours: 17	
<b>Sophomore Fall Semester</b>		<b>Sophomore Spring Semester</b>	
SPAN 3003	3	SPAN 3013	3
Humanities <sup>1</sup>	3	SPAN 3023 or 3123	3
Social Science <sup>1</sup> Elective	3	SEED 2002	2
SPH 2003 or SPH 3083	3	SEED 3702 or EDMD 3013	2-3
Physical Science with lab <sup>1</sup>	4	Social Science <sup>1</sup>	3
		Electives	2-3
Total Hours: 16		Total Hours: 16	
<b>Junior Fall Semester</b>		<b>Junior Spring Semester</b>	
SPAN 3123 or 3133	3	SPAN 3143 or 3163	3
SPAN 3213	3	SPAN 4023	3
* SPAN 4203	3	SPAN 4223	3
SPAN 4213	3	SEED 4052	2
Seed 3552	2	Electives	3
Elective	1		
Total Hours: 15		Total Hours: 15	14
<b>Senior Fall Semester</b>		<b>Senior Spring Semester</b>	
SPAN 4003	3	SPAN 4701	1
SPAN 4703	3	SEED 4503	3
SEED 4556	6	SEED 4909	9
Electives	3		
Total Hours: 15		Total Hours: 13	
Total Program Hours 124			

<sup>1</sup> See appropriate alternative or substitutions at General Education Requirements.

<sup>2</sup> Students with previous study in foreign language should refer to Foreign Language Advanced Placement and Credit under Credit by Examination.

<sup>3</sup> Lab attendance is required for beginning and intermediate language courses.

risen from a low of 27% in 2006 to highs of 80% in recent years. We believe these changes will support continued improvement in students' skills. SPAN 3023 Introduction to Linguistics is taught In English, cross-listed with ENGL/SPH 3023 Introduction to Linguistics. SPAN 3123 and 3133 are taught in Spanish, providing students with additional work in the target language. Since 2010-11, Spanish Education majors have been required to complete SPAN 4023 Introduction to Spanish Linguistics. The success of that course has led us conclude that majors do not need SPAN 3023. However, we do believe that prospective Spanish teachers need to complete both civilization and culture surveys so that they have a broader overview of the Spanish-speaking cultures about which they will be teaching.

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

A Departmental Support form from Dr. David Bell, Head of Curriculum and Instruction is attached.

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

The attached matrix shows changes to the revised matrix that was approved in the Fall of 2010 but was not entered into the 2011 catalog. in our matrix we have included the adjustments that we have made to comply with Act 747's 120-hour limit.



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

REQUEST TO CHANGE REQUIREMENTS FOR B.A. IN FOREIGN LANGUAGES WITH CONCENTRATION IN SPANISH FOR TEACHER LICENSURE

Department Affected: Curriculum and Instruction	This department supports the change. <input type="checkbox"/> does not support the change. <input type="checkbox"/>
Comments:	

Department Head Signature: David Bell

Date: 10-6-11

### DEGREE AUDIT CHECK LIST

Student's Name		Major SPAЕ	Option/Minor	Date	
Grade Point		Graduation Date		Catalog Year 2011-12	
General Education Requirements		Hrs	Major Requirements		Hrs
ENGL	1013/1043 & 1023/1053 (must make a "C" or better)	6	SPAN	2014 2024 3003 3013 <del>3023</del>	
SCIENCE		8 ✓		(3123 or 3133) (3143 or 3163) 3213 4003 4023 4203 4213 4223	
FINE ART		3 ✓		4701 4703	
HUM		3 ✓			45
SOC SCI		3 ✓			
SOC SCI		3 ✓			
SOC SCI		3 ✓	SEED	2002 3552 3702 4052 4503	
SOC SCI		3 ✓		4556 4909	26
<del>PE ACT</del>		<del>2</del>			
MATH		3 ✓	SPH	2003 or 3083	3
35 <del>37</del> TOTAL GEN ED HOURS					
Electives				TECH 1001	1
TOTAL ELECTIVE HOURS <del>(13)</del> 9-10					
				TOTAL MAJOR HOURS (74)	
				TOTAL HOURS	

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

Min. hours required 124  
 40 hrs upper level \_\_\_\_\_  
 No. of "D" hrs. \_\_\_\_\_ thru \_\_\_\_\_  
 Max. act. hrs.- 4 \_\_\_\_\_

**\*\*C or better must be earned in Math used for Gen Ed.**

# FACULTY SENATE—PASSED

12-6-11 pcc

Teacher Ed Committee  
Approved 11/31/11 JWR

Arkansas Tech University

## REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department) Department of History and Political Science

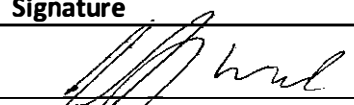

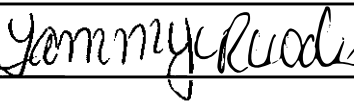
DATE SUBMITTED: 10-05-2011

**CURRICULUM COMM**  
**—PASSED**

JWR

REQUEST FOR COURSE CHANGE

11/22/11

Title	Signature	Date
Department Head Dr. Jeff Woods		10/13/11
Dean Dr. H. Micheal Tarver		10-13-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes		10/20/11
Vice President for Academic Affairs Dr. John Watson		

Course Subject: History	Course Number: 4713
Cross-listed with Subject: N.A.	Course Number: N.A.
Official Title Social Studies Methods For Secondary Teachers	
Request to change: (check appropriate box) <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Term: <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I Course is only offered during Fall Semesters— Next taught during Fall, 2012 Term	

impacts SOC studies Ed major

<p><b>New Course Number :</b> History 4714</p>
<p><b>New Course Title (Limited to 30 characters including spaces):</b> No Change – Stays As Currently Is</p>
<p><b>New Course Description:</b> No Change – Stays As Currently Is</p>
<p><b>New Cross-list:</b>  <input type="checkbox"/> Adding Cross-listing    <input type="checkbox"/> Changing Cross-listing    <input type="checkbox"/> Deleting Cross-listing          If adding or changing cross-listing, indicate course subject and number _____          N.A.</p>
<p><b>New Prerequisite/Co-requisite:</b> N.A.</p>
<p><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.</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.          Additional class time is needed to afford future teachers more time for in-class teaching, evaluations, and analysis of their teaching. This one hour will increase student learning and mastery and allow for better prepared future social studies educators. Students have requested this additional hour both on their informal review of the course and on their formal student evaluations of the course. Since the Social Studies Education major is removing one hour of Physical Education Activity from this major in order to bring this major in line with all other majors in the History and Political Science Department, the addition of this one hour for History 4714 will not increase academic required hours.</p>
<p>How will the effect of the change be monitored in ongoing program assessment?          Both informal reviews of the course and formal student evaluations of the course as well as the NCATE/NCSS review will serve to monitor the effectiveness of this increase in course hours.</p>
<p>If this course will affect other departments a Departmental Support Form for each affected department must be attached.          N.A.</p>

# FACULTY SENATE—PASSED

12-6-11 pcc

Arkansas Tech University

Teacher Ed Committee

## PROPOSAL FOR CHANGE IN PROGRAM



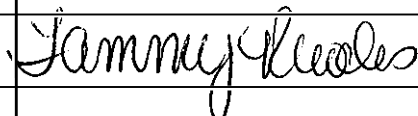
approved 11/3/11 JHR

TO: Curriculum Committee  
 FROM: History and Political Science  
 DATE SUBMITTED: 10/5/11  
 REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)

## CURRICULUM COMM —PASSED

catalog 12-8-11 KR

11/22/11 JHR

Title	Signature	Date
Department Head		10/13/11
Dean		10-13-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/21/11
Vice President for Academic Affairs		

Program Title: Social Studies Education	Effective Date: July 1, 2012
Outline change in program and attach curriculum matrix: HIST 4713 Social Studies Methods will add an additional hour making it HIST 4714. (see attach summary)	
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. In senior surveys, SSED students have requested an additional hour in this course to provide them with more in class teaching experience. The additional hour will provide them with better preparation and mastery of the subjects they will teach and will not add an additional burden to the student's schedules given the reduction of PE hours in the General Education requirements.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. N/A	
In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)	

Fall Start Curriculum Matrix for Catalog

Curriculum in      Social Studies Education     

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Science (BIOL 1014) 4hrs to Lab Science 4 hrs ✓</p> <p>TECH 1001 1hr ✓</p> <p>Delete:</p> <p>Physical Activity 2hrs ✓</p> <p>Total Hours: 14 ✓</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Science (PHSC 1013) 3hrs to Lab Science 4hrs ✓</p> <p>SEED 2002 2hrs</p> <p>Delete:</p> <p>Electives 3</p> <p>Science (PHSC 1021) 1hr ✓</p> <p>Total Hours: 15</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15 ✓</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Change SPH 308.3 to 2173 ✓</p> <p>SEED 2002 2hrs to SEED 3702 2hrs ✓</p> <p>Delete:</p> <p>Total Hours: 17 ✓</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>PHIL 2003 3hrs to Fine Arts/Hum 3hrs ✓</p> <p>HIST 4713 3hrs to HIST 4714 4hrs ✓</p> <p>Delete:</p> <p>SEED 3702 2hrs ✓</p> <p>Total Hours: 16 ✓</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Fine Arts 3hrs to Fine Arts/Hum 3hrs ✓</p> <p>Delete:</p> <p>Total Hours: 16 ✓</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Elective 3hrs to Elective 2hrs ✓</p> <p>Delete:</p> <p>Physical Activity 1hr ✓</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 12 ✓</p>
<p>Total Program Hours <u>    </u> 120 <u>    </u></p>	

Spring Start (If applicable) Curriculum Matrix for Catalog

Curriculum in \_\_\_\_\_ Social Studies Education \_\_\_\_\_

<p><b>Freshman Spring Semester</b></p> <p>Add/Change:                  Science (BIOL 1014) 4hrs to Lab Science 4 hrs ✓                  TECH 1001 1hr ✓</p> <p>Delete:                  Physical Activity 2hrs ✓</p> <p>Total Hours: 14 ✓</p>	<p><b>Freshman Fall Semester</b></p> <p>Add/Change:                  Science (PHSC 1013) 3hrs to Lab Science 4hrs ✓                  SEED 2002 2hrs ✓</p> <p>Delete:                  Electives 3hrs                  Science (PHSC 1021) 1hr ✓</p> <p>Total Hours: 15 ✓</p>
<p><b>Sophomore Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p><b>Sophomore Fall Semester</b></p> <p>Add/Change:                  Change SPH 3083 to 2173 ✓                  SEED 2002 2hrs to SEED 3702 2hrs ✓</p> <p>Delete:</p> <p>Total Hours: 17 ✓</p>
<p><b>Junior Spring Semester</b></p> <p>Add/Change:                  PHIL 2003 3hrs to Fine Arts/Hum 3hrs ✓                  HIST 4713 3hrs to HIST 4714 4hrs →</p> <p>Delete:</p> <p>SEED 3702 2hrs</p> <p>Total Hours: 16 15</p>	<p><b>Junior Fall Semester</b></p> <p>Add/Change:                  Fine Arts 3hrs to Fine Arts/Hum 3hrs 4713 to 4714</p> <p>Delete:</p> <p>Total Hours: 16                  17</p>
<p><b>Senior Spring Semester</b></p> <p>Add/Change:  <del>Elective 3hrs to Elective 2hrs</del></p> <p>Delete:</p> <p>Physical Activity 1hr ✓</p> <p>Total Hours: 15</p>	<p><b>Senior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 12</p>

Total Program Hours 120

Modify the curriculum in Social Studies Education as follows:

- (1) Delete 2 hours physical activity; ✓
- (2) Allow SPH 2003, Public Speaking, or SPH 2173, Business and Professional Speaking, to satisfy general education speech communications selection;
- (3) Add TECH 1001, Orientation to the University; ✓
- (4) Decrease electives from ~~4~~ hours to 3 hours; and
- (5) Replace HIST 4713, Social Studies Methods, with HIST 4714, Social Studies Methods. ✓



# FACULTY SENATE—PASSED

Arkansas Tech University

12-6-11 pcc

## PROPOSAL FOR CHANGE IN PROGRAM

Teacher Ed Comm

TO: Curriculum Committee

\* Business Education Major  
Teacher Ed Committee

FROM: College of Business

CURRICULUM COMM

DATE SUBMITTED: September 23, 2011

Catalog 12-9-11 KR

—PASSED

11/3/11  
11/22/11  
JHR

REQUEST FOR CHANGE IN PROGRAM (Modification of Existing Major-College of Business Core)

Title	Signature	Date
Department Heads Dr. Kevin Mason & Pam Carr	<i>Kevin Mason Pam Carr</i>	10/10/11 10/16/11
Dean Dr. Ed Bashaw	<i>Ed Bashaw</i>	10/13/11
Teacher Education Council (if applicable) N/A		
Graduate Council (if applicable) N/A		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10/21/11
Vice President for Academic Affairs Dr. John Watson	<i>J Watson</i>	

Program Title: <b>College of Business Core Curriculum</b>	Effective Date: <b>July 1, 2012</b>
Outline change in program and attach curriculum matrix:	
<p>Several changes to the existing College of Business Core will need to take place. Most are cosmetic changes such as course name changes and course substitutions. They are highlighted below.</p> <p>A student who majors in one of the Bachelor of Science in Business Administration (B.S.B.A.) programs in the College of Business must complete:</p> <ol style="list-style-type: none"> <li>The general education requirements as described in this catalog.</li> <li>The following business core requirements:  ACCT 2003 Accounting Principles I  ACCT 2013 Accounting Principles II  ECON 2003 Principles of Economics I  ECON 2013 Principles of Economics II  BLAW 2033 Legal Environment of Business  * BUAD 1003 Introduction to Business Systems will change to BUAD <del>1001</del> Introduction to Business Systems  1111  BUAD 2003 Business Information Systems</li> </ol>	

**BUAD 2053 Business Statistics**

**BUAD 3023 Business Communications**

**ACCT 3063 Managerial Accounting OR ACCT 4023 Cost Accounting**

**ECON 3003 Money and Banking**

**FIN 3063 Business Finance**

**MKT 3043 Principles of Marketing**

\* **MGMT 2013 Management Productivity Tools will change to BDA 2003 Business Problem Solving)**

**MGMT 3003 Management and Organizational Behavior**

**MGMT 3103 Operations Management**

**MGMT 4013 Management Information Systems OR ACCT 3023 Accounting Information Systems<sup>1</sup>**

**MGMT 4083 Business Policy**

**3. The following courses in the quantitative area:**

**MATH 1113 College Algebra<sup>2</sup>**

**MATH 2223 Quantitative Business Analysis**

~~**MATH 2243 Calculus for Business and Economics<sup>3</sup>**~~

**4. Requirements that are listed on the following pages under each major.**

**5. Sufficient elective hours to bring the student's total hours to 120 (the number required for graduation).**

**In order to enroll in 3000- and 4000-level courses offered by the College of Business, students majoring in business must have the proper course prerequisites and satisfy the following enrollment requirements:**

- 1. Must have completed a minimum of 54 hours.**
- 2. Must have a cumulative grade point average of 2.00 or above.**
- 3. Completion of the following eighteen hours of business foundation courses:**  
ACCT 2003 and 2013  
ECON 2003 and 2013  
Six hours from BDA 2003, BLAW 2033, BUAD 2053

**Business students who meet enrollment requirements (1) and (2) above and have only completed fifteen hours of the foundation courses, may enroll in upper division business courses, provided they have the proper course prerequisites and they enroll in the remaining required foundation course in the same semester.**

**Students majoring in fields outside the College of Business may enroll in 3000- and 4000- level College of Business courses provided they have completed 54 credit hours, have a cumulative GPA of at least 2.0, and approval from the College of Business Dean.**

<sup>1</sup>**Accounting majors must take ACCT 3023. All other business majors must take MGMT 4013.**

<sup>2</sup>**Students who have two years of high school Algebra with a grade of "C" or better and a math ACT score of 22 or above may omit College Algebra and enroll directly in MATH 2223 Quantitative Business Analysis.**

<sup>3</sup>~~**Business Data Analytics majors must take MATH 2223 and MATH 2243. For Business Data**~~

**Analytics majors, MATH 2914 may be taken instead of MATH 2243. It is assumed that BDA majors will have already satisfied the exception to MATH 1113.**

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

Changing MGMT 2013 to BDA 2003 has a neutral impact on resources. Teaching load remains the same within the College of Business. It is a change in name in the course and also a revision of content within the course. This change will have an impact on ACCT, ECON/FIN, MGMT/MKT, CURRICULUM AND INSTRUCTION and HIM, programs in that they must also change the course designation and name in their curriculum.

The addition of MATH 2243 to the Business Data Analytics major (new major) will impact the MATH department with the projected addition of 10 students per academic year initially. This should be absorbed within the current course offerings.

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.

The College of Business (COB) learning goals include improving students' critical thinking, problem solving, quantitative reasoning, and technology skills, and our assessment data collected over the past five years shows a need for improvements in these areas. The change from MGMT 2013 – Management Productivity Tools (which is primarily a software packages course) to BDA 2003 – Business Problem Solving means a change to a course designed to improve these desired skills. The opportunity for students to enroll in ECON 3093 in lieu of ECON 3003 provides another opportunity to improve problem solving and quantitative reasoning skills, particularly for those students with strong quantitative skills.

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

**These changes will affect MATH, HIM, ACCT and ECON, CURRICULUM AND INSTRUCTION. The departmental support forms are attached.**

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

Modify the curriculum in Business Education as follows:

- (1) Delete 2 hours physical activity;
- (2) Allow SPH 2003, Public Speaking, or SPH 2173, Business and Professional Speaking, to satisfy general education speech communications selection;
- (3) Change BUAD 1003, Introduction to Business, to BUAD 1001;
- (4) Delete MGMT 2013, Management Productivity Tools; and
- (5) Add BDA 2003, Business Problem Solving.

Curriculum Outline  
**BUSINESS EDUCATION**

Fall Start

<p>Freshman Fall Semester Add: <b>SPH 2003 or 2173</b> ✓ Add: <del>TECH 1001</del>** <b>BUAD</b> ✓ <b>1111</b> Delete: <b>BUAD 1003</b> ✓ Total Hours: <b>Increase to 16 hours</b></p>	<p>Freshman Spring Semester Add: <b>HIST 1903</b> ✓ Delete: <b>4 hour Science with lab</b> ✓ Total Hours: <b>Decrease to 15 hours</b> ✓</p>
<p>Sophomore Fall Semester Add: <b>4 hour Science with lab<sup>1</sup></b> ✓ Delete: <b>1 hour Physical Activity</b> ✓ Delete: <b>SPH 2003 or 2173</b> ✓ Total Hours:</p>	<p>Sophomore Spring Semester Add: <b>3 hour ART/HUMANITIES<sup>1</sup></b> ✓ Delete: <b>1 hour Physical Activity</b> ✓ Delete: <b>HIST 1903</b> ✓ Total Hours: <b>Drops to 15 hours</b> ✓</p>
<p>Junior Fall Semester Add: <b>SEED 3552</b> ✓ Delete: <b>3 hour ART/HUMANITIES</b> ✓ Total Hours: <b>Drops to 16 hours</b> ✓</p>	<p>Junior Spring Semester Add: <b>FIN 3063</b> ✓ Delete: <b>4 hour Science with lab</b> ✓ Delete: <b>SEED 3552</b> ✓ Total Hours: <b>Drop to 14 hours</b> ✓</p>
<p>Senior Fall Semester Add: <b>4 hour Science with lab<sup>1</sup></b> ✓ Delete <b>FIN 3063</b> ✓ Total Hours: <b>Increase to 16 hours</b> ✓</p>	<p>Senior Spring Semester Add/Change: Delete: Total Hours:</p>

Spring Start

<p>Freshman Spring Semester Add: <b>SPH 2003 or 2173</b> ✓ Add: <del>TECH 1001</del>** <b>BUAD</b> ✓ <b>1111</b> Delete: <b>BUAD 1003</b> ✓ Total Hours: <b>Increase to 16 hours</b> ✓</p>	<p>Freshman Fall Semester Add: <b>HIST 1903</b> ✓ Delete: <b>4 hour Science with lab</b> ✓ Total Hours: <b>Decrease to 15 hours</b> ✓</p>
<p>Sophomore Spring Semester Add: <b>SEED 2002</b> ✓ Add: <b>4 hour Science with lab<sup>1</sup></b> ✓ Delete: <b>1 hour Physical Activity</b> ✓ Delete: <b>HIST 1903</b> ✓ Delete: <b>BLAW 2033</b> ✓ Total Hours: <b>Drops to 15 hours</b> ✓</p>	<p>Sophomore Fall Semester Add: <b>BLAW 2033</b> ✓ Add: <b>3 hour ART/HUMANITIES<sup>1</sup></b> ✓ Delete: <b>1 hour Physical Activity</b> ✓ Delete: <b>SEED 2002</b> ✓ Delete: <b>SPH 2003 or 2173</b> ✓ Total Hours:</p>
<p>Junior Spring Semester Add: <b>SEED 3552</b> ✓ Delete: <b>3 hour ART/HUMANITIES</b> ✓ Total Hours: <b>Drops to 16 hours</b> ✓</p>	<p>Junior Fall Semester Add: <b>FIN 3063</b> ✓ Delete: <b>4 hour Science with lab</b> ✓ Delete: <b>SEED 3552</b> ✓ Total Hours: <b>Drop to 14 hours</b> ✓</p>
<p>Senior Spring Semester Add: <b>4 hour Science with lab<sup>1</sup></b> ✓ Delete <b>FIN 3063</b> ✓ Total Hours: <b>Increase to 16 hours</b> ✓</p>	<p>Senior Fall Semester Add/Change: Delete: Total Hours:</p>

**1111**

**\*\* NOTE we propose to change BUAD 1003 to BUAD ~~1001~~. If this passes we will replace TECH 1001 with BUAD ~~1001~~. 1111**

**Fall Start Curriculum Matrix (Based upon the 120 hr proposal previously submitted)**

Curriculum in        **Teacher Licensure – Business Education** \_\_\_\_\_

(enter title for program changing )

<p>Freshman Fall Semester</p> <p><b>Add: BUAD <del>1001</del> – Introduction to Business ✓</b>  <span style="color: red;">1111</span></p> <p><b>Delete: TECH 1001 – University Orientation ✓</b></p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p><b>Add: BDA 2003 – Business Problem Solving ✓</b></p> <p><b>Delete: MGMT 2013 – Management Productivity Tools ✓</b></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 Curriculum Matrix (Based upon the 120 hr proposal previously submitted)**  
 Curriculum in \_\_\_\_\_ *Teacher Licensure – Business Education* \_\_\_\_\_  
 (enter title for program changing )

<p>Freshman Spring Semester</p> <p><b>Add: BUAD <del>1001</del> – Introduction to Business ✓</b>  <span style="color: red;">1111</span></p> <p><b>Delete: TECH 1001 – University Orientation ✓</b></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><b>Add: BDA 2003 – Business Problem Solving ✓</b></p> <p><b>Delete: MGMT 2013 – Management ✓</b>  <b>Productivity Tools</b></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 align="center"><b>Total Program Hours</b> _____</p>	

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

**Received by the  
 Registrar's Office**

OCT 27 2011

TO: Curriculum Committee

**CURRICULUM COMM  
 - PASSED**

FROM: Mathematics

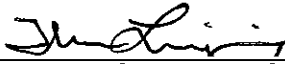

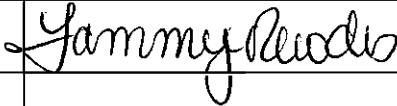
DATE SUBMITTED: 10/17/11

**FACULTY SENATE - PASSED**

11/22/11 JRC

REQUEST FOR COURSE ADDITION

12-6-11 pcc

Title	Signature	Date
Department Head Thomas Limperis		10/14/11
Dean Jeff Robertson		2011 Oct 14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes		10/30/11
Vice President for Academic Affairs John Watson		

Course Subject: MATH	Course Number: 3173
Cross-listed with Subject: ELEG	Course Number: 3173
Official Title (Limited to 30 characters including spaces):  Math Methods for Engineers	
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: 2012-2013	How frequently will course be offered? annually
Is this course repeatable? Y / N How many times?	
Does this course require a fee? NO How much? N/A Type of fee? N/A	



OCT 27 2011

<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: MATH 3243 Differential Equations	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>a. Course subject, number and title</li> <li>b. Catalog course description</li> <li>c. Course goals and/or objectives</li> <li>d. Course outline</li> <li>e. Methods of student performance assessment and evaluation</li> <li>f. Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.	
NO	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.	
NO	
How does this proposal support the University Mission or University Strategic Planning Goals?	
<p>The University Mission is "Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners." This course is required to maintain accreditation which is paramount to the Electrical Engineering Department.</p>	
What assessment information is being used to support this proposal?	
<p>The assessment information for the new course is based on examining the current program criteria for electrical engineering programs as defined by ABET, Inc.</p> <p>ABET release new criteria in 2011 which emphasized the inclusion of linear algebra, complex variables, and discrete mathematics in the curriculum of all engineering programs with the modifier electrical, electronic, computer, or similar modifiers in their titles.</p>	
How will the effect of the change be monitored?	
<b>Course assessment methods.</b>	

OCT 27 2011

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

This Mathematics service course for the Electrical Engineering Department is currently in development and will include theory and applications of Statistics, Linear Algebra and Complex Variables. It is in response to the change in the ABET, Inc. Accreditation Program Criteria for Electrical, Computer and similarly named engineering programs. "The curriculum for programs containing the modifier "electrical" in the title must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics." (ABET 2011-2012 Criteria for Accrediting Engineering Programs)

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.

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

The addition of this course will affect the Electrical Engineering Department.

**DEPARTMENT OF ELECTRICAL ENGINEERING**  
**ELEG 3173/ MATH 3173 – Math Methods for Engineers**

Received by the  
**Registrar's Office**

OCT 27 2011

**a. Course subject, number and title**

Electrical Engineering (ELEG) 3173/Mathematics (MATH) 3173, Mathematical Methods for Engineers

**b. Catalog course description**

Course Pre-requisite: MATH 3243 Differential Equations.

This course is designed to give the undergraduate student an introduction to a variety of advanced mathematical techniques used in solving engineering problems. The course will cover linear algebra, complex variables, discrete mathematics, and applied statistics.

**c. Course goals and/or objectives**

The goals for this course are:

1. The student will demonstrate a knowledge of linear algebra.
2. The student will demonstrate a knowledge of complex variables.
3. The student will demonstrate a knowledge of discrete mathematics.
4. The student will demonstrate a knowledge of statistics.

**d. Topics to be covered**

1. Linear Algebra
  - a. Matrix Algebra
  - b. Systems of Linear Equations
  - c. Determinants
  - d. Eigenvalues & Eigenvectors
  - e. Linear Transformations
2. Complex Variables
  - a. Complex Numbers
  - b. Analytic Functions
  - c. Elementary Functions of a Complex Variable
  - d. Integrals
  - e. Residues and Poles
3. Applied Statistics
  - a. Descriptive Statistics
  - b. Probability
  - c. Random Variables
  - d. Hypothesis Testing
  - e. Parametric Statistical Analysis

OCT 27 2011

**e. Methods of student performance assessment and evaluation**

Quizzes - 20%

Homework – 10%

Presentations – 10%

Mid-Term Test - 25%

Final Exam- 35%

**f. Bibliography**

Erwin Kreyszig, Herbert Kreyszig, and Edward J. Norminton, *Advanced Engineering Mathematics*, John Wiley, 10<sup>th</sup> edition, 2011.

Michael D. Greenbert, *Advanced Engineering Mathematics*, Prentice Hall, 1988.

Alan Jeffrey, *Advanced Engineering Mathematics*, Academic Press, 2002.

OCT 27 2011

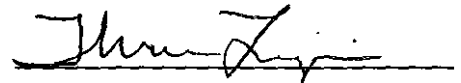
**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

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

Proposed Change: Drop MATH 3153 Applied Statistics; Add ELEG/MATH 3173 Math Methods for Engineers

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

Department Head Signature:




Date: \_\_\_\_\_

**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: This course was proposed in response to a new requirement by ABET, Inc. Program Criteria for Accrediting Engineering Programs for Electrical Engineering. We are not only supportive but grateful to the Mathematics Department for assisting us in our efforts to maintain accreditation.	

Department Head Signature:   
Date: 10/17/11

Support Documentation for Proposal to Add  
MATH/ELEG 3173 Math Methods for Engineers

The following two pages are excerpts from the ABET, Inc. Program Criteria for Accrediting Engineering Programs. As may be seen the language was strengthened from “graduates have a knowledge of” (2010 – 2012 Criteria) to “the curriculum must include” (2011 – 2012 Criteria) regarding advanced mathematics topics for electrical engineers. This proposal is a service course to address this new requirement.

## 2. Faculty

The program must demonstrate that the majority of faculty teaching courses that are primarily design in content are qualified to teach the subject matter by virtue of professional licensure, or by education and design experience. The faculty must include at least one member who has had full-time experience and decision-making responsibilities in the construction industry.

**PROGRAM CRITERIA FOR  
ELECTRICAL, COMPUTER,  
AND SIMILARLY NAMED ENGINEERING PROGRAMS**  
Lead Society: Institute of Electrical and Electronics Engineers  
Cooperating Society for Computer Engineering Programs: CSAB

These program criteria apply to engineering programs that include electrical, electronic, computer, or similar modifiers in their titles.

### 1. Curriculum

The structure of the curriculum must provide both breadth and depth across the range of engineering topics implied by the title of the program.

The program must demonstrate that graduates have: knowledge of probability and statistics, including applications appropriate to the program name and objectives; and knowledge of mathematics through differential and integral calculus, basic sciences, computer science, and engineering sciences necessary to analyze and design complex electrical and electronic devices, software, and systems containing hardware and software components, as appropriate to program objectives.

Programs containing the modifier “electrical” in the title must also demonstrate that graduates have a knowledge of advanced mathematics, typically including differential equations, linear algebra, complex variables, and discrete mathematics.

Programs containing the modifier “computer” in the title must also demonstrate that graduates have a knowledge of discrete mathematics.

**PROGRAM CRITERIA FOR  
ENGINEERING, GENERAL ENGINEERING,  
ENGINEERING PHYSICS, AND ENGINEERING SCIENCE  
AND SIMILARLY NAMED ENGINEERING PROGRAMS**  
Lead Society: American Society for Engineering Education

These program criteria apply to engineering (without modifiers), general engineering, engineering physics, engineering science(s), and similarly named engineering programs.

There are no program-specific criteria beyond the General Criteria.



PROGRAM CRITERIA FOR  
ELECTRICAL, COMPUTER,  
AND SIMILARLY NAMED ENGINEERING PROGRAMS  
Lead Society: Institute of Electrical and Electronics Engineers  
Cooperating Society for Computer Engineering Programs: CSAB

These program criteria apply to engineering programs that include electrical, electronic, computer, or similar modifiers in their titles.

1. Curriculum

The structure of the curriculum must provide both breadth and depth across the range of engineering topics implied by the title of the program.

The curriculum must include probability and statistics, including applications appropriate to the program name; mathematics through differential and integral calculus; sciences (defined as biological, chemical, or physical science); and engineering topics (including computing science) necessary to analyze and design complex electrical and electronic devices, software, and systems containing hardware and software components.

The curriculum for programs containing the modifier “electrical” in the title must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics.

The curriculum for programs containing the modifier “computer” in the title must include discrete mathematics.

PROGRAM CRITERIA FOR  
ENGINEERING, GENERAL ENGINEERING,  
ENGINEERING PHYSICS, AND ENGINEERING SCIENCE  
AND SIMILARLY NAMED ENGINEERING PROGRAMS  
Lead Society: American Society for Engineering Education

These program criteria apply to engineering (without modifiers), general engineering, engineering physics, engineering science(s), and similarly named engineering programs.

There are no program-specific criteria beyond the General Criteria.

# CURRICULUM COMM - PASSED

Arkansas Tech University

## REQUEST FOR CHANGE IN PROGRAM

(Modification or Deletion of Existing Major, Option or Minor)

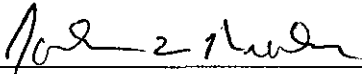
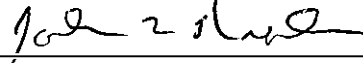
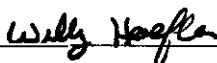
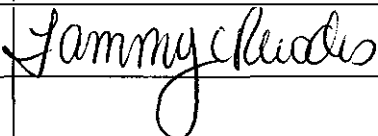
11/22/11 JHR

TO: Curriculum Committee

**FACULTY SENATE - PASSED**

DATE SUBMITTED: October 13, 2011

12-6-11 pcc

Title	Signature	Date
Person Initiating Proposal John Krohn on behalf of Dept. Faculty		10/13/11
Department Head John L. Krohn		10/13/11
Dean		10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/23/11
Vice President for Academic Affairs		

Program Title: Bachelor of Science in Mechanical Engineering	Effective Date: 1 June 2012
In compliance with Act 747 of 2011, the degree program in Bachelor of Science in Mechanical Engineering has been modified as follows:	
Current credit hours required:	132
Deletion of Physical Education:	(2)
Deletion of Biological Science requirement	(4)
Substitution of advanced math courses for six (6) hours of Social Sciences in the General Ed core	(6)
Resulting credit hours required:	120
In addition, the department proposes the following changes in the program:	
A. Remove ELEG 2111 – Electric Circuits Lab from the curriculum	
B. Change the required hours for the “Elective Engineering Lab” from one to two (2) hours	

C. Remove MATH 3153 – Applied Statistics from the curriculum & add “Math Elective – 3 hours” to the curriculum with a footnote denoting that the department will maintain a list of courses eligible to meet this requirement

D. Remove PHYS 2124 – General Physics II from the curriculum & add “Science Elective – 4 hours” to the curriculum with a footnote listing CHEM 2134 and PHYS 2124 as eligible courses to meet this requirement.

Please provide a rationale for the change.

A. & B. These changes are, primarily, in response to the move to a 120 hour curriculum. All labs presently offered by the Department of Mechanical Engineering that can be used to fulfill the “Engineering Elective Lab” requirement are two (2) credit hours. The one engineering lab that was a one (1) hour lab that could be used for this elective, ELEG 3131, is being discontinued by the EE department. In light of this and the state requirement for 120 hour curricula, the program’s curriculum needs to reflect the reality of the courses used to fulfill it and recognize that the elective lab courses are all two (2) credit hours. To gain this hour in the current curriculum, the department decided to drop ELEG 2111 – Electric Circuits Lab. Assessment data supporting this choice as the hour to drop includes extensive feedback from Senior Exit Surveys, comments on alumni surveys, and feedback from the EE department on course content and its appropriateness for mechanical engineers.

C. This change is driven by the varying requirements of different upper level mechanical engineering electives. The primary courses for which a pre-requisite of Applied Statistics would be appropriate either have minimal statistics content or typically occur earlier in the curriculum than the current class is normally taken. In both cases, ME faculty have supplied a more focused briefing on the statistics needed in their course. The department offers a few upper level elective courses which have greater advanced math content in other areas (as an example, Linear Algebra is used extensively in Finite Element Analysis). This change will allow students to better tailor their pre-requisites to the upper level engineering electives that they plan on taking. Such a change is also in line with common practice in ME programs across the country.

D. Similar to item C., this change is driven by the desire to allow more flexibility in the program and to allow students to concentrate more in areas of interest. Physics II is not currently listed as a pre-requisite for any other course in the ME program whereas Chemistry II would be appropriate for one or two elective courses (but is currently not listed in order to not place an undue burden on students wishing to take those classes). Allowing students the choice between these two science courses will allow students to better tailor their curriculum to their interests, better prepare themselves for the elective courses they plan on taking, and allow students planning on pursuing professional degrees, such as medical school, etc., to better prepare for those choices. The department currently allows several upper level Chemistry classes to be taken to fulfill the Technical Elective, but, effectively, students are shut out from these classes since they have no room in the curriculum to take the pre-requisite General Chemistry II.

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

These changes should have no impact on staffing or space allocation in the ME department. They will result in decreased load on ELEG 2111 which has typically been over-booked in the

past. The same impact will likely be felt in MATH 3153 which is typically over-enrolled each semester spreading some of that load into other math classes. For the science elective, this change will most likely result in only a slight shift in enrollment from PHYS 2124 to CHEM 2134 as we anticipate most students will still choose the physics course.

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

See attached.

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


Fall Start	
<p><b>Freshman Fall Semester</b></p> <p>Add/Change: CHEM 2124 – Gen. Chem. I ✓</p> <p>Delete: Biological Science – 4 hrs ✓</p> <p>Total Hours: 16 ✓</p>	<p><b>Freshman Spring Semester</b></p> <p>Add/Change: MCEG 2203 – Computational Methods ✓</p> <p>Delete: CHEM 2124 – Gen. Chem. I ✓</p> <p>Total Hours: 16</p>
<p><b>Sophomore Fall Semester</b></p> <p>Add/Change: Science Elective – 4 hrs. ✓</p> <p>Delete: MCEG 2203 – Computational Methods ✓</p> <p style="padding-left: 40px;">PHYS 2124 – General Physics II ✓</p> <p>Total Hours: 14 ✓</p>	<p><b>Sophomore Spring Semester</b></p> <p>Add/Change: Fine Arts/Humanities – 3 hrs. ✓</p> <p style="padding-left: 40px;">ELEG 2103 – Electric Circuits I ✓</p> <p>Delete: Physical Activity – 1 hr, Fine Arts – 3 hrs. ✓</p> <p style="padding-left: 40px;">ECON 2003 – Principles of Econ. I. ✓</p> <p>Total Hours: 15 ✓</p>
<p><b>Junior Fall Semester</b></p> <p>Add/Change: ELEG 2113 – Electric Circuits II ✓</p> <p>Delete: ELEG 2103 – Electric Circuits I ✓</p> <p style="padding-left: 40px;">MATH 3153 – Applied Statistics ✓</p> <p>Total Hours: 14 ✓</p>	<p><b>Junior Spring Semester</b></p> <p>Add/Change: Math Elective – 3 hrs. ✓</p> <p style="padding-left: 40px;">Fine Arts/Humanities – 3 hrs. ✓</p> <p>Delete: ELEG 2113 – Electric Circuits II, ELEG 2111 - Elec. Cir. Lab, Engr. Lab Elective – 1 hr., P. Activity – 1 hr.</p> <p>Total Hours: 15 ✓</p>
<p><b>Senior Fall Semester</b></p> <p>Add/Change: U.S. History/Government – 3 hrs ✓</p> <p>Delete: Social Sciences – 3 hrs. ✓</p> <p style="padding-left: 40px;">Humanities – 3 hrs. ✓</p> <p>Total Hours: 14 ✓</p>	<p><b>Senior Spring Semester</b></p> <p>Add/Change: Engr. Lab Elective – 2 hrs. ✓</p> <p>Delete: Social Sciences – 3 hrs. ✓</p> <p>Total Hours: 16 ✓</p>

Spring Start (If applicable)	
<p><b>Freshman Spring Semester</b></p> <p>Add/Change: CHEM 2124 – Gen. Chem. I ✓</p> <p>Delete: Biological Science – 4 hrs ✓</p> <p>Total Hours: 16</p>	<p><b>Freshman Fall Semester</b></p> <p>Add/Change: MCEG 2203 – Computational Methods ✓</p> <p>Delete: CHEM 2124 – Gen. Chem. I ✓</p> <p>Total Hours: 16 ✓</p>
<p><b>Sophomore Spring Semester</b></p> <p>Add/Change: MCEG 2013 - Statics ✓ Science Elective – 4 hrs. ✓</p> <p>Delete: MCEG 2203 – Computational Methods ✓ Fine Arts – 3 hrs., PHYS 2124 – Gen. Physics II ✓</p> <p>Total Hours: 14 ✓</p>	<p><b>Sophomore Fall Semester</b></p> <p>Add/Change: MCEG 3013 – Mechanics of Materials ✓ MCEG 2033 ✓ Dynamics, U.S. History/Gov't – 3 hrs. ✓</p> <p>Delete: Physical Activity – 1 hr., MCEG 2013 - Statics ✓ ECON 2003 – Prin. Econ. I, MATH 3153 – App. Statistics ✓</p> <p>Total Hours: 15 ✓</p>
<p><b>Junior Spring Semester</b></p> <p>Add/Change: MCEG 3413 – Fundamentals of Mechanical Design, MCEG 3313 – Thermodynamics I, Math Elective – 3 hrs. ✓</p> <p>Delete: MCEG 3013 – Mechanics of Materials, MCEG 2033 – Dynamics, ELEG 2111 – Elec. Circuits Lab, Social Science – 3 hrs., Physical Activity - 1 hr. ✓</p> <p>Total Hours: 15 ✓</p>	<p><b>Junior Fall Semester</b></p> <p>Add/Change: MCEG 4423 – Machine Comp. Design, ✓</p> <p>Delete: MCEG 3413 – Fundamentals of Mech. Design ✓ MCEG 3313 – Thermodynamics I ✓</p> <p>Total Hours: 14 ✓</p>
<p><b>Senior Spring Semester</b></p> <p>Add/Change: Fine Arts/Humanities – 3 hrs. ✓ Engr. Lab Elective – 2 hrs. ✓</p> <p>Delete: MCEG 4423 – Machine Component Design ✓ Humanities – 3 hrs. ✓</p> <p>Total Hours: 15 ✓</p>	<p><b>Senior Fall Semester</b></p> <p>Add/Change: Fine Arts/Humanities – 3 hrs. ✓</p> <p>Delete: Social Science – 3 hrs. ✓</p> <p>Total Hours: 15 ✓</p>
<p>Total Program Hours _____ 120 _____</p>	

**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:  We support the Mechanical Engineering Program dropping ELEG 2111 Electric Circuits Lab from their program.	

Department Head Signature:   
Date: 10/13/11

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

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

[Proposal by Mechanical Engineering to change requirement for BSME majors from PHYS 2124 to either PHYS 2124 or CHEM 2134.

Department Affected: Physical Sciences	This department <input type="checkbox"/> supports <input checked="" type="checkbox"/> does not support the change.
Comments: The department neither supports, nor opposes the change. It is not the decision we would have made, but we accept the decision and acknowledge Mechanical Engineering's leadership in the decision.	

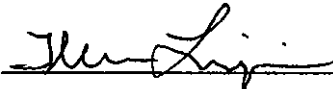
Department Head Signature: James A. Moser  
Date: 10/10/2011



**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:	

Department Head Signature: 

Date: 10/4/11

# CURRICULUM COMM -PASSED

Arkansas Tech University

## REQUEST FOR CHANGE IN PROGRAM

(Modification or Deletion of Existing Major, Option or Minor)

11/22/11 JWR

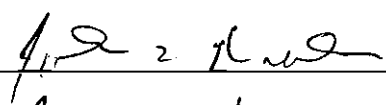
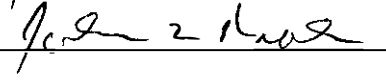
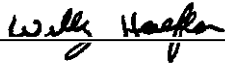
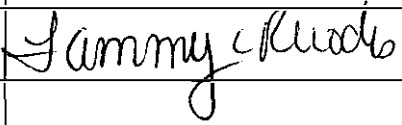
Catalog 12-12-11 KR

TO: Curriculum Committee

**FACULTY SENATE-PASSED**

DATE SUBMITTED: October 17, 2011

12-6-11 PCC

Title	Signature	Date
Person Initiating Proposal John Krohn on behalf of Dept. Faculty		10/17/11
Department Head John L. Krohn		10/17/11
Dean		10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/23/11
Vice President for Academic Affairs		

Program Title: Associate of Science in Nuclear Technology	Effective Date: 1 June 2012
In compliance with Act 747 of 2011, the degree program in Associate of Science in Nuclear Technology has been modified as follows:	
Current credit hours required:	69
Deletion of Physical Education:	(2)
Deletion of Biological Science requirement	(4)
Resulting credit hours required:	<div style="border-top: 1px solid black; width: 100px; margin: 0 auto;"></div> 63
To reach the 60 hour limit, the department proposes the following additional changes in the program:	
<ul style="list-style-type: none"> <li>A. Remove MATH 2934 – Calculus III from the curriculum</li> <li>B. Add 1 hour of general elective to the curriculum</li> </ul>	
Please provide a rationale for the change.	
<p>These changes are in response to the move to a 60 hour curriculum. Calculus III is not a pre-requisite for any other course in the degree program and the department is of the belief that no further engineering hours should be cut from the program. Therefore, Calculus III was chosen as the course to remove in order to meet the 60 hour maximum curriculum.</p>	

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

These changes should have very little or no impact on staffing or space allocation. The large majority of students pursuing the ASNT degree also pursue a BSME or BSEE degree and, therefore, will still be required to take MATH 2934 as part of that degree. The only impact could be a very small decrease in demand for MATH 2934.

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

See attached.

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

Associate of Science in Nuclear Technology

Fall Start	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete: Physical Activity – 1 hr. ✓</p> <p>Total Hours: 16 ✓</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete: Biological Science – 4 hrs. ✓</p> <p>Total Hours: 14 ✓</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: Social Sciences – 6 hrs. (increase from 3) ✓</p> <p>Delete: Physical Activity – 1 hr. ✓ MATH 3924 – Calculus III ✓</p> <p>Total Hours: 15 ✓</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: Electives – 1 hr. ✓</p> <p>Delete: ECON 2003 – Principles of Econ. I ✓</p> <p>Total Hours: 15 ✓</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p style="text-align: center;">N/A</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p style="text-align: center;">N/A</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p style="text-align: center;">N/A</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p style="text-align: center;">N/A</p> <p>Delete:</p> <p>Total Hours:</p>

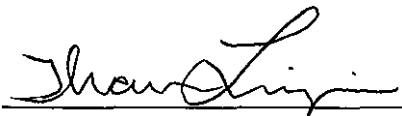
Total hours: 60 ✓

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

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

Drop MATH 2934 – Calculus III from the curriculum of the Associate of Science in Nuclear Technology.

Department Affected: <p style="text-align: center;">MATH</p>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: 

Date: 10/18/11

# CURRICULUM COMM -PASSED

## Arkansas Tech University REQUEST FOR COURSE ADDITION

11/22/11 JMR

TO: Curriculum Committee

FROM: Cathi McMahan: parks, Recreation, and Hospitality Administration

DATE SUBMITTED: Oct. 17, 2011

### FACULTY SENATE-PASSED

12-6-11 pcc

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	10/17/11
Dean Dr. William Hoefler	<i>Willy Hoefler</i>	10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	12/23/11
Vice President for Academic Affairs Dr. John Watson		

Course Subject: RP	Course Number: 4473
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Issues and Trends in Therapeutic Recreation	
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 checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I	If course is required by major/minor, how frequently will course be offered? Every other Spring (odd year)
Is this course repeatable for additional earned hours? Y / <input checked="" type="radio"/> N	How many times? 0
Does this course require a fee? No	How much? 0 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.	
Prerequisites: Completed RP 3013, RP 4073, RP 4173, and RP 4273 or permission of instructor.	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>a. Course subject, number and title</li> <li>b. Course description as to appear in catalog</li> <li>c. Course goals and/or objectives</li> <li>d. Course outline</li> <li>e. Methods of student performance assessment and evaluation</li> <li>f. Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No special resources required.	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No, will only require a standard classroom.	
How does this proposal support the University Mission or University Strategic Planning Goals? This course will serve to better prepare students as they make the transition from student to practitioners in the field of therapeutic recreation and eventually become Certified Therapeutic Recreation Specialists (CTRS). The addition of this course will allow our therapeutic recreation students to meet the minimum requirements to sit for the national certification exam (it is a required course – effective 2013).	
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 course was designed to meet the requirements set forth by the National Council for Therapeutic Recreation Certification (NCTRC). Students majoring in RPA with an emphasis in Therapeutic Recreation are required to complete 5 TR content courses prior to graduation (this standard must be met in order for students to be eligible to sit for the national exam. This standard becomes effective in 2013.	
How will the effect of the change be monitored in ongoing program assessment? On-going monitoring of students eligibility to sit for the national certification exam and exam pass rates will be recorded and monitored on a regular basis.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

ARKANSAS TECH UNIVERSITY  
Department of Parks, Recreation, & Hospitality Administration

**RP 4473**  
**Issues and Trends in Therapeutic Recreation**

**DESCRIPTION:** This course provides an examination of current issues, trends, and professionalization concerns in therapeutic recreation, including professional organizations, ethics, current legislation, professional development, professional standards, credentialing, accreditation standards, improving organizational performance, and current controversies.

**INSTRUCTOR:** Dr. Cathi McMahan, CTRS  
102 Williamson Hall (479)968-0385  
Email: cmcmahan@atu.edu

**PREREQUISITES:** RP 3013, RP 4073, RP 4173, and RP 4273 or permission of instructor.

**RATIONALE:** This course is required for the Therapeutic Recreation option.

**RECREATION AND PARK PROGRAM MISSION STATEMENT:**

The mission of the Recreation and Park Administration Program is to educate Recreation and Park professionals for self, community, and society.

**ACCREDITATION:**

The Recreation and Park Administration Program at ATU is accredited by the Council on Accreditation for Parks, Recreation, Tourism, and Related Professions. Students graduating from ATU are qualified to sit for the Certified Park and Recreation Professional exam immediately following completion of the baccalaureate degree in Recreation and Park Administration.



**Council on  
Accreditation**

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Parks, Recreation, Tourism  
and Related Professions



**COURSE  
OBJECTIVES:**

**Upon successful completion of the course, the student should:**

- Have developed an understanding of their professional identity.
- Have an understanding of the role of professional ethics in the therapeutic recreation profession.
- Have developed an understanding of the role of standards of practice for the therapeutic recreation professional.
- Have an understanding of and ability to select market the therapeutic recreation profession.
- Have an understanding of legislative and regulatory issues in therapeutic recreation.
- Have developed an understanding of the role of advocacy in the therapeutic recreation profession.
- Have developed an understanding of the importance of Clinical Practice Guidelines.
- Have become familiar with various sources of reimbursement for therapeutic recreation practice.

**TEXTS:**

Stumbo, Norma J. (2009). *Professional Issues in Therapeutic Recreation* (2nd ed.). Sagamore Publishing.

**ASSIGNMENTS:**

1. Two examinations will be given during the semester, including the final. Each test is worth **100 points**.
2. Students will be required to submit written critiques on three (4) journal articles. These articles may be selected by the student and should be selected from professional recreation, rehabilitation, or therapeutic recreation journals. Each critique is worth **25 points**.
3. Students will be required to visit two agencies that provide therapeutic recreation services (employ at least one Certified Therapeutic Recreation Specialist). Students will be required to submit a two page (minimum) paper summarizing their experience. Each visit is worth 75 points for a total of **150 points**. More details on this project will be discussed in class.
4. Students will be required to submit two five page paper on a critical issue in therapeutic recreation. Additional details will be discussed in class. Each paper is worth 100 points for a total of **200 points**.
5. **Class attendance and participation is mandatory.** Quizzes may be given on unannounced dates.
6. Your final grade will be based on the percentage of the total points earned on exams, quizzes, and projects.

<b>GRADING SCALE:</b>	<b>90 – 100% = A</b>	<b>Exam 1</b>	<b>= 100 points</b>
	<b>80 – 89% = B</b>	<b>Final Exam</b>	<b>= 100 points</b>
	<b>70 – 79% = C</b>	<b>Critiques (4)</b>	<b>= 100 points</b>
	<b>60 – 69% = D</b>	<b>Site visits (2)</b>	<b>= 150 points</b>
	<b>Below 60% = F</b>	<b>Critical Issues (2)</b>	<b>= 200 points</b>
		<b>Quizzes</b>	<b>= 100 points</b>
		<b>TOTAL</b>	<b>= 750 points</b>

**ASSIGNMENT DEADLINES:** Due dates for assignments will be observed and adhered to, except in unusual circumstances or if changed by the instructor. Assignments not be accepted late as all assignments are due at class time on the assigned date. All assignments should be turned in in finished form.

**ATTENDANCE:** Punctuality and attendance is extremely important and will be expected of all students. There will be no make-up test without a written medical or judicial excuse. It is the student’s responsibility, prior to or upon return to class, to contact the instructor for permission and scheduling of the make-up exam. **Quizzes cannot be made up; absences on the day pop quizzes are given result in the loss of those quiz points.**

**ACADEMIC HONESTY:** Any student caught cheating or plagiarizing someone else’s work on a test, project, or assignment will be given an “F” on the assignment they were caught cheating/plagiarizing on. Students may be asked to provide proof of original work if there is a question of cheating or plagiarism.

**SPECIAL SERVICES:** Students with special needs such as physical limitations, medication issues, learning or physical disabilities, allergies or other conditions that would influence full participation in class related activities are encouraged to register with ATU Disability Services so that class requirements and adaptations or arrangements can be made. Disability services can be reached at 968-0302 and the office is located in Bryan hall.

**ELECTRONIC DEVICES:** While in class, students are asked to turn off all electronic devices including cell phones, I-pods, and any other device that could be a distraction for students or instructors. Cell phone etiquette also applies to site visits!

**COURSE OUTLINE  
RP 4473**

<b><u>WEEK</u></b>	<b><u>TOPIC</u></b>	<b><u>READING</u></b>
1	Introduction	Chapter 1
2	TR Past, Present and Future	Chapter 2 & 3
3	International Classification (ICF)	Chapter 4
4	Diversity in Therapeutic Recreation	Chapter 5 & 6
5	Educational Issues	Chapter 7 & 8
6	Accreditation	Chapter 9
7	Internships/Fieldwork	Chapter 10, 11, 12
8	TR Practice Models	Chapter 13 & 14
9	Integrating Evidence into Practice	Chapter 15 & 16
10	Assessments/Ethics	Chapter 17 & 18
11	Legislative and Regulatory Issues	Chapter 19 - 22
12	Higher Education	Chapter 23 & 24
13	Research	Chapter 25 - 27
14	Research into Practice	Chapter 28 & 29
15	Wrap-Up/Presentations	

*\* This is a tentative course outline and may be subject to change due to unforeseen circumstances.*

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

**CURRICULUM COMM  
- PASSED**

11/22/11 YMR

TO: Curriculum Committee or Graduate Council (as appropriate)

Catalog 12-12-11

FROM: Cathi McMahan: Parks, Recreation, and Hospitality Administration

KR

DATE SUBMITTED: Oct. 17, 2011

**FACULTY SENATE - PASSED**

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

12-10-11 PCC

Title	Signature	Date
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	10/17/11
Dean Dr. William Hoefler	<i>Wally Hoefler</i>	10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10/23/11
Vice President for Academic Affairs Dr. John Watson		

Program Title: Culinary Management	Effective Date: January 1, 2012
<p>Outline change in program and attach curriculum matrix: In compliance with ACT 747 of 2011, the Associate degree program in Culinary Management has been modified as follows: delete PSY 2003 as a required course and require SPH 2173 Business and Professional Speaking as a Social Science. Additional changes include: deleting three hours of elective.</p>	
<p>What impact will the change have on staffing, on other programs and space allocation? None</p>	
<p>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. Deletion of PSY 2003 will assist with decreasing the number of required credit hours for an Associate of Applied Science in Culinary Management degree.</p>	
<p>If this course will affect other departments a Departmental Support Form for each affected department must be attached.</p>	
<p>In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)</p>	

**Fall Start Curriculum Matrix for Catalog**  
**Curriculum in Culinary Management**

<p><b>Freshman Fall Semester</b></p> <p>Add/Change:</p> <p>Delete: CHEM 1113 and CHEM 1111 ✓</p> <p>Total Hours: 12</p>	<p><b>Freshman Spring Semester</b></p> <p>Add/Change: Add CHEM 1113 and CHEM 1111 ✓</p> <p>Delete: PSY 2003, COMS 1003 ✓</p> <p>Total Hours: 13</p>
<p><b>Sophomore Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 12</p>	<p><b>Sophomore Spring Semester</b></p> <p>Add/Change: Add COMS 1003 ✓</p> <p>Delete: Elective three hours ✓</p> <p>Total Hours: 12</p>
<p><b>Summer between 1<sup>st</sup> and 2<sup>nd</sup> year</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 6</p>	<p><b>Summer after 2<sup>nd</sup> Spring</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 6</p>
<p style="text-align: center;"><b>Total Program Hours: 61 ✓</b></p>	

**Spring Start (If applicable) Curriculum Matrix for Catalog**  
 Curriculum in \_\_\_\_\_  
 (enter title for program changing )

<p><b>Freshman Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Freshman Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Sophomore Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Sophomore Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Junior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Junior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Senior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Senior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Total Program Hours</b> _____</p>	

### 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:



Date: *10-18-11*

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

**CURRICULUM COMM  
-PASSED**

11/22/11 JHR

TO: Curriculum Committee or Graduate Council (as appropriate)

Catalog 12-12-11

FROM: Cathi McMahan: Parks, Recreation and Hospitality Administration

KR

DATE SUBMITTED: Oct. 14, 2011

**FACULTY SENATE-PASSED**

12-6-11 PCC

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

Title	Signature	Date
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	10/17/11
Dean Dr. William Hoefler	<i>Wally Hoefler</i>	10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10/23/11
Vice President for Academic Affairs Dr. John Watson		

Program Title: Recreation and Park Administration: Interpretation Emphasis	Effective Date: January 1, 2012
Outline change in program and attach curriculum matrix: In compliance with ACT 747 of 2011, the degree program in Recreation and Park Administration/emphasis in Interpretation has been modified as follows: Deletion of Physical Education (2 hours), SPH 2003 becomes a General Education Requirement, and TECH 1001 Orientation to the University to the fall of Freshman year. In addition to these changes add RP 3403 Financing Recreation and Parks to the list of required Recreation and Park Administration courses and delete ECON 2003 Principles of Economics.	
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. Advisory Committee has several times indicated a need for our graduates to be better versed in finance. Students have reported that one course in Economics does not do them much good.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. This change should have no effect on other departments. There will be a very small decline in students enrolling in ECON 2003.	



**Fall Start Curriculum Matrix for Catalog**  
Curriculum in: RPA/Interpretation Emphasis

<p><b>Freshman Fall Semester</b></p> <p>Add/Change: Add TECH 1001 ✓</p> <p>Delete:</p> <p>Total Hours: 14 ✓</p>	<p><b>Freshman Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16 ✓</p>
<p><b>Sophomore Fall Semester</b></p> <p>Add/Change:</p> <p>Delete: Delete 2 hours of Physical Activity ✓</p> <p>Total Hours: 13 ✓</p>	<p><b>Sophomore Spring Semester</b></p> <p>Add/Change: Add 3 hours of Humanities ✓</p> <p>Delete: Delete ECON 2003 ✓</p> <p>Total Hours: 13 ✓</p>
<p><b>Junior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16 ✓</p>	<p><b>Junior Spring Semester</b></p> <p>Add/Change: Add RP 3403 Financing Recreation, ✓</p> <p>Delete: 3 hours of Humanities ✓</p> <p>Total Hours: 16 ✓</p>
<p><b>Senior Fall Semester</b></p> <p>Add/Change: No Change ✓</p> <p>Delete:</p> <p>Total Hours: 13</p>	<p><b>Senior Spring Semester</b></p> <p>Add/Change: Change 6 hour RP Major Elective to 3 hour RP Major Elective**</p> <p>Delete:</p> <p>Total Hours: 14</p>

Senior 9<sup>th</sup> Semester

No Change

Total Hours 6

Total Program Hours: 121 ✓

\*\* Students must select from the following list of RP courses: RP 1993, 3023, 3053, 3993, 4042, 4053, 4951-4, 4991-3

3133    4093    4753

**Spring Start (If applicable) Curriculum Matrix for Catalog  
Curriculum in Recreation and Park Administration  
(enter title for program changing )**

<p><b>Freshman Spring Semester</b></p> <p>Add/Change</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Freshman Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Sophomore Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Sophomore Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Junior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Junior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Senior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Senior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p align="center"><b>Senior 9<sup>th</sup> Semester</b> No Change Total Hours 6</p>	
<p align="center"><b>Total Program Hours: 120</b></p>	

# CURRICULUM COMM

-PASSED

11/22/11 YHR

Catalog 12-12-11  
KR

## Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Cathi McMahan: Parks, Recreation and Hospitality Administration

DATE SUBMITTED: Oct. 14, 2011

**FACULTY SENATE—PASSED**

12-6-11

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

Title	Signature	Date
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	10/17/11
Dean Dr. William Hoefler	<i>Willy Hoefler</i>	10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10/23/11
Vice President for Academic Affairs Dr. John Watson		

Program Title: Recreation and Park Administration: Natural Resource Emphasis	Effective Date: January 1, 2012
<p>Outline change in program and attach curriculum matrix:                  In compliance with ACT747 of 2011, the degree program in Recreation and Park Administration/emphasis in Natural Resources has been modified as follows: deletions of Physical Education (2 hours), SPH 2003 becomes a General Education Requirement, and add TECH 1001 (3) Orientation to the University to the fall of Freshman year. (4)                  Additional changes include: add RP 3403 Financing Recreation and Parks to the list of required Recreation and Park Administration courses and delete ECON 2003 Principles of Economics. (5)</p>	
<p>What impact will the change have on staffing, on other programs and space allocation?                  None</p>	
<p>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.                  Advisory Committee has several times indicated a need for our graduates to be better versed in finance. Students have reported that one course in Economics does not do them much good.</p>	
<p>If this course will affect other departments a Departmental Support Form for each affected department must be attached. This change should have no effect on other departments. There will be a very small decline in students enrolling in ECON 2003.</p>	

**Fall Start Curriculum Matrix for Catalog**  
Curriculum in: RPA/Natural Resource

<p><b>Freshman Fall Semester</b></p> <p>Add/Change: Add TECH 1001 ✓</p> <p>Delete:</p> <p>Total Hours: 14 ✓</p>	<p><b>Freshman Spring Semester</b></p> <p>Add/Change: Add 3 hours Social Sciences ✓</p> <p>Delete: MATH 1003 ✓</p> <p>Total Hours: 16 ✓</p>
<p><b>Sophomore Fall Semester</b></p> <p>Add/Change: Change 4 hours RP Major elective to 3 ✓ hour RP Major Elective</p> <p>Delete: Delete 2 hours of Physical Activity ✓</p> <p>Total Hours: 13 ✓</p>	<p><b>Sophomore Spring Semester</b></p> <p>Add/Change: Change 4 hours Approved Elective to 6 ✓ hours Approved Elective</p> <p>Delete: Delete ECON 2003 ✓</p> <p>Total Hours: 15 ✓</p>
<p><b>Junior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p><b>Junior Spring Semester</b></p> <p>Add/Change: Add RP 3403 ✓ Financing Recreation, change 6 hour Approved Elective to 3 hour Approved Elective ✓</p> <p>Delete:</p> <p>Total Hours: 15 ✓</p>
<p><b>Senior Fall Semester</b></p> <p>Add/Change: No Change ✓</p> <p>Delete:</p> <p>Total Hours: 13</p>	<p><b>Senior Spring Semester</b></p> <p>Add/Change: Change 4 hour RP Major Elective to 3 hour RP Major Elective ✓</p> <p>Delete:</p> <p>Total Hours: 12</p>
<p align="center"><b>Senior 9<sup>th</sup> Semester</b> No Change Total Hours 6</p>	
<p align="center"><b>Total Program Hours: 120 ✓</b></p>	

**Spring Start (If applicable) Curriculum Matrix for Catalog  
Curriculum in Recreation and Park Administration  
(enter title for program changing )**

<b>Freshman Spring Semester</b>  Add/Change  Delete:   Total Hours:	<b>Freshman Fall Semester</b>  Add/Change:  Delete:   Total Hours:
<b>Sophomore Spring Semester</b>  Add/Change:   Delete:   Total Hours:	<b>Sophomore Fall Semester</b>  Add/Change:   Delete:   Total Hours:
<b>Junior Spring Semester</b>  Add/Change:  Delete:   Total Hours:	<b>Junior Fall Semester</b>  Add/Change:   Delete:   Total Hours:
<b>Senior Spring Semester</b>  Add/Change:   Delete:   Total Hours:	<b>Senior Fall Semester</b>  Add/Change:   Delete:   Total Hours:
<b>Senior 9<sup>th</sup> Semester</b> No Change Total Hours 6	
<b>Total Program Hours: 120</b>	

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

**CURRICULUM COMM**  
**-PASSED**

TO: Curriculum Committee or Graduate Council (as appropriate)

11/22/11 JMR

FROM: Cathi McMahan: Parks, Recreation and Hospitality Administration

Catalog 12-12-11  
KR

DATE SUBMITTED: Oct. 14, 2011

**FACULTY SENATE - PASSED**

12-6-11 PCC

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

Title	Signature	Date
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	10/17/11
Dean Dr. William Hoefler	<i>Wally Hoefler</i>	10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10/23/11
Vice President for Academic Affairs Dr. John Watson		

Program Title: Recreation and Park Administration: Recreation Administration Emphasis	Effective Date: January 1, 2012 <i>JMR</i>
Outline change in program and attach curriculum matrix: In compliance with ACT 747 of 2011, the degree program in Recreation and Park Administration/emphasis in Recreation Administration has been modified as follows: Deletion of Physical Education (2 hours), SPH 2003 becomes a General Education Requirement, and add Tech 1001 Orientation to the University to fall of Freshman year. In addition to these changes add RP 3403 Financing Recreation and Parks to the list of required Recreation and Park Administration courses and delete ACCT 2003 and ECON 2003 from required courses.	
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.  Advisory Committee has several times indicated a need for our graduates to be better versed in finance. Students have reported that one course in Accounting and Economics does not do them much good.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. This change should have no effect on other departments. There will be a very small decline in students enrolling in ACCT 2003 and ECON 2003.	

*Letter*

**Fall Start Curriculum Matrix for Catalog**  
**Curriculum in: PRA/Recreation Administration**

<p><b>Freshman Fall Semester</b>            Add/Change: TECH 1001 and MATH 1003 ✓            Delete: 2 hours Physical Activity ✓            Total Hours: 14 ✓</p>	<p><b>Freshman Spring Semester</b>            Add/Change:            Delete: MATH 1003 ✓            Total Hours: 13 ✓</p>
<p><b>Sophomore Fall Semester</b>            Add/Change:            Delete: Delete ACCT 2003 Accounting Principles I ✓            Total Hours: 13 ✓</p>	<p><b>Sophomore Spring Semester</b>            Add/Change: Add 3 hours of Approved Electives ✓            Delete: Delete ECON 2003 ✓            Total Hours: 15 ✓</p>
<p><b>Junior Fall Semester</b>            Add/Change:            Delete:            Total Hours: 16</p>	<p><b>Junior Spring Semester</b>            Add/Change: Add RP 3403 Financing Recreation and Parks ✓            Delete: Approved Elective 3 Hours ✓            Total Hours: 15 ✓</p>
<p><b>Senior Fall Semester</b>            Add/Change: No Change ✓            Delete:            Total Hours: 16</p>	<p><b>Senior Spring Semester</b>            Add/Change: No Change ✓            Delete:            Total Hours: 12 ✓</p>
<p>Senior 9<sup>th</sup> Semester            No Change ✓            Total Hours 6</p>	
<p>Total Program Hours: 120 ✓</p>	

**Spring Start (If applicable) Curriculum Matrix for Catalog  
Curriculum in Recreation and Park Administration  
(enter title for program changing )**

<b>Freshman Spring Semester</b>  Add/Change  Delete:   Total Hours:	<b>Freshman Fall Semester</b>  Add/Change:  Delete:   Total Hours:
<b>Sophomore Spring Semester</b>  Add/Change:   Delete:   Total Hours:	<b>Sophomore Fall Semester</b>  Add/Change:   Delete:     Total Hours:
<b>Junior Spring Semester</b>  Add/Change:  Delete:   Total Hours:	<b>Junior Fall Semester</b>  Add/Change:   Delete:   Total Hours:
<b>Senior Spring Semester</b>  Add/Change:   Delete:   Total Hours:	<b>Senior Fall Semester</b>  Add/Change:   Delete:   Total Hours:
<b>Senior 9<sup>th</sup> Semester</b> No Change Total Hours 6	
<b>Total Program Hours: 120</b>	



OCT 31 2011

**Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM**

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

Department Affected: College of Business Accounting and Economics	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature:



Date: 10/26/11

**Pam Carr**

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**From:** Cathi McMahan <cmcmahan@atu.edu>  
**Sent:** Tuesday, October 25, 2011 3:55 PM  
**To:** pcarr@atu.edu  
**Subject:** FW: RPA Curriculum Changes  
**Attachments:** image001.png; departmental\_support\_Accounting and Economics.doc

Received by the  
Registrar's Office

OCT 31 2011

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**From:** Cathi McMahan [mailto:cmcmahan@atu.edu]  
**Sent:** Monday, October 17, 2011 2:18 PM  
**To:** 'pcarr@atu.edu'  
**Subject:** RPA Curriculum Changes

Dr. Carr,

Hello! I hope this finds you doing well.

This email is to let you know that we will no longer be requiring ACCT 2003 Accounting Principles I for our Recreation and Park Administration/Recreation Administration emphasis – we have created a course in Financing Recreation and Parks that will take the place of the Accounting class. We only have around 15 Recreation Administration emphasis majors/students, so the number should not greatly impact enrollment in the Accounting Principles I courses.

Also due to the 120 credit hour curriculum we have made some additional changes to the RPA curriculum and are looking at no longer requiring ECON 2003 for all of our Recreation and Park Administration majors as we feel that the Financing Recreation and Parks course will better serve the need. The Financing Recreation and Parks course came highly recommended from our Advisory Board as they stated that our students needed to be better prepared in this area.

Please sign the attached department support form and return to me.

Thanks for your time!

Have a great day☺



ARKANSAS TECH  
UNIVERSITY

Cathi McMahan, Ph.D., CTRS  
Dept. Head/Associate Professor  
ATU-PRHA Dept.  
1205 North El Paso  
Russellville, AR 72801  
(479)968-0385

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

**CURRICULUM COMM  
- PASSED**

TO: Curriculum Committee or Graduate Council (as appropriate) 11/22/11 J10R  
 FROM: Cathi McMahan: Parks, Recreation and Hospitality Administration Catalog 12-12-11  
KR

DATE SUBMITTED: Oct. 14, 2011 **FACULTY SENATE - PASSED**  
PCC 12-6-11

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

Title	Signature	Date
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	10/17/11
Dean Dr. William Hoefler	<i>Wally Hoefler</i>	10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10/23/11
Vice President for Academic Affairs Dr. John Watson	<i>J</i>	

Program Title: Recreation and Park Administration: Therapeutic Recreation Emphasis	Effective Date: January 1, 2012
Outline change in program and attach curriculum matrix: In compliance with ACT 747 of 2011, the degree program in Recreation and Park Administration/emphasis in Therapeutic Recreation has been modified as follows: Deletion of Physical Education (2 hours), SPH 2003 becomes a General Education Requirements, and add TECH 1001 Orientation to the University to the fall of Freshman year. In addition to these changes add RP 3403 Financing Recreation and Parks to the list of required Recreation and Park Administration courses. Delete ECON 2003 Principles of Economics. Delete PSY 3063 Developmental Psychology I and PSY 3163 Developmental Psychology II. Add PSY 3813 Lifespan Development. Add RP 4473 Issues and Trends in Therapeutic Recreation.	
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. Advisory Committee has several times indicated a need for our graduates to be better versed in finance. Students have reported that one course in Economics does not do them much good. The addition of RP 4473 Issues and Trends in Therapeutic Recreation is required by the National Council for Therapeutic Recreation Certification (NCTRC) is requiring that all TR majors complete 5 TR content courses before sitting for the national certification exam.	

If this course will affect other departments a Departmental Support Form for each affected department must be attached. This change should have no effect on other departments. There will be a very small decline in students enrolling in ECON 2003.

Fall Start Curriculum Matrix for Catalog  
Curriculum in: RPA/Therapeutic Recreation

<p>Freshman Fall Semester</p> <p>Add/Change: Add TECH 1001, add MATH 1003</p> <p>Delete: 2 hours of Physical Activity</p> <p>Total Hours: 14</p>	<p>Freshman Spring Semester</p> <p>Add/Change: Add BIOL 2004</p> <p>Delete: MATH 1003, Science with Lab 4 hours</p> <p>Total Hours: 13</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: Add 3 hours Social Sciences</p> <p>Delete: Delete BIOL 2004, RS 2003</p> <p>Total Hours: 12</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: Add RS 2003</p> <p>Delete: Delete ECON 2003 and 3 hours Social Science</p> <p>Total Hours: 13</p>
<p>Junior Fall Semester</p> <p>Add/Change: Add PSY 3813</p> <p>Delete: PSY 3063, RP 4001V</p> <p>Total Hours: 16</p>	<p>Junior Spring Semester</p> <p>Add/Change: Add RP 3403 Financing Recreation, change 2 hours of Approved Electives to 3 hours of Approved Electives</p> <p>Delete: PSY 3163</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change: RP 4001</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Senior Spring Semester</p> <p>Add/Change: RP 4473 Issues and Trends in Therapeutic Recreation</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Senior 9<sup>th</sup> Semester</p> <p>No Change</p> <p>Total Hours 6</p>	
<p>Total Program Hours: 120</p>	


**Spring Start (If applicable) Curriculum Matrix for Catalog  
Curriculum in Recreation and Park Administration  
(enter title for program changing )**

<p><b>Freshman Spring Semester</b></p> <p>Add/Change</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Freshman Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Sophomore Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Sophomore Fall Semester</b></p> <p>Add/Change:</p> <p>Delete: I</p> <p>Total Hours:</p>
<p><b>Junior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Junior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Senior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Senior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Senior 9<sup>th</sup> Semester</b></p> <p>No Change</p> <p>Total Hours 6</p>	
<p><b>Total Program Hours: 120</b></p>	

### 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: 

Date: *10-18-11*

# CURRICULUM COMM -PASSED

## Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

11/22/11 JRP

TO: Curriculum Committee or Graduate Council (as appropriate)

Catalog 12-13-11  
KR

FROM: Cathi McMahan: Parks, Recreation and Hospitality Administration

DATE SUBMITTED: Oct. 14, 2011

## FACULTY SENATE-PASSED

12-6-11 PCC

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

Title	Signature	Date
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	10/17/11
Dean Dr. William Hoefler	<i>Willy Hoefler</i>	10-17-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10/23/11
Vice President for Academic Affairs Dr. John Watson		

Program Title: Recreation and Park Administration: Turf Management Emphasis	Effective Date: January 1, 2012
Outline change in program and attach curriculum matrix: In compliance with ACT 747 of 2011, the degree program in Recreation and Park Administration/emphasis in Turf Management has been modified as follows: deletion of Physical Education (2 hours), Deletion of AGPS 1024 Principles of Horticulture, add RP 3403 Financing Recreation and Parks to the list of required Recreation and Park Administration courses, add TECH 1001 Orientation to the University to the fall of Freshman year, and delete 2 hours of electives. Additional changes include: deleting ECON Principles of Economics and adding SPH 2003 as a General Education Requirement.	
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. Advisory Committee has several times indicated a need for our graduates to be better versed in finance. Students have reported that one course in Economics does not do them much good.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. This change should have no effect on other departments. There will be a very small decline in students enrolling in AGPS 1024 and ECON 2003.	

**Fall Start Curriculum Matrix for Catalog  
Curriculum in: RPA/Turf Management**

<p><b>Freshman Fall Semester</b></p> <p>Add/Change: Add TECH 1001 ✓ and MATH 1003 ✓</p> <p>Delete: 2 hours Physical Activity ✓</p> <p>Total Hours: 14 ✓</p>	<p><b>Freshman Spring Semester</b></p> <p>Add/Change: Add 3 hours Social Sciences ✓</p> <p>Delete: MATH 1003 ✓ and AGPS 1024 ✓</p> <p>Total Hours: 13 ✓</p>
<p><b>Sophomore Fall Semester</b></p> <p>Add/Change: Add SPH 2003 ✓</p> <p>Delete: Delete 3 hours of Social Sciences ✓</p> <p>Total Hours: 15 ✓</p>	<p><b>Sophomore Spring Semester</b></p> <p>Add/Change:</p> <p>Delete: Delete ECON 2003 ✓</p> <p>Total Hours: 13 ✓</p>
<p><b>Junior Fall Semester</b></p> <p>Add/Change: No changes ✓</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p><b>Junior Spring Semester</b></p> <p>Add/Change: Add RP 3403 Financing Recreation ✓</p> <p>Delete: AGPS 3244 ✓</p> <p>Total Hours: 15 ✓</p>
<p><b>Senior Fall Semester</b></p> <p>Add/Change: No Change ✓</p> <p>Delete:</p> <p>Total Hours: 13</p>	<p><b>Senior Spring Semester</b></p> <p>Add/Change: Change 6 hour electives to 4 hour ✓ electives, add AGPS 3244 ✓</p> <p>Delete:</p> <p>Total Hours: 15 ✓</p>
<p align="center"><b>Senior 9<sup>th</sup> Semester</b></p> <p align="center">No Change ✓</p> <p align="center">Total Hours 6 ✓</p>	
<p align="center"><b>Total Program Hours: 120 ✓</b></p>	



**Spring Start (If applicable) Curriculum Matrix for Catalog  
Curriculum in Recreation and Park Administration  
(enter title for program changing )**

<b>Freshman Spring Semester</b>  Add/Change  Delete:   Total Hours:	<b>Freshman Fall Semester</b>  Add/Change:  Delete:   Total Hours:
<b>Sophomore Spring Semester</b>  Add/Change:  Delete:   Total Hours:	<b>Sophomore Fall Semester</b>  Add/Change:  Delete:     Total Hours:
<b>Junior Spring Semester</b>  Add/Change:  Delete:   Total Hours:	<b>Junior Fall Semester</b>  Add/Change:  Delete:   Total Hours:
<b>Senior Spring Semester</b>  Add/Change:  Delete:   Total Hours:	<b>Senior Fall Semester</b>  Add/Change:  Delete:   Total Hours:
Senior 9 <sup>th</sup> Semester No Change Total Hours 6	
<b>Total Program Hours: 120</b>	

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

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

Department Affected: Agriculture Department	This department X supports <input type="checkbox"/> does not support the change.
Comments:	


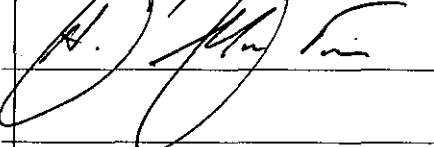
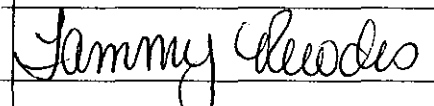
Department Head Signature: *William R. Rainey*

Date: 10-18-11

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

*Teacher Ed Committee  
 approved 11/3/11 JLB*

TO: Curriculum Committee or Graduate Council (as appropriate) **CURRICULUM COMM**  
 FROM: Speech, Theatre & Journalism **- PASSED**  
 DATE SUBMITTED: 10.14.11 **FACULTY SENATE - PASSED**  
 REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)  
*PCC 10-6-11*

Title	Signature	Date
Department Head		10.14.11
Dean		10-14-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/22/11
Vice President for Academic Affairs		

Program Title: Speech Education	Effective Date: Fall 2012
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Outline change in program and attach curriculum matrix: Deletion of 3 hrs. Physical Education, deletion of 3 hrs. General Electives, deletion of SPH 2111 & 2121, deletion of Speech or Theatre Elective (1 hr), deletion of HLED 1513, addition of Tech 1001, addition of TH 4263 & TH 4273 (was TH 4263 or TH 4273), addition of SPH 3003.  
*(see attached summary)*

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. To prepare the Speech Education majors for the Speech Communication -- Content Knowledge (0221) and the Theatre (0640) Praxis II content area exams, both of which students must pass for acceptance into the Secondary Education internship program and for receipt of their teaching license, we must realign the core degree requirements to match the assessment areas of each Praxis II exam. Currently, majors are not required to take SPH 3003 (interpersonal Communication), even though the Praxis II devotes roughly 13 questions, or 11% of the exam, to Interpersonal Communication. Additionally, majors currently may take either TH 4263 (Theatre History I: Antiquity to 1564) or TH 4273 (Theatre History II: 1564 to 1900),

even though the Praxis II devotes approximately 19 questions, or 21% of the exam, to both theatre history eras. Both SPH 3123 (Argumentation) and SPH 4701 (Special Methods in Speech, which students take during their Internship) teach the pedagogical components of the "Forensics: Competitive Speech and Debate" assessment area of the Praxis II exam; thus, majors need not take SPH 2111 and 2121, both of which are non-pedagogical courses. Deletion of the 3 hour P.E. and the 1 hour Speech or Theatre electives requirements, hours not required by other Arkansas universities with comparable secondary education speech and/or theatre programs, allows our department to revamp the degree to meet the assessment criteria of the Praxis II exam while satisfying the state-mandated 120 hour degree limitation (the current degree requires 125 hours.)

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

In the attached matrix, outline in specific detail how your proposal will alter the program course number and title



Modify the curriculum in Speech Education as follows:

- (1) Delete 3 hours physical activity;
- (2) Allow SPH 2003, Public Speaking, to satisfy general education speech communications selection;
- (3) Add TECH 1001, Orientation to the University;
- (4) Delete SPH 2111, Debate Practicum, and SPH 2121, Debate Practicum, requirements;
- (5) Delete one (1) hour of required speech or theatre elective;
- (6) Delete HLED 1513, Personal Health and Wellness, requirement;
- (7) Require TH 4263, Theatre History I: Antiquity to 1564, and TH 4273, Theatre History II: 1564 to 1900; and
- (8) Add SPH 3003, Interpersonal Communication, requirement.

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

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

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

Department Head Signature: *Annette Haleyfield*

Date: *8/9/2012*

Glen Ed Comm  
 Appr 11/22/11 JHR  
**CURRICULUM COMM**  
**- PASSED** JHR  
 11/22/11

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

Catalog 12-12-11  
 KR

TO: Curriculum Committee or Graduate Council (as appropriate)

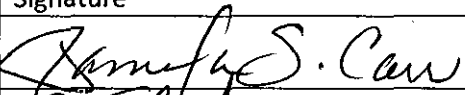
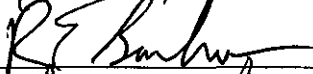
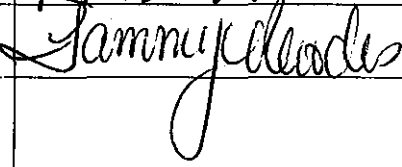
FROM: Department of Economics and Finance

DATE SUBMITTED: 11/4/2011

**FACULTY SENATE - PASSED**

REQUEST FOR COURSE CHANGE

12-6-11 pcc

Title	Signature	Date
Dr. Pam Carr, Department Head		11/8/11
Dr. Ed Bashaw, Dean		11/9/11
Tammy Rhodes, Registrar		11/9/11
Dr. John Watson, Vice President for Academic Affairs		

Course Subject: ECON	Course Number: 2013
Cross-listed with Subject:	Course Number:
Official Title Principles of Economics 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 type="checkbox"/> Grading <input type="checkbox"/> Fee <input checked="" type="checkbox"/> Other Classify as a Social Science elective for the General Education requirement	
Effective Term: <input type="checkbox"/> Spring <input type="checkbox"/> Summer I	

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 \_\_\_\_\_

New Prerequisite/Co-requisite:

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 Accounting and Economics Department requests that Principles of Economics II (Microeconomics (ECON 2013)) be classified as a Social Science elective for the General Education requirement. The State Core includes this course as a Social Science Gen Ed and <sup>most</sup> all other colleges in the state allow it to be counted as such. At ATU we accept a transfer student with an Associate's Degree as having completed the Gen Ed requirements. If transfer students are allowed to have Microeconomics as the Social Science Ed, then we are discriminating against our own ATU students by not allowing them to have it as well. Given that we want to comply with the State Core framework we request that Econ 2012 be included as an option. *Attached is a list detailing institution using course in core.*

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.




**University status on accepting Microeconomics as a Gen Ed election**

	<u>Does allow Micro as General Education</u>	<u>Does not allow Micro as General Education</u>
<b>4-Year Public</b>	University of Arkansas Henderson State University Southern Arkansas University UAFS UALR UA-Monticello UAPB	Arkansas State University UCA
<b>4-Year Independent</b>	Arkansas Baptist John Brown University Williams Baptist	Central Baptist College Crowley Ridge College Harding Hendrix Lyon College Ouachita Baptist University Philander University of Ozarks
<b>2-Year Public</b>	Arkansas State University - Beebe Arkansas State University - Newport Cossatot Community College National Park Community College North Arkansas College Northwest Arkansas Community College Ouachita College Ozarka College Phillips Community College Pulaski Technical College Rich Mountain Community College Southeast Arkansas College Southern Arkansas University Tech University of Arkansas Community College - Batesville University of Arkansas Community College - Morrilton University of the Ozarks	Arkansas Northeastern College Arkansas State University - Mountain Home Black River Technical College College of the Ouachitas East Arkansas Community College Mid-South Community College South Arkansas Community College University of Arkansas Community College - Hope

**Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM**

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

<b>Department Affected:</b>  Health and Physical Education	<b>This department</b>  <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<b>Comments:</b>  Form to accompany the change in the Speech Education degree requirements, as per the Curriculum Committee's stipulation.  	

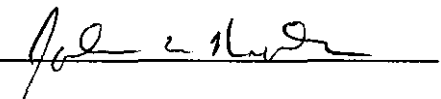
Department Head Signature: Annette Holeyfield  
Date: 11/28/2011

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

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

Proposed Change: Uncouple ELEG 1012 and MCEG 1012. EE's to take ELEG 1012. Drop Math pre-requisite.

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

Department Head Signature:   
Date: 10/14/11