

November Curriculum Committee/December Faculty Senate Summary

I. College of Arts and Humanities

A. Department of English and World Languages

1. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Modify the course description and change from 4 hours to 3 hours for the following courses:
 - (a) CHIN 1014, Beginning Chinese I;
 - (b) CHIN 1024, Beginning Chinese II;
 - (c) CHIN 2014, Intermediate Chinese I;
 - (d) CHIN 2024, Intermediate Chinese II;
 - (e) FR 1014, Beginning French I;
 - (f) FR 1024, Beginning French II;
 - (g) FR 2014, Intermediate French I;
 - (h) FR 2024, Intermediate French II;
 - (i) GER 1014, Beginning German I;
 - (j) GER 1024, Beginning German II;
 - (k) GER 2014, Intermediate German I;
 - (l) GER 2024, Intermediate German II;
 - (m) Dormant Course - ITAL 1014, Beginning Italian I;
 - (n) Dormant Course - ITAL 1024, Beginning Italian II;
 - (o) Dormant Course - ITAL 2014, Intermediate Italian I;
 - (p) Dormant Course - ITAL 2024, Intermediate Italian II;
 - (q) JPN 1014, Beginning Japanese I;
 - (r) JPN 1024, Beginning Japanese II;
 - (s) JPN 2014, Intermediate Japanese I;
 - (t) JPN 2024, Intermediate Japanese II;
 - (u) Dormant Course - RUSS 1014, Beginning Russian I;
 - (v) Dormant Course - RUSS 1024, Beginning Russian II;
 - (w) Dormant Course - RUSS 2014, Intermediate Russian I;
 - (z) Dormant Course - RUSS 2024, Intermediate Russian II;
 - (y) SPAN 1014, Beginning Spanish I;
 - (z) SPAN 1024, Beginning Spanish II;
 - (aa) SPAN 2014, Intermediate Spanish I; and
 - (ab) SPAN 2024, Intermediate Spanish II;
2. Modify the Curriculum in English; History; Journalism with Broadcast Option; Journalism with Print Option; Journalism with Public Relations Option; Music; Political Science; Public History; and Creative Writing; as follows: (a) add a second-language study requirement; (b) reduce or add the number of electives in order to maintain 120 total hours; and (c) add the following footnote: Students may waive three hours of language requirement for every one year of language study in high school with grades of C or better;
3. Modify the Curriculum in World Languages with Concentration Spanish as follows:
 - (a) change SPAN 2014, Intermediate Spanish I, and SPAN 2024, Intermediate

Spanish II, to SPAN 2013 and SPAN 2023; and (b) increase the number of electives from 43 hours to 45 hours;

4. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)

Modify the Curriculum in Foreign Language with Concentration in Spanish for Teacher Licensure as follows: (a) change SPAN 2014, Intermediate Spanish I, and SPAN 2024, Intermediate Spanish II, to SPAN 2013 and SPAN 2023; and (b) increase the number of electives from 13 hours to 15 hours; and

5. Modify the minor in French; German; Japanese; Spanish; Latin American/Latino Studies without; and Spanish Medical Interpretation as follows: reduce the four credit hours beginning language courses to three credit hours.

B. Department of Music

(Note: the below proposals were approved by the Teacher Education Council on 11/14/2013.)

1. Delete MUS 1241, Italian Diction, from the course descriptions;
2. Delete MUS 2241, German Diction, from the course descriptions;
3. Delete MUS 2251, French Diction, from the course descriptions;
4. Delete MUS 4972, Marching Band Techniques;
5. Add MUS 1191, Vocal Diction I, to the course descriptions;
6. Add MUS 2191, Vocal Diction II, to the course descriptions;
7. Add MUS 3191, Vocal Solo Literature, to the course descriptions;
8. Add MUS 4971, Marching Band Techniques;
9. (a) Change the title of MUS 4832, Vocal Solo Literature/Pedagogy, to Vocal Pedagogy; (b) modify the prerequisite from Prerequisite: Junior standing; to Prerequisite: Passing Vocal Sophomore Barrier and Keyboard Barrier; and (c) modify the course description;
10. Modify the Curriculum in Music Education for Teacher Licensure Instrumental Music Option as follows: (a) Delete MUS 4701, Special Methods in Music; and (b) add MUS 4971, Marching Band Techniques; and
11. Modify the Curriculum in Music Education for Teacher Licensure Vocal Music Option as follows: (a) Delete MUS 1241, Italian Diction; MUS 2241, German Diction; and MUS 2251, French Diction; and (b) add MUS 1191, Vocal Diction I; MUS 2191, Vocal Diction II; and MUS 3191, Vocal Solo Literature;

II. College of Engineering and Applied Sciences

A. Department of Agriculture

1. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)

Delete the following course from the course descriptions:

- (a) AGED 3003, Methods in Agricultural Education;
- (b) AGED 4003, Issues in Agriculture; and
- (c) AGED 4013, Methods in Agriculture Laboratories;
- (d) AGME 1003, Basic Agricultural Mechanization;
- (e) AGME 3003, Metals and Welding;

- (f) AGME 3013, Agriculture Structural Systems; and
- (g) AGME 3023, Agricultural Power;
- 2. Delete the following course for the course descriptions: AGAS 3333, Poultry Processing and Product Technology;
- 3. Delete the following course from the course descriptions: AGEG 3413, Agricultural Waste Management;
- 4. Delete the following course from the course descriptions: AGPS 1003, Introduction to Agronomy;
- 5. Add AGAS 3343, Regulatory Affairs of the Food Industry, to the course descriptions;
- 6. Add AGBU 2103, A Global Perspective: Resources, Food, and Society, to the course descriptions;
- 7. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Add the following courses to the course descriptions:
 - (a) AGED 2104, Introduction to Agricultural Systems Technology;
 - (b) AGED 2203, Applied Agricultural Systems Technology;
 - (c) AGED 3033, Philosophy and Foundations of Program Development;
 - (d) AGED 4033, Curriculum Design and Assessment;
 - (e) AGED 4044, Methods in Teaching Agriculture;
 - (f) AGLE 3003, Personal Leadership Theory and Development; and
 - (g) AGLE 3013, Team Leadership and Organizational Change;
- 8. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Change the course number for AGED 1012, Agricultural Youth Organizations, to 1013;
- 9. Change the title of AGPS 1024, Principles of Horticulture, to Principles of Plant Science, and modify the course description;
- 10. Modify the Curriculum in Agriculture Business as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGEG 3413, Agricultural Waste Management; (c) delete AGPS 1003, Introduction to Agronomy; (d) add ENGL 2053, Technical Writing; (e) add 9 hours of Agriculture Elective²; (f) remove the statement: (Except ECON 2003) in Footnote 1; and (g) change SPAN 1014, Beginning Spanish I, to SPAN 1013; and SPAN 1023, Beginning Spanish II, to SPAN 1023, in Footnote 3;
- 11. Modify the Curriculum in Agriculture Business Animal Science as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGEG 3413, Agricultural Waste Management; (c) delete AGPS 1003, Introduction to Agronomy; (d) add ENGL 2053, Technical Writing; (e) add 9 hours of Agriculture Elective²; (f) remove the statement: (Except ECON 2003) in Footnote 1; and (g) delete AGAS 3333, Poultry Processing and Product Technology; and (h) add AGAS 3343, Regulatory Affairs of the Food Industry, in Footnote 3;
- 12. Modify the Curriculum in Agriculture Business Feed Mill Management as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture

Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGPS 1003, Introduction to Agronomy; (c) delete AGEG 3413, Agricultural Waste Management; (d) delete EAM 4993, Special Problems and Topics; delete AGAS 3333, Poultry Processing and Product Technology; (e) change the course number for AGAS 2083, Feeds and Feeding, to 2084; (f) change AGBU 4993, Special Problems in Agriculture; to AGBU 4983, Internship II in Agriculture, in the spring start senior fall term matrix; (g) add ENGL 2053, Technical Writing; (h) add AGAS 3343, Regulatory Affairs of the Food Industry; (i) change 4 hours of Agriculture Elective² to 12 hours of Agriculture Elective²; (j) remove the statement: (Except ECON 2003) in Footnote 1; (k) change footnote 2 to state: ²At least 40 of the total hours required for graduation must be 3000 - 4000 level courses; and (l) delete footnote 3;

13. Modify the Curriculum in Agriculture Business Horticulture Business as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGPS 1003, Introduction to Agronomy; (c) delete AGPM 3104, Introduction to Entomology, or AGPS 3053, Weed Ecology, and AGBU 4991, Special Problems in Agriculture; (d) add ENGL 2053, Technical Writing; (e) add 10 hours of Agriculture Electives; remove the statement: (Except ECON 2003) in Footnote 1; and (f) delete footnote 2;
14. Modify the Curriculum in Agriculture Business Public Relations as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGEG 3413, Agricultural Waste Management; (c) delete AGPS 1003, Introduction to Agronomy; (d) add ENGL 2053, Technical Writing; (e) add 9 hours of Agriculture Elective²; and (f) remove the statement: (Except ECON 2003) in Footnote 1;
15. Modify the Curriculum in Agriculture Business Pre-Veterinary Medicine as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) change the course number for AGAS 2083, Feeds and Feeding, to 2084; (c) add ENGL 2053, Technical Writing; (d) add 1 hour of Agriculture Elective²; (e) remove the statement: (Except ECON 2003) in Footnote 1; and (f) add footnote 2 to state: ²At least 40 of the total hours required for graduation must be 3000 - 4000 level courses;
16. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Modify the Curriculum in Agriculture Education as follows:
 - (a) Delete the following:
 - (1) AGED 1012, Agricultural Youth Organizations;
 - (2) AGED 3003, Methods in Agricultural Education;
 - (3) AGED 4003, Issues in Agriculture;
 - (4) AGED 4013, Methods in Agriculture Laboratories;
 - (5) AGME 1003, Basic Agricultural Mechanization;

- (6) AGME 3003, Metals and Welding;
- (7) AGME 3013, Agriculture Structural Systems; and
- (8) AGME 3023, Agricultural Power;
- (9) AGPS 1003, Introduction to Agronomy; and
- (10) MATH 2163, Introduction to Statistical Methods; and
- (b) Add the following:
 - (1) AGED 1013, Agricultural Youth Organizations;
 - (2) AGED 2104, Introduction to Agricultural Systems Technology;
 - (3) AGED 2203, Applied Agricultural Systems Technology;
 - (4) AGED 3033, Philosophy and Foundations of Program Development;
 - (5) AGED 4033, Curriculum Design and Assessment;
 - (6) AGED 4044, Methods in Teaching Agriculture;
 - (7) AGLE 3003, Personal Leadership Theory and Development;
 - (8) AGLE 3013, Team Leadership and Organizational Change; and
 - (9) AGPS 3093, Greenhouse Operation and Management.
- 17. Add a minor in Agriculture as follows: require 21 hours of courses from the following: (a) AGAS 1014, Principles of Animal Science; (b) AGPS 1024, Principles of Horticulture, (Pending Title Change to Principles of Plant Science); (c) AGBU 1013, Principles of Agricultural Business; (d) AGSS 2014, Soils; and (e) 6 hours of 3000-4000-level Agriculture Electives excluding AGBU 3213, Career Development in Agriculture; AGBU 3993, Internship I in Agriculture; AGBU 4983, Internship II in Agriculture; and AGBU 4991-4, Special Problems in Agriculture.

III. College of Natural and Health Sciences

A. Department of Biological Sciences

- 1. Add MEDT 4001-9, Medical Technology Professional Coursework to the course descriptions;
- 2. Modify the prerequisites for BIOL 4033, Cell Biology, from Prerequisites: BIOL 1114, Principles of Biology; BIOL 2124, Principles of Zoology; or BIOL 2134, Principles of Botany; plus four additional hours of biology and one course from BIOL 3034, Genetics; BIOL 3054, Microbiology; BIOL 4023, Immunology; or CHEM 3344, Principles of Biochemistry; eight hours of chemistry; to Prerequisites: BIOL 1114, Principles of Biology; four additional hours of biology, eight hours of chemistry, and a grade of C or better in one of the following courses: BIOL 3034, Genetics; BIOL 3054, Microbiology; BIOL 3074, Human Physiology; BIOL 4023, Immunology; or CHEM 3344, Principles of Biochemistry; and modify the course description;
- 3. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Modify the Curriculum in Life Science and Earth Science for Teacher Licensure as follows: delete PHSC 3033, Meteorology; and PHSC 3053, Astronomy; delete BIOL 3124, General Physiology, or BIOL 3174, Physiological Ecology; add BIOL 2004, Basic Human Anatomy and Physiology; and add 3-4 hours of Biology Electives;
- 4. Modify the Curriculum in Health Information Management as follows: (a) delete CHEM 1113, A Survey of Chemistry; CHEM 1111, Survey of Chemistry Laboratory; and (b) add BUAD 2003, Business Information Systems; and (c) one hour of elective;

5. Modify the Curriculum in Medical Technology as follows: (a) delete the following MEDT courses from the curriculum and course descriptions:
 - (1) MEDT 4012, Clinical Microscopy and Body Fluids;
 - (2) MEDT 4029, Hematology;
 - (3) MEDT 4035, Immuno-hematology;
 - (4) MEDT 4048, Clinical Chemistry and Instrumentation
 - (5) MEDT 4057, Microbiology;
 - (6) MEDT 4064, Parasitology;
 - (7) MEDT 4073, Serology; and
 - (8) MEDT 4082, Special Topics;
 (b) add MEDT 4001-9, Medical Technology Professional Coursework, to total 38-40 hours; and (c) change electives to read 2-4 hours.

B. Department of Physical Sciences

1. Add GEOL 4043, Geochemistry, to the course descriptions;
2. Add GEOL 4433, Advanced Topics in Geology, to the course descriptions;
3. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Add PHSC (BIOL) 3243, Integrating the Three Dimensions of Science, to the course descriptions;
4. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Add PHSC (BIOL) 3253, Teaching Methods for STEM, Physical Science, to the course descriptions;
5. Modify the Curriculum in Chemistry Biochemistry Option as follows: (a) delete BIOL 2134, Principles of Botany; (b) add BIOL 2014, Human Anatomy; and (c) replace BIOL 3124, General Physiology, with BIOL 3074, Human Physiology;
6. Modify the Curriculum in Geology Environmental Option as follows: (a) delete GEOG 2013, Regional Geography of the World, POLS 2003, American Government, and ECON 2003, Principles of Economics I, as prescribed general education U. S. History/Government and Social Sciences; (b) add 3 hours of Social Sciences/Fine Arts/Humanities/Speech and 3 hours of U. S. History/Government; (c) delete CHEM 3254, Fundamentals of Organic Chemistry, and MATH 2163, Introduction to Statistical Methods; or PSY 2053, Statistics for the Behavioral Sciences; (d) reduce GEOL/MATH/BIOL/CHEM electives from 11 hours to 9 hours; and (e) add GEOG 2833, Introduction to Geographic Information Systems, COMS 2003, Microcomputer Applications, and GEOL 4043, Geochemistry;
7. Modify the Curriculum in Geology Petroleum Option as follows: (a) delete GEOG 2013, Regional Geography of the World, and POLS 2003, American Government, as prescribed general education U. S. History/Government and Social Sciences; and (b) add 3 hours of Social Sciences/Fine Arts/Humanities/Speech and 3 hours of U. S. History/Government; (c) delete CHEM 3254, Fundamentals of Organic Chemistry, 3 hours COMS Elective, and delete the wording "or higher level math" in MATH 1203, Plane Trigonometry; (d) add GEOL 3153, Environmental Geology, GEOL 4043, Geochemistry, and GEOG 2833, Introduction to Geographic Information Systems; (e) reduce Electives from 6 hours to 4 hours; and (f) remove the spring matrix;

8. Modify the Curriculum in Geology Professional Option as follows: (a) delete GEOG 2013, Regional Geography of the World, and POLS 2003, American Government, as prescribed general education U. S. History/Government and Social Sciences; (b) add 3 hours of Social Sciences/Fine Arts/Humanities/Speech and 3 hours of U. S. History/Government; (c) delete 10 hours of Elective; (d) add GEOL 3153, Environmental Geology; GEOL 3174, Computer Applications in Geology; and GEOG 2833, Introduction to Geographic Information Systems; and (e) move GEOL 3004 from fall to spring; and

9. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)

Modify the Curriculum in Physical Science and Earth Science for Teacher Licensure as follows: (a) delete GEOL 2024, Historical Geology; (b) delete GEOL 3153, Environmental Geology; (c) add PHYS 4993, Special Problems in Physics and Astronomy, or CHEM 4993, Special Problems in Chemistry; (d) add 3 hours of PHSC, PHYS, CHEM, or MATH Electives; (e) add one hour of Electives; (f) allow GEOL 1004, Essentials of Earth Science, or GEOL 1014, Physical Geology.

IV. Letter of Notification for Deletion of Curriculum in International Studies Cultural Affairs and Political Affairs Concentrations

V. Recommendation for Curriculum Proposal Forms

Teacher Ed

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11/14/13

SEP 26 2013

Arkansas Tech University
REQUEST FOR COURSE CHANGE

Registrar's Office

TO: Curriculum Committee
FROM: Department of English and World Languages
DATE SUBMITTED: September 26, 2013

REQUEST FOR COURSE CHANGE: Reduce beginning and intermediate courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish from four credit hours to three credit hours.

Title	Signature	Date
Department Head	<i>Carl Buckner</i>	9-26-13
Dean	<i>H. M. Fin</i>	9-26-13
Teacher Education Council		
Registrar	<i>J. Weaver</i>	10/1/13
Vice President for Academic Affairs		

✓ Course Subjects: ✓ CHIN ✓ FR ✓ GER ✓ ITAL ✓ JPN ✓ RUSS ✓ SPAN	Course Numbers: 1014, 1024, 2014, 2024 1014, 1024, 2014, 2024 1014, 1024, 2014, 2024 1014, 1024, 2014, 2024 1014, 1024, 2014, 2024 1014, 1024, 2014, 2024 1014, 1024, 2014, 2024
Cross-listed with Subject:	Course Number:
Official Titles Beginning [Language Name] I Beginning [Language Name] II Intermediate [Language Name] I Intermediate [Language Name] II	
Request to change: (check appropriate box) <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite	

Registrar's Office

Grading
 Fee
 Other The change in course number will reflect the change from 4-credit hours to 3-credit hours.

NOTES: These changes will become effective in the Summer I Term of the new catalog year.
 If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Numbers :
 1013, 1023, 2013, 2023
 ✓ ✓ ✓ ✓

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

New Course Descriptions:

 Only one change in all course descriptions:

 Change "Four hours of applied class work and one hour of foreign language lab per week is required."
 to: "Three hours of applied class work and one hour of language lab per week is required."

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 (list all, as you want them to appear in the catalog):

 Change prerequisites to reflect new course numbers. For example the prerequisite for SPAN 2014 will be changed from "SPAN 1024 or equivalent" to "SPAN 1023 or equivalent."

New Co-requisite (list all, as you want them to appear in the catalog):

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

 SPAN 2014 and 2014 are required for the major in Spanish education and the major and minor in Spanish.
 FR 2014 and 2024 are required for the minor in French.
 GER 2014 and GER 2024 are required for the minor in German.

 Program Change forms for the major in Spanish and Spanish education are attached.
 Program Change forms for the minors in French, German, Japanese, and Spanish are attached.

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.

Registrar's Office

This proposal to reduce the credit hours of first- and second-year language courses is presented in conjunction with a proposal to introduce a minimal language requirement for most majors in the College of Arts and Humanities. Therefore, the rationale for the reduction in credit hours for these courses is connected to our belief that an introduction to second-language study will be an important assistance in building students' language awareness, communication skills, and global perspective. Our willingness to reduce the credit hours of these classes is more specifically influenced by our desire to make it easier for Tech students to include language study in their undergraduate educations. At present, course enrollment minimums make it difficult to offer Tech students the full range of language study opportunities of which we are capable.

- The proposed change will align us with other language programs in the state as well as the ACTS common course numbers
- The proposed change will make scheduling and room use more efficient
- The proposed change will eliminate some barriers to students enrolling in language classes
- The proposed changes will allow us to be more productive without increasing faculty

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

During 2012-2013, the Department of English and World Languages' Assessment Committee began a complete review of departmental and program learning objectives. Using this revised set of objectives as a guide, we will introduce embedded assessments for the end of the beginning and intermediate language sequences and a diagnostic instrument for the start of the third-year sequence. We will use these to determine if our students are able to make the same progress through the 3-credit courses that they made through the 4-credit courses.

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

This proposal is linked to a two-semester language requirement for most majors offered in the College of Arts and Humanities. It also affects the B.A. in Management and Marketing (international business concentration). Departmental Support Forms from the following are attached:

Mr. Anthony Carton, Head, Department of Communications
Dr. Cynthia Hukill, Head, Department of Music
Dr. Dawn Ward, Head, Department of Art
Dr. Jeffrey Woods, Head, Department of Social Science and Philosophy
Dr. R. Edward Bashaw, Dean, College of Business

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SEP 26 2013

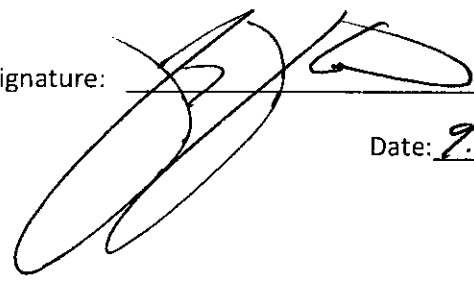
Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Registrar's Office

Requests to add second language requirement to designated degree programs in the College of Arts and Humanities and to reduce beginning and intermediate courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish from four credit hours to three credit hours.

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

Department Head Signature: _____



Date: 9.17.13

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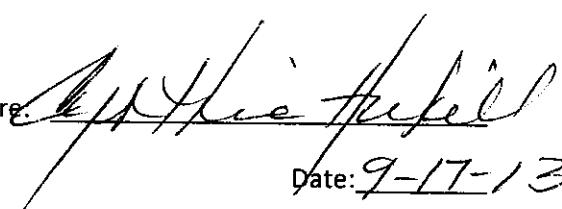
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Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Registrar's Office

Requests to add second language requirement to designated degree programs in the College of Arts and Humanities and to reduce beginning and intermediate courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish from four credit hours to three credit hours.

Department Affected: Music	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <i>We support the change to the BA Music degree only.</i>	

Department Head Signature: 
Date: 9-17-13

SEP 26 2013

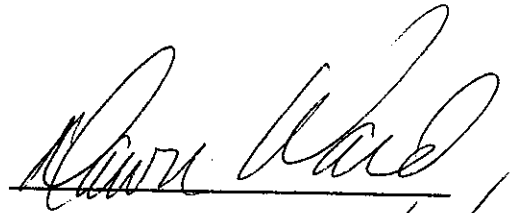
Registrar's Office

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

Requests to add second language requirement to designated degree programs in the College of Arts and Humanities and to reduce beginning and intermediate courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish from four credit hours to three credit hours.

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

Department Head Signature:



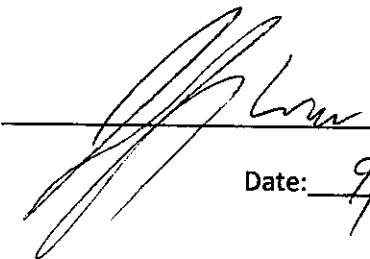
Date:

9/18/13

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Requests to add second language requirement to designated degree programs in the College of Arts and Humanities and to reduce beginning and intermediate courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish from four credit hours to three credit hours.

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

Department Head Signature:  _____
Date: 9/18/13


SEP 26 2013

Registrar's Office

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Request to reduce beginning and intermediate courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish from four credit hours to three credit hours.

College Affected: Business	This college <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Dean's Signature: 

Date: 9/26/13

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SEP 26 2013

Registrar's Office

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee
FROM: College of Arts and Humanities
Department of English and World Languages
DATE SUBMITTED: September 26, 2013

REQUEST FOR CHANGE IN PROGRAM: Request to add second language requirement to designated degree programs in the College of Arts and Humanities

Title	Signature	Date
Department Head	<i>Carl Brueha</i>	9-26-13
Dean	<i>H. Mr. Tom</i>	9-26-13
Registrar	<i>J. Weaver</i>	10/1/13
Vice President for Academic Affairs		

Program Titles: B.A. in Art (Fine Arts) B.A. in Art (Graphic Design) B.A. in English B.A. in History B.A. in Journalism (Broadcast Option) B.A. in Journalism (Print Option) B.A. in Journalism (Public Relations Option) B.A. in Music B.A. in Political Science B.A. in Public History B.F.A. in Creative Writing	Effective Date: Summer I, 2014
Outline change in program and attach curriculum matrix: The College of Arts and Humanities degree programs listed above will add a second-language study requirement. Students in these degree programs who have not completed two years of second language study in high school will be required to complete one year of language study at Tech. For six of these programs this will be a new additional requirement. For five of these programs this will be an extension or modification of their current language requirements. Matrices for all affected programs except the B.A. in Fine Arts and the B.A. in Graphic Arts are attached. Those matrices, showing the language requirement addition, are included as part of the	

Registrar's Office

Department of Art's program change request.

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

Our current language staff can handle the additional enrollment in language classes because language classes will be reduced from 4 credit hours to 3 credit hours.

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 minimal requirement would establish a baseline of second language awareness for College of Arts and Humanities graduates in these programs, strengthening their general communication skills and increasing their global awareness.

As Arkansas Tech prepares to move to SREB 3 status, this proposed requirement aligns Arkansas Tech's College of Arts and Humanities more closely with similar colleges at the state's other large institutions. The J. William Fulbright College of Arts and Sciences at the University of Arkansas requires two years of language study of all its graduates. Similarly, at Arkansas State University the College of Humanities and Social Sciences and the Departments of Music and Art in the College of Fine Arts require two years of language study of all graduates. At the University of Central Arkansas, Intermediate Language II is included in the general education core as a Fine Arts choice.

In the Fall of 2012, the Department of English and World Languages conducted a survey of 354 incoming freshman, which showed that 54% had completed at least two years of high school language. Applying this percentage to the predicted percentage of incoming freshman in the programs that are adding the requirement, we calculate that the new requirement would affect fewer than 80 students in the fall of 2014. As noted above the reduction of beginning language classes from four to three credit hours will allow us to provide space for these additional students without adding faculty.

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

Approval forms from the following affected departments are attached:

Mr. Anthony Carton, Head, Department of Communications

Dr. Cynthia Hukill, Head, Department of Music

Dr. Dawn Ward, Head, Department of Art

Dr. Jeffrey Woods, Head, Department of Social Science and Philosophy

Registrar's Office

Fall Start Curriculum Matrix for Catalog Curriculum in B.A. in English	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Beginning Language I^{2,5,T} 3 hrs.</p> <p>Elective⁴ 1 hr.</p> <p>Delete:</p> <p>Beginning Language I^{2,5,T} 4 hrs.</p> <p>Total Hours: 14</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Beginning Language II^{2,5,T} 3 hrs.</p> <p>Elective⁴ 1 hr.</p> <p>Delete:</p> <p>Beginning Language II^{2,5,T} 4 hrs.</p> <p>Total Hours: 14</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

⁵Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

Spring Start Curriculum Matrix for Catalog Curriculum in B.A. in English	
<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Beginning Language I^{2,5,T} 3 hrs.</p> <p>Elective⁴ 1 hr.</p> <p>Delete:</p> <p>Beginning Language I^{2,5,T} 4 hrs.</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Beginning Language II^{2,5,T} 3 hrs.</p> <p>Elective⁴ 1 hr.</p> <p>Delete:</p> <p>Beginning Language II^{2,5,T} 4 hrs.</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours _____</p>	

⁵ Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

Registrar's Office

Fall Start Curriculum Matrix for Catalog Curriculum: B.A. History	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Fine Arts and Humanities 3hrs</p> <p>Delete:</p> <p>Elective 3 hrs</p> <p>Total Hours:16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Beginning Language I⁵ 3hrs</p> <p>Delete:</p> <p>Fine Arts and Humanities 3 hrs</p> <p>Total Hours:15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Beginning Language II⁵ 3hrs</p> <p>Delete:</p> <p>Elective 3 hrs</p> <p>Total Hours:15</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>

⁵ Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

Registrar's Office

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum: B.A. History	
<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Fine Arts and Humanities 3hrs</p> <p>Delete:</p> <p>Elective 3 hrs</p> <p>Total Hours:16</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Beginning Language I⁵ 3hrs</p> <p>Delete:</p> <p>Fine Arts and Humanities 3 hrs</p> <p>Total Hours:15</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Beginning Language II⁵ 3hrs</p> <p>Delete:</p> <p>Elective 3 hrs</p> <p>Total Hours:15</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>

⁵ Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

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Registrar's Office

Fall Start Curriculum Matrix for Catalog Curriculum in B.A. in Journalism with Broadcast Option	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Beginning Language I^{4,6,T} 3 hrs.</p> <p>Elective^{2,5,T} 1 hr.</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Beginning Language II^{4,6,T} 3 hrs.</p> <p>Elective^{2,5,T} 1 hr.</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>

⁶ Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

Registrar's Office

Spring Start Curriculum Matrix for Catalog Curriculum in B.A. in Journalism with Broadcast Option	
<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Beginning Language I^{4,6,T} 3 hrs.</p> <p>Elective^{2,5,T} 1 hr.</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Beginning Language II^{4,6,T} 3 hrs.</p> <p>Elective^{2,5,T} 1 hr.</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours _____</p>	

⁶ Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

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Registrar's Office

Fall Start Curriculum Matrix for Catalog Curriculum in B.A. in Journalism with Print Option	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Beginning Language I^{4,6,T} 3 hrs.</p> <p>Elective^{2,5,T} 1 hr.</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Beginning Language II^{4,6,T} 3 hrs.</p> <p>Elective^{2,5,T} 1 hr.</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

⁶ Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

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Registrar's Office

Spring Start Curriculum Matrix for Catalog
Curriculum in B.A. in Journalism with Print Option

<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Beginning Language I^{4,6,T} 3 hrs.</p> <p>Elective^{2,5,T} 1 hr.</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Beginning Language II^{4,6,T} 3 hrs.</p> <p>Elective^{2,5,T} 1 hr.</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours _____</p>	

⁶ Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

Registrar's Office

Fall Start Curriculum Matrix for Catalog Curriculum in B.A. in Journalism with Public Relations Option	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Beginning Language I^{4,6,T} 3 hrs.</p> <p>Elective^{2,5,T} 1 hr.</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Beginning Language II^{4,6,T} 3 hrs.</p> <p>Elective^{2,5,T} 1 hr.</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>

⁶ Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

Registrar's Office

Spring Start Curriculum Matrix for Catalog Curriculum in B.A. in Journalism with Public Relations Option	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Beginning Language I ^{4,6,T} 3 hrs. Elective ^{2,5,T} 1 hr. Delete: Total Hours:	Sophomore Fall Semester Add/Change: Beginning Language II ^{4,6,T} 3 hrs. Elective ^{2,5,T} 1 hr. Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours _____	

⁶ Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

Registrar's Office

Fall Start Curriculum Matrix for Catalog Curriculum in B.A. in Music	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Beginning Language I¹¹ 3 hours Delete: Foreign Language^T 4 hours Total Hours: 15	Sophomore Spring Semester Add/Change: Beginning Language II¹¹ 3 hours Delete: Elective^{8,9,T} 2 hours Total Hours: 15
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

¹¹ Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

Registrar's Office

Fall Start Curriculum Matrix for Catalog Curriculum: B.A. in Political Science	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Beginning Language I ⁷ 3hrs.</p> <p>Delete:</p> <p>Elective 3 hrs.</p> <p>Total Hours:16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Beginning Language II ⁷ 3hrs.</p> <p>Delete:</p> <p>Elective 3 hrs.</p> <p>Total Hours:15</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>

⁷ Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

Registrar's Office

Fall Start Curriculum Matrix for Catalog Curriculum: B.A. in Public History	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Beginning Language I⁵ 3hrs.</p> <p>Delete:</p> <p>Elective 3 hrs.</p> <p>Total Hours:15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Beginning Language II⁵ 3hrs.</p> <p>Delete:</p> <p>Elective 3 hrs.</p> <p>Total Hours:15</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>

⁵ Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

Registrar's Office

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum: B.A. in Public History	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Beginning Language I⁵ 3hrs. Delete: Elective 3 hrs. Total Hours:15	Sophomore Fall Semester Add/Change: Beginning Language II⁵ 3hrs. Delete: Elective 3 hrs. Total Hours:15
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours _____	

⁵ Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

Registrar's Office

Fall Start Curriculum Matrix for Catalog
Curriculum in B.F.A. in Creative Writing

Registrar's Office Fall Start Curriculum Matrix for Catalog Curriculum in B.F.A. in Creative Writing	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Beginning Language I⁴ 3 hours</p> <p>Delete:</p> <p>Total Hours: 16 hours</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Beginning Language II⁴ 3 hours</p> <p>Delete:</p> <p>Total Hours: 16 hours</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</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>Electives 6 hours</p> <p>Total Hours: 12 hours</p>

⁴ Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

Registrar's Office

Spring Start Curriculum Matrix for Catalog Curriculum in B.F.A. in Creative Writing	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Beginning Language I ⁴ 3 hours Delete: Elective ^{3,T} 3 hours Total Hours: 16 hours
Sophomore Spring Semester Add/Change: Beginning Language II ⁴ 3 hours Delete: U.S. History/Government 3 hours Total Hours: 16 hours	Sophomore Fall Semester Add/Change: U.S. History/Government 3 hours Delete: Elective ^{3,T} 3 hours Total Hours: 15 hours
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours _____	

⁴Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

RECEIVED

SEP 26 2013

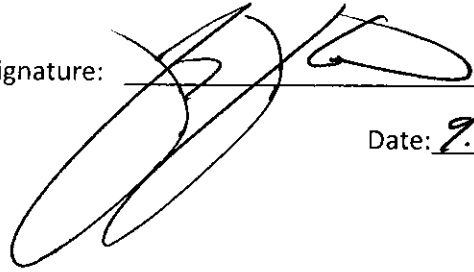
Registrar's Office

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Requests to add second language requirement to designated degree programs in the College of Arts and Humanities and to reduce beginning and intermediate courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish from four credit hours to three credit hours.

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

Department Head Signature: _____



Date: 9.17.13

RECEIVED

SEP 26 2013

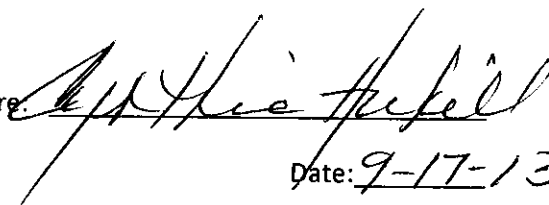
Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Registrar's Office

Requests to add second language requirement to designated degree programs in the College of Arts and Humanities and to reduce beginning and intermediate courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish from four credit hours to three credit hours.

Department Affected: Music	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <i>We support the change to the BA Music degree only.</i>	

Department Head Signature



Date: 9-17-13

RECEIVED

SEP 26 2013

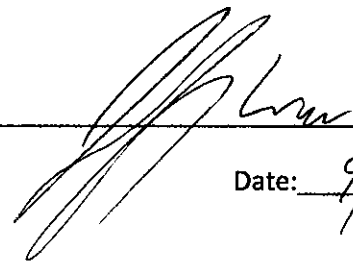
Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Registrar's Office

Requests to add second language requirement to designated degree programs in the College of Arts and Humanities and to reduce beginning and intermediate courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish from four credit hours to three credit hours.

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

Department Head Signature: _____



Date: _____

9/19/13

SEP 26 2013

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

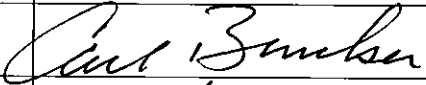


Registrar's Office

TO: Curriculum Committee

FROM: Department of English and World Languages

DATE SUBMITTED: September 26, 2013

REQUEST FOR CHANGE IN PROGRAM: Change B.A. in World Languages (Spanish Concentration) to reflect credit-hour changes to Intermediate Spanish courses.

Title	Signature	Date
Department Head		9-26-13
Dean		9-26-13
Registrar		10/1/13
Vice President for Academic Affairs		

Program Title: B.A. in World Languages (Spanish Concentration)	Effective Date: Summer I, 2014
Outline change in program and attach curriculum matrix:	
<p>If our request to reduce Intermediate language classes to three credit hours is approved, the major requirements for the B.A. in World Languages (Spanish Concentration) will be reduced by two credit hours.</p>	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>No effect</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>The reduction in hours for this major results from our proposal to reduce beginning and intermediate language classes to three credit hours. Our rationale for doing that is explained on our proposal to reduce the hours of those classes and is reproduced below:</p> <p>This proposal to reduce the credit hours of first- and second-year language courses is presented in conjunction with a proposal to introduce a minimal language requirement for most majors in the College of Arts and Humanities. Therefore, the rationale for the reduction in credit hours for these courses is connected to our belief that an introduction to second-language study will be an important assistance in building students' language awareness, communication skills, and global perspective. Our willingness to</p>	

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Registrar's Office

reduce the credit hours of these classes is more specifically influenced by our desire to make it easier for Tech students to include language study in their undergraduate educations. At present, course enrollment minimums make it difficult to offer Tech students the full range of language study opportunities of which we are capable.

- Align us with other language programs in the state as well as the ACTS common course numbers
- Make scheduling and room use more efficient
- Eliminate some barriers to students enrolling in language classes
- Allow us to be more productive without increasing faculty

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

This change will not effect any other department.

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

SEP 26 2013

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

Registrar's Office

TO: Curriculum Committee


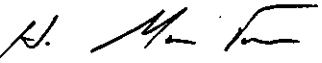
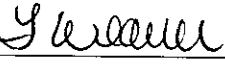
FROM: English and World Languages

DATE SUBMITTED: September 26, 2013

Teacher Ed Council

11/14/13

REQUEST FOR CHANGE IN PROGRAM: Change B.A. in World Languages (Spanish Concentration) for Teacher Licensure to reflect credit-hour changes to Intermediate Spanish courses.

Title	Signature	Date
Department Head		9-26-13
Dean		9-26-13
Registrar		10/1/13
Teacher Education Council		
Vice President for Academic Affairs		

Program Title: B.A. in World Languages (Spanish Concentration) for Teacher Licensure	Effective Date: Summer I, 2014
Outline change in program and attach curriculum matrix:	
<p>If our request to reduce Intermediate language classes to three credit hours is approved, the major requirements for the B.A. in World Languages (Spanish Concentration) for Teacher Licensure will be reduced by two credit hours. Change SPAN 2014 and 2024 to 2013 and 2023 and add 2 hrs Electives.</p>	
What impact will the change have on staffing, on other programs and space allocation?	
No effect	
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>The reduction in hours for this major results from our proposal to reduce beginning and intermediate language classes to three credit hours. Our rationale for doing that is explained on our proposal to reduce the hours of those classes and is reproduced below:</p>	
This proposal to reduce the credit hours of first- and second-year language courses is presented in	

SEP 26 2013

Registrar's Office

conjunction with a proposal to introduce a minimal language requirement for most majors in the College of Arts and Humanities. Therefore, the rationale for the reduction in credit hours for these courses is connected to our belief that an introduction to second-language study will be an important assistance in building students' language awareness, communication skills, and global perspective. Our willingness to reduce the credit hours of these classes is more specifically influenced by our desire to make it easier for Tech students to include language study in their undergraduate educations. At present, course enrollment minimums make it difficult to offer Tech students the full range of language study opportunities of which we are capable.

- Align us with other language programs in the state as well as the ACTS common course numbers
- Make scheduling and room use more efficient
- Eliminate some barriers to students enrolling in language classes
- Allow us to be more productive without increasing faculty

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

This change will not effect any other department.

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

Registrar's Office

Fall Start Curriculum Matrix for Catalog Curriculum: B.A. in World Language (Spanish Concentration)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>SPAN 2013^{2,3,T} 3 hrs</p> <p>Delete:</p> <p>SPAN 2014 4 hrs.</p> <p>Total Hours: 13</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>SPAN 2023^{2,3,T} 3 hrs</p> <p>Delete:</p> <p>SPAN 2024 4 hrs.</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Electives 2 hrs.</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee
 FROM: Department of English and World Languages
 DATE SUBMITTED: September 26, 2013

REQUEST FOR CHANGE IN PROGRAM: Modification of Minors in French, German, Japanese, and Spanish

Title	Signature	Date
Department Head	<i>Carl Buchan</i>	9-26-13
Dean	<i>H. Mc Inn</i>	9-26-13
Registrar	<i>J Weauer</i>	10/1/13
Vice President for Academic Affairs		

⑤ Minors in

Program Titles: ① Minor in French ② Minor in German ③ Minor in Japanese ④ Minor in Spanish	Latin American Latino Studies without language proficiency ⑥ minor in Spanish Medical Interpretation	Effective Date: Summer I, 2014
Outline change in program and attach curriculum matrix: If our request to reduce Intermediate language classes to three credit hours is approved, the four language minors will be reduced from 17 to 15 credit hours. the following minors will be modified as outlined on page 2-4 of proposal.		
What impact will the change have on staffing, on other programs and space allocation? No effect		
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 reduction in hours for these four minors results from our proposal to reduce beginning and intermediate language classes to three credit hours. Our rationale for doing that is explained on our proposal to reduce the hours of those classes and is reproduced below: This proposal to reduce the credit hours of first- and second-year language courses is presented in conjunction with a proposal to introduce a minimal language requirement for most majors in the College of Arts and Humanities. Therefore, the rationale for the reduction in credit hours for these courses is		

Registrar's Office

connected to our belief that an introduction to second-language study will be an important assistance in building students' language awareness, communication skills, and global perspective. Our willingness to reduce the credit hours of these classes is more specifically influenced by our desire to make it easier for Tech students to include language study in their undergraduate educations. At present, course enrollment minimums make it difficult to offer Tech students the full range of language study opportunities of which we are capable.

- Align us with other language programs in the state as well as the ACTS common course numbers
- Make scheduling and room use more efficient
- Eliminate some barriers to students enrolling in language classes
- Allow us to be more productive without increasing faculty

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

The reduction of hours may make it easier for students in other majors to add one of these minors.

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

Revised Language Minors

Minor French

The minor in French is designed for foreign language majors who would like to study an additional language and for students who cannot complete a major in a foreign language, but for employment or other considerations, would like to obtain some basic foreign language competencies and be familiar with the culture of the target language. The minor in French requires ²¹ hours of courses (all course prerequisites must be met first):

- FR 2013 Intermediate French I
- FR 2023 Intermediate French II
- FR 3003 Conversation and Composition I
- FR 3013 Conversation and Composition II
- FR 3113 Culture and Civilization

FR 1013, Beginning French I
FR 1023, Beginning French II

Minor German

The minor in German is designed for foreign language majors who would like to study an additional language and for students who cannot complete a major in a foreign language, but for employment or other considerations, would like to obtain some basic foreign language competencies and be familiar with the culture of the target language. The minor in German requires ²¹ hours of courses (all course prerequisites must be met first):

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FR, GER, JPN, and SPAN minors, page 3

Registrar's Office

- GER 2013 Intermediate German I
- GER 2023 Intermediate German II
- GER 3003 Conversation and Composition II
- GER 3013 Conversation and Composition II
- GER 3113 Culture and Civilization

GER 1013, Beginning German I
 GER 1023, Beginning German II

Minor Japanese

The minor in Japanese is designed for foreign language majors who would like to study an additional language and for students who cannot complete a major in a foreign language, but for employment or other considerations, would like to obtain some basic foreign language competencies and be familiar with the culture of the target language. The minor in Japanese requires ²¹15 hours of courses (all course prerequisites must be met first):

- JPN 2013 Intermediate Japanese I
- JPN 2023 Intermediate Japanese II
- JPN 3003 Conversation and Composition I
- JPN 3013 Conversation and Composition II
- JPN 3113 Culture and Civilization

JPN 1013, Beginning Japanese I
 JPN 1023, Beginning Japanese II

Minor Spanish

The minor in Spanish is designed for students who cannot complete a major in a foreign language, but for employment or other considerations, would like to obtain some basic foreign language competencies and be familiar with the culture of the target language. The minor in Spanish requires ²¹15 hours of courses (all course prerequisites must be met first):

- SPAN 2013 Intermediate Spanish I
- SPAN 2023 Intermediate Spanish II

SPAN 1013, Beginning Spanish I
 SPAN 1023, Beginning Spanish II

SPAN 3003 Conversation and Composition I
 SPAN 3013 Conversation and Composition II or SPAN 3113 Business Spanish
 SPAN 3123 Spanish Civilization and Culture or SPAN 3133 Spanish-American Civilization and Culture

Minor Latin American/Latino Studies without language proficiency

The minor in Latin American and Latino Studies without language proficiency is designed for students who wish to obtain a sufficient background about the Spanish speaking populations in Arkansas and the United States, but who do not wish to major in either history or Spanish. This minor will be particularly valuable to students who plan to work with native Spanish speakers in the health fields, law enforcement, education, and the service sectors. The minor in Latin American and Latino Studies without language proficiency requires 16 hours of courses (all course prerequisites must be met first):

SPAN 1013 Beginning Spanish I

GEOG 3303 Geography of Latin America

HIST 3313 Colonial Latin America

HIST 3323 Modern Latin America

HIST 4133 Latinos in the United States

- SPAN 1023 Beginning Spanish II

Minor Spanish Medical Interpretation

The minor in Spanish Medical Interpretation is designed for students who plan careers in medicine and would like to obtain some basic Spanish competencies and an introduction to medical interpretation theory and Spanish medical terminology. The minor in Spanish Medical Interpretations requires 20 hours of courses (all course prerequisites must be met first):

SPAN 1063 Basic Spanish for Medical and Social Services

- SPAN 2013 Intermediate Spanish I

SPAN 2023 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

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Arkansas Tech University
REQUEST FOR COURSE DELETION

11/14/13

SEP 27 2013

Registrar's Office

TO: Curriculum Committee

FROM: Department of Music

DATE SUBMITTED: October 1, 2013

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head	<i>[Signature]</i>	9-27-13
Dean	<i>[Signature]</i>	9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/1/13
Vice President for Academic Affairs		

Course Subject: MUS	Course Number: 1241
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Italian Diction	
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 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.	
See forms requesting Addition of Vocal Diction I and Vocal Diction II.	

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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 or other programs of study.

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Sep 27 2013

Registrar's Office

Arkansas Tech University 11/14/13
REQUEST FOR COURSE DELETION

TO: Curriculum Committee

FROM: Department of Music

DATE SUBMITTED: October 1, 2013

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head	<i>[Signature]</i>	9-27-13
Dean	<i>[Signature]</i>	9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/1/13
Vice President for Academic Affairs		

Course Subject: MUS	Course Number: 2241
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: German Diction	
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 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. Please see forms for Vocal Diction I and II Additions.	

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If this course will affect other departments, a Departmental Support Form for each affected department must be attached. Registrar's Office
No other departments will be affected.

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Arkansas Tech University 11/14/13
REQUEST FOR COURSE DELETION

SEP 27 2013
Registrar's Office

TO: Curriculum Committee
FROM: Department of Music
DATE SUBMITTED: October 1, 2013

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head	<i>[Signature]</i>	9-27-13
Dean	<i>[Signature]</i>	9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/1/13
Vice President for Academic Affairs		

Course Subject: MUS	Course Number: 2251
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: French Diction	
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 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.	
See forms for Vocal Diction I and II Addition.	

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

Registrar's Office

No other departments will be affected.

Teacher Ed

Arkansas Tech University
REQUEST FOR COURSE DELETION 11/14/13

TO: Curriculum Committee

FROM: Department of Music

DATE SUBMITTED: October 1, 2013

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head	<i>Debra H. Heflin</i>	9-27-13
Dean	<i>H. Mc Tom</i>	9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J Weaver</i>	10/1/13
Vice President for Academic Affairs		

Course Subject: MUS	Course Number: 4972
Cross-listed with Subject: If cross-listed, should cross-listing be deleted? No cross-listing.	Course Number:
Official Title: Marching Band Techniques	
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. <i>See new proposal MUS 4971</i>	

pac

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.

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Arkansas Tech University
 REQUEST FOR COURSE ADDITION 11/14/13 SEP 27 2013
 Registrar's Office

TO: Curriculum Committee
 FROM: Department of Music
 DATE SUBMITTED: October 1, 2013
 REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>[Signature]</i>	9-27-13
Dean	<i>[Signature]</i>	9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/1/13
Vice President for Academic Affairs		

Course Subject: MUS	Course Number: 1XX1 1191
Cross-listed with Subject: none	Course Number: none
Official Title (Limited to 30 characters including spaces): Vocal Diction 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 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 Spring semester.
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?

SEP 27 2013

<input type="checkbox"/> Elective <input checked="" type="checkbox"/> <u>Major</u> <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		Registrar's Office
Prerequisites: No prerequisite.	Co-requisites: MUS 1232 (Applied Voice)	
Course Description (as you want it to appear in the catalog): <i>Co-requisite:</i> For vocal majors only, to be taken concurrently with MUS 1232. A study of the rules of pronunciation for Italian, Latin, and Spanish for singers through the use of the International Phonetic Alphabet.		
Grading <input checked="" type="checkbox"/> <u>Standard Letter</u> <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"> 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 proposal is in line with the university's mission of nurturing scholastic development, integrity, and professionalism, and of the first Goal of the Strategic Plan: to enhance the creation and delivery of first quality education services. We believe that these changes, which will more efficiently use the hours we are allotted for the BME, will strengthen the "solid educational foundation" that we purvey to our students.		
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 change, along with the addition of Vocal Diction II and the deletion of the old Italian Diction, French Diction, and German Diction courses, brings the ATU Vocal Music Education curriculum more into line with current best practices in the teaching of Vocal Diction. This current trend is to offer two diction courses: the first for learning pronunciation patterns for the "Romance" languages (Italian, Latin, Spanish), and the second for studying the more disparate pronunciation patterns of German, French, and English. See accompanying document titled "Arkansas Universities' Diction Requirements" for a study of the trends state-wide.		

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The overall goal of the department in making this change is to provide vocal students more breadth of knowledge over two semesters (Italian, Latin, and Spanish in Diction I and French, German, and English in Diction II) rather than the depth of only Italian, French, and German found in the three semester sequence. The extra credit hour left over will go to making Vocal Pedagogy a 2 hour course, rather than one hour. Commensurately, the separation of Vocal Pedagogy and Vocal Solo Literature will provide students the opportunity to acquire a greater depth of knowledge in those two disciplines (see also forms for Vocal Pedagogy and Vocal Solo Literature).

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

The acquisition of proper vocal diction skills in Vocal Diction I will be assessed through the Sophomore Vocal Barrier and through the Senior Recital, both of which carry specific requirements for performance of repertoire in various languages.

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 or curricula.

Arkansas Tech University
Department of Music
Spring 2015
MUS ~~1241~~: VOCAL DICTION I

RECEIVED
SEP 27 2013
Registrar's Office

Instructor: Holly Ruth Gale
Contact Information: hgale@atu.edu
Office Hours: TBA

1191

Co-requisite:

Catalog Description: For vocal majors only, to be taken concurrently with MUS 1232. A study of the rules of pronunciation for Italian, Latin, and Spanish for singers through the use of the International Phonetic Alphabet.

Texts: *Webster's New World Italian Dictionary*
Webster's Spanish English Dictionary
International Phonetic Alphabet for Singers by Joan Wall
Diction for Singers by Joan Wall
The Art Song Anthology edited by Richard Walters.
All texts may be purchased at the ATU Bookstore.
All texts may also be used in Vocal Diction II.

Justification /Rationale for Course: It is necessary for a vocal major to have a basic understanding of the rules of pronunciation for Italian, Latin, and Spanish lyric diction and be able to pronounce these languages proficiently in order to be a successful teacher/performer.

1191

Course Objectives: Students who successfully complete MUS ~~1241~~ should have a basic understanding of the rules of pronunciation of Italian, Latin, and Spanish lyric diction; should be able to transcribe phonetically Italian, Latin and Spanish texts; and should be able to sing proficiently in Italian, Latin and Spanish.

Course Content: Readings, lectures, demonstrations, and class exercises on Italian, Latin, and Spanish vowels, consonants, and International Phonetic Alphabet transcriptions.

Course Outline:

- Week 1: Syllabus/IPA rules that specifically apply to Italian, Latin, and Spanish.
- Week 2: Continue IPA work/ written and oral examination
- Week 3: Italian Vowels/pronunciation work practice
- Week 4: Italian Consonants/pronunciation work practice
- Week 5: Special Features of Italian/ pronunciation work/ transcription practice
- Week 6: Review and Testing over Italian/written and oral examination
- Week 7: Special Features of Latin
- Week 8: Latin Vowels/pronunciation work/transcription practice
- Week 9: Latin Consonants/pronunciation work/transcription practice
- Week 10: Review and Testing over Latin/written and oral examination
- Week 11: Special Features of Spanish
- Week 12: Spanish Vowels/pronunciation work/transcription practice
- Week 13: Spanish Consonants/pronunciation work/transcription practice
- Week 14: Review and Testing over Spanish/written and oral examination
- Final Examination: Final project

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Registrar's Office

Assessment Methods: Students will receive grades for weekly vocabulary quizzes, IPA transcriptions, oral pronunciation quizzes, ability to pronounce Italian, Latin, and Spanish texts both spoken and sung, exams of diction rules, other various assignments, and final semester exam/project.

Grading Scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = below 60

Policy on Absences: Attendance will be taken and is expected at each class. However, to accommodate illness, family emergencies, etc., **two (2) absences** will be excused. **Additional absences will result in the student's grade dropping one (1) letter grade per absence.** Missed assignments, quizzes, exams, etc. that occur from excused absences are the student's responsibility to make up. As such, it is the **student's responsibility** to contact the instructor either prior to the class missed or within three (3) week days from the missed class to schedule make up work, quizzes, exams, etc. which will be given at the instructor's convenience. Failure to contact the instructor and make such arrangements will result in a grade of 0 for said missed work. Quizzes, exams, assignments missed because of unexcused absence will not be allowed to be made up and the missed work will receive the grade of 0.

Cell phones, or any other communication devices, may not be used during class.

STUDENT ACADEMIC CONDUCT POLICIES

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires certain standards of academic integrity and conduct from all students. Arkansas Tech University expects an academic atmosphere to be maintained in all classes. This atmosphere is created by both the professor and the class to enable all students enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or other unfair and dishonest practices. Students should also realize that the classroom is under the control of the professor who will give students a statement of his or her classroom policies in a syllabus at the beginning of the semester. (2013-2014 *Arkansas Tech University Faculty Handbook*, p. 76)

*Further detailed information on Academic Conduct Policies, Academic Dishonesty and Academic Misconduct can be found on pages 42-43 of the Arkansas Tech University 2013-2014 Student Handbook.

Vocal Diction Requirements for Bachelor of Music Education Degrees at Arkansas Universities

Registrar's Office

Arkansas State University

- *Two semesters* of diction for singers
- Diction I
- Diction II

Arkansas Tech University (currently)

- *Three semesters* of diction for singers
- Diction I: IPA (International Phonetic Alphabet) and Italian
- Diction II: German
- Diction III: French

Harding University

- *One semester* of diction for singers
- Diction for Singers: Latin, Italian, German and French

Henderson State University

- *Two semesters* of diction for singers
- Language and Diction I and II: English, Italian, German and French

Ouachita Baptist University

- *Two semesters* of diction for singers
- Vocal Diction I: IPA and Italian
- Vocal Diction II: German and French

University of Arkansas – Fayetteville

- *Three semesters* of diction for singers
- Diction I: Italian
- Diction II: German
- Diction III: French

University of Arkansas – Fort Smith

- *Two semesters* of diction for singers
- Diction for Singers I
- Diction for Singers II
-

University of Central Arkansas

- *Two semesters* of diction for singers.
- Diction I: German and Italian
- Diction II: French, Spanish, English and Russian

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Arkansas Tech University 11/14/13
REQUEST FOR COURSE ADDITION

RECEIVED

SEP 27 2013

TO: Curriculum Committee

Registrar's Office

FROM: Department of Music

DATE SUBMITTED: October 1, 2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>[Signature]</i>	9-27-13
Dean	<i>[Signature]</i>	9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/1/13
Vice President for Academic Affairs		

Course Subject: MUS	Course Number: 2XX1 2191
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Vocal Diction II	
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"/> Spring <input type="checkbox"/> Summer I	If course is required by major/minor, how frequently will course be offered? Every Fall Semester.
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?

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Registrar's Office

Elective Major Minor

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

Prerequisites:

No prerequisite.

Co-requisites:

MUS 1232 (Applied Voice)

Course Description (as you want it to appear in the catalog):

For vocal majors only, to be taken concurrently with MUS 1232. A study of the rules of pronunciation for German, French, and English for singers through the use of the International Phonetic Alphabet.

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 proposal is in line with the university's mission of nurturing scholastic development, integrity, and professionalism, and of the first Goal of the Strategic Plan: to enhance the creation and delivery of first quality education services. We believe that these changes, which will more efficiently use the hours we are allotted for the BME, will strengthen the "solid educational foundation" that we purvey to our students.

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 change, along with the addition of Vocal Diction I and the deletion of the old Italian Diction, French Diction, and German Diction courses, brings the ATU Vocal Music Education curriculum more into line with current best practices in the teaching of Vocal Diction. This current trend is to offer two diction courses: the first for learning pronunciation patterns for the "Romance" languages (Italian, Latin, Spanish), and the second for studying the more disparate pronunciation patterns of German, French, and English. See accompanying document titled "Arkansas Universities' Diction Requirements" for a study of the trends state-wide.

The overall goal of the department in making this change is to provide vocal students more breadth of

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knowledge over two semesters (Italian, Latin, and Spanish in Diction I and French, German, and English in Diction II) rather than the depth of only Italian, French, and German found in the three semester sequence. The extra credit hour left over will go to making Vocal Pedagogy a 2 hour course, rather than one hour. Commensurately, the separation of Vocal Pedagogy and Vocal Solo Literature will provide students the opportunity to acquire a greater depth of knowledge in those two disciplines (see also forms for Vocal Pedagogy and Vocal Solo Literature).

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

The acquisition of proper vocal diction skills in Vocal Diction II will be assessed through the Sophomore Vocal Barrier and through the Senior Recital, both of which carry specific requirements for performance of repertoire in various languages.

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 or curricula.

Arkansas Tech University
Department of Music
Fall 2014
MUS ~~2XX1~~: VOCAL DICTION II

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Instructor: Dr. Barbara Clements

Contact Information: Office WPN 233, 964-0524, bclements@atu.edu

Office Hours: TBA

2191

Catalog Description: MUS ~~2241~~ 2191. Vocal Diction II/For vocal majors. Study of the rules of pronunciation for lyric German, French, and English. ~~Must be taken concurrently with MUS 1232.~~ Co-requisite: For vocal majors only, to be taken concurrently for singers through the use of the International Phonetic Alphabet with MUS 1232.

Required Texts:

Diction for Singers, by Joan Wall

The Art Song Anthology (high or low), edited by Richard Walters

Langenscheidt's German-English Dictionary

The Bantam New College French and English Dictionary.

Justification /Rationale for Course: It is necessary for a vocal major to have a basic understanding of the rules of pronunciation for German, French, and English lyric diction and be able to pronounce them proficiently in order to be a successful teacher/performer.

Course Objectives: Students who successfully complete MUS 2241 should have a basic understanding of the rules of pronunciation of German, French, and English lyric diction; should be able to transcribe phonetically German, French and English texts; and should be able to sing proficiently in German, French and English.

Course content: Readings, lectures, demonstrations, and class exercises on German, French and English vowels, consonants, and International Phonetic Alphabet transcriptions.

Course Outline:

- Week 1: Syllabus/Review of IPA/Special Features of German Diction
- Week 2: German Vowels/pronunciation work/transcription practice
- Week 3: German Vowels/pronunciation work/transcription practice
- Week 4: German Consonants/pronunciation work/transcription practice
- Week 5: Testing over German/written and oral examination
- Week 6: Special Features of French Diction
- Week 7: French Vowels/pronunciation work/transcription practice
- Week 8: French Vowels/pronunciation work/transcription practice
- Week 9: French Consonants/pronunciation work/transcription practice
- Week 10: Elisions and Liaisons
- Week 11: Review of French vowels, consonants, special features/pronunciation practice
- Week 12: Testing over French/written and oral examination
- Week 13: English Diction Rules/Vowels
- Week 14: English Diction Rules/Consonants
- Final Exam: English written and oral examination

Assessment Methods: Student assessment is based on the instructor's evaluation of correct pronunciation of the languages, written assignments, quizzes and exams.

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Policy on Absences: Attendance to class is mandatory. Students are allowed *three* absences. Each absence after that will result in a 4% lowering of the semester grade. **Written examinations and/or quizzes will not be made up unless arrangements have been made with the instructor prior to the scheduled examination date.** Cheating on written examinations will result in a failing grade for the exam.

Late Assignments: Late assignments submitted *within twenty-four hours of the class in which they were due* receive one letter grade reduction. Late assignments received after twenty-four hours of when they were due will not be accepted.

Cell Phone Policy: Use of cell phones during class is forbidden.

STUDENT ACADEMIC CONDUCT POLICIES

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires certain standards of academic integrity and conduct from all students. Arkansas Tech University expects an academic atmosphere to be maintained in all classes. This atmosphere is created by both the professor and the class to enable all students enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or other unfair and dishonest practices. Students should also realize that the classroom is under the control of the professor who will give students a statement of his or her classroom policies in a syllabus at the beginning of the semester. (2013-2014 *Arkansas Tech University Faculty Handbook*, p. 76)

*Further detailed information on Academic Conduct Policies, Academic Dishonesty and Academic Misconduct can be found on pages 42-43 of the Arkansas Tech University 2013-2014 Student Handbook.

Vocal Diction Requirements for Bachelor of Music Education Degrees at Arkansas Universities

Registrar's Office

Arkansas State University

- *Two semesters* of diction for singers
- Diction I
- Diction II

Arkansas Tech University (currently)

- *Three semesters* of diction for singers
- Diction I: IPA (International Phonetic Alphabet) and Italian
- Diction II: German
- Diction III: French

Harding University

- *One semester* of diction for singers
- Diction for Singers: Latin, Italian, German and French

Henderson State University

- *Two semesters* of diction for singers
- Language and Diction I and II: English, Italian, German and French

Ouachita Baptist University

- *Two semesters* of diction for singers
- Vocal Diction I: IPA and Italian
- Vocal Diction II: German and French

University of Arkansas – Fayetteville

- *Three semesters* of diction for singers
- Diction I: Italian
- Diction II: German
- Diction III: French

University of Arkansas – Fort Smith

- *Two semesters* of diction for singers
- Diction for Singers I
- Diction for Singers II
-

University of Central Arkansas

- *Two semesters* of diction for singers.
- Diction I: German and Italian
- Diction II: French, Spanish, English and Russian

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REQUEST FOR COURSE ADDITION

11/14/13

SEP 27 2013

Registrar's Office

TO: Curriculum Committee

FROM: Department of Music

DATE SUBMITTED: October 1, 2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>[Signature]</i>	9-27-13
Dean	<i>[Signature]</i>	9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/1/13
Vice President for Academic Affairs		

Course Subject: MUS	Course Number: 3001 3191
Cross-listed with Subject: none	Course Number: none
Official Title (Limited to 30 characters including spaces): Vocal Solo Literature	
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 Fall Semester
Is this course repeatable for additional earned hours? Y / <u>N</u> How many	Spring Semester (per Hukill by email); see course description
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:

Passing the Vocal Sophomore Barrier.

Co-requisites:

none

Course Description (as you want it to appear in the catalog):

Spring Semester. Prerequisite: Passing Vocal Sophomore Barrier. A survey of vocal solo literature with emphasis on historical development and appropriate use for various vocal types.

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 proposal is in line with the university's mission of nurturing scholastic development, integrity, and professionalism, and of the first Goal of the Strategic Plan: to enhance the creation and delivery of first quality education services. We believe that these changes, which will more efficiently use the hours we are allotted for the BME, will strengthen the "solid educational foundation" that we purvey to our students.

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 immediate purpose of this change is to separate the two very different topics of Vocal Pedagogy and Vocal Literature, currently presented in one course, MUS 4832 (Vocal Solo Literature/Pedagogy). It is an odd pairing, not normally found combined in the same course among Departments/Schools of Music in this country. It is the belief of the vocal faculty that both topics will benefit by separating the two courses (see also Course Change Form for MUS 4832, Vocal Pedagogy), thus bringing the vocal curriculum more into line with curricular practices followed in the rest of the country. The more important result will be that the separation will afford students more depth of knowledge in both disciplines.

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

The subject matter acquired in Vocal Solo Literature will be assessed through the Knowledge/Skill – Repertoire Learning Objective: “an overview understanding of the repertoire in their major performance area and the ability to perform from a cross-section of that repertoire.” The assessment measures include the performance of the Senior Recital, as well as course embedded observation and the Praxis II Exam.

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

This course will not affect other departments or curricula.

Arkansas Tech University

Department of Music

Spring Semester

MUS ~~3XX1~~: Solo Vocal Literature

3491

Instructor: TBA

Contact Information: TBA

Office Hours: TBA

(use course description in proposal)

Catalog Description: For vocal music majors. Prerequisite: Passing of Vocal Sophomore Barrier. A general survey of art song style and literature, with emphasis on historical development and comparative analysis of representative repertoire.

Text: *Song: A Guide to Art Song Style and Literature*, by Carol Kimball.

Justification/Rationale for Course: It is crucial that performers and teachers of vocal music have a working knowledge of the literature that is appropriate for various skill levels, ages, and vocal types.

Course Objectives: to familiarize vocal music majors with art song style and literature. Students will learn components of style and performance practice through the study of specific composers and representative songs.

Course Outline:

- Week 1: Syllabus/Components of Style/Developing Style Sheets
- Week 2: German Lied
- Week 3: German Lied
- Week 4: French mélodie
- Week 5: French mélodie
- Week 6: American/British Art Song
- Week 7: American/British Art Song
- Week 8: American/British Art Song
- Week 9: Italian Art Song
- Week 10: Russian/Scandinavian Art Song
- Week 11: Spanish/South American Art Song
- Week 12: Eastern European and Other Art Song
- Week 13: Over view and project presentations
- Week 14: Over view and project presentations

Assessment Methods: Student assessment is based on written quizzes, tests, reading and listening assignments, song analyses, and presentations.

Grading Scale

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

Cell Phone Policy: Use of cell phones during class is forbidden.

STUDENT ACADEMIC CONDUCT POLICIES

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires certain standards of academic integrity and conduct from all students. Arkansas Tech University expects an academic atmosphere to be maintained in all classes. This atmosphere is created by both the professor and the class to enable all students enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or other unfair and dishonest practices. Students should also realize that the classroom is under the control of the professor who will give students a statement of his or her classroom policies in a syllabus at the beginning of the semester. (2013-2014 *Arkansas Tech University Faculty Handbook*, p. 76)

*Further detailed information on Academic Conduct Policies, Academic Dishonesty and Academic Misconduct can be found on pages 42-43 of the *Arkansas Tech University 2013-2014 Student Handbook*.

Teacher Ed Council

Arkansas Tech University
REQUEST FOR COURSE ADDITION


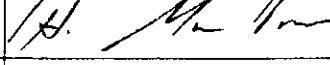

11/14/13

TO: Curriculum Committee

FROM: Department of Music

DATE SUBMITTED: October 1, 2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head		9-27-13
Dean		9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/1/13
Vice President for Academic Affairs		

Course Subject: MUS	Course Number: 4971
Cross-listed with Subject: No cross-listing.	Course Number:
Official Title (Limited to 30 characters including spaces): Marching Band Techniques	
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"/> Spring <input type="checkbox"/> Summer I	If course is required by major/minor, how frequently will course be offered? Every Fall Semester
Is this course repeatable for additional earned hours? Y / <input checked="" type="checkbox"/> N How many times?	
Does this course require a fee? NO	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: Passing the Instrumental Sophomore Barrier.	Co-requisites:
Course Description (as you want it to appear in the catalog): For music majors only. A study of the techniques and skills necessary to create and maintain a successful marching band program at the high school level.	
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> Course subject, number and title Course description as to appear in catalog Course goals and/or objectives Course outline Methods of student performance assessment and evaluation Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. 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 proposal is in line with the university's mission of nurturing scholastic development, integrity, and professionalism, and of the first Goal of the Strategic Plan: to enhance the creation and delivery of first quality education services. We believe that these changes, which will more efficiently use the hours we are allotted for the BME, will strengthen the "solid educational foundation" that we purvey to our students. Additionally, this change supports the department's goal to "provide the necessary and desirable professional preparation for the training of accredited music teachers." In strengthening the band program, the change will also "provide musical, cultural, and educational leadership for the institution, community, and state" (Department of Music Goals 1 and 5).	
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.

See Proposal for Change in Program, and accompanying memo from the instructor regarding coverage of competencies. These changes will bring us more into line with best practices being followed in the most outstanding programs in the country.

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

Marching Band Techniques will be assessed through the third Learning Objective of the Department of Music: Pedagogy – the students will possess necessary classroom teaching skills and knowledge to effectively teach in the public school setting. Assessment Measures include the Praxis II Exam, Evaluation of Teaching Interns, and a course embedded assessment.

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

This course will affect no other departments.

Syllabus
REVISED Marching Band Techniques
MUS 4971
Fall 2014

INSTRUCTOR: Dr. Christopher M. Anderson, *Associate Professor of Music*
TIME: T/R 9:30 A.M. – 10:20 A.M.
LOCATION: Witherspoon 117
EMAIL: canderson15@atu.edu

Course Content:

This course is an in-depth study of the techniques necessary to create and maintain a successful marching band program especially in regard to how marching band functions as a sub-program and fits into the successful overall music program at the high school level.

Course Purpose:

This course is designed to prepare the student to successfully administer and teach all aspects of marching band including fundamentals and design in the corps style idiom. The class will also delve into both mainstream and alternative rehearsal systems and techniques for effecting teaching in different scheduling configurations.

Expected Learning Outcomes:

At the end of the course, the student should be able to:

- List items to prepare in the summer in order to ensure success in the fall
- Understand the history of music education as it relates to marching band in the public schools.
- Create an effective resumé and C.V.
- Design an effective marching fundamentals program
- Discuss strategies to maintain the highest musical standards in a marching band
- Develop an effective and successful daily rehearsal routine
- Demonstrate the knowledge of the basic fundamentals of drill design in corps styles
- Discuss techniques to teach and clean drill effectively
- Identify Auxiliary and Percussion unit issues
- Understand and create effective travel guidelines
- Design an effective grading process for a program
- Create an approach to maintaining effective community relations
- Design a comprehensive band handbook
- Identify important considerations for the first day of band
- Select and train effective leaders for a band program

Methods for Assessing the Expected Learning Outcomes:

Classroom participation grades, written assignments including synthesis exercises, drill design exercises, exams and a notebook will be the primary forms of assessing mastery of the knowledge.

Required Materials:

- ❖ Students should have a 2 inch 3-ring binder with an insert on the cover that clearly states your name and the course number.

Important Course Requirements:

- ❖ **Active classroom participation:** Students will be expected to come to class prepared to interact, teach, and learn.
- ❖ **Written assignments and classroom presentations:** These will represent the heart of the coursework and objectives. Students will complete several written assignments throughout the course of semester. See Grading.
- ❖ **Exams:** There will be 2 exams that test the students' knowledge of the objective components in the course.
- ❖ **Notebook /Binder:** Students will assemble handouts and all (typed) class notes. Each student is required to take notes and include them in the notebook at the end of the semester. Additionally, there are a number of documents that will have to be downloaded and printed for this notebook.

ATTENDANCE:

Attendance Requirement: Regular, active, and punctual attendance is important for all sessions. Each tardy will equal a 10 point deduction from the attendance score. When illness prohibits class attendance, the instructor should be informed prior to the class that the student will miss if possible. When an absence occurs, the student is responsible for submitting assignments on their due date. *Each unexcused absence is a 25-point deduction from the attendance point total. Beyond the attendance grade, once a student has missed four unexcused class periods, the result may be a failing grade. Notification is critical here. You can't skip a day at work without notification.*

GRADING:

There are 1000 points available in this course.

Class Assignments (300 points)

100	Notebook participation assignments 25 each.
(25 points)	1. September 19th
(25 points)	2. October 17 ^h
(25 points)	3. November 14 ^h
(25 points)	4. December 5 ^h (also due date for notebook)
25	Similarities between Concert and Marching Bands
25	List of show ideas for bands
50	Break-down of a fundamental
100	Band Handbook

Exams (200 points)

100	Exam—Midterm Written Exam
100	Exam—Final Written Exam

Additional Components (500 points)

250	Notebook-Due on the last day of Classes.
250	Attendance

All assignments must be clear and neat and should be typed. Being a successful marching band director demands that one be able to plan ahead and meet deadlines. Therefore, late assignments will have 15 percentage points per day taken off the final grade for that assignment. The day is determined as the start time for the class. 9:01 on the next day is 2 days late whether class was scheduled on that day or not. This includes weekend days. Don't be late. You may email an assignment to me if it is late. Under normal circumstances all assignments are due in hard copy during class on the date specified.

MEMORANDUM

TO: DR. CYNTHIA HUKILL
FROM: DR. CHRISTOPHER ANDERSON
SUBJECT: PROPOSED CURRICULUM CHANGE FOR BACHELOR OF MUSIC EDUCATION
DATE: SEPTEMBER 3, 2013

Proposed is a change to eliminate CRN 20347, MUS 4701, referred to as “Special Methods in Music” from the music education curriculum and to “re-assign” the 1 credit hour requirement within the curriculum to an existing course, 71208 MUS 4972, entitled “Marching Band Techniques.” MUS 4972 would be restructured to be a 1-hour course.

Reasoning: There are 2 primary reasons for the change. 1) To require all instrumental education majors to take one class concerning marching band, and 2) the “Special Methods” course no longer serves its function within the degree as a capstone-type course.

Details: After a restructuring of content in the band methods courses, the instrumental information contained within “Special Methods” is now covered in the Band Methods I and II courses. In the 1980’s, the course “Marching Band Techniques” was removed from the curriculum and “recommended” to students, but not required. However, Marching band techniques covers materials not covered in any other course within the degree. It is material that is central to their success as music educators in the public school and it is extraordinary that this is not required material within the degree program.

Listed below are the competencies for the Special Methods course (MUS 4701) and where those competencies are being covered in other courses currently in the curriculum:

- | | | |
|--|---|--|
| Present within the students’ “focus area” in such a way that demonstrates mastery of multiple subject areas within music. (e.g. theory, pedagogy, history, etc.) | → | Covered in Band Methods II as part of the Final large-scale project |
| Demonstrate the creation of an effective resumé and a working understanding of curriculum vitae. | → | Covered in Marching Band Techniques and in Deborah Barber’s music Technology course |
| Identify leadership traits that are effective in moving large groups of people toward a vision. | → | Covered in Marching Band Techniques as part of unit on leadership and student leaders. |

- Understand how to prepare an interview for a public school position → Covered in part in Band methods 1 and in jobs in the public schools.
- Identify the basic concepts of how to present a new concept to a large group → Covered in Band Methods I and II as part of 4 separate projects.
- Understand an overview of the history of Music Education in the Public Schools → Will be moved to the new Marching Band Techniques Course.

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Arkansas Tech University
REQUEST FOR COURSE CHANGE

11/14/13

SEP 27 2013

Registrar's Office

TO: Curriculum Committee

FROM: Department of Music

DATE SUBMITTED: October 1, 2013

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head	<i>[Signature]</i>	9-27-13
Dean	<i>[Signature]</i>	9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/1/13
Vice President for Academic Affairs		

Course Subject: MUS	Course Number: 4832
Cross-listed with Subject: none	Course Number: none
Official Title Vocal Solo Literature/Pedagogy	
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 _____	
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

New Course Number :

Same course number (4832)

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

Vocal Pedagogy

New Course Description:

A study of pedagogical principles involved in the teaching of singing, with emphasis on outside reading, class discussion, and laboratory teaching of actual voice students. Prerequisite: Passing Vocal Sophomore Barrier and Keyboard Barrier.

New Cross-list:

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

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

No cross-listing.

New Prerequisite (list all, as you want them to appear in the catalog):

Passing Vocal Sophomore Barrier and Keyboard Barrier.

New Co-requisite (list all, as you want them to appear in the catalog):

 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 immediate purpose of this change is to reconfigure MUS 4832 (currently Vocal Solo Literature/Pedagogy into Vocal Pedagogy only, thereby separating the two very different topics of Vocal Pedagogy and Vocal Literature. On a separate form, we are requesting that a new course (Vocal Solo Literature) be created, with a new course number. Putting both courses together is an odd pairing, not normally found among Departments/Schools of Music in this country. It is the belief of the vocal faculty that both topics will benefit by the separation (see also Course Addition Form for Vocal Solo Literature), thus bringing the vocal curriculum more into line with best practices followed throughout the country. The more important result will be to give students more depth of knowledge in both disciplines.

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

Skills gained in the course will be addressed through the pedagogical learning objective: "The students will possess necessary classroom teaching skills and knowledge to effectively teach in the public school setting." These measures include the Praxis II Exam and the evaluations of Interns. The course will also be assessed through a course embedded measure.

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

This change will affect no other departments.

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Arkansas Tech University

Department of Music

Spring 2014

MUS 4832: VOCAL PEDAGOGY

Mon./Wed. 9:00-9:50 a.m. (Room 300)

Instructor: Dr. Barbara Clements

Contact Information: Office #233 WPN; 964-0524; bclements@atu.edu

Office Hours: See schedule posted on office door

(use course description in proposal)

Catalog Description: Spring. Prerequisite: Passing of Vocal Sophomore Barrier and Keyboard Barrier. A study of the pedagogical principles and physiological issues involved in the teaching of singing.

Text: McKinney, James. *The Diagnosis & Correction of Vocal Faults*. Waveland Press, 1994.

Justification/Rationale for Course: Skills necessary for vocal music majors to possess in order to become better singers and teachers of singing should include familiarity with the physical structure of the vocal mechanism, an introduction to appropriate vocal exercises and repertoire for teaching, and practical experience in teaching applied lessons.

Course Objectives:

- to familiarize vocal music majors with the basic physiology of the vocal mechanism
- to introduce vocal exercises and repertoire used in the teaching of singing
- to provide practical teaching experience within a supportive, directed environment.

Course Outline:

- Week 1: Syllabus/Introduction of Physical Processes of Singing: Respiration, Phonation, Resonation, and Articulation/Presentation of expected keyboard proficiencies/Pre-test
- Week 2: Posture and Respiration
- Week 3: Posture and Respiration/Quiz
- Week 4: Phonation/Vocal pedagogy keyboard proficiency examination
- Week 5: Phonation
- Week 6: Vocalizing and repertoire selection for students/Quiz
- Week 7: Resonation/Students begin lessons (8 half-hour lessons)
- Week 8: Resonation/Quiz
- Week 9: Review of first two lessons with students for instructor feedback
- Week 10: Use of imagery in teaching voice
- Week 11: Articulation/Quiz
- Week 12: In-class mock judging of vocal students via video performances
- Week 13: How to select a musical for public schools

Week 14: Singing as a coordinated, unified act/ Comprehensive written examination which includes re-taking the pre-test for evidence of student learning

Final Examination: Turn in teaching project: lesson journals and review final lesson with instructor for feedback and grade.

Assessment Methods: Student assessment is based on the instructor's evaluation of written assignments, quizzes, examinations, and teaching observations, according to the following percentages:

10%: Keyboard Proficiency Examination	Grading Scale:
20%: Quizzes (4 @ 5% each)	A = 90-100%
10%: Midterm examination	B = 80-89%
5%: Faculty lesson observations (Must do two)	C = 70-79%
25%: Journal of lessons	D = 60-69%
10%: Teacher evaluation of final lesson presentation	F = 59 and below
10%: Evaluations of peer-teaching (2 @ 5%)	
10%: Final examination	

Policy on Absences and Cheating: Students are allowed *two unexcused* absences. Each absence after that will result in a lowering of the semester grade. An excused absence will only be honored if the instructor is notified ahead of class time. Written quizzes and examinations **will not be made up** unless arrangements have been made with the instructor prior to the scheduled examination date. Cheating on written quizzes, examinations and assignments will result in a failing grade for the quiz, exam and/or assignment.

Late assignments: Late assignments will not be accepted.

Course Content: Readings, lectures, demonstrations, videos, observations, class exercises, and peer-teaching outside of class.

Cell Phone Policy: Use of cell phones during class is forbidden.

STUDENT ACADEMIC CONDUCT POLICIES

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires certain standards of academic integrity and conduct from all students. Arkansas Tech University expects an academic atmosphere to be maintained in all classes. This atmosphere is created by both the professor and the class to enable all students enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or other unfair and dishonest practices. Students should also realize that the classroom is under the control of the professor who will give students a statement of his or her classroom policies in a syllabus at the beginning of the semester. (2012-2013 *Arkansas Tech University Faculty Handbook*, p. 77)

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

Teacher Ed Council
11/14/13

TO: Curriculum Committee

FROM: Department of Music

DATE SUBMITTED: October 1, 2013

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

Title	Signature	Date
Department Head <i>Cynthia Hukill</i>	<i>Cynthia Hukill</i>	9-30-13
Dean	<i>H. Martin</i>	9-30-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. W. [unclear]</i>	10/10/13
Vice President for Academic Affairs		

Program Title: Bachelor of Music Education: Instrumental Music	Effective Date: Fall, 2014
<p>Outline change in program and attach curriculum matrix:</p> <p>① We desire to delete MUS 4701 (Special Methods in Music) from the BME Instrumental curriculum <u>only</u>, leaving it intact for the other three BME tracks (Vocal, Keyboard-Vocal, and Keyboard-Instrumental). We also propose deleting MUS 4972 (Marching Band Techniques), as it currently exists, and reintroducing it in a one hour credit format as MUS 4971 (still Marching Band Techniques) and adding it to the required BME Instrumental Curriculum. This re-configuration of hours will not add any additional hours to the BME Instrumental curriculum. It will continue to exist at 129 credit hours.</p>	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>This will have no impact upon staffing, space allocation, or other programs. It will simply utilize our current faculty's time and resources more efficiently, and enhance and streamline our offerings to our students.</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>	

These changes will require all Instrumental Music Education majors to take one much needed class concerning marching band, and delete the Special Methods course, which no longer serves its function within the degree as a capstone-type course. After a restructuring of content in the band methods courses, the instrumental information contained within Special Methods is now covered in the Band Methods I and II courses. In the 1980's, the course "Marching Band Techniques" was removed from the curriculum and "recommended" to students, but not required. However, Marching Band Techniques covers materials not covered in any other course within the degree. It is material that is central to students' success as music educators in the public school and it is extraordinary that this is not currently required material within the degree program. These changes will correct that omission without adding to the total hours of the degree, and will bring our BME Instrumental Music degree more into line with current best practices followed in outstanding programs nationally.

Please refer to the attached list of competencies from the Special Methods course (to be deleted from the BME Instrumental curriculum only) that are currently being covered in either Band Methods I or II, or Marching Band Techniques.

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

This change will affect no other departments.

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>Bachelor of Music Education - Instrumental Music</u>	
(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:	Sophomore Spring Semester Add/Change: Delete:

Total Hours:	Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester <u>Add/Change:</u> MUS 4971 Marching Band Techniques Fine Arts & Humanities, 3 cr. hrs to be moved to Sr. Spring Semester from Sr. Fall Semester. Total Hours: 11 13	Senior Spring Semester <u>Add/Change:</u> Fine Arts & Humanities, 3 cr hrs to be moved from Sr. Fall Semester to Senior Spring (resulting in a total of 6 hours of Fine Arts & Humanities) <u>Delete:</u> MUS 4701 Special Methods in Music Total Hours: <u>14</u>

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in _____ (enter title for program changing)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change:	Sophomore Fall Semester Add/Change:

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

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Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

Teacher Ed Council

TO: Curriculum Committee

FROM: Department of Music

11/14/13

DATE SUBMITTED: October 1, 2013

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

Title	Signature	Date
Department Head	<i>Stephanie Field</i>	9-27-13
Dean	<i>H. Martin</i>	9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Stallan</i>	10/10/13
Vice President for Academic Affairs		

Program Title: Bachelor of Music Education – Vocal Music	Effective Date: Fall 2014
<p>Outline change in program and attach curriculum matrix: Changes can be summarized as follows:</p> <p>1. Delete MUS 1241, 2241, 2251 (Italian, German, and French Diction) and replace these courses with MUS 1XX1, 2XX1 (Vocal Diction I and II), to be offered in the Freshman Spring and Sophomore Fall semesters. This leaves 1 extra credit hour. 2191, 2191 Add 391</p> <p>2. Separate MUS 4832 (Vocal Lit/Pedagogy) into two separate courses: MUS 391 (Vocal Solo Literature) to be offered in the Junior Spring Semester, using the extra hour left over from item #1, and MUS 4832 (now Vocal Pedagogy only), to be offered in the Senior Spring Semester. The total hours for the degree, 129, remains the same.</p>	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>These changes will have no impact on staffing, on other programs, or on space allocation. The proposal is simply intended to more efficiently use our present hours allocated, teaching staff and space to better serve the needs of our students.</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>These changes, described above and shown on the accompanying matrix, bring the ATU Vocal Music Education curriculum more into line with current best practices in the teaching of Vocal Diction, Vocal</p>	

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Literature, and Vocal Pedagogy. The current trend is to offer two diction courses: the first for learning pronunciation patterns for the "Romance" languages (Italian, Latin, Spanish), and the second for studying the more disparate pronunciation patterns of German, French, and English. See accompanying document titled "Arkansas Universities' Diction Requirements" for a study of the trends state-wide.

The overall goal of the department in making these changes is to provide vocal students more breadth of knowledge over two semesters of studying diction in 6 languages, rather than the depth of only Italian, French, and German found in the three semester sequence. The extra credit hour left over will go to making Vocal Pedagogy a 2 hour course, rather than one hour.

Commensurately, the separation of Vocal Pedagogy and Vocal Solo Literature will provide students the opportunity to acquire a greater depth of knowledge in those two disciplines (see also forms for Vocal Pedagogy and Vocal Solo Literature). The practice of combining the two into the same course is an odd pairing, not normally found among Departments/Schools of Music in this country. It is the belief of the vocal faculty that both topics will benefit by the separation, thus bringing the vocal curriculum more into line with current best practices.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.
This change will affect no other departments.

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>Bachelor of Music Education – Vocal Music</u> (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester 1191 Add/Change: MUS 1201 Vocal Diction 1 Delete: MUS 1241 Italian Diction Total Hours: 15
Sophomore Fall Semester 2191 Add/Change: MUS 2201 Vocal Diction II Delete: MUS 2241 German Diction	Sophomore Spring Semester Add/Change: Delete: MUS 2251 French Diction

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Total Hours: 13	Total Hours: 14
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester 391 Add/Change: MUS 391 Vocal Solo Literature Delete: Total Hours: 16
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: MUS 4832, formerly Vocal Literature/Pedagogy, now <u>Vocal Pedagogy</u> Delete: Total Hours: 13

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in _____ (enter title for program changing)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete:	Sophomore Fall Semester Add/Change: Delete:

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

SEP 27 2013

Vocal Diction Requirements for Bachelor of Music Education Degrees at Arkansas Universities

Registrar's Office

Arkansas State University

- *Two semesters* of diction for singers
- Diction I
- Diction II

Arkansas Tech University (currently)

- *Three semesters* of diction for singers
- Diction I: IPA (International Phonetic Alphabet) and Italian
- Diction II: German
- Diction III: French

Harding University

- *One semester* of diction for singers
- Diction for Singers: Latin, Italian, German and French

Henderson State University

- *Two semesters* of diction for singers
- Language and Diction I and II: English, Italian, German and French

Ouachita Baptist University

- *Two semesters* of diction for singers
- Vocal Diction I: IPA and Italian
- Vocal Diction II: German and French

University of Arkansas – Fayetteville

- *Three semesters* of diction for singers
- Diction I: Italian
- Diction II: German
- Diction III: French

University of Arkansas – Fort Smith

- *Two semesters* of diction for singers
- Diction for Singers I
- Diction for Singers II
-

University of Central Arkansas

- *Two semesters* of diction for singers.
- Diction I: German and Italian
- Diction II: French, Spanish, English and Russian

Teacher Ed

Arkansas Tech University
REQUEST FOR COURSE DELETION

11/14/13

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of Agriculture

DATE SUBMITTED: 10/1/13

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head	<i>Malcolm R. Rainey</i>	10-2-13
Dean	<i>Wally Neuffer</i>	10-2-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Stewart</i>	10/10/13
Vice President for Academic Affairs		

Course Subject: AGED AGME	Course Number: 3003, 4003, 4013 1003, 3003, 3013, 3023
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Introduction to Agricultural Mechanics (AGME 1003) Metals and Welding (AGME 3003) Agriculture Structures and Building Technology (AGME 3013) Agriculture Power and Machinery (AGME 3023) Methods in Agricultural Education (AGED 3003) Issues in Agriculture (AGED 4003) Methods in Agricultural Laboratories (AGED 4013)	
Effective Term: <input 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 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.	

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Registrar's Office

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.

These course deletions, in concert with the addition of several new courses, provide the opportunity to better organize the critical content needs in the overall Agricultural Education program. In their current forms, these courses are inefficient and do not provide a clear sequence of course work leading to a well-rounded and prepared agricultural educator.

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

These changes will not affect any other departments or programs.

Arkansas Tech University
REQUEST FOR COURSE DELETION

TO: Curriculum Committee
 FROM: Department of Agriculture
 DATE SUBMITTED: 10/25/2013

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head Dr. Malcolm R. Rainey	<i>Malcolm Rainey</i>	10-25-13
Dean Dr. Willy Hoefler	<i>Willy Hoefler</i>	10-25-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver	<i>T. Weaver</i>	10/30/13
Vice President for Academic Affairs Dr. John Watson		

Course Subject: Animal Science	Course Number: AGAS 3333
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Poultry Processing and Product Technology	
Effective Term: <input type="checkbox"/> Spring X 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 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. The needs of the animal harvesting industry have changed and our customers/employers and program review have indicated this is the direction we need to pursue.	

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. NO

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Registrar's Office

Arkansas Tech University
REQUEST FOR COURSE DELETION

TO: Curriculum Committee
 FROM: Department of Agriculture
 DATE SUBMITTED: September 30, 2013

REQUEST FOR COURSE DELETION

Title	Signature	Date
Dr. Malcolm Rainey, Department Head	<i>Malcolm Rainey</i>	10-2-13
Dr. William Hoefler, Dean	<i>Willy Hoefler</i>	10-2-13
Ms. Tammy Weaver, Registrar	<i>T Weaver</i>	10/10/13
Dr. John Watson, Vice President for Academic Affairs		

Course Subject: AGEG	Course Number: 3413
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Agricultural Waste Management	
Effective Term: <input type="checkbox"/> Spring X Summer I 2014	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input type="checkbox"/> Elective X 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.	
These are changes suggested by the Program review this past year (2012-2013). The suggestion was to delete the Agricultural Waste Management course due to content overlap in species specific management courses: AGAS 3014, AGAS 3104, and AGAS 3303.	

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

Registrar's Office

This will not affect any other departments.

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**Arkansas Tech University
REQUEST FOR COURSE DELETION**

TO: Curriculum Committee
 FROM: Department of Agriculture
 DATE SUBMITTED: 10/02/13

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head	<i>Malcolm R Rainey</i>	10-2-13
Dean	<i>Wally Hoefler</i>	10-2-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. Wallace</i>	10/10/13
Vice President for Academic Affairs		

Course Subject: Agriculture Plant Science - Introduction to Agronomy	Course Number: AGPS 1003
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Introduction to Agronomy	
Effective Term: <input type="checkbox"/> Spring <input type="checkbox"/> Summer	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
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 change was suggested by the Program review this past year (2012-2013). The suggestion was to combine the 2 plant science courses due to significant subject matter overlap into a single 4 hour course to replace them "Principles of Plant Science".	

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Registrar's Office

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.
This will not affect any other departments.

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO: Curriculum Committee
 FROM: Department of Agriculture
 DATE SUBMITTED: 10/25/2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. Malcolm R. Rainey	<i>Malcolm R Rainey</i>	10-25-12
Dean Dr. Willy Hoefler	<i>Willy Hoefler</i>	10-25-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver	<i>T Weaver</i>	10/30/13
Vice President for Academic Affairs Dr. John Watson		

Course Subject: Animal Science	Course Number: AGAS 3343
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Regulatory Affairs of the Food Industry	
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 checked="" type="checkbox"/> Summer I	If course is required by major/minor, how frequently will course be offered? Once/year
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?	

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: Prerequisite: AGAS 1014, and Junior standing or consent of instructor	Co-requisites:
Course Description (as you want it to appear in the catalog): Regulatory Affairs of the Food Industry course is designed to offer a combination of theory and practical training for students in the field of food regulatory affairs. In this field, rapidly evolving regulations and expansion of international markets create an increasing need to train students in the implementation of regulatory guidelines, industry's compliance with regulations, and the regulatory strategies of companies looking to create a sustainable competitive advantage in the food industry.	
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> Course subject, number and title Course description as to appear in catalog Course goals and/or objectives Course outline Methods of student performance assessment and evaluation Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. NONE	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. NO	
How does this proposal support the University Mission or University Strategic Planning Goals? The addition of this course is in response to our industry customers which hire our graduates. Therefore this course was developed to better prepare our graduates.	
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 program review indicated a greater need for regulatory information for the food industry in Lou of poultry processing and product technology based on industry needs and student placement after graduation. This change was also supported by the advisory board.	
How will the effect of the change be monitored in ongoing program assessment? Student success and faculty effectiveness will continue to be evaluated based on course objectives and outcomes. Additionally employers and students will periodically be surveyed as to the success and need for further development of the course.	
If this course will affect other departments, a Departmental Support Form for each affected	

department must be attached. NO

REGULATORY AFFAIRS OF THE FOOD INDUSTRY
ARKANSAS TECH UNIVERSITY
DEPARTMENT OF AGRICULTURE
AGAS 3333
Spring 2013

Instructor: Walt McCarter
(479) 967-9986
dmccarter@atu.edu

Meeting time: Tuesdays 6:00-8:50 p.m.
Dean Hall Rm. 121

Office hours: As requested.

Course materials: All reading materials and assignments shall be sent out via email or handed out in class. There is no textbook for this class.

I. Course Overview and Objectives

Prerequisites: AGAS 1014 and junior Industry Standing or consent of instructor.

Regulatory Affairs of Food ~~and Food Industries~~ course is designed to offer a combination of theory and practical training for students in the field of food regulatory affairs. In this field, rapidly evolving regulations and expansion of international markets create an increasing need to train students in the implementation of regulatory guidelines, industry's compliance with regulations, and the regulatory strategies of companies looking to create a sustainable competitive advantage in the food industry.

Students will gain an understanding of

- where and how to locate laws relating to food safety;
- the relationship between a statute, a regulation, and a court decision;
- and who has the authority to interpret them.

The course also provides an overview of the interaction among federal and state food safety laws, and the expanding role of international food standards.

Upon completing the course, students will be familiar with

- U.S. (federal and state) agencies and international organizations involved in or responsible for administering food laws;
- the different sectors of the U.S. food industry and the varying legal strategies for assuring the firms are taking steps to minimize the risk of unsafe food;
- the evolving nature of food law as a result of changes in the food industry and global economy (e.g., the increasing regulation of production agriculture); and
- the application of food laws to a food product.

Poultry Processing & Production Tech
AGAS 3333
Spring 2013

III. Class Meetings and Attendance Policy

This class is scheduled to meet on Tuesday nights, from 6:00-8:50 p.m. in Dean Hall, Room 121. This class is scheduled to meet a total of fourteen (14) times this semester. Attendance is mandatory and roll will be taken each night. Students can have up to two (2) unexcused absences. Three (3) or more unexcused absences will result in a deduction in the student's grade (see **Grading and Exams** below). Five (5) or more unexcused absences shall result in the student being **dropped from the class**. Excused absences shall be approved by the professor at his discretion by providing him written notice via email in advance.

IV. Grading and Exams

There will be a total of 500 points available in this class, broken down as follows:

Four (4) Exams @ 100 points each	=	400
Attendance is worth 50 points	=	50
Five news stories @ 10 points each	=	50
Total Points Available		500

<u>Points earned</u>	<u>Grade</u>
450-500	A
400-449	B
350-399	C
300-349	D
0-299	F

Exams:

There shall be three regular exams, each worth 100 points. Alternatively, there may be individual or class projects assigned in place of one or all regular exams. A comprehensive final examination shall be administered during final exams week, and shall test on materials covered throughout the entire semester.

Assignments:

Each student shall be required to bring in at least five (5) news or journal articles relating to poultry, livestock, or food law, regulation and policy throughout the course of the semester. At the beginning of each in-class meeting, we will take a few minutes to discuss any news or current events related to these subjects. Students shall use this class time to present their news items to the class.

Attendance:

2 or fewer unexcused absences	50 points
3 unexcused absences	40 points
4 unexcused absences	30 points
5 or more unexcused absences	DROPPED FROM CLASS

V. Academic Integrity

Plagiarism and other forms of cheating will not be tolerated. University rules provide severe penalties for academic misconduct, ranging from course failure to dismissal from the University.

VI. Semester Schedule

Classes begin	January 14
Last day to officially withdraw with full reduction of tuition and fees	January 18
Martin Luther King Day Holiday	January 21
Mid-term.....	March 4
Deadline for degree audit (transcript evaluation): May 2014 graduates	March 6
Spring break	March 18 - March 25
Deadline for degree audit (transcript evaluation): Summer 2014 graduates	April 1
Early Registration for Summer and Fall 2013 terms	April 1 – 17
Last day to withdraw with a "W" or change from credit to audit	April 19
<i>(These dates do not apply if the instructor has dropped student with a grade of "F" for excessive absences)</i>	
Reading Day	April 30
Final examinations	May 1 - May 7
Graduation	May 11

Class Schedule

Date	Class	Topics
1/15/2013	1	Introduction
1/22/2013	2	Online class – assignment and discussion
1/29/2013	3	What is a Food? Introduction to FDA Food, Drug, & Cosmetic Act and USDA counterparts
2/5/2013	4	Food Labeling – terminology, required disclosures, prohibited representations, deceptive packaging, nutritional labeling, nutrient and health claims
2/12/2013	5	Class Outing: Walkthrough of Local Broiler Farm
2/19/2013	6	Economic and Aesthetic Adulteration of Food Products
2/26/2013	7	Food Safety Regulation
3/5/2013	8	Class Outing: Walkthrough of Poultry Processing Facility
3/12/2013	9	Biotechnology and Genetically Engineered Organisms, Food Terrorism
3/19/2013	--	SPRING BREAK
3/26/2013	10	Importation and Exportation
4/2/2013	11	Inspection and Enforcement
4/9/2013	12	State Laws vs. Federal Laws
4/16/2013	13	Private Actions (product liability and tort claims)
4/23/2013	14	Review day
4/30/2013	--	"Reading" Day
5/1/2012- 5/7/2012	--	Finals Week

**REGULATORY AFFAIRS OF THE FOOD INDUSTRY
AGAS 3333
Spring 2013**

Student Agreement

I, _____, acknowledge that I have read and understand the Class Syllabus for the above-referenced course, Poultry Processing & Production Technology (AGAS 3333) and I agree to the terms set forth therein. Specifically, I have read and understand the Attendance Policy, Grading Policy, and Academic Integrity provisions and agree to abide by the terms therein.

(Print name)

(Date)

(Sign name)

(Email address)

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Registrar's Office

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of Agriculture

DATE SUBMITTED: 10/1/13

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Dr. Malcolm Rainey, Department Head	<i>Malcolm R Rainey</i>	10-2-13
Dr. William Hoefler, Dean	<i>Willy Hoefler</i>	10-3-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Ms. Tammy Weaver, Registrar	<i>T Weaver</i>	10/9/13
Dr. John Watson, Vice President for Academic Affairs		

Course Subject: AGBU	Course Number: 2013 2103
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): A Global Perspective: Resources, Food, & Society (AGBU 2103)	
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 checked="" 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 / N 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	

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If major or minor course, you must complete the Request for Program Change for Registrar's Office	
Prerequisites: ENGL 1013 AND SPH 2003 or 2173 OR concurrent enrollment in the above courses.	Co-requisites: NONE
Course Description (as you want it to appear in the catalog): A study of food and fiber production and distribution problems, policies, and processes analyzed within social, economic, political, and cultural contexts. The course will address issues related to feeding a growing world population.	
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: <ul style="list-style-type: none"> a. Course subject, number and title b. Course description as to appear in catalog c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media 	
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 should be required	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. The existing agriculture classrooms and technology will be appropriate for the course.	
How does this proposal support the University Mission or University Strategic Planning Goals? A Global Perspective: Resources, Food, & Society (AGBU 2103) will allow non-ag students to diversify their education and broaden their scope and understanding of the food and fiber production problems, policies and processes based on social, economic, political and cultural contexts. This supports the mission of the university by providing an innovative means to expand the student's educational opportunities.	
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. As students become further removed from the farm it is important to expose them to the importance of food and fiber production and distribution problems, policies, and processes as well as how they impact social, economic, political, and cultural centers. The course will address issues related to feeding a growing world population.	
How will the effect of the change be monitored in ongoing program assessment? The effects of these changes will be monitored using the existing program assessment procedures and protocols.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. These course additions should not impact any other departments on campus.	



Instructor Information:

Dr. Lucas D. Maxwell
123F Dean Hall
402 West O Street
Russellville, Arkansas 72801
E-mail: lmaxwell2@atu.edu

Office Phone: (479) 880-4001
Dept. Phone: (479) 968-0251
Office Hours: M: 2:30-4; T: 1-3:30
W: 9:30-10:30 & 2:30-4
R: 9:30-10:30 & 1-3:30

*Prerequisites or co-requisites: ENGL1013 and
Course Description: SPH 2003 or SPH2173*

A study of food and fiber production and distribution problems, policies, and processes analyzed within social, economic, political, and cultural contexts. The course will address issues related to feeding a growing world population.

Times and Locations:

Lecture MW Dean 121 1:00-2:20 pm

Objectives:

At the end of the course students will be able to:

- Define nutrition, malnutrition and famine
- Describe methods of measuring malnutrition
- Identify and describe effects of malnutrition
- Explain the role economics play in food and fiber production and distribution
- Define food security
- Identify factors that influence food supplies
- Discuss the influence of governmental policies on food supply and distribution
- Describe the role of land and water resources in food availability
- Identify methods of increasing the food supply
- Describe the impact of agriculture on the environment and implications for future food production

Required Course Text & Supplemental Course Materials:

- Leathers, H.D. & Foster, P. 2004. The World Food Problem, Lynne Rienner Publishers, 4th ed. Boulder, CO.
- AGBU 2003 Course Blackboard Website

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General Course Information:

Registrar's Office

- Aside from in class announcements, the course Blackboard site will be the main source of information regarding any updates or changes to the course outline, exam dates, quiz dates, assignments, etc. Be sure to check the site regularly and if you have questions, contact me.
- During exams, students are allowed to bring in one (1) standard 8.5 x 11 inch sheet of paper (one side only), handwritten with any information you feel will be helpful on the exam. These pages must have your name on them and will be passed in with your exam.
- Handouts and other materials needed for the course will be posted on the course Blackboard site. Be sure to print copies prior to class.
- Screen captures of the lecture PowerPoint presentations will be posted on the course Blackboard site in pdf format.

Tentative Topical Outline:

- What is Agriculture?
- The State of World Agriculture – 2050
- Malnutrition: What Are the Facts?
 - Famines
 - Malnutrition Defined
 - Measuring Undernutrition
 - Impacts of Undernutrition
 - Undernutrition: Who, Where, When?
- Causes of Undernutrition
 - It's Not Food vs. Population
 - Agricultural Land and Water
 - Agricultural Production and the Environment
 - Increasing Yields Through Input Intensity
 - Increasing Yields Through New Technology
- Policy Approaches to Undernutrition
 - Policies that Raise the Incomes of the Poor
 - Policies that Address the Demographic Causes of Undernutrition
 - Policies that Reduce the Price of Food Through Subsidized Consumption
 - Policies that Improve Access to Food: It's All about Distribution (Isn't It?)
 - Policies that Raise Prices Paid to Farmers: Direct Subsidies and Elimination of Urban Bias
 - Policies that Reduce the Price of Food by Increasing Supply

Student Assessment:

- Three (3) Course Content Exams
- Three (3) Quizzes
- One (1) Group Project/Presentation
- Various Assignments

Exams and Quizzes: Exams and quizzes can only be made up when prior arrangements have been made with the instructor for excused absences. Specific dates for exams and quizzes will be announced in class and posted to the course Blackboard Site.

Group Project/Presentation: Specific details and due dates for the group project/presentation will be announced in class and will be posted to the course Blackboard site at a later date.

Assignments: Various Assignments will be given during the semester. Specific details, including due dates, for each assignment will be discussed in class. **Late assignments are not accepted.**

Course Grading System:

Exams	40%
Quizzes	25%
Homework, Attendance and Participation	20%
Group Project/Presentation	15%

*Note: Grades for assignments, exams, or the course in general, **WILL NOT** be discussed through email. If you have issues with a grade, you **MUST** schedule a time with the instructor to discuss the grade in person.*

Course Grading Scale:

89.5-100%	A
79.5-89.4%	B
69.5-79.4%	C
59.5-69.4%	D
59.4% and Below	F

Attendance and Professionalism Statement:

Career professionals are guided by specific values and engage in particular behaviors. These values and behaviors include respect, cooperation, active participation, intellectual inquiry, punctuality, and regular attendance. Because this course relies extensively on discussion and other class interactions, attendance is crucial to your success and that of your classmates. If you are ill or an emergency occurs, contact your instructor *prior* to the scheduled class time; otherwise, your attendance and participation are firm expectations. For emergency absences please refer to the Arkansas Tech University Webpage under the *Student Services* link (www.atu.edu).

Specifically, the following **professional expectations** exist:

1. Come to class every day. Any absences must be Pre-arranged with the course instructor.
2. Arrive to class on time. As prospective professionals you are expected to be punctual.
3. Tobacco products are not allowed at any time in the classroom.
4. Positive leadership and interpersonal relationships are encouraged. Disrespect toward your instructors, fellow students, or resource people will not be tolerated.

Disability Concerns:

Information concerning accommodation may be obtained from Disability Services located in Doc Bryan Hall Suite #171 on the ATU campus. The website address to learn more about these services is <http://www.atu.edu/testing/>. **IT IS THE STUDENT’S RESPONSIBILITY TO REGISTER WITH AND NOTIFY DISABILTY SERVICES FOR ACCOMODATION PURPOSES.** No accommodation will be made in lieu of individual disabilities without communication from Disability Services to the Professor.

Academic Honesty:

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor. For detailed information and specific university policy please consult current *Arkansas Tech Undergraduate Catalog*.

Use of Cell Phones and Other Technology:

Listen, I love my computers, smartphone, tablet, email, Facebook, universal remote, and my microwave. Yeah, technology is awesome. But there’s a time and a place. That time and that place is **NOT** during or in our class. We are an “always on” culture, which is a good and bad thing. Contrary to some people’s beliefs, humans are not good multitaskers. Every workplace will have its norms or set rules about using electronic devices, and this is the policy for our class. Do not use your smartphone, laptop, tablet, signal fire, carrier pigeon, or any other communication device while in our class unless you are using it to take notes, it is approved for a class-related activity or there is an emergency in the class.

I _____, HAVE READ AND UNDERSTAND ALL OF THE POLICIES AND
Print Your Name
PROCEDURES FOR THIS COURSE AS OUTLINED IN THE COPY OF THE COURSE SYLLABUS PROVIDED
TO ME.

RECEIVED SIGNATURE DATE

OCT 04 2013



DEVELOPING COUNTRY DISCUSSION / PRESENTATION PROJECT

The goal of this project is to research and present current information about the economic, societal, barriers to improvement, agricultural status, and food situation in a developing country. **This is a three-person project.** You should review the status of a qualifying country from page 2 - select a country with a score of 20 or greater and email it for approval in advance (no duplicate choices allowed – first come-first served for approval). Please keep the paper/presentation narrow enough to allow for adequate coverage in the pages and class time allotted! You will be expected to provide multiple quality documented sources. You will write a research paper and present your findings in class using power point/visual aids.

Important Dates for the Project

Date (subject to change!)	Assignment	Points
February 6	Groups Approved	-
February 8	Country Submitted for Approval	5
February 27	References/Bibliography (APA style)	5
March 5	1 page PIP submitted	10
April 2	Bound Final Project Report	33
April 2	M/C Test Questions submitted	9
April 11	Presentation files turned into Dr. Maxwell	-
April 16-25	Presentations (random draw for order)	25
April 30	Individual Participation (rated by team members)	13
	TOTAL	100

References/Bibliography: You will submit a typewritten list of articles, papers, and any other documents you read about the project in current APA style. At least one reference must be non-internet source.

Paper in Progress: This is a typewritten report on what you have written by the deadline for the project for each section of the report. It is a work-in-progress. You need to include updated references and a cover page. Spelling, grammar, and format will be checked. Follow format guidelines of the final paper.

Format of the Paper: Break the report into sections as noted. Spelling, sentence structure, and composition will be checked and will affect the grade your team receives. Be sure to include **page numbers (except cover)**. Report needs to be placed in some type of binder or cover (not 3-ring). The **typed** report is to be 12 point font; double spaced; no more than 1" left/right; no larger than 1" top and bottom margins. Minimum 3 pages and maximum 5 pages, excluding graphs, charts, references. The following sections must be included. Make sure to identify sections by headings, except for cover sheet.

1. **Cover Sheet:** Title indicating country selected, Team participant names, Course title, Year.
2. **Objectives** (Objectives of your project – consider 2-4 maximum)
3. **Sections to be included:**
 - a. **Economic Situation of Country** (historical perspectives, relevant past/current data)
 - b. **Societal Issues Related to Population, Resources and Food**
 - c. **Role of Agriculture in Country**
 - d. **Recent Progress/Setbacks in country**
 - e. **Barriers to Further Progress**
4. **Conclusions and Recommendations** -What is the current situation? What is still needed to further address the population/agriculture? Other points that may be pertinent
5. **Take Home Message** – the report will include 3 multiple choice questions (not openly shared in the presentation). Please keep them “achievable and answerable” and not focused on minutia!
6. **References** (in APA style)

Format of the Presentation: Be creative.

1. Power Point Presentation required. Please include 3-4 “Take Home” messages related to topic.
2. Time allowed is 2-4 minutes per team member, maximum of 10 minutes for total presentation.
3. One paper copy of the presentation should be submitted to Dr. Maxwell by April 11 with the group’s presentation in handout, black and white 4 slides per page format.

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Source: International Food Policy Research Institute – “The Challenge of Hunger – 2008”

Rank	Country	2005	2006	2007	2008		
1	Mauritius	6.1	5	59	Djibouti	20.9	
2	Jamaica	8	5.1	59	Guinea	20.9	
3	Moldova	5.4	61	Pakistan	25.3	21.7	
4	Cuba	7.3	5.5	62	Malawi	32.2	21.8
5	Peru	19.5	5.6	63	Rwanda	28.3	22.3
6	Trinidad and Tobago	8	5.9	64	Cambodia	32.1	23.2
7	Algeria	7.4	6	65	Burkina Faso	25.1	23.5
8	Albania	10.5	6.3	66	India	32.5	23.7
9	Turkmenistan	-	6.4	67	Zimbabwe	20.2	23.8
10	El Salvador	9.7	6.5	68	Tanzania	26.1	24.2
10	Malaysia	9.5	6.5	69	Haiti	15.9	24.3
10	Morocco	7.7	6.5	70	Bangladesh	32.3	25.2
13	Colombia	9.6	6.7	71	Tajikistan	-	25.9
14	South Africa	7.4	6.9	72	Mozambique	40.9	26.3
15	China	11.6	7.1	73	Mali	29.6	26.9
16	Fiji	12.7	7.3	74	Guinea-Bissau	23	27.5
17	Suriname	10.7	7.5	75	Central African Republic	32	28
18	Gabon	11.3	7.6	76	Madagascar	29.2	28.8
19	Venezuela	8.3	7.7	77	Comoros	26.4	29.1
20	Paraguay	8.3	7.9	78	Zambia	29.1	29.2
21	Guyana	14.6	8.6	79	Angola	39.8	29.5
22	Panama	10.1	8.9	80	Yemen, Rep.	30.7	29.8
23	Thailand	18.4	9.9	81	Chad	37.5	29.9
24	Armenia	-	10.2	82	Ethiopia	41	31
25	Azerbaijan	-	10.4	83	Liberia	27.3	31.8
26	Uzbekistan	-	11.2	84	Sierra Leone	32.4	32.2
27	Indonesia	16	11.3	85	Niger	38	32.4
28	Honduras	16.1	11.4	86	Burundi	32.6	38.3
29	Bolivia	16.5	11.7	87	Eritrea	-	39
30	Dominican Republic	14	12	88	Congo, Dem. Rep.	25.5	42.7
31	Mongolia	18.9	12.1				
32	Vietnam	23.9	12.6				
33	Nicaragua	16.4	12.8				
34	Ghana	24.4	13.9				
35	Philippines	18.9	14				
36	Lesotho	14.2	14.3				
36	Namibia	21.4	14.3				
38	Guatemala	16.1	14.6				
39	Myanmar*	18.7	15				
39	Sri Lanka	19.1	15				
41	Benin	22.8	15.1				
42	Côte d'Ivoire	19.4	15.3				
43	Senegal	22.1	15.4				
44	Uganda	19.9	17.1				
45	Gambia, The	18.4	17.3				
46	Mauritania	-	17.6				
47	Swaziland	13.4	17.7				
48	Botswana	16.7	17.9				
49	Togo	23	18.2				
50	Nigeria	23.2	18.4				
50	Timor-Leste	-	18.4				
52	Cameroon	22	18.7				
53	North Korea*	13.1	18.8				
54	Congo, Rep.	26.2	19.1				
55	Kenya	23.5	19.9				
56	Sudan*	24.5	20.5				
57	Lao PDR	28.1	20.6				
57	Nepal	27.6	20.6				

Global Hunger Index			
Country	2005	2006	2007
Argentina	<5	<5	
Belarus		<5	
Bosnia and Herzegovina		<5	
Brazil	7.3	<5	
Bulgaria		<5	
Chile	<5	<5	
Costa Rica	<5	<5	
Croatia		<5	
Ecuador	6.8	<5	
Egypt, Arab Rep.	8.6	<5	
Estonia		<5	
Iran, Islamic Rep.*	8.3	<5	
Jordan	<5	<5	
Kazakhstan		<5	
Kuwait	12.6	<5	
Kyrgyz Republic		<5	
Latvia		<5	
Lebanon	5.1	<5	
Libya*		<5	
Lithuania		<5	
Macedonia		<5	
Mexico	8.1	<5	
Romania	<5	<5	
Russian Federation		<5	
Saudi Arabia	6.9	<5	
Serbia and Montenegro		<5	
Slovak Republic		<5	
Syrian Arab Republic	9.6	<5	
Tunisia	<5	<5	
Turkey	6.2	<5	
Ukraine		<5	
Uruguay	5.2	<5	

Note: Countries with DDI of less than 5 are not included in the ranking. DDI is defined as the GHI if the GHI is less than 5, and the DDI if the GHI is greater than 5. For some countries marked with an asterisk, the underlying data are under review.

*Countries with identical 2008 DDI are ranked jointly.

Teacher Ed

Arkansas Tech University 11/14/13
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of Agriculture

DATE SUBMITTED: 10/1/13

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head		
Dean		
Teacher Education Council (if applicable)	<i>Wesley Hooper</i>	10-25-13
Graduate Council (if applicable)		
Registrar	<i>J. Walker</i>	10/30/13
Vice President for Academic Affairs		

Course Subject: AGED AGLE	Course Number: 2104, 2203, 3033, 4033, 4044 3003, 3013
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <ul style="list-style-type: none">• Introduction to Agricultural Systems Technology (AGED 2104)• Applied Agricultural Systems Technology (AGED 2203)• Philosophy and Foundations of Program Development (AGED 3033)• Curriculum Design and Assessment (AGED 4033)• Methods in Teaching Agriculture (AGED 4044)• Personal Leadership Theory and Development (AGLE 3003)• Team Leadership and Organizational Change (AGLE 3013)	
Mode of Instruction: (check appropriate box) <ul style="list-style-type: none">• Introduction to Agricultural Systems Technology (AGED 2104) ✓02_Lecture/Laboratory• Applied Agricultural Systems Technology (AGED 2203) ✓03_Laboratory only• Philosophy and Foundations of Program Development (AGED 3033) ✓01_Lecture	

<ul style="list-style-type: none"> • Curriculum Design and Assessment (AGED 4033) ✓ 01_Lecture • Methods in Teaching Agriculture (AGED 4044) ✓ 02_Lecture/Laboratory • Personal Leadership Theory and Development (AGLE 3003) ✓ 01_Lecture • Team Leadership and Organizational Change (AGLE 3013) ✓ 01_Lecture 		
Effective Term: <input type="checkbox"/> Spring <input type="checkbox"/> Summer I	If course is required by major/minor, how frequently will course be offered? Yearly	
Is this course repeatable for additional earned hours? Y / N How many times?		
Does this course require a fee?	How much?	Type of fee?
<ul style="list-style-type: none"> • Introduction to Agricultural Systems Technology (AGED 2104) – YES - \$50 – Laboratory Materials Fee • Applied Agricultural Systems Technology (AGED 2203) – YES - \$50 – Laboratory Materials Fee • Philosophy and Foundations of Program Development (AGED 3033) – NO • Curriculum Design and Assessment (AGED 4033) – NO • Methods in Teaching Agriculture (AGED 4044) – YES – \$25 – Laboratory Materials Fee • Personal Leadership Theory and Development (AGLE 3003) – NO • Team Leadership and Organizational Change (AGLE 3013) - NO 		
<input type="checkbox"/> Elective ✓ Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Prerequisites:	Co-requisites:	
<ul style="list-style-type: none"> • Introduction to Agricultural Systems Technology (AGED 2104) – Sophomore Standing • Applied Agricultural Systems Technology (AGED 2203) – AGED 2104 • Philosophy and Foundations of Program Development (AGED 3033) – AGED 1013 or Permission from the Instructor • Curriculum Design and Assessment (AGED 4033) – AGED 3033 or Permission from the Instructor • Methods in Teaching Agriculture (AGED 4044) – AGED 4033 or Permission from the Instructor • Personal Leadership Theory and Development (AGLE 3003) – Junior Standing • Team Leadership and Organizational Change (AGLE 3013) – Junior Standing 	NONE	
Course Description (as you want it to appear in the catalog):		
<ul style="list-style-type: none"> • Introduction to Agricultural Systems Technology (AGED 2104) 		

The purpose of this course is for the student to develop an understanding of, and be able to apply, the basic principles utilized in agricultural mechanization with emphasis in the areas of structures, power and machinery, electricity, and agricultural surveying and land measurement. Discussion of the role mechanics plays in agriculture, as well as future roles is included.

- **Applied Agricultural Systems Technology (AGED 2203)**

This course is designed to prepare secondary Arkansas agriculture teachers to apply agricultural systems technology in the laboratory. Content areas include safe practices in the laboratory, metalworking, woodworking, internal combustion engines, electrical wiring, tractor mechanics, paint & preservation.

- **Philosophy and Foundations of Program Development (AGED 3033)**

This course provides a comprehensive overview of the historical and philosophical foundations of Agricultural Education programs. Based on this foundation, the course will prepare pre-service teachers for the job and responsibility of developing a local program and curriculum that incorporates local, national and international agricultural policy issues as they relate to lecture and discussion on issues related to the global food, fiber, and natural resource system.

- **Curriculum Design and Assessment (AGED 4033)**

This course is designed to prepare pre-service educators for the responsibility of developing philosophical approaches, designing curricular programs, planning for effective instruction, and assessing student performance. Students will be expected to communicate effectively through both written and verbal presentation of information.

- **Methods in Teaching Agriculture (AGED 4044)**

Instructional methodology course focused on teaching approaches and methods, problem-solving teaching techniques, and managing learning environments for teaching agriculture subjects in formal and nonformal educational settings.

- **Personal Leadership Theory and Development (AGLE 3003)**

This course focuses on the knowledge, skills and attitudes that enhance personal effectiveness and professional success. Students will gain self-awareness and study leadership traits. Goal attainment, personal organization and critical thinking strategies are emphasized.

- **Team Leadership and Organizational Change (AGLE 3013)**

Principles and practices in planning, developing, conducting, and evaluating leadership programs for agricultural groups. The course focuses on helping students better understand

themselves and others; improving group communication; becoming effective leaders and members of groups; improving leadership and personal development skills; assessing leadership situations, determining and administering appropriate leadership strategies, and evaluating results.

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 special resources should be required

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

The existing agriculture classrooms and technology will be appropriate for all courses.

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

These course additions support the existing Agricultural Education program and provide the continued opportunity for students from across the State of Arkansas and specifically those in our geographical area the opportunity to pursue a degree in a career area with ample placement opportunities.

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.

These course additions are the result of a review of multiple Agricultural Education programs at both peer and aspirational peer institutions. These new courses represent a reorganization of the existing curriculum in Agricultural Education with the addition of critical content and competencies that were lacking or underrepresented in the existing coursework. As a result, these courses will provide a more comprehensive and sequential course sequence.

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

The effects of these changes will be monitored using the existing program assessment procedures and protocols.

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

These course additions should not impact any other departments on campus.

Instructor Information:

Dr. Lucas D. Maxwell
123F Dean Hall
402 West O Street
Russellville, Arkansas 72801
E-mail: lmaxwell2@atu.edu

Office Phone: (479) 880-4001
Dept. Phone: (479) 968-0251
Office Hours: M: 2:30-4; T: 1-3:30
W: 9:30-10:30 & 2:30-4
R: 9:30-10:30 & 1-3:30

Course Description: Prerequisite: Sophomore Standing.

The purpose of this course is for the student to develop an understanding of, and be able to apply, the basic principles utilized in agricultural mechanization with emphasis in the areas of structures, power and machinery, electricity, and agricultural surveying and land measurement. Discussion of the role mechanics plays in agriculture, as well as future roles is included.

Times and Locations: \$50 Lab-fee.

Lecture	MWF	Dean 104	10:00-10:50 am
Lab	M	ATU Career Center	3:00-4:50 pm

Objectives:

At the end of the course, students will be able to:

- Explain the role of mechanics in agriculture
- Identify future trends in the application of mechanics and technology in agriculture
- Identify how key physics, math, and science principles are applied in agriculture
- Apply key principles in math, sciences, and physics to problems in agriculture
- Discuss components, roles, and applications of power and machinery systems in agriculture
- Discuss components, roles, and applications of structural and environmental systems in agriculture
- Discuss components, roles, and applications of electrical systems in agriculture
- Discuss components, roles, and applications of resource management and conservation systems in agriculture
- Apply basic technology and mechanics concepts and problem solving strategies to solve agricultural problems

Required Text & Supplemental Course Materials:

- Field & Solie, (2007). Introduction to Agricultural Engineering Technology: A problem solving approach, 3rd ed. New York: Springer
- AGED 2104 Course Blackboard Website
- Calculator
- ANZI Z87.1 Approved Safety Glasses
- Clothing appropriate for active participation in the course laboratory

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General Course Information:

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My goal is to make the class as interesting, fun and practical as possible. Concepts will be covered again and again as we move from one topic area to another. To understand how these concepts are applied in specific areas, it is important that you attend every class.

Since this course covers a wide variety of information, in a very condensed time frame, it is crucial that you keep up with the assigned reading, and answer the questions at the end of each section of the book. Homework assignments will consist of various worksheets and problem sets handed out in class and/or posted to the course Blackboard site. You are responsible for ensuring you have completed the assignments and turned them in on time.

In general, some course procedures are as followed.

- Aside from in class announcements, the course Blackboard site will be the main source of information regarding any updates or changes to the course outline, exam dates, quiz dates, problem sets, etc. Be sure to check the site regularly and if you have questions, contact me.
- During exams, students are allowed to bring in one (1) standard 8.5 x 11 inch sheet of paper (one side only), handwritten, with any information you feel will be helpful on the exam. These pages must have your name on them and will be passed in with your exam.
- Handouts and other materials needed for the course will be posted on the course Blackboard site. Be sure to print copies prior to class.
- Screen captures of the lecture PowerPoint presentations will be posted on the course Blackboard site in pdf format.

Tentative Topical Outline*:

Date	Topic	Reading**	Assignment**
Jan. 14	Course Intro / Intro to Ag power and Machinery	Syllabus	
16	Problem Solving	Ch. 1	
18	Internal Combustion Engines	Ch. 3 & 5	
23	Power performance and measurement	Ch. 4 & 7	PS Power 1
25	Power Transmission / Hydraulics	Ch. 6	PS Power 2
28	Field Capacities / Sizing Implements	Ch. 8, 9 & 10	PS Power 3
30	Machinery Systems	Ch. 10, 11	
Feb. 1	Review for Exam		
4	EXAM 1 – Power and Machinery		
6	Introduction to Electricity	Ch. 25	
7	TIME OUT FOR TECH		
8	DC & AC Power	Ch. 25	PS Electricity 1
11	Ohms Law & Power Formula	Ch. 26	
13	Series & Parallel Circuits	Ch. 26	PS Electricity 2
15	Power Generation & Distribution	Handouts	
18	Electrical Service / Wiring	Ch. 27	PS Electricity 3
20	Electric Motors & Controls	Ch. 28	
22	Review for Exam		
25	EXAM 2 - Electricity		

27	Introduction to Metals and Welding		
March 1	Basic Welding Safety	Handouts	PS Weld 1
4	OFW Principles and Procedures	Handouts	
6	SMAW Principles and Procedures	Handouts	PS Weld 2
8	MIG and TIG Principles and Procedures	Handouts	PS Weld 3
11	Review for Exam		
13	EXAM 3 - Welding		
14	NW District FFA CDE's		
15	NO CLASS	NO CLASS	NO CLASS
18	Spring Break	Spring Break	Spring Break
20	Spring Break	Spring Break	Spring Break
22	Spring Break	Spring Break	Spring Break
25	Introduction to Structures	Handouts	
27	Building Materials and Components	Handouts	
29	Building Loads	Handouts	PS Structure 1
April 1	Sizing Structural Members		
3	Sizing Structural Members	Ch. 24	PS Structure 2
5	Insulation & Heat Loss	Ch. 22	PS Structure 3
8	Working with Concrete	Handouts	
10	Plumbing – Working with PVC & Copper	Handouts	
12	Finishing, Painting & Staining	Handouts	
12 & 13	SPRING PLANT SALE		
15	Review for Exam		
17	EXAM 4 - Structures		
19	Introduction to Surveying, Angles & Land Measurement	Ch. 12 & 13	PS Survey 1
22	Maps and Land ID	Ch. 14	PS Survey 2
24	Differential Leveling	Ch. 15	
26	Profile Leveling	Ch. 15	PS Survey 3
29	Review for Exam		
May 1-7	EXAM 5 - Surveying		

* *NOTE: This schedule is subject to change!*

** *NOTE: Students should complete the assigned reading before class on the date indicated. Assignments are due at the beginning of the class period after the date indicated.*

Tentative Laboratory Outline*:

Date	Topics
January 24	Intro, Orientation, Laboratory and Tool Safety, and Measurement tool use
31	Engines
February 7	Metals & Welding
14	Metals & Welding
21	Metals & Welding
28	Electricity
March 6	Electricity

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13	Spring Break
20	Basic Tools and Safety
27	Woodworking & Carpentry
April 3	Woodworking & Carpentry
10	Woodworking & Carpentry
17	Plumbing
24	Surveying
May 1	Surveying

* **NOTE:** *This schedule is subject to change!*

Student Assessment:

- Five (5) Exams (the 5th exam will be during finals week covering only material after exam 4)
- At least fifteen (15) Assignments and Problem Sets
- At least eight (8) Laboratory Activities

Exams: Exams can only be made up when **prior** arrangements have been made with the instructor for **excused** absences. Specific dates for exams will be announced in class and posted to the course Blackboard Site.

Assignments and Problem Sets: Various Assignments and Problem Sets will be given during the semester. Specific details, including due dates, for each assignment will be discussed in class and posted to the course Blackboard site. **Late assignments are not accepted.**

Laboratory Activities: Due to the nature of these, they cannot be made up. If you miss one due to absence, that activity will receive a zero.

Course Grading System:

Exams	40%
Assignments and Problem Sets	25%
Laboratory Exercises	25%
Attendance and Participation	10%

Course Grading Scale:

89.5-100%	A
79.5-89.4%	B
69.5-79.4%	C
59.5-69.4%	D
59.4% and Below	F

Note: Grades for assignments, problem sets, exams, or the course in general, **WILL NOT** be discussed through email. If you have issues with a grade, you **MUST** schedule a time with the instructor to discuss the grade in person.

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Attendance and Professionalism Statement:

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Specifically, the following **professional expectations** exist:

1. Come to class every day. Pre-arranged absences will only be excused if the instructor deems the reason to be valid.
2. Arrive to class on time. As prospective professionals you are expected to be punctual.
3. Tobacco products are not allowed at any time in the classroom.
4. Positive leadership and interpersonal relationships are encouraged. Disrespect toward your instructors, fellow students, or resource people will not be tolerated.

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Academic Honesty:

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor. For detailed information and specific university policy please consult the *Arkansas Tech Undergraduate Catalog*.

Use of Cell Phones and Other Technology:

Listen, I love my computers, smartphone, tablet, email, Facebook, universal remote, and my microwave. Yeah, technology is awesome. But there's a time and a place. That time and that place is **NOT** during or in our class. We are an "always on" culture, which is a good and bad thing. Contrary to some people's beliefs, humans are not good multitaskers. Every workplace will have its norms or set rules about using electronic devices, and this is the policy for our class. Do not use your smartphone, laptop, tablet, signal fire, carrier pigeon, or any other communication device while in our class unless you are using it to take notes, it is approved for a class-related activity or there is an emergency in the class.

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I _____, **HAVE READ AND UNDERSTAND ALL OF THE POLICIES AND**
Print Your Name
PROCEDURES FOR THIS COURSE AS OUTLINED IN THE COPY OF THE COURSE SYLLABUS PROVIDED
TO ME.

SIGNATURE

DATE

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AGED 2203 *Applied Agricultural Systems Technology*
~~Appl. of Ag Systems Tech~~
Spring Semester 2014



ARKANSAS TECH
UNIVERSITY

Department of Agriculture

Contact Information

Justin Killingsworth, Assistant Professor
123E Dean Hall
E-mail: justinkillingsworth@atu.edu

Office Phone: (479) 880-4230
Dept. Phone: (479) 968-0251
Office Hours: TBD

Times and Locations

Monday and Wednesday, 3:00pm – 5:00pm
ATU Career Center

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Course Description *Prerequisite: AGED 2104*

This course is designed to prepare secondary Arkansas agriculture teachers to apply agricultural systems technology in the laboratory. Content areas include safe practices in the laboratory, metalworking, woodworking, internal combustion engines, electrical wiring, tractor mechanics, paint & preservation.

Required Textbooks- *\$50 Lab Fee.*

1. Herren, Ray V Agricultural Mechanics: Fundamentals and Applications (5th or 6th Edition). Cengage Learning

Course Objectives

Through experiential learning experiences, projects, assignments and examinations, students will demonstrate the following:

Laboratory Management and Safety

- Describe the importance of proper laboratory safety
- Define student, teacher, and school responsibility and liability and how it is determined.
- Define accident
- Define negligence
- Evaluate the laboratory and equipment for safety issues
- Identify OSHA laboratory safety colors and uses
- Identify the importance of student safety contracts
- Identify safety signs and rules for a laboratory
- Identify correct personal protective equipment
- Identify laboratory management techniques for agricultural mechanics laboratories in secondary schools
- Identify factors determining agricultural mechanics curriculum
- Develop progress charts, cleaning systems and rotational schemes for laboratory use
- Identify procedures for selecting and purchasing laboratory tools, equipment, supplies and materials
- Develop testing and maintenance procedures for hand and power tools

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Hand Tools

- Identify hand tools and determine their uses
- Discuss hand tool safety and maintenance
- Demonstrate the safe use of hand tools
- Identify quality hand tool characteristics and cost

Metalworking

- Demonstrate the use of cold metal working tools
- Demonstrate cutting, welding, brazing, and bending with Oxy-fuel torches
- Demonstrate basic operations of a plasma arc cutting machine
- Demonstrate welding common joints with SMAW, GMAW, and GTAW processes

Woodworking

- Identify building materials used for wood projects
- Identify various wood construction techniques
- Identify fasteners used for wood projects
- Identify finishing techniques for wood projects
- Demonstrate wood construction techniques

Electricity

- Identify and describe safe use of electrical tools
- Describe basic principles of electricity
- Construct a functional wiring board
- Develop novel approaches for preparing students for the Electricity CDE

Small Engines

- Describe foundational principles of internal combustion engines (i.e., 2-stroke and 4-stroke)
- Identify and reassemble components of a small gas engine
- Service and safely operate small gas engines

Tractors

- Identify the component systems of a modern tractor
- Troubleshoot and debug tractors
- Safely operate a modern tractor

Hydraulics

- Identify and describe safe use of tools with hydraulics
- Describe the basic physical principles of hydraulics
- Construct and troubleshoot hydraulic systems

Painting and Preservation

- Identify and select various paint and preservatives for metal and plastics
- Identify various paint and preservative application techniques
- Identify safety procedures for painting and applying preservatives
- Demonstrate application procedures for paint and preservatives

Course Safety Materials Required* (Student must provide)

- Safety glasses ANSI Z87 or better
- Appropriate attire
- Leather, closed toe shoes or boots

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Course Outline

Week	Topic	Assignments	Registrar's Office
1	<ul style="list-style-type: none"> • Overview of Course • Safety Instruction <i>(continued throughout the course)</i> • Lab Inventory & Storage • Ordering Consumables & Materials 		
2	<ul style="list-style-type: none"> • Handtool Identification and Safety • Tool and Materials management • Painting and Preservation 		
3	<ul style="list-style-type: none"> • Metalworking (SMAW) 		
4	<ul style="list-style-type: none"> • Metalworking (GMAW) 		
5	<ul style="list-style-type: none"> • Metalworking (GTAW) • Industry Tour 	Welding Competencies completed	
6	<ul style="list-style-type: none"> • Woodworking 		
7	<ul style="list-style-type: none"> • Woodworking 		
8	<ul style="list-style-type: none"> • Woodworking • Industry Tour 	Woodworking Project completed	
9	<ul style="list-style-type: none"> • Electricity 		
10	<ul style="list-style-type: none"> • Electricity • Guest 	Wiring Diagram and Practicum	
11	<ul style="list-style-type: none"> • Small Engines 		
12	<ul style="list-style-type: none"> • Small Engines • Guest 	Small Engine Project Due	
13	<ul style="list-style-type: none"> • Hydraulics • Tractors 	Tractor Driving Practicum	
14	<ul style="list-style-type: none"> • Concrete 		
15	<ul style="list-style-type: none"> • Surveying • Review for Final Exam 		

Grading Policy

Course Assignments	Grade %
Assigned Activities	
Demonstrations	50
Skill Development Competencies	100
Project-based Assignments	200
Participation in Onsite Industry Visits	50
Formal Assessments	
Final Exam	100
Attendance / Unannounced quizzes	100
TOTAL	600

A = 89.5-100%
B = 79.5-89.4%
C = 69.5-79.4%
D = 59.5-69.4%
F = 59.4% or below

Professionalism:

Educators are professionals guided by specific values and engaging in particular behaviors. These values and behaviors include respect, cooperation, active participation, intellectual inquiry, punctuality, and regular attendance. In addition to what you know and can do, you will be evaluated on your growth as a professional. Professional characteristics on which you will be judged include punctuality, attendance, collegial attitude, and participation. Because this course relies extensively on discussion and other class interactions, attendance is crucial to your success and that of your classmates. If you are ill or an emergency occurs, contact your instructor *prior* to the scheduled class time; otherwise, your attendance and participation are firm expectations.

Toward this effort, the following **professional expectations** exist:

1. Come to class every day. Absences must be eliminated due to the short duration of the course. **Unexcused absences will lower your grade.** Pre-arranged absences will only be excused if the instructor deems the reason to be valid. Absences due to illness or injury will be excused by a doctor's note. Please see the attendance policy listed below.
2. Arrive to class on time. As prospective professionals you are expected to be punctual. **Unexcused tardies will lower your grade.** Please see the tardy policy listed below.
3. Actively participate in the class and laboratory activities.
4. Tobacco products are not allowed at any time in the classroom or laboratory.
5. Appropriate dress is required while in the laboratory. Appropriate dress is interpreted as closed toed, closed shoes or boots. A 100% long pants or lab coat. Additionally long hair should be held back by a cap or some other means.

6. Positive leadership and interpersonal relationships are encouraged. Disrespect toward your instructors, fellow students, or resource people will not be tolerated.
7. At times, the instructors must evaluate professionalism subjectively.

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).

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 Bryan Hall Suite #103 on the ATU campus. The website address to learn more about these services is <http://www.atu.edu/testing/>. IT IS THE STUDENT'S RESPONSIBILITY TO REGISTER WITH AND NOTIFY DISABILITY SERVICES FOR ACCOMODATION PURPOSES. No accommodation will be made in lieu of individual disabilities without communication from Disability Services to the Professor.

**ALL STUDENTS ARE EXPECTED TO COMPLY WITH THE ATU CODE OF CONDUCT.
(DETAILED IN STUDENT HANDBOOK)**

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Instructor Information:

Dr. Lucas D. Maxwell
123F Dean Hall
402 West O Street
Russellville, Arkansas 72801
E-mail: lmaxwell2@atu.edu

Office Phone: (479) 880-4001
Dept. Phone: (479) 968-0251
Office Hours: M: 2:30-4; T: 1-3:30
W: 9:30-10:30 & 2:30-4
R: 9:30-10:30 & 1-3:30

Course Description: *Prerequisite: AGED 1013 or Permission of instructor.*

This course provides a comprehensive overview of the historical and philosophical foundations of Agricultural Education programs. Based on this foundation, the course will prepare pre-service teachers for the job and responsibility of developing a local program and curriculum that incorporates local, national and international agricultural policy issues as they relate to lecture and discussion on issues related to the global food, fiber, and natural resource system.

Times and Locations:

<i>Lecture</i>	<i>MWF</i>	<i>Dean 104</i>	<i>11:00-11:50 pm</i>
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Objectives:

- Trace the sequence of historical event, movements, and legislative initiative as the shaped the development of Agricultural education in America.
- Describe the Role played by major philosophers and leaders in the development of Agricultural Education.
- State and describe the nature, purpose and scope of Agricultural Education in Today's school system.
- Describe the relationship of Agricultural Education to the total educational system.
- Identify and describe the components of a complete secondary agriculture program.
- Discuss the role and value of SAE in the total agricultural education program.
- Discuss the role and value of student leadership organizations to the total agricultural education program.
- Explore strategies for raising and managing funds for secondary agricultural education programs.
- Develop a personal philosophy related to agricultural education in secondary schools.

Required Course Text & Supplemental Course Materials:

- The History and Growth of Career and Technical Education in America. H.R.D. Gordon
- Teaching, Learning, and School: A 21st Century Perspective. Eugene F. Provenzo, Jr.
- *Official FFA Manual*. National FFA Organization.

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- *Local Program Resource Guide*. National FFA Organization.
- AGED 3033 Course Blackboard Website

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General Course Information:

It is my goal to make this course a fun and interesting discussion of topics related to education, agriculture, and agricultural education. We will do a lot of reading and writing in this course. Discussions about the course topics will be easier and more in-depth if you have read the material provided in class or on the course blackboard site. Through the course readings, discussions, projects, and activities students will gain a better understanding of their discipline and will think critically about issues related to the historical and philosophical foundations teaching and learning in agriculture.

Here are a few general pieces of information regarding the course:

- Aside from in class announcements, the course Blackboard site will be the main source of information regarding any updates or changes to the course outline, assignments, due dates, readings, etc. Be sure to check the site regularly and if you have questions, contact me.
- Handouts and other materials needed for the course will be posted on the course Blackboard site. Be sure to print copies prior to class.
- When possible, screen captures of the lecture PowerPoint presentations and other material will be posted on the course Blackboard site in pdf format.

Tentative Topical Outline:

- The Status of Agricultural Education Pre-1917
- The Social and Cultural Landscape leading to change in 1917
- Philosophers Influential in the Development of Early Education Systems and Early Forms of Agricultural Education
- The Smith-Hughes Vocational Education Act
- Carl Perkins Vocational Education Act
- Education and Schooling in a postmodern Culture
 - Schools as Cultural Institutions
 - Sustaining our Culture and the Goals of Education
 - Education and U.S. Society
 - Teachers in U.S. Society
- The Organization and Control of U.S. Schools
 - Local and State Involvement in U.S. Education
- Education and Equality
 - Education and Dominated Cultures
 - Gender and Education
 - The Education of Students with Special Needs
- Education Law and the Reauthorization of the Education Act

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- Common Core
- Perceptions and Image of Agriculture and Agricultural Education
- Ethics in Education and Agriculture
- Layers of Administration... Who's the Boss?
- Enrollment, Who Should we Recruit and How?
- Funding
- Agriculture Literacy
- Finding Balance in the Three Circle Model

Student Assessment:

- Numerous written papers and essays including but not limited to:
 - My Life in Schools
 - Research Article Reviews
 - Teaching Philosophy
- In class discussions and activities
 - Self and peer evaluations
 - Weekly Journals
- Various assignments including but not limited to:
 - Out of the Box
 - Education Law Presentations
 - In-service in Agriculture for Teachers of Other Disciplines

Papers and Essays: It is my goal to help you become critical thinkers about your discipline, and in so doing, help you create a rationale for how and why you will operate your local agriculture education program. As educators you will be expected to be able to communicate professionally, both verbally and in writing. These papers will be type written, double spaced, times new roman 12 point font, unless otherwise noted.

In Class Discussions and Activities: This course will be heavily discussion/problems based. As a result, your attendance, and willingness to participate, is essential to your learning and the learning of your peers. Each week you will complete an evaluation form rating your participation and that of your peers. These forms will assist me in giving you a grade for your weekly participation. Additionally, each Monday, you will turn in a type written journal of one double spaced page in length reflecting on the course topics discussed during the previous week.

Assignments: Various Assignments will be given during the semester. Specific details, including due dates for each assignment, will be discussed in class and posted to the course Blackboard site.

Note: All work for this course is expected to be completed and ready to turn in at the beginning of class on the assigned due date. **Late work is NOT accepted.**

Course Grading System:

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Papers and Essays	40%
In Class Discussions, Activities, Attendance and Participation	30%
Assignments	30%

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*Note: Grades for assignments, exams, or the course in general, **WILL NOT** be discussed through email. If you have issues with a grade, you **MUST** schedule a time with the instructor to discuss the grade in person.*

Course Grading Scale:

89.5-100%	A
79.5-89.4%	B
69.5-79.4%	C
59.5-69.4%	D
59.4% and Below	F

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Specifically, the following **professional expectations** exist:

1. Come to class every day. Any absences must be Pre-arranged with the course instructor.
2. Arrive to class on time. As prospective professionals you are expected to be punctual.
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I _____, Print Your Name **HAVE READ AND UNDERSTAND ALL OF THE POLICIES AND PROCEDURES FOR AGED 3003 AS OUTLINED IN THE COPY OF THE COURSE SYLLABUS PROVIDED TO ME.**

SIGNATURE

DATE

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AGED 4033**Curriculum Design & Assess.***Assessment***ARKANSAS TECH
UNIVERSITY***Department of Agriculture*

Registrar's Office

Instructor:

Justin Killingsworth, Assistant Professor
123E Dean Hall
E-mail: justinkillingsworth@atu.edu

Office #: (479) 880-4230
Dept. #: (479) 968-0251
Office Hours: TBD

Course Description: *Prerequisite: AGED 3033 or Permission of instructor.*

This course is designed to prepare pre-service educators for the responsibility of developing philosophical approaches, designing curricular programs, planning for effective instruction, and assessing student performance. Students will be expected to communicate effectively through both written and verbal presentation of information.

Course Objectives:

Following the completion of this course each student will be able to:

1. Develop and demonstrate competence in planning instructional programs for agricultural education.
2. Apply principles of teaching-learning to the process of planning and conducting classroom activities.
3. Select appropriate methods and teaching, techniques and instructional material for instruction.
4. Develop and use lesson plans for meeting the needs of diverse student populations to include disadvantaged, gifted and exceptional students.
5. Integrate multicultural information and global issues into the curriculum.
6. Describe procedures to appropriately arrange, maintain and manage a classroom.
7. Appropriately identify, select, prepare, and incorporate the use of technology, multimedia equipment and materials in instruction.
8. Identify methods and techniques related to working with student organizations at the secondary school level.
9. Demonstrate knowledge of the FFA, its application in the agricultural classroom, laboratory and co-curricular activities.

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Course Outline:

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Week	Topic	Assignments and Reminders
1	<ul style="list-style-type: none"> • Course Introduction • Roles of the Educator 	
2	<ul style="list-style-type: none"> • Factors that Influence Programs <ul style="list-style-type: none"> ○ AR Ag Course Frameworks ○ Common Core • Curricular Decisions 	Syllabus Quiz
3	<ul style="list-style-type: none"> • Teaching Philosophy • Instructional Management System Model 	
4	<ul style="list-style-type: none"> • Needs Assessments 	
5	<ul style="list-style-type: none"> • Planning Curriculum and Course Offerings 	
6	<ul style="list-style-type: none"> • Developing Learning Objectives 	Curriculum Plan Due
7	<ul style="list-style-type: none"> • Lesson Planning 	
8	<ul style="list-style-type: none"> • Lesson Planning 	
9	<ul style="list-style-type: none"> • Qualities of Effective Teaching • Teaching Behaviors for Powerful Learning 	Lesson Plan Due
10	<ul style="list-style-type: none"> • Assessment of Student Learning 	
11	<ul style="list-style-type: none"> • Incorporating Technology into Instruction • Encouraging Student Motivation 	Assessment Due
12	<ul style="list-style-type: none"> • Workshop Project 	
13	<ul style="list-style-type: none"> • Assessment of Teacher Effectiveness 	
14	<ul style="list-style-type: none"> • Reflection on Teaching Experience 	
15	<ul style="list-style-type: none"> • Review for Final Exam 	Reflection Paper Due

Methods of Student Performance Assessment and Evaluation:

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Students will be evaluated for progress in and mastery of learning objectives by methods of evaluation which may include but not limited to:

- Class participation and regular attendance- 10%
- Written assignments- 30%
- Class and individualized projects- 20%
- Workshop Project- 20%
- Final examination (cumulative)- 20%

A = 89.5-100%

B = 79.5-89.4%

C = 69.5-79.4%

D = 59.5-69.4%

F = 59.4% or below

*Opportunities for additional points will be provided through (1) assistance with the NW District CDEs on **March 14, 2013** and (2) Department of Agriculture Spring Plant Sale on **April 12-13, 2013**.

Primary Required Text:

Handbook on Agricultural Education in Public Schools (Phipps, L. J., et. al., 2007, 6th edition)

Recommended reading:

Powerful Learning (Darling-Hammond, L., et. al., 2008)

Methods of Teaching Agriculture Education (Newcomb, L. H., et. al., 2003, 3rd edition)

Journal of Agricultural Education

Journal of Extension

Journal of Extension System

The Agricultural Education Magazine

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).

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Disability Information:

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Professionalism:

The focus of AGED 3003 is pre-service education for agriculture teachers. You are expected to conduct yourself in a professional manner as you interact with instructors, guest speakers, and peers.

**ALL STUDENTS ARE EXPECTED TO COMPLY WITH THE ATU CODE OF CONDUCT.
(DETAILED IN STUDENT HANDBOOK)**

Instructor Information:

Dr. Lucas D. Maxwell
123F Dean Hall
402 West O Street
Russellville, Arkansas 72801
E-mail: lmaxwell2@atu.edu

Office Phone: (479) 880-4001
Dept. Phone: (479) 968-0251
Office Hours: M: 2:30-4; T: 1-3:30
W: 9:30-10:30 & 2:30-4
R: 9:30-10:30 & 1-3:30

Course Description:

Instructional methodology course focused on teaching approaches and methods, problem-solving teaching techniques, and managing learning environments for teaching agriculture subjects in formal and nonformal educational settings. **Prerequisite:** AGED 4033

Times and Locations:

\$25 lab fee

<i>Lecture</i>	<i>MW</i>	<i>Dean 121</i>	<i>1:00-2:20 pm</i>
<i>Lab</i>	<i>R</i>	<i>Dean 121</i>	<i>1:00-2:50 pm</i>

Objectives:

Through clinical teaching experiences, projects, in-class assignments and activities, quizzes, and feedback conferences students will demonstrate the following:

- Evaluate teaching based on the 10 principles of teaching and learning, and the five Rosenshine and Furst Teaching Behaviors.
- Exhibit Hedges' three essential teacher competencies.
- Implement well-planned instructional activities that result in positive and productive learning environments.
- Assemble instruction, learning materials, and learning activities to effectively teach agriculture subjects.
- Demonstrate mastery using the Four Step Approach to Teaching and a variety of instructional methods appropriate for teaching agriculture subjects in formal and nonformal learning environments.
- Demonstrate the ability to incorporate problem-solving techniques into the instructional process.
- Utilize a variety of visuals appropriate for displaying instructional content.
- Incorporate interactive teaching techniques that promote learner participation.
- Demonstrate the ability to be reflective about the teaching and learning process.

Required Course Text & Supplemental Course Materials:

- AGED 4044 Course Materials Packet
- AGED 4033 Course Notes and Materials
- AGED 4044 Course Blackboard Website

Week	Date	Lesson / Content / Learning Experience
13	Nov 16	Teaching to develop higher-order thinking skills
	Nov 18	Using ice breakers in the instructional process
Nov 23 – 27		Thanksgiving Break
14	Nov 30	Managing learner behaviors and expectations
	Dec 2	Managing learner behaviors expectations
15	Dec 7	Capstone Project Debriefing
	Dec 9	Teaching Agriculture Subjects (Jeopardy) – Capstone Project Due
16	Final Examination Week	
	Dec 17	Exam #3 (Comprehensive - What is in your toolbox?) Thursday, December 17, 1:00-3:00 p.m.

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances

Description of Course Assignments:

Quiz/Tests • are announced and consist of multiple-choice, true-false, short answer questions and problem-solving/application activities. **Final Exam** • is a comprehensive type exam.

Clinical Teaching Experiences • are designed for the application of knowledge and skills necessary to teach agriculture subjects in formal and non-formal educational settings. The experiences also provide students with the opportunity to reflect on what is required to effectively teach through instructor and self-evaluations. Students will have the opportunity to complete four clinical teaching experiences during the semester. Instructor feedback will be provided during a student-instructor conference after each teaching experience. **Attendance is mandatory for ALL lab sessions.** For each lab session missed, (no matter what reason), the student must attend the “other” lab section.

Clinical Teaching Experience I: Create interest (anticipatory set) in learning a skill and teach the skill using the **demonstration method** of teaching. Grading criteria from Ag Ed 3003 will be used to assess demonstration plans. (25 minutes).

Clinical Teaching Experience II: Create interest (anticipatory set), communicate the objectives, and teach a lesson as complete as possible using the **Four Step Approach**. You are not expected to complete the lesson (25 minutes).

Clinical Teaching Experience III: Conduct an **experiential learning activity** (Application Step) that would be integrated into a secondary agriculture lesson. “*Connect it; Direct it, Check it, Monitor it, & Evaluate it*” (25 minutes).

Capstone Assignment & Experience: Using a team-teaching approach (3 persons), teach a **complete unit of instruction** to a local group (n~10-14) on a topic related to agriculture/science, environmental science, natural resources, etc. Individual lessons will be delivered using a workshop setting. Consult the instructor for appropriate topics. The lessons must contain the appropriate elements consistent with the Four- Step approach. Students will be **expected** to devote **Saturday, December 5** (approx. 6 hrs) for this teaching assignment. Further details will be provided later. *Students are encouraged to incorporate a variety of teaching methods, techniques, and visual aids into their teaching experiences.*

Tentative Laboratory Schedule:

Week	Date	Clinical Teaching Experiences
1	Aug 25	Teaching with Technology Planning and Teaching with Demonstrations (a review)
2	Sept 1	Clinical Teaching Experience I • Demonstration (A)
3	Sept 8	Clinical Teaching Experience I • Demonstration (B)
4	Sept 15	Clinical Teaching Experience I • Demonstration (C)
5	Sept 22	Clinical Teaching Experience II • Four-Step Approach (A)
6	Sept 29	No Lab • (Faculty/Graduate Student NCAAAE Conference)
7	Oct 6	Clinical Teaching Experience II • Four-Step Approach (B)
8	Oct 13	Clinical Teaching Experience II • Four-Step Approach (C)
9	Oct 20	No Lab (Collegiate Ag Ed/ATA Conference & National FFA Convention)
10	Oct 27	Clinical Teaching Experience III • Experiential Learning Activity (A)
11	Nov 3	Clinical Teaching Experience III • Experiential Learning Activity (B)
12	Nov 10	Clinical Teaching Experience III • Experiential Learning Activity (C)
13	Nov 17	Capstone Project (Planning session)
14	Nov 23-27	Thanksgiving Recess • Fall Break
15	Dec 1	Capstone Project (Planning session)
16	Dec 8	Transitioning into Student Teaching: Final details: Review of assignments

Disability Concerns:

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Academic Honesty:

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor. For detailed information and specific university policy please consult current *Arkansas Tech Undergraduate Catalog*.

Use of Cell Phones and Other Technology:

Listen, I love my computers, smartphone, tablet, email, Facebook, universal remote, and my microwave. Yeah, technology is awesome. But there's a time and a place. That time and that place is **NOT** during or in our class. We are an "always on" culture, which is a good and bad thing. Contrary to some people's beliefs, humans are not good multitaskers. Every workplace will have its norms or set rules about using electronic devices, and this is the policy for our class. Do not use your smartphone, laptop, tablet, signal fire, carrier pigeon, or any other communication device while in our class unless you are using it to take notes, it is approved for a class-related activity or there is an emergency in the class.

I _____, **HAVE READ AND UNDERSTAND ALL OF THE POLICIES AND**
Print Your Name
PROCEDURES FOR THIS COURSE AS OUTLINED IN THE COPY OF THE COURSE SYLLABUS PROVIDED
TO ME.

SIGNATURE

DATE

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AGLE 3003**Personal Leadership Theory & Dev.***Development***ARKANSAS TECH
UNIVERSITY**

Department of Agriculture

Instructor:

Justin Killingsworth, Assistant Professor
123E Dean Hall
E-mail: justinkillingsworth@atu.edu

Office #: 479 880-4230
Dept. #: 479 968-0251
Office Hours: TBD

Course Description: *Prerequisite: Junior Standing*

This course focuses on the knowledge, skills and attitudes that enhance personal effectiveness and professional success. Students will gain self-awareness and study leadership traits. Goal attainment, personal organization and critical thinking strategies are emphasized.

Course Objectives: Following the completion of this course each student will be able to:

1. Define terminology associated with leadership and personal development.
2. Describe basic concepts of personal leadership.
3. Identify and describe characteristics of effective leaders.
4. Assess personal leadership talents.
5. Develop talents into personal strengths for effectiveness.
6. Clarify core values.
7. Articulate personal mission, roles and goals based upon values.
8. Implement strategies for personal balance and renewal.
9. Describe ways to successfully adapt to change.
10. Explore opportunities for service leadership.

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Course Outline:

Week	Topic	Assignments and Reminders
1	<ul style="list-style-type: none">• Introduction to Course	
2	<ul style="list-style-type: none">• Definitions of Leadership• Defining Personal Development	
3	<ul style="list-style-type: none">• Self Assessment• Interpreting StrengthsFinder results	Jung test Results Due
4	<ul style="list-style-type: none">• Personalizing your StrengthsFinder results	Jung Reflection Paper Due StrengthsFinder Results Due
5	<ul style="list-style-type: none">• Value Clarification	
6	<ul style="list-style-type: none">• Articulating your Values	StrengthsFinder Reflection Paper Due
7	<ul style="list-style-type: none">• The power of vision	
8	<ul style="list-style-type: none">• Creating a personal mission statement	
9	<ul style="list-style-type: none">• Roles and Goals	Exam I
10	<ul style="list-style-type: none">• Balance and Renewal	
11	<ul style="list-style-type: none">• Character traits of effective leaders	Mission, Roles, & Goals Draft Due
12	<ul style="list-style-type: none">• Character traits of effective leaders	
13	<ul style="list-style-type: none">• Ethics	
14	<ul style="list-style-type: none">• Agricultural Literacy	Mission, Roles, & Goals Due
15	<ul style="list-style-type: none">• Stress Management• Review for Final Exam	

Grading Policy

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Course Assignments	%
Participation	
Attendance & Assignments in class <i>(Includes special attention for field trips)</i>	15
Assignments	
Jung Test Reflection Paper	10
StrengthsFinder Reflection Paper	10
Leader in Agriculture Report	10
Mission, Roles, and SMART Goals	15
Formal Assessments	
Exams	40
TOTAL	100

A = 89.5-100%
 B = 79.5-89.4%
 C = 69.5-79.4%
 D = 59.5-69.4%
 F = 59.4% or below

Professionalism:

You are expected to conduct yourself in a professional manner as you interact with instructors, guest speakers, and peers.

Class Absences:

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Instructor Information:

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Office Hours: M: 2:30-4; T: 1-3:30
W: 9:30-10:30 & 2:30-4
R: 9:30-10:30 & 1-3:30

Course Description: Prerequisite: Junior Standing

Principles and practices in planning, developing, conducting, and evaluating leadership programs for agricultural groups. The course focuses on helping students better understand themselves and others; improving group communication; becoming effective leaders and members of groups; improving leadership and personal development skills; assessing leadership situations, determining and administering appropriate leadership strategies, and evaluating results.

Times and Locations:

Lecture MW Dean 121 1:00-2:20 pm

Objectives:

To develop students' ability in...

- recognizing various leadership theories
- better understanding themselves and others with respect to leadership theories
- becoming effective as team leaders and members of groups
- improving leadership and personal development skills
- assessing leadership situations, determine and administer appropriate leadership, and evaluate results

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Course Text & Supplemental Course Materials:

- REQUIRED - Northouse, P. G. (2007). Leadership: Theory and Practice, 4th Edition, Sage
- REQUIRED – Burk, W. W. (2002). Organizational Change: Theory and Practice. Sage
- Optional - Covey, S. R. (1989). Seven habits of highly effective people. Simon & Schuster
- AGLE 3013 Course Blackboard Website

General Course Information:

- Aside from in class announcements, the course Blackboard site will be the main source of information regarding any updates or changes to the course outline, exam dates, quiz dates, assignments, etc. Be sure to check the site regularly and if you have questions, contact me.

- During exams, students are allowed to bring in one (1) standard 8.5 x 11 inch sheet of paper (one side only), handwritten with any information you feel will be helpful on the exam. These pages must have your name on them and will be passed in with your exam.
- Handouts and other materials needed for the course will be posted on the course Blackboard site. Be sure to print copies prior to class.
- Screen captures of the lecture PowerPoint presentations will be posted on the course Blackboard site in pdf format.

Tentative Topical Outline:

Week	Date	AGLE 3013 Tentative Topics/Activities	Assigned Reading & Assignments Due	
1	Aug 24	Introductions and Course Orientation		
	Aug 26	Introduction into Leadership	Northouse Chapter 1	
2	Aug 31	Trait Theory of Leadership -Team Membership Assignment-	Northouse Chapter 2	
	Sep 2	Skills Approach to Leadership	Northouse Chapter 3 POR #1 Due	
3	Sep 7	No Class- Labor Day		
	Sep 9	Stages of Team Development Service Learning Opportunities		
4	Sep 14	Team Identity Exercise Identifying Individual Talents; Est. Norms	Northouse Chapter 10	
	Sep 16	Introduction to Leadership: Structures		
5	Sep 21	Leadership Styles	Northouse Chapter 4	Deliberate on team task
	Sep 23	Exam #1	POR #2 Due	
6	Sep 28	Conflict Management	Conflict Resolution Style (Bb) Covey – Habit 4 <i>Commitment Feedback</i> Team Task Due	
	Sep 30	Introduction to Situational Leadership	Chapter 5	
7	Oct 5	Situational Leadership	Blanchard Leadership Questionnaire (Web Link)	

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	Oct 7	Contingency Theory: Fiedler's Model	Chapter 6&7 <i>Commitment Feedback</i>	Planning/Execution of Team Task
8	Oct 12	Transactional vs. Transformational Leadership	Chapter 9	
	Oct 14	Transactional vs. Transformational Leadership		
9	Oct 19	Group Decision Making/NGT	POR #3 Due <i>Commitment Feedback</i>	
	Oct 21	Exam #2		
10	Oct 26	Motivational Theory <i>Manager's Dilemma: Theory X and Theory Y</i>	Handout	
	Oct 28	Increasing Performance through Motivation <i>McClelland's Acquired Needs Theory</i>	Readings Posted on Bb	
11	Nov 2	Power and Influence	Readings Posted on Bb	
	Nov 4	Understanding Change	Burke Chapter 1	
12	Nov 9	Organizational Change, Complexity and Change	Burke Chapter 2	
	Nov 11	Systems, Sustainable, & Individual Change	Burke Chapter 3	
13	Nov 16	Nature and Levels of Change	Burke Chapter 4&5	
	Nov 18	Models of Change	Burke Chapter 7&8 Film Review Due	
14	Nov 23-27	No Class- Thanksgiving Break		
15	Nov 30	Change Wrap up Poster Presentations: <i>Expectations and Guidelines</i>		
	Dec 2	Team Leadership and Organizational Change Jeopardy	Semester Review	
16	Dec 7	Poster Presentations of Team Service Learning Tasks (Group 1)	Team Service Learning Report Due	
	Dec 9	Poster Presentations of Team Service Learning Tasks (Group 2)	Team Service Learning Report Due	

	Final	Exam #3 – TBA	<i>Commitment Feedback</i>
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The Schedule is Tentative and Subject to Change

Student Assessment:

Course Assignments	Percent of Final Grade
Personal Observation Reports (3)	15
Film Review (1)	10
Team Service Learning Assignment	20
Quizzes (~5)	10
Examinations (2)	30
Final Examination	15
Total	100

*Note: Grades for assignments, exams, or the course in general, **WILL NOT** be discussed through email. If you have issues with a grade, you **MUST** schedule a time with the instructor to discuss the grade in person.*

Description of Course Assignments:

Learning to Learn About Leadership

Leadership may be the most amorphous of all our social roles. We seem to love it and hate it; covet it and fear it; perform it instinctively in times of crisis and bumble about in it day-to-day events. There seems to be situational, generational, gender, racial and ethnic differences in defining leadership, all of which complicate learning the science of leadership.

But leadership is neither a cruel trick of the gods, a genetically encoded behavior with which we are born, nor a one-dimensional personality attribute like charisma or confidence. Leadership can be taught, learned, practiced, analyzed, modified and improved.

Personal Observation Reports (15%)

Students are required to complete 3 Personal Observation Reports (PORs). The purpose of PORs is to learn about the process of leadership by applying concepts and theories talked about in class to **your personal life**. The best way to systematically learn the content of the course is to do the PORs in a timely manner.

Be sure to respond to the specific instructions for each of the PORs. Perhaps a good way to view the POR is as a personal journal or diary. These are to be written in the first person. *If the instructions say, "discuss," you should elaborate on the topic.* Remember that the purpose of the POR is for you to discuss issues of leadership from **your** perspective.

In addition, for each of the PORs you will be asked to evaluate your own leadership style based on a leadership questionnaire in the book. For the POR, **you need to provide the results of these questionnaires and interpret the results** in light of the ideas you present in the POR.

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Each POR should be approximately 2-3 double-spaced typed, pages (12 pt font). Save each of your returned PORs. Each paper will be worth 25 points. Grading will be based on the following: addressing the questions (10 points), depth of thought (5 points), and writing effectiveness (10 points). Collectively, these papers provide a clear picture of your own leadership perspective. (See **handout for assignments and due dates.**)

Film Review (10%) Due: Nov 18

Review a film about a leader, or a film in which leadership is a primary focus. 1) Report on the leadership style of one of the characters in the film (also, use of power, team building, motivation, etc.). 2) Determine how the character exercises his/her influence. Cite critical points in the film. *The objective of this assignment is to display your knowledge of leadership concepts/theories discussed in class using a character(s) in the film.*

The review should not exceed two (2) double-spaced pages (12 pt font). You may begin with a short summary of the film, but your paper should be an analysis of the characters or film. The review assignment is worth 25 points. Grading will be based on the following criteria: Character(s) Analysis (5 points), Display of Knowledge (10 points), and Writing Effectiveness (10 points). Reviews should not be predominately summaries of the film. **FILMS OTHER THAN THOSE LISTED MUST BE APPROVED BY THE INSTRUCTOR.** To avoid duplication, I will ask that you "reserve" a film on a first-come, first-serve basis. A list of films is available on the course Blackboard site.

Potential concepts to highlight and discuss in your review: *leadership style, power, influence, transformational qualities, motivation, great man theory, stages of team development, conflict management, response to power, McGregor's X Y theory, etc.*

Team Service-Learning Assignment: (20%)

Designed as a **mini-case study** in team leadership, all students are expected to participate in a team project. Four to 5 persons will be randomly assigned to a team. Together, the team will identify a "project" to complete that is "service-oriented" in the Russellville community. In place of existing potential service projects, teams may create their own service projects as based on community needs and approved by the instructor.

The team membership will identify the project, project leader, and the means for accomplishing the task. **Guidelines for the team project** include: 1) must be "inter-dependent", 2) must be service-oriented, 3) must be "meaningful" service 4) must include a planning and organization component, and 5) must be completed on or before **November 18**. To begin, the team must meet/communicate to explore opportunities for service-learning projects. Team projects must be identified and a description shared with course instructor by **October 5**. Description should be short and concise outlining the nature of the project/task..

An **individual written analysis** of task and "team experience" will be developed. A **poster presentation** of this assignment will also be presented in class at the end of the semester. Additional guidelines will be provided in the form of a **handout**.

Key dates for this assignment are as follows:

- | | |
|--|---------------------|
| 1. Task/Project identification & description | Oct 5 |
| 2. Task/Project execution | Oct 7-Nov 30 |
| 3. Poster Presentations will be displayed in class | Dec 7,9 |
| 4. Final written reports | Dec 9 |

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I _____, **HAVE READ AND UNDERSTAND ALL OF THE POLICIES AND PROCEDURES FOR THIS COURSE AS OUTLINED IN THE COPY OF THE COURSE SYLLABUS PROVIDED TO ME.**

Print Your Name

SIGNATURE

DATE

**Arkansas Tech University
REQUEST FOR COURSE CHANGE**

Teacher Ed
11/14/13

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Agriculture Department

DATE SUBMITTED: 10/25/13

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head	<i>Malcolm R Rainey</i>	10-25-13
Dean	<i>Willy Hoefler</i>	10-25-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. Wolman</i>	10/30/13
Vice President for Academic Affairs		

Course Subject: AGED	Course Number: 1012
Cross-listed with Subject:	Course Number:
Official Title	
Agricultural Youth Organizations	
Request to change: (check appropriate box)	
<input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

New Course Number :

1013

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

New Course Description:

A comprehensive introduction to student organizations in agriculture and career and technical education, including 4-H and FFA. Special attention is given to topics related to membership, benefits, awards, and special recognition programs. Supervised agricultural experience programs are also addressed.

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 (list all, as you want them to appear in the catalog):

NA

New Co-requisite (list all, as you want them to appear in the catalog):

NA

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.

In the original development of the Agricultural Education degree program, the designation of a 2 hour lecture-formatted course did not provide adequate instructional time to teach the requisite content related to agricultural youth organizations in the preparation of agricultural educators.

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

Existing program assessment procedures will be utilized.

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

NA

OCT 04 2013

Registrar's Office

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee

FROM: Department of Agriculture

DATE SUBMITTED: September 30, 2013

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Dr. Malcolm Rainey, Department Head	<i>Malcolm R. Rainey</i>	10-2-13
Dr. William Hoefler, Dean	<i>Willy Hoefler</i>	10-2-13
Ms. Tammy Weaver, Registrar	<i>T Weaver</i>	10/10/13
Dr. John Watson, Vice President for Academic Affairs		

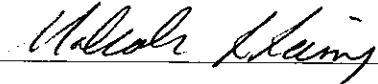
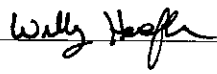

Course Subject: AGPS	Course Number: 1024
Cross-listed with Subject:	Course Number:
Official Title Principles of Horticulture	
Request to change: (check appropriate box)	
<input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
<p>NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.</p>	

New Course Number :		Registrar's Office
New Course Title (Limited to 30 characters including spaces): Principles of Plant Science		
New Course Description: A study of important plant practices associated with horticulture and agronomic crop production, including classification of plants, the role of soil and the environment, plant management, cropping systems, and integrated pest management and harvest methods. Principles and practices in propagation of plants and sexual and asexual reproduction methods. Lecture three hours, laboratory two hours. \$20 laboratory fee.		
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 (list all, as you want them to appear in the catalog): No prerequisites required.		
New Co-requisite (list all, as you want them to appear in the catalog):		
<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. This change is one of that was recommended by the program review completed this past academic year (2012-2013). The two classes contained considerable content overlap.		
How will the effect of the change be monitored in ongoing program assessment? The course change will be monitored the same as the principles of horticulture course has been done in the past.		
If this course will affect other departments a Departmental Support Form for each affected department must be attached. This change will not affect any other departments.		

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee
 FROM: Department of Agriculture
 DATE SUBMITTED: September 30, 2013

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

Title	Signature	Date
Department Head Dr. Malcolm R. Rainey		10-25-13
Dean Dr. Willy Hoefler		10-25-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		10/30/13
Vice President for Academic Affairs Dr. John Watson		

Program Title: Curriculum in Agriculture Business Curriculum in Agriculture Business Animal Science Curriculum in Agriculture Business Feed Mill Management Curriculum in Agriculture Business Horticulture Business Curriculum in Agriculture Business Public Relations Curriculum in Agriculture Business Pre-Veterinary Medicine	Effective Date: 2014-2015 Catalog
Outline change in program and attach curriculum matrix: Modify the Curriculum in Agriculture Business as follows: delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; delete AGE 3413, Agricultural Waste Management; delete AGPS 1003, Introduction to Agronomy; add ENGL 2053, Technical Writing; add 9 hours of Agriculture Elective ² ; remove the	

statement: (Except ECON 2003) in Footnote 1; and change SPAN 1014, Beginning Spanish I, to SPAN 1013; and SPAN 1023, Beginning Spanish II, to SPAN 1023, in Footnote 3;

Modify the Curriculum in Agriculture Business Animal Science as follows: delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; delete AGE 3413, Agricultural Waste Management; delete AGPS 1003, Introduction to Agronomy; add ENGL 2053, Technical Writing; add 9 hours of Agriculture Elective²; remove the statement: (Except ECON 2003) in Footnote 1; and ~~change the~~ delete AGAS 3333, Poultry Processing and Product Technology; and add AGAS 3343, Regulatory Affairs of the Food Industry, in Footnote 3;

Modify the Curriculum in Agriculture Business Feed Mill Management as follows: delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; delete AGPS 1003, Introduction to Agronomy; delete AGE 3413, Agricultural Waste Management; delete EAM 4993, Special Problems and Topics; delete AGAS 3333, Poultry Processing and Product Technology; change the course number for AGAS 2083, Feeds and Feeding, to 2084; change AGBU 4993, Special Problems in Agriculture; to AGBU 4983, Internship II in Agriculture, in the spring start senior fall term matrix; add ENGL 2053, Technical Writing; add AGAS 3343, Regulatory Affairs of the Food Industry; change 4 hours of Agriculture Elective² to **15** hours of Agriculture Elective²; remove the statement: (Except ECON 2003) in Footnote 1; change footnote 2 to state: ²At least 40 of the total hours required for graduation must be 3000 - 4000 level courses; and delete footnote 3;

Modify the Curriculum in Agriculture Business Horticulture Business as follows: delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; delete AGPS 1003, Introduction to Agronomy; delete AGPM 3104, Introduction to Entomology, or AGPS 3053, Weed Ecology, and AGBU 4991, Special Problems in Agriculture; add ENGL 2053, Technical Writing; add 10 hours of Agriculture Electives; remove the statement: (Except ECON 2003) in Footnote 1; and delete footnote 2;

Modify the Curriculum in Agriculture Business Public Relations as follows: delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; delete AGE 3413, Agricultural Waste Management; delete AGPS 1003, Introduction to Agronomy; add ENGL 2053, Technical Writing; add 9 hours of Agriculture Elective²; and remove the statement: (Except ECON 2003) in Footnote 1; and

Modify the Curriculum in Agriculture Business Pre-Veterinary Medicine as follows: delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073,

Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; change the course number for AGAS 2083, Feeds and Feeding, to 2084; add ENGL 2053, Technical Writing; add 1 hour of Agriculture Elective²; remove the statement: (Except ECON 2003) in Footnote 1; and add footnote 2 to state: ²At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.

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

There will be no impact or change on staffing, on other programs, and 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.

These changes are ones that were recommended by the program review completed this past academic year (2012-2013) as well as recommendations from the Agriculture advisory board.

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

The only department affected by these changes is the English Department and there is a Departmental Support Form 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 Business	
<p>Freshman Fall Semester</p> <p>Add/Change: COMS 1003 Introduction to Computer Based Systems</p> <p>Delete: AGPS 1003 Introduction to Agronomy</p> <p>Total Hours:15</p>	<p>Freshman Spring Semester</p> <p>Add/Change: SPH 2173 Business and professional Speaking</p> <p>Delete: COMS 1003 Introduction to Computer Based Systems</p> <p>Total Hours:16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: ENGL 2053 Technical Writing</p> <p>Delete: SPH 2173 Business and professional Speaking</p> <p>Total Hours:16</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: Agriculture Electives from 1 to 3 hours</p> <p>Delete: ³ AGEG 341 Agriculture Waste Management</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change: Agriculture Electives ^{add} from 3 to 6 hours</p> <p>Delete: Social Sciences 6 hours</p> <p>Total Hours:14</p>
<p>Senior Fall Semester</p> <p>Add/Change: Agriculture Electives from 3 to 4 hours</p> <p>Delete:</p> <p>Total Hours: 13</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:15</p>

Total hours 120

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in Agriculture Business	
<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:14</p>	<p>Freshman Fall Semester</p> <p>Add/Change: US History/Government</p> <p>Delete: AGPS 1003 Introduction to Agronomy</p> <p>Total Hours:17</p>
<p>Sophomore Spring Semester</p> <p>Add/Change: ENGL 2053 Technical Writing</p> <p>Delete: US History/Government</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: Agriculture Electives ⁷6 hours</p> <p>Delete: Social Sciences ⁶6 hours</p> <p>Total Hours:14</p>	<p>Junior Fall Semester</p> <p>Add/Change: Agriculture Electives from 1 to 3 hours</p> <p>Delete: AGEG 341³ Agriculture Waste Management</p> <p>Total Hours:16 ¹⁵</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:</p> <p>Total Hours:12</p>
<p>Total Program Hours <u>120</u></p>	

Fall Start Curriculum Matrix for Catalog Curriculum in Agriculture Business Animal Science	
<p>Freshman Fall Semester</p> <p>Add/Change: COMS 1003 Introduction to Computer Based Systems</p> <p>Delete: AGPS 1003 Introduction to Agronomy</p> <p>Total Hours:15</p>	<p>Freshman Spring Semester</p> <p>Add/Change: SPH 2173 Business and professional Speaking</p> <p>Delete: COMS 1003 Introduction to Computer Based Systems</p> <p>Total Hours:16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: ENGL 2053 Technical Writing</p> <p>Delete: SPH 2173 Business and professional Speaking</p> <p>Total Hours:16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:17</p>
<p>Junior Fall Semester</p> <p>Add/Change: Agriculture Electives 3 hours</p> <p>Delete: AGEG 341 Agriculture Waste Management</p> <p>Total Hours:15</p>	<p>Junior Spring Semester</p> <p>Add/Change: Agriculture Electives 3 hours</p> <p>Delete: Social Sciences 3 hours</p> <p>Total Hours:13</p>
<p>Senior Fall Semester</p> <p>Add/Change: Agriculture Electives 3 hours¹</p> <p>Delete: Social Sciences 3 hours</p> <p>Total Hours:15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:13</p>

Total hours = 120

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Registrar's Office

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in Agriculture Business Animal Science	
<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:14</p>	<p>Freshman Fall Semester</p> <p>Add/Change: US History/Government</p> <p>Delete: AGPS 1003 Introduction to Agronomy</p> <p>Total Hours:17</p>
<p>Sophomore Spring Semester</p> <p>Add/Change: ENGL 2053 Technical Writing</p> <p>Delete: US History/Government</p> <p>Total Hours: 17</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: Agriculture Electives 3 hours</p> <p>Delete: Social Sciences 3 hours</p> <p>Total Hours:13</p>	<p>Junior Fall Semester</p> <p>Add/Change: Agriculture Electives 3 hours</p> <p>Delete: AGEG 341³ Agriculture Waste Management</p> <p>Total Hours:15</p>
<p>Senior Spring Semester</p> <p>Add/Change: Agriculture Electives 3 hours</p> <p>Delete: Social Sciences 3 hours</p> <p>Total Hours:13</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:15</p>
Total Program Hours ___120___	

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Fall Start Curriculum Matrix for Catalog
Curriculum in Agriculture Business Feed Mill Management

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete: AGPS 1003 Introduction to Agronomy</p> <p>Total Hours:15</p>	<p>Freshman Spring Semester</p> <p>Add/Change: CHEM 1113 and CHEM 1111</p> <p>Delete: AGAS 2083 Feeds and Feeding</p> <p>Total Hours:17</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: ENGL 2053 Technical Writing</p> <p>Delete: Social Sciences 3 hours</p> <p>Total Hours:18</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: AGAS 2084 Feeds and Feeding</p> <p>Delete: CHEM 1113 and CHEM 1111</p> <p>Total Hours:16</p>
<p>Junior Fall Semester</p> <p><i>foot note²</i></p> <p>Add/Change: Agriculture Electives 9 hours</p> <p>Delete: EAM 4993 and AGE³ 341 Agriculture Waste Management</p> <p>Total Hours: 10 15</p>	<p>Junior Spring Semester</p> <p>Add/Change: AGAS 3343</p> <p>Delete: AGAS 3333</p> <p>Total Hours:18</p>
<p>Senior Fall Semester</p> <p><i>x2</i></p> <p>Add/Change: Agriculture Electives 6 hours</p> <p>Delete: Social Sciences ³ hours</p> <p>Total Hours:15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:6</p>

Total hrs = 120

Spring Start (If applicable) Curriculum Matrix for Catalog
Curriculum in Agriculture Business Feed Mill Management

<p>Freshman Spring Semester</p> <p>Add/Change: MATH 1113 and US History/Government</p> <p>Delete: AGPS 1024 Principles of Horticulture</p> <p>Total Hours:16</p>	<p>Freshman Fall Semester</p> <p>Add/Change: AGBU 2063 Principles of Agriculture Macroeconomics and SPH 2173 Business and professional Speaking</p> <p>Delete: AGPS 1003 Introduction to Agronomy</p> <p>Total Hours:17</p>
<p>Sophomore Spring Semester</p> <p>Add/Change: CHEM 1113 and CHEM 1111 and AGPS 1024 Principles of Horticulture and General Electives 3 hours</p> <p>Delete: US History/Government and AGAS 2083 Feeds and Feeding MATH 1113</p> <p>Total Hours:17</p>	<p>Sophomore Fall Semester</p> <p>Add/Change: ENGL 2053 Technical Writing and MATH 2163 and Fine Arts and Humanities</p> <p>Delete: Social Sciences 3 hours and CHEM 1113 and CHEM 1111 and SPH 2173 Business and professional Speaking</p> <p>Total Hours:15</p>
<p>Junior Spring Semester</p> <p>Add/Change: AGAS 2084 Feeds and Feeding and Agriculture Electives ^{Footnote 2} 9 hours AGAS 3343</p> <p>Delete: AGBU 2063 Principles of Agriculture Macroeconomics and Social Sciences 3 hours MATH 2163 Fine Arts & Humanities 3 hrs</p> <p>Total Hours:16 AGAS 3353</p>	<p>Junior Fall Semester</p> <p>Add/Change: Agriculture Electives 6 hours</p> <p>Delete: EAM 4993 AGEG 3413</p> <p>Total Hours:15</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:18</p>	<p>Senior Fall Semester</p> <p>Add/Change: AGBU 4983</p> <p>Delete: AGBU 4993</p> <p>Total Hours:6</p>
<p>Total Program Hours <u>120</u></p>	

Fall Start Curriculum Matrix for Catalog Curriculum in Agriculture Business Horticulture Business	
<p>Freshman Fall Semester</p> <p>Add/Change: US History/Government</p> <p>Delete: AGPS 1003 Introduction to Agronomy</p> <p>Total Hours:15</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</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>Sophomore Spring Semester</p> <p>Add/Change: ENGL 2053 Technical Writing</p> <p>Delete: US History/Government</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: Agriculture Electives 7 hours <i>+ 7 hrs</i></p> <p>Delete: Social Sciences 6 hours</p> <p>Total Hours:16</p>
<p>Senior Fall Semester</p> <p>Add/Change: <i>Agri Electives +3hrs</i> 3hrs</p> <p>Delete: AGPM 3104 Introduction to Entomology <i>or and</i> AGBU 4991 Special Problem <i>and</i> AGPS 3053 <i>Weed Ecology</i></p> <p>Total Hours:13</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:12</p>

Total hrs 120

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in Agriculture Business Horticulture Business	
<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:17</p>	<p>Freshman Fall Semester</p> <p>Add/Change: US History/Government</p> <p>Delete: AGPS 1003 Introduction to Agronomy</p> <p>Total Hours:14</p>
<p>Sophomore Spring Semester</p> <p>Add/Change: ENGL 2053 Technical Writing</p> <p>Delete: US History/Government</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: Agriculture Electives 7 hours <i>+ 7 hrs</i></p> <p>Delete: Social Sciences 6 hours</p> <p>Total Hours:16</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:12</p>	<p>Senior Fall Semester</p> <p>Add/Change: <i>Agriculture Electives 3 hrs</i> <i>+ 3 hrs</i></p> <p>Delete: AGPM 3104 Introduction to Entomology <i>or</i> AGBU 4991 Special Problem <i>and</i> <i>AGPS 3053</i> <i>Weed Ecology</i></p> <p>Total Hours:13</p>
<p>Total Program Hours <u>120</u></p>	

Fall Start Curriculum Matrix for Catalog Curriculum in Agriculture Business Public Relations	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete: AGPS 1003 Introduction to Agronomy</p> <p>Total Hours:15</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:16</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>Delete:</p> <p>Total Hours:17</p>
<p>Junior Fall Semester</p> <p>Add/Change: ENGL 2053 Technical Writing and Agriculture Electives 3 hours +3</p> <p>Delete: AGEG 341³ Agriculture Waste Management</p> <p>Total Hours:15</p>	<p>Junior Spring Semester</p> <p>Add/Change: Agriculture Electives 3 hours +3</p> <p>Delete: Social Sciences 3 hours</p> <p>Total Hours:15</p>
<p>Senior Fall Semester</p> <p>Add/Change: Agriculture Electives 3 hours +3</p> <p>Delete: Social Sciences 3 hours</p> <p>Total Hours:15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:12</p>

Total hrs 120

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in Agriculture Business Public Relations	
<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:17</p>	<p>Freshman Fall Semester</p> <p>Add/Change: BIOL 1014 Introduction to Biological Sciences</p> <p>Delete: AGPS 1003 Introduction to Agronomy</p> <p>Total Hours:15</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: ENGL 2053 Technical Writing</p> <p>Delete: BIOL 1014 Introduction to Biological Sciences</p> <p>Total Hours:15</p>
<p>Junior Spring Semester</p> <p>Add/Change: Agriculture Electives 3 hours <i>+3</i></p> <p>Delete: Social Sciences 3 hours</p> <p>Total Hours:15</p>	<p>Junior Fall Semester</p> <p>Add/Change: Agriculture Electives 6 hours <i>+6</i></p> <p>Delete: Social Sciences 3 hours and AGEG 341 <i>3</i> Agriculture Waste Management</p> <p>Total Hours:15</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:</p> <p>Total Hours:12</p>
<p>Total Program Hours _____120_____</p>	

Fall Start Curriculum Matrix for Catalog Agriculture Business Pre-Veterinary Medicine	
Freshman Fall Semester Add/Change: Delete: Total Hours:18	Freshman Spring Semester Add/Change: Delete: Total Hours:14
Sophomore Fall Semester Add/Change: Delete: Total Hours:17	Sophomore Spring Semester Add/Change: AGAS 2083 Feeds and Feeding to AGAS 2084 Feeds and Feeding <i>(correct the no.)</i> Delete: Total Hours:17
Junior Fall Semester Add/Change: Delete: Total Hours:16	Junior Spring Semester Add/Change: ENGL 2053 Technical Writing Delete: Social Sciences 3 hours Total Hours: 13
Senior Fall Semester Add/Change: Electives 2 hours Agri Electives² 1 hr Delete: Social Sciences 3 hours Total Hours: 12 11	Senior Spring Semester Add/Change: Delete: Total Hours:14

Total hrs from 121 to 120

Spring Start (If applicable) Curriculum Matrix for Catalog Agriculture Business Pre-Veterinary Medicine	
<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:15</p>	<p>Freshman 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>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:17</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:14</p>	<p>Junior Fall Semester</p> <p>Add/Change: ENGL 2053 Technical Writing and Electives ^{Agri z} 1 hours</p> <p>Delete: Social Sciences 6 hours</p> <p>Total Hours: 15 13</p>
<p>Senior Spring Semester</p> <p>Add/Change: AGAS 2083 Feeds and Feeding to AGAS 2084 Feeds and Feeding</p> <p>Delete:</p> <p>Total Hours:15</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:13</p>
<p>Total Program Hours 122 _____</p>	

Total hrs from 121 to 120

Dr. Carl Brucker
witherspoon 142

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

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

Department Affected: English	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Agriculture would like to ask for your support for the addition of ENGL 2053 Technical Writing as a requirement for the Agriculture Business Program and options.	

Department Head Signature: 

Date: 8-30-13

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Registrar's Office

Teacher Ed

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM 11/14/13

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of Agriculture

DATE SUBMITTED: 10/1/13

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

Title	Signature	Date
Department Head	<i>Malcolm R. Rainey</i>	10-24-13
Dean	<i>Willy Hooper</i>	10-25-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Y Wallace</i>	10/30/13
Vice President for Academic Affairs		

Program Title:	Effective Date:
Agricultural Education	Fall 2014
Outline change in program and attach curriculum matrix:	
Delete the Following Courses:	
<ul style="list-style-type: none">• AGED: 1012, 3003; ;4003; 4013• AGME: 1003; 3003; 3013; 3023• AGPS 1003• MATH 2163	
Add the Following Courses:	
<ul style="list-style-type: none">• AGED: 1013, 2104; 2203; 3033; 4033; 4044• AGLE: 3003; 3013• AGPS 3093	
See attached curriculum matrix and supplemental supporting documents.	
What impact will the change have on staffing, on other programs and space allocation?	
These changes will have no impact on staffing, other programs, or space allocation.	

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

These course additions are the result of a review of multiple Agricultural Education programs at both peer and aspirational peer institutions. These new courses represent a reorganization of the existing curriculum in Agricultural Education with the addition of critical content and competencies that were lacking or underrepresented in the existing coursework. As a result, these courses will provide a more comprehensive and sequential course sequence.

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

These changes will not affect any other departments or programs.

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>Agricultural Education</u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>AGAS 1014</p> <p>Delete:</p> <p>AGED 1012 AGPS1003</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>AGED 1013</p> <p>Delete:</p> <p>U.S. History/Government</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>AGED 2104 Fine Arts & Humanities Social Sciences</p> <p>Delete:</p> <p>CHEM 1113 and CHEM 1111 MATH 2163 AGPS 3044</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>AGED 2203 CHEM 1113 and CHEM 1111 U.S. History/Government</p> <p>Delete:</p> <p>Social Sciences AGAS 1014 AGME 1003</p> <p>Total Hours: 16</p>

<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>AGLE 3003 AGED 3033 AGPS 3044</p> <p>Delete:</p> <p>Social Sciences Fine Arts & Humanities AGME 3023</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>AGLE 3013 AGED 4033 AGPS 3093</p> <p>Delete:</p> <p>AGED 3033 AGME 3033 AGME 3013</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Social Sciences AGED 4044</p> <p>Delete:</p> <p>AGED 4003 AGED 4013</p> <p>Total Hours: 16</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>NO CHANGE</p> <p>Delete:</p> <p>NO CHANGE</p> <p>Total Hours: 12</p>

<p>Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in <u>Agricultural Education</u> (enter title for program changing)</p>	
<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>AGAS 1014 AGED 1013 MATH 1113</p> <p>Delete:</p> <p>US History/Government CHEM 1113/1111 AGPS 1003</p> <p>Total Hours:16</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>AGED 2104 CHEM 1113/1111 US History/Government</p> <p>Delete:</p> <p>AGBU 1013 AGED 1012 BIOL 1014 MATH 1113</p> <p>Total Hours: 15</p>

Total Hours:15	
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>AGAS 2084 AGBU 1013 AGED 2203 SEED 2002</p> <p>Delete:</p> <p>AGEG 3203 AGME 1003 Fine Arts & Humanities Social Sciences</p> <p>Total Hours:16</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>AGED 3033 BIOL 1014 SEED 3552</p> <p>Delete:</p> <p>AGAS 1014 AGAS 3021 SEED 2002</p> <p>Total Hours:16</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>AGED 4033 AGEG 3203 AGPS 3093 Fine Arts & Humanities Social Sciences</p> <p>Delete:</p> <p>AGAS 2084 AGED 3003 AGME 3003 AGME 3013 MATH 2163 SEED 3702</p> <p>Total Hours:15</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>AGAS 3021 AGED 3013 AGED 4044 AGLE 3003 SEED 3702</p> <p>Delete:</p> <p>AGED 3013 AGED 4003 AGED 4013 AGME 3023 SEED 3552</p> <p>Total Hours:15</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>AGLE 3013</p> <p>Delete:</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p>

Total Hours:15	Total Hours:12
Total Program Hours <u>120</u>	

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DEPARTMENTAL SUPPORT FORM

Registrar's Office

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.
College of Education	
Comments: Our Department Heads met to discuss the requested change in the Agriculture Education program. We find the requests to change to have been made after assessing student success on Praxis and success during Internship. Both Dr. Killingsworth and Maxwell have worked diligently to align coursework with national standards, to name courses in accord with content and field experiences, and to sequence courses in a logical and developmental manner. The College of Education supports the requested changes.	

Department Head Signature: Sherry L. Field

Date: 9-27-13

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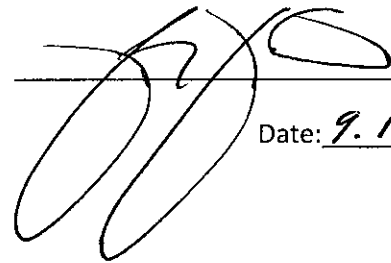
Registrar's Office

**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: 9.17.13

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

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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:	

Department Head Signature: *Shawn [Signature]*

Date: 10/1/13

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Arkansas Tech University
PROPOSAL FOR NEW PROGRAM

TO: Curriculum Committee

FROM: Department of Agriculture

DATE SUBMITTED: September 30, 2013

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Dr. Malcolm Rainey, Department Head	<i>Malcolm R. Rainey</i>	10-2-13
Dr. William Hoefler, Dean	<i>Willy Hoefler</i>	10-2-13
Ms. Tammy Weaver, Registrar	<i>T Weaver</i>	10/10/13
Dr. John Watson, Vice President for Academic Affairs		

Program Title: Minor in Agriculture	CIP Code:
Contact Person: Name: Malcolm Rainey Jr. Institution Name: Arkansas Tech University Address: Russellville, AR 72801 E-mail Address: mraineyjr@atu.edu Phone Number: 479-968-0251	Proposed Date: 2014-15 Catalog
<p>Program Summary: (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information)</p> <p>The addition of the Agriculture minor requires 21 hours of course work in the Department of Agriculture. The minor will provide students outside the Agriculture Department the opportunity to gain general knowledge and skills that would be beneficial to them and expand their career choices. The minor includes the principle courses in the areas of animal (AGAS 1014), plant (AGPS 1024), soils (AGSS 2014), and agriculture business (AGBU 1013) which provide a basic understanding of these topics. An additional 6 hours of upper level (3000-4000) agricultural electives will be required to complete the minor. The inclusion of the minor in Agriculture will not require the addition of any new courses, more money, faculty, library, facilities, or equipment resources.</p>	

List existing degree programs that support the proposed program: Agriculture Business program, Animal Science option and Plant Science 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. The Minor in Agriculture is a recommendation made by the Ag Advisory Board and supported by several Agricultural Businesses (Farm Credit, Tyson, and Cargill) represented on the board that hire Arkansas Tech University graduates. These businesses indicated that they could and would hire non-Agriculture students if they possessed some basic knowledge of agriculture. Therefore the minor in Agriculture will provide students outside the department relevant information that will increase their career opportunities and make them more marketable.

Horticulture

Curriculum Outline by Semester: Courses required for a minor in Agriculture are: Principles of Animal Science (AGAS 1014), Principles of ~~Plant Science~~ (AGPS 1024), Soils (AGSS 2014), Principles of Agriculture Business (AGBU 1013). Additionally 6 hours of agriculture electives will be required. In order to take the upper division (3000-4000 level excluding AGBU 3213, 3993, 4983 and 4991-4) AG courses, the student must have completed 54 hours including all 1000 and 2000 level courses listed above as well as any prerequisites and have a cumulative GPA of at least 2.0.

Total number of Semester Hours Required for Graduation: 21 hours

Courses currently offered via distance technology: None

List New Courses (Please attach New Course Proposals):
No new courses will be added to support the minor in Agriculture.

Identify General Education Courses, Core Courses, and Major Courses: No additional general education or core courses are required for a minor in agriculture. Courses required for minor: Principles of Animal Science (AGAS 1014), Principles of Agriculture Business (AGBU 1013), Principles of ~~Plant Science~~ (AGPS 1024), Soils (AGSS 2014) and 6 hours of upper level course work.

Horticulture

Program Admission Requirements:
**in order to take the upper division (3000-4000 level) AG courses, the student must have completed 54 hours including all 1000 and 2000 level courses listed above as well as any prerequisites' and have a cumulative GPA of at least 2.0.

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 minor in Agriculture will allow non-ag students to diversify their education and broaden their scope in the job market. This supports the mission of the university by providing an innovative means to expand the student's educational opportunities.

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

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In the Department of Agriculture, there are six faculty members contributing to the proposed minor in Agriculture.

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.

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.

LUCAS MAXWELL (ASSISTANT PROFESSOR) EARNED HIS PH.D. FROM UNIVERRSITY OF MISSOURI AND HAS BEEN A FULL TIME FACULTY MEMBER SINCE THE FALL OF 2013.

Total number of faculty required (existing and new)

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

The 6 existing faculty members is all that will be required for the addition of the minor in Agriculture.

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

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Description of Resources
<p>Current Library and instructional facilities The current instructional facilities of 3 class rooms and the Out Door Learning Laboratory "the Farm" is all that will be need for the addition of the minor in Agriculture.</p>
<p>New Resources Required (include costs and acquisition plan): No additional resources will be required for the addition of the minor in Agriculture.</p>
<p>New Program Costs (Expenditures for first three years of program operation) Include: There will be no additional costs associated with the addition of the minor in Agriculture.</p> <ul style="list-style-type: none">New administrative costsNew facultyNew library resources and costsNew/renovated facilities and costsNew instructional equipment and costsDistance delivery costsOther new costs

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Minor in Agriculture

The minor in Agriculture is available to students who wish to add to their knowledge of Agriculture for personal improvement and/or for professional development but **not** open to Department of Agriculture majors. This minor may be of particular interest to those students who wish to work in the food or fiber industries after graduation. This minor may be well suited for students in Accounting, Economics, Business Administration, Engineering, Emergency Management, Hospitality Administration and Fisheries and Wildlife Sciences.

The minor in Agricultural requires 21 hours of courses:

AGAS 1014
AGPS 1024
AGBU 1013
AGSS 2014

AG Electives 6 hours of Agriculture academic courses at the 3000 or 4000 level, excluding: AGBU 3213, AGBU 3993, AGBU 4983 and AGBU 4991-4)

**in order to take the upper division (3000-4000 level) AG courses, the student must have completed 54 hours including all 1000 and 2000 level courses listed above as well as any prerequisites' and have a cumulative GPA of at least 2.0.

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Registrar's Office

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee
 FROM: Department of Biological Sciences
 DATE SUBMITTED:
 REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>Charles Fox</i>	10-14-13
Dean	<i>Guff W. Carter</i>	2013 Oct 15
Registrar	<i>J. Weaver</i>	10/18/13
Vice President for Academic Affairs		

Course Subject: MEDT	Course Number: 4001-4009
Cross-listed with Subject: NA	Course Number: NA
Official Title (Limited to 30 characters including spaces): Medical Technology Professional Coursework	
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"/> Spring <input type="checkbox"/> Summer I <input type="checkbox"/> ASAP	If course is required by major/minor, how frequently will course be offered? Offered as unusual course (odd timing) but by TECH's affiliated medical technology professional schools, not on our campus.
Is this course repeatable for additional earned hours? Yes, they may repeat the same TECH course number because the same general course number can be applied to what are really different courses; however, students do NOT actually repeat the same professional coursework at the affiliated medical technology schools. In fact, if their performance is not sufficient in all coursework they cannot complete the program.	
Does this course require a fee? No	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: Acceptance by one of our affiliated MEDT schools for the senior year of professional courses.	Co-requisites: The full set of required MEDT courses is completed in the last year of the MEDT curriculum and is represented by registering for this variable credit course as needed to match credits of the affiliated school's specific offering.
Course Description (as you want it to appear in the catalog): This generalized course designation is used to represent specific coursework offered by affiliated schools of medical technology in areas such as clinical chemistry and instrumentation, bodily fluids, microbiology, hematology, immuno-hematology, serology, parasitology, and associated lectures and seminars.	
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: Not applicable because TECH does not control the course content. Instead the details of syllabi are provided as needed by the affiliated schools of medical technology which are accredited by national accrediting bodies as listed in the catalog description of the program.	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Yes, the highly specialized laboratory equipment and specialized clinical setting is provided by the affiliated schools of medical technology.	
How does this proposal support the University Mission or University Strategic Planning Goals? The arrangement to offer a major in medical technology supports TECH's mission to offer a wide diversity of STEM-related degrees.	
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. This approach is common to this major at similar -sized institutions, but it is much different than the typical undergraduate major. In this case the affiliates play the primary role in accreditation, assessment, and curriculum specifics. This is as it should be and because we are affiliated with more than one MEDT professional school for the benefit of our students, we must also maintain a very generalized curriculum and course descriptions for the professional courses to allow the affiliates the flexibility they need to meet their assessment and accreditation needs.	
How will the effect of the change be monitored in ongoing program assessment? Led by the affiliate schools, but we anticipate that this approach will be less confusing for students.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. NA	

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee
 FROM: Department of Biological Sciences
 DATE SUBMITTED: 27 August 2013

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head	<i>Charlie Jager</i>	8-28-13
Dean	<i>Jeff W. Rahn</i>	2013 Aug 28
Teacher Education Council (if applicable)	N/A	
Graduate Council (if applicable)	N/A	
Registrar	<i>Gammy Williams</i>	9/3/13
Vice President for Academic Affairs		

Course Subject: BIOL	Course Number: 4033
Cross-listed with Subject: N/A	Course Number:
Official Title Cell Biology	
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 _____	
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

<p>New Course Number :</p> <p>N/A</p>
<p>New Course Title (Limited to 30 characters including spaces):</p> <p>N/A</p>
<p>New Course Description: Offered: Fall and Spring</p> <p>Prerequisites: BIOL 1114, four additional hours of biology, eight hours of chemistry, and C grade or better in one course from BIOL 3034, 3054, 3074, 4023 or CHEM 3343.</p> <p>The primary goal of this course is to build on the cell and molecular component of BIOL1114, by performing an in-depth study of the molecular processes underlying cell structure and function through the directed application of energy and processing of information within the cell. Topics include methods of cell study, ultrastructure and function of cellular organelles, membrane structure and function, cell-cell communication, cell division and differentiation. Lecture three hours per week.</p>
<p>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 _____</p>
<p>New Prerequisite (list all, as you want them to appear in the catalog): BIOL 1114, four additional hours of biology, eight hours of chemistry, and C grade or better in one course from BIOL 3034, 3054, 3074, 4023 or CHEM 3343.</p>
<p>New Co-requisite (list all, as you want them to appear in the catalog):</p> <p>N/A</p>
<p><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.</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>There are four changes included in this proposal: 1) make BIOL1114 as the only lower level Biology prerequisite; 2) the addition to the selection of qualifying prerequisite upper level courses; 3) the requirement of a C or better in the upper level prerequisite course; and 4) minor rewording of the course description.</p> <p>1) Original lower division prerequisite was "BIOL 1114, 2124 or 2134". We propose to only allow BIOL1114 (Principles of Biology) as the lower level prerequisite because entrance via BIOL2124 (Principles of Zoology) or BIOL2134 (Principle of Botany) will not provide enough basic framework in cell biology. In practice, this is a minor change, and should not have a substantive effect on Biology students, based on the current curriculum.</p>

- 2) BIOL4033 covers aspects of animal/plant cell biology. The original prerequisites of "one course from BIOL 3034, 3054, 4023 or CHEM 3343" (i.e., a relevant cellular-based courses) left out a major, highly relevant course, BIOL3074 Human Physiology, which Biology students, in particular, those in the Biomed option take by the end of their Sophomore year. BIOL4033 complements and completes components covered in BIOL3074, making BIOL4033 a natural follow-on elective. For those taking their MCATs and PCATs for entrance into medical and pharmacy school, or for incoming transfer students, the addition of BIOL3074 as one of the optional upper division courses to take prior to BIOL4033 will provide more flexibility for students to complete their program in a timely manner.
- 3) The material in BIOL4033 extends courses such as human physiology, genetics and immunology. As such, a firm grasp of the material in the upper level prerequisite course for BIOL4033 is advisable for the student to then build from. From a survey of incoming students to Cell Biology, Dr. Still has found that students with a D in the upper level "qualifying" course are more likely to struggle with the concepts in BIOL4033, and withdraw or fail the course. Thus, "imposing" a requirement to have more than a passing D will allow incoming students to be better prepared and should improve student retention and grades in the course.
- 4) The rewording of the course description solidifies the connection of BIOL4033 to the freshman prerequisite BIOL1114 and clarifies course coverage for students, and potential employers of those students (e.g. medical- and pharmacy-based employment).

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

Dr. Still has standardized the exit exam for BIOL4033 so the effects of the change on the average grade on that exam in each semester can be readily monitored. We will also monitor student feedback at the end of the course through Class Climate regarding their perceived preparation for the course. Feedback from students preparing for their professional entrance exams and first year at postgraduate/professional schools has also proved useful for the course in general. At programmatic level, many of the students who take BIOL4033 enter other cellular-based electives. Their progress in those other courses can be assessed as they progress through those classes. Finally, the Biology program assesses academic programmatic success via the Major Field Assessment Test in Biology, a standardized national exam that students take in their final semester. Scores in the Molecular/Cellular component, and critical thinking component of this exam will indicate whether the proposed changes have a positive impact on the graduating student body.

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

N/A

Teacher Ed Council

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PROPOSAL FOR CHANGE IN PROGRAM

Registrar's Office

TO: Curriculum Committee

FROM: Department of Biological Sciences, College of Natural and Health Sciences

DATE SUBMITTED: September 13, 2013

REQUEST FOR CHANGE IN PROGRAM: Modification of Existing Major

Title	Signature	Date
Department Head Dr. Charlie Gagen	<i>Charlie Gagen</i>	10-10-13
Dean Dr. Jeff Robertson	<i>Jeff Robertson</i>	2013 Oct. 10
Teacher Education Council Dr. Sherry Field		
Graduate Council (not applicable)		
Registrar Ms. Tammy Rhodes	<i>T Rhodes</i>	10/10/13
Vice President for Academic Affairs Dr. John Watson		

PHSC 3033 & PHSC 3053

Current Program Title: Life Science and Earth Science for Teacher Licensure	New Program Title: Life Science Education for Teacher Licensure.	Effective Date: Fall 2014
Outline change in program and attach curriculum matrix: Since Earth Science has been dropped from the licensure, two PHSC classes have been dropped from the curriculum. They have been replaced with additional content in biology and 2 hours has been dropped from the program. This program previously had no electives. It now has 2 ³ hours of biology electives Drop Biol 3124 or 3174		
What impact will the change have on staffing, on other programs and space allocation? There will be little or no impact on staffing. All courses are currently offered. This course has fewer than three graduates in an average university calendar year. The small number of majors in this program will not significantly affect enrollments in courses added or courses dropped from the program.		
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 State Department of Education has changed secondary science licensure. Teachers will now receive initial licensure in Life Science with <i>Earth Science</i> being an add-on licensure. The current program currently meets all goals with its students. In working with students during teaching internship they have mentioned feeling underprepared in anatomy and physiology. The proposed		

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changes would improve their understanding of that area and allow them one choice in Biology Registrar's Office coursework.

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

This program belongs to the College of Education. However, the SEED course requirements have not changed. Therefore, the proposed changes affect only the Biological Sciences Department of the College of Natural and Health Sciences.

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

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Registrar's Office

Fall Start Curriculum Matrix for Catalog

Curriculum in *Life Science Education*

<p>Freshman Fall Semester NO CHANGES</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester NO CHANGES</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 14</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: GEOL 1004 or GEOL 1014</p> <p>Delete: GEOL 1014</p> <p>Total Hours: 17</p>	<p>Sophomore Spring Semester NO CHANGES</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 17</p>
<p>Junior Fall Semester</p> <p>Add/Change: BIOL 2004</p> <p>Delete: PHSC 3053 BIOL 3124 or 3174</p> <p>Total Hours: 14 13</p>	<p>Junior Spring Semester NO CHANGES</p> <p>Add/Change: BIOL 3054 or BIOL 4033</p> <p>Delete: PHSC 3033</p> <p>Total Hours: 14-15 16-17</p>
<p>Senior Fall Semester NO CHANGES</p> <p>Add/Change: BIOL Elective—3-4 hours</p> <p>Delete: BIOL 3054 or BIOL 4033</p> <p>Total Hours: 16-17</p>	<p>Senior Spring Semester NO CHANGES</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 13</p>

Total hours from 124-125 to 121-123

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Registrar's Office

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: The Department of Physical Sciences supports the proposal to change "Life Science and Earth Science for Teacher Licensure" to "Life Science Education", including the dropping of the two GEOL courses from the curriculum.	

→ PHSC 3033 Meteorology
PHSC 3053 Astronomy

Department Head Signature: Jim Messer

Date: 9/27/2013

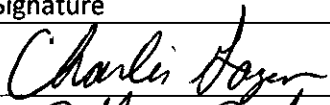


Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee

FROM: Biological Science Department – Health Information Management Program

DATE SUBMITTED: September 5, 2013

REQUEST FOR CHANGE IN PROGRAM (Modification of Existing Major)

Title	Signature	Date
Department Head		9-6-13
Dean		2013 Sept 17
Registrar		10/10/13
Vice President for Academic Affairs		

Program Title: Health Information Management	Effective Date: Fall 2014
Outline change in program and attach curriculum matrix: Delete CHEM 1113/1111 Survey of Chemistry and Lab Add BUAD 2003 Business Information Systems Add one hour general elective	
What impact will the change have on staffing, on other programs and space allocation? None anticipated, as students have been advised to take BUAD 2003 and a general elective instead of CHEM 1113/1111 as Survey of Chemistry is not needed to fulfill general education requirements and BUAD 2003 Business Information Systems is a prerequisite for other required courses.	
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.	
Delete CHEM 1113/1111 Survey of Chemistry and Lab Accreditation standards for the Health Information Management Program have changed through the years. Chemistry was previously required as an underlying body of knowledge for the program but this is no longer the case. The HIM curriculum requires 8 hours of science (to include BIOL 2004 Anatomy & Physiology), so the general education requirement is fulfilled. The student may choose any other relevant 4 hour science course to fulfill general education requirements.	
Add BUAD 2003 Business Information Systems BUAD 2003 Business Information Systems is a prerequisite for BDA 2003 Business Problem Solving, which is a required course for HIM majors. HIM graduates work in an increasingly electronic field and must possess a strong background in information systems. This underlying background is also required by the accrediting	

Add BUAD 2003 Business Information Systems

BUAD 2003 Business Information Systems is a prerequisite for BDA 2003 Business Problem Solving, which is a required course for HIM majors. HIM graduates work in an increasingly electronic field and must possess a strong background in information systems. This underlying background is also required by the accrediting agency.

Add one hour general elective

The changes listed above would leave a void of one hour. Most students have already taken other courses that would fulfill the requirement for one elective hour. This elective would ensure the total HIM Program would remain 120 hours total.

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 Health Information Management**

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change: Move Fine Arts/Humanities to Spring Sophomore Yr Add BUAD 2003 Business Information Systems</p> <p>Delete:</p> <p>Total Hours: 13</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: Add 3 hours of Fine Arts/Humanities Add 1 hour general elective</p> <p>Delete: CHEM 1113/1111 Survey of Chemistry and Lab</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: James R. Musser

Date: September 5, 2013

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Management and Marketing Department	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The College of Business and the Management & Marketing Department support this change. We have the resources to be able to continue to provide enough sections of BUAD 2003 to accommodate HIM majors.	

Department Head Signature:



Date: 09/18/2013

RECEIVED

OCT 10 2013

Registrar's Office

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee
FROM: Department of Biological Sciences
DATE SUBMITTED: 10/10/13

REQUEST FOR CHANGE IN PROGRAM (Modification of Existing MEDT Major)

Title	Signature	Date
Department Head	<i>Charles Logan</i>	10-10-13
Dean	<i>Jeff W. Ketchum</i>	2013 Oct 10
Registrar	<i>J. Weaver</i>	10/10/13
Vice President for Academic Affairs		

Program Title: Medical Technology (a major in the BIOS department)	Effective Date: ASAP
Outline change in program and attach curriculum matrix: The change is to reduce by two credit-hours, the number of professional MEDT courses that our students are required to complete in their senior year. Furthermore, I am proposing that the MEDT credits associated with this major are stated in a flexible (variable-credit) format without specific descriptions because control of the content and credit-hour/course details really rests with our affiliated and accredited programs in different teaching hospital settings. In other words, we should not provide details in our catalog that we cannot control or match across different institutions.	
What impact will the change have on staffing, on other programs and space allocation? None, these courses are completed off-campus at our affiliated teaching laboratories, i.e. Baptist Health Schools, Little Rock and St. John's Regional Medical Center, Joplin, Missouri.	
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. Our affiliates have changed aspects of their MEDT courses in response to their assessment programs and for their accreditation. The result is that our completing students will only have earned 38 rather than the previous 40 hours.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. NA	

OCT 10 2013

Registrar's Office

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>Medical Technology</u>	
(enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours: 15 - No Changes for this term	Freshman Spring Semester Add/Change: Delete: Total Hours: 14 - No Changes for this term
Sophomore Fall Semester Add/Change: Delete: Total Hours: 14 - No Changes for this term	Sophomore Spring Semester Add/Change: Delete: Total Hours: 12 - No Changes for this term
Junior Year Add/Change: <i>Electives 2-4</i> Delete: Total Hours: <i>25-27</i> 25 - No Changes for this year	
Senior Fall Semester Add/Change: Delete: Total Hours:	<i>Senior Fall and</i> Senior Spring Semester Add: MEDT 4001-9 to total 38-40 hours during the final year of the program. Specific professional coursework is specified by our affiliated medical technology schools. Delete: the old listing of specific course numbers and change catalog course descriptions accordingly. Total Hours: <i>38-40</i>

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)
 FROM: (Initiating Department) *(Dept. of Physical Sciences; Geology Program)*
 DATE SUBMITTED: **August 10, 2013**

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head <i>(Dr. James Musser)</i>	<i>James B. Musser</i>	8/23/13
Dean <i>(Dr. Jeff Robertson)</i>	<i>Jeff W. Robertson</i>	2013 Aug 23
Teacher Education Council (if applicable)	N/A	
Graduate Council (if applicable)	N/A	
Registrar	<i>Y Weaue</i>	8/27/13
Vice President for Academic Affairs <i>(Dr. John Watson)</i>		

Course Subject: Geology	Course Number: ⁴⁰⁴³ 4XX3	Registrar TBA
Cross-listed with Subject:	Course Number:	
Official Title (Limited to 30 characters including spaces): Geochemistry		
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 (N) 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: GEOL 3164 and CHEM 2124	Co-requisites: CHEM 2134
Course Description (as you want it to appear in the catalog): <i>Primarily low-temperature geochemistry with some high-temperature geochemical principles: aqueous geochemistry (including carbonate equilibria), biogeochemical cycles, basic organic chemistry, thermodynamics, phase diagrams, major and trace-element geochemistry, stable and radiogenic isotopic geochemistry (as applied primarily to low-, but also to high-temperature geochemistry). Applications to fresh surface water, ground water, oceans, air (climate), interactions with solid rock, as well as geochemical evolution of the Earth.</i>	
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> Course subject, number and title Course description as to appear in catalog Course goals and/or objectives Course outline Methods of student performance assessment and evaluation Course bibliography, reading list, and /or listing of other instructional media <p>SEE ATTACHED DOCUMENTS.</p>	
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, but it would be <u>helpful</u> to schedule class in a computer lab. <i>We will utilize McEver 107.</i>	
How does this proposal support the University Mission or University Strategic Planning Goals? This course will nurture scholastic development, integrity and professionalism in providing a solid educational foundation for students pursuing careers in Environmental Geology, Climate Science, Hydrology, Environmental Toxicology, Petroleum, Minerals Exploration, and other geochemically related careers.	
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 Geochemistry course was suggested as a positive addition in our recent Program Review. (2012) A solid background in geochemistry is essential to a Geology Program, and most programs of our size offer this course in their curriculum.	

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

The effect of adding this course will be monitored primarily through alumni surveys and graduation interviews. As a senior-level course, its effects will not be clear until after graduation.

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

This course will not affect other departments or programs. It is not intended for students majoring in any subjects other than Geology.

4043
GEOLOGY ~~4043~~ - Geochemistry
Spring 2014

Instructor: Dr. Genet I. Duke
Office: McEver 11
Office Phone: 479-968-0310
Email: gduke1@atu.edu
Office Hours: M: 8- 10 am, T: 8-9:30, W: 8-10 and 2-2:30 pm; Th: 8-12 noon.

Class Schedule: Lectures with in-class problem solving: Thursday 1-3:50 pm. (3 hours)
Always bring calculators to class, and other supplies as requested. (3 credits)

Required Texts:

- (1) *Principles of Environmental Geochemistry* by G. Nelson Eby, 2004, 3rd Edition, Brooks-Cole Publishing Company
or
- (2) [Alternate text: *Introduction to Geochemistry* by K.C. Misra, 2012, Wiley-Blackwell (note that this is a more recent Geochemistry text, but I haven't had the time to review it yet. It will be sent to me soon.)

Recommended Resources (to be made available):

- *Geochemistry* by Bill White, free of charge online at:
<http://www.geo.cornell.edu/geology/classes/geo455/Chapters.HTML>
- *Principles and Applications of Geochemistry* by Faure, G., 1998, 2nd edition, Prentice-Hall, ISBN 978-0023364501.
- *Consider a Spherical Cow: A Course in Environmental Problem Solving*, Harte, J. 1988, William Kaufmann, Inc., Calif., 283 p.
- *Biogeochemistry, An Analysis of Global and Environmental Change*, Schlesinger, W.H., and Bernhardt, E.S., 2013, 3rd edition, Elsevier, ISBN 978-0-385874-0.
- *Geochemistry*, by Brownlow, Arthur, 1996, 2nd edition, Prentice-Hall.

Prerequisites: GEOL 3164 and CHEM 2124 Co-requisites: Chem 2134

Catalog Description: GEOL ~~4043~~ 50. Geochemistry. Primarily low-temperature geochemistry with some high-temperature geochemical principles: aqueous geochemistry (including carbonate equilibria), biogeochemical cycles, basic organic chemistry, thermodynamics, phase diagrams, major and trace-element geochemistry, stable and radiogenic isotopic geochemistry (as applied primarily to low-, but also to high-temperature geochemistry). Application to fresh surface water, ground water, oceans, air (climate), interactions with solid rock, as well as geochemical evolution of the Earth.

Rationale for the course: Geochemistry is a fundamental part of all geological science and is necessary for understanding the development and changes on Earth and on other planets. A thorough understanding of geochemistry is necessary for environmental geology, climate change, paleoclimatology, ocean science, surface and groundwater quality, mineral exploration, mining, and petroleum exploration/production. Knowledge of chemical compositions of different environmental reservoirs on Earth, as well as changes in these compositions, is essential for understanding processes both at the surface (environmental issues) and inside the Earth.

Course Objectives: Upon completion of the course, the student will be able to:

1. Define basic geochemical terms and explain the importance of critical elements, compounds, and reactions in the surface environment (air, water, soil, surface rocks).
2. Apply knowledge to a data set to calculate and infer present and past conditions, as well as reasonably predict future conditions.
3. Explain/define in writing current environmental issues using clear geochemical terms.
4. Understand and use chemical analyses of water and whole rocks to calculate equilibria.
5. Define and explain the use of stable and radiogenic isotopes to environmental problems, as well as to other theoretical problems.

Grading Scale: 90-100% A, 80-89.9% B, 70-79.9% C, 60-69.9% D, and below 60% = F.

Method of Evaluation: This course involves learning facts, concepts, and problem-solving. Problem-solving will be a major portion of your grade. If you just do the reading and learn the facts and the concepts, you probably will be able to get a C in this course, but you must be able to apply your knowledge (through solving problems) to earn an A or a B.

PROBLEM SETS: 30%
15-20 problem sets

TESTS:	70%
Test 1	20%
Test 2	25%
Test 3 (= Final Exam)	25%
TOTAL	100%

Attendance: Students are expected to attend all class meetings. Attendance will be taken at every class meeting throughout the semester. It is the student's responsibility to inform the instructor of the reason for missing class.

Make-up Tests/Assignments: If you are absent due to URGENT personal business, sickness, accident, death in the family, or official university function, you will be allowed to take make-up exams and in-class assignments at *the instructor's discretion*. Documentation for the absence may be required. Please contact me by email before the absence, if possible, or immediately after the absence. Make-up exams will be different from regularly scheduled classroom exams.

Late Assignments: Assignments will be docked 10% for every 24 hours after the due date/time on business/school days (M-F).

Academic Dishonesty or Misconduct: This course will follow all ATU guidelines for academic dishonesty outlined in the 2012-2013 Undergraduate Catalog and the 2012-2013 Faculty Handbook. The penalty for any form of academic dishonesty such as, but not limited to, cheating, plagiarism, or collaboration in the same, shall be a zero grade for that exam, assignment, etc. More than one documented occurrence of cheating will result in failure of the course. Your assignments must be done individually. If the same answers to problem sets are turned in by two students, both students will receive zeroes for that assignment.

Cell Phones: Cell phone usage is strictly prohibited in the classroom. Talking and texting on cell phones will result in students being asked to leave the classroom for the first offense, resulting in an absence. Second offenses will be punished at the instructor's discretion.

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Copyright notice: Published (in books or online) materials used in presentations, labs, or homework, must be cited whenever possible.

COURSE TIPS:

Work outside of class time:

As a rule of thumb, in any college course, you should expect to spend 3 hours outside of class studying or working on labs for every hour spent in class. This is a senior-level class, and so you must expect to spend at least 9 hours on homework and readings every week.

Electronic Communication: As much as possible, I will use Blackboard and email to give you details of the course. You must check your e-mail and Blackboard site at least twice a week.

Lecture Tests: Each test will consist of at least 50% problems to solve, and the remaining 50% will be a variety of True/False, Multiple Choice, Short Answer, and/or Longer-Answer questions (draw/diagram/essay).

Course Schedule (subject to change): Based on *Environmental Geochemistry* textbook by Eby

Date:	Topics and Readings:
WEEK 1:	
Jan. 13-17	Ch. 1--INTRODUCTION, formation of the elements, periodic table, Intro to water chemistry
WEEK 2:	
Jan. 20	Martin Luther King Day HOLIDAY
Jan. 21-24	Ch. 2—Equilibrium thermodynamics
WEEK 3:	
Jan. 27-31	Ch. 3—Acids and bases. Carbonate equilibria.
WEEK 4:	
Feb. 3-7	Ch. 4—Oxidation-reduction in natural systems.
WEEK 5:	
Feb. 10-14	Test #1 Basic organic chemistry: applications to geology.
WEEK 6:	
Feb. 24-28	Ch. 5--Carbon chemistry, sedimentary geochemical tracers
WEEK 7:	
Mar. 3-7	Ch. 6—Radioactive isotopes, use as natural “clocks” & environmental tracers

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WEEK 8:

Mar. 10-14 Ch. 6—Stable isotopes and their applications.

WEEK 9:

Mar. 17-21 **Test #2**
 Nitrogen and Phosphorus in the environment/ eutrophication.
 Supplemental readings.

WEEK 10:

Mar. 22-30 **SPRING BREAK HOLIDAY**

WEEK 11:

Mar. 31-April 4 Sulfur and sulfur isotopes in the environment. Schlesinger and supplemental Readings.

WEEK 12:

Apr. 7-11 Ch. 9—Mercury and other metals in the environment

WEEK 13:

Apr. 14-18 Ch. 6—Paleoclimatology. Geochemical applications.
 Ch. 8—Greenhouse gases and Climate Change

WEEK 14:

Apr. 21-25 Geochemistry of Earth and other planets. Supplemental readings.

Apr. 28 **Last class: Review for Final Exam (=Test #3)**

April 29 (Tuesday) Reading Day

May 5 (Monday) FINAL EXAM (=TEST #3) 8:00-10:00 am. (25% of the grade.)

Last day to drop classes and receive a W: April 18, 2014.

May 10-Graduation

OTHER NOTES:

(1) Do NOT wait until the night before the exam to study. The best way to study for exams is to study your notes every day, even if only for 15-20 minutes.

(4) The instructor reserves the right to make necessary modifications or adjustments to the syllabus during the semester as necessary. Appropriate notification during class will be given if any changes are made.

(5) The instructor reserves the right to change office hours during the course of the semester and will post new hours outside the office door, as well as announcing it during class period.

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(6) The instructor reserves the right to remove any student from the class who is disruptive, at any time. This includes, *but is not limited to*, talking with others during class, use of cell phones, and making noises or gestures of any kind that are disturbing to others. Cell phones must be turned on silent mode. If your phone goes off in class two times, I will have to ask you to leave.

(7) Children or guests are not allowed in classes. If you have a REAL emergency, you can call me ahead of time (give me at least 30 minutes warning), and ask me if I can make an exception. Please do not show up at class with surprises.

(8) No laptop usage in class. No texting in class. Cell phones must be on silent mode, not vibrate or ring.

(9) If you are found using an electronic device (cell phone, Kindle, I-Pod, MacBook, or ANY electronic device) during a quiz or an exam, this will result in an automatic failure of the quiz or exam.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

RECEIVED
 OCT 02 2013
 Registrar's Office

TO: Curriculum Committee
 FROM: **Department of Physical Sciences**
 DATE SUBMITTED: **September 30, 2013**

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. Jim Musser	<i>Jim Musser</i>	9/30/2013
Dean Dr. Jeff Robertson	<i>Jeff Robertson</i>	2013 Sept 30
Registrar Ms. Tammy Weaver	<i>T Weaver</i>	10/2/13
Vice President for Academic Affairs Dr. John Watson		

Course Subject: GEOL	Course Number: 4433
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Advanced Topics in Geology	
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 checked="" 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 On Demand	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours? <input checked="" type="radio"/> Y / N How many times? <i>If the course addresses different topics.</i>	
Does this course require a fee? No	How much? Type of fee?

OCT 02 2013

<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.		Registrar's Office
Prerequisites: Permission of Instructor	Co-requisites:	
Course Description (as you want it to appear in the catalog): Advanced topic in Geology <i>Various advanced topics from any specialty area in Geology.</i>		
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> Course subject, number and title Course description as to appear in catalog Course goals and/or objectives Course outline Methods of student performance assessment and evaluation Course bibliography, reading list, and /or listing of other instructional media 		
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. 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? Occasionally, faculty are able to teach advanced courses in their area of specialty to give capable upper level students an advantage in preparation for either employment or graduate school.		
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. Important topics relevant to geology majors may need to be addressed only once or rarely.		
How will the effect of the change be monitored in ongoing program assessment? The effectiveness of each offering will be assessed utilizing student feedback, including course evaluations, exit exams and student enrollment.		
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. NA		

Tammy Weaver

From: James Musser
Sent: Wednesday, November 06, 2013 11:32 AM
To: Tammy Weaver
Subject: RE: GEOL 4433

Tammy,

GEOL 4433, Advanced Topics in Geology
Various advanced topics from any specialty area in geology. Prerequisite: Permission of Instructor

Jim Musser, Ph.D.
Associate Professor of Physics
Head, Department of Physical Sciences
Arkansas Tech University

From: Tammy Weaver
Sent: Tuesday, November 05, 2013 10:39 AM
To: James Musser
Subject: GEOL 4433

Dr. Musser:

I still don't have the course description for GEOL 4433, Advanced Topics in Geology. Thanks.

Tammy

Tammy Rhodes Weaver, Registrar
Arkansas Tech University
Office of the Registrar
Doc Bryan Student Services Building, Suite 153
1605 Coliseum Drive
Russellville, AR 72801-2222

Email: tweaver@atu.edu
Telephone: 479.968.0643
Fax: 479.968.0683

Visit us on-line at www.atu.edu



Tammy Weaver

From: James Musser
Sent: Wednesday, November 06, 2013 5:13 PM
To: Pat Chronister; Tammy Weaver
Subject: RE: GEOL 4433

Pat,

GEOL 4433 is an advanced topics course that is different each time it is taught. This is common in the sciences. In chemistry, we taught Green Chemistry in one Fall, Nuclear Chemistry the following Fall and Electro-chemistry in the following Spring using the same number. In Physics, we have taught Mathematical Methods for Physics and Cosmology using this course number. In general, it allows the faculty to teach a course of particular relevance on a one time basis. For example, if this course had existed a couple of years ago, we could have offered a course on the geology of the Fayetteville Shale, addressing the gas deposits, extraction and environmental impacts.

The point is that these courses do not have a standard syllabus. The syllabus is significantly different every time it is taught depending on the subject of the course and the instructor. In that regard, these courses have the same issue as research courses that differ between sections, even within the same semester.

Jim

Jim Musser, Ph.D.
Associate Professor of Physics
Head, Department of Physical Sciences
Arkansas Tech University

From: Pat Chronister
Sent: Wednesday, November 06, 2013 12:52 PM
To: Tammy Weaver; James Musser
Subject: RE: GEOL 4433

I penciled in the course description. We still need the syllabus.

Pat

From: Tammy Weaver
Sent: November 06, 2013 11:33 AM
To: Pat Chronister
Subject: FW: GEOL 4433

Tammy Rhodes Weaver, Registrar
Arkansas Tech University
Office of the Registrar
Doc Bryan Student Services Building, Suite 153
1605 Coliseum Drive
Russellville, AR 72801-2222

Email: tweaver@atu.edu
Telephone: 479.968.0643

Fax: 479.968.0683

Visit us on-line at www.atu.edu



From: James Musser
Sent: Wednesday, November 06, 2013 11:32 AM
To: Tammy Weaver
Subject: RE: GEOL 4433

Tammy,

GEOL 4433, Advanced Topics in Geology
Various advanced topics from any specialty area in geology. Prerequisite: Permission of Instructor

Jim Musser, Ph.D.
Associate Professor of Physics
Head, Department of Physical Sciences
Arkansas Tech University

From: Tammy Weaver
Sent: Tuesday, November 05, 2013 10:39 AM
To: James Musser
Subject: GEOL 4433

Dr. Musser:

I still don't have the course description for GEOL 4433, Advanced Topics in Geology. Thanks.

Tammy

Tammy Rhodes Weaver, Registrar
Arkansas Tech University
Office of the Registrar
Doc Bryan Student Services Building, Suite 153
1605 Coliseum Drive
Russellville, AR 72801-2222

Email: tweaver@atu.edu
Telephone: 479.968.0643
Fax: 479.968.0683

Visit us on-line at www.atu.edu



Teacher Ed Council
RECEIVED

11/14/13

Arkansas Tech University

OCT 10 2013

REQUEST FOR COURSE ADDITION

Registrar's Office

TO: Curriculum Committee
FROM: Physical and Life Sciences
DATE SUBMITTED: October 15, 2013

REQUEST FOR COURSE ADDITION

Title: Integrating the Three Dimensions of Science	Signatures	Date
Department Heads		
Dr. Jim Musser, Dept Head Physical Sciences	<i>Jim Musser</i>	10/9/2013
Dr. Charles Gagen, Dept Head Biological Sciences	<i>Charles Gagen</i>	10-7-13
Dean		
Dr. Jeff Robertson, College of Natural and Health Sciences	<i>Jeff W. Robertson</i>	2013 Oct. 9
Teacher Education Council		
Registrar		
Ms. Tammy Rhodes	<i>T Rhodes</i>	10/10/13
Vice President for Academic Affairs		
Dr. John Watson		

PHSC/BIO L 3243

Course Subject: Integrating the Three Dimensions of Science (Physical Science)	Course Number: PHSC 3243
Cross-listed with Subject: Integrating the Three Dimensions of Science (Biology)	Course Number: BIOL 3243
Official Title (Limited to 30 characters including spaces): Integrating the Three Dimensions of Science	
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 type="checkbox"/> Fall 2014	If course is required by major/minor, how frequently will course be offered? Fall and Spring Semesters
Is this course repeatable for additional earned hours? No How many times?	
Does this course require a fee? Yes, if taken on campus How much? \$20 Type of fee? Lab	
<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: 1. Junior Standing 2. At least 8 hours of science	Co-requisites:
Course Description (as you want it to appear in the catalog): This course integrates the three major areas of discipline in science: physical science, life science and earth science, using as a focus the processes and cross-cutting concepts of science, technology, engineering and mathematics (STEM).	
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (if other, please specify below)	
For the proposed course, attach a syllabus that includes: a. Course subject, number and title b. Course description as to appear in catalog c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media	

<p>Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.</p> <p>No</p>
<p>Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. Laboratory facilities, SMART Board</p> <p>Yes, McEver 131 is appropriately outfitted and will be reserved for this class.</p>
<p>How does this proposal support the University Mission or University Strategic Planning Goals?</p> <p>The creation of this course supports Goal 1 of the University Strategic Plan: Goal One: Enhance the creation and delivery of first quality education services.</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>This course has been specifically mandated by the Arkansas Department of Education</p>
<p>How will the effect of the change be monitored in ongoing program assessment?</p> <p>Program Assessment will be monitored by the College of Education</p>
<p>If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The College of Education will submit a Change of Program Form which includes the addition of this course.</p>

BIOL/PHSC 3243 Integrating the Three Dimensions of Science

Academic Credit: 3 hrs. (2 hours lecture, 2 hours lab)

Catalog Description: This course integrates the three major areas of discipline in science: physical science, life science and earth science, using as a focus the processes and cross-cutting concepts of science, technology, engineering and mathematics (STEM).

Prerequisites: At least 8 hours of science and junior standing

Text: Rezba, R.J., Sprague, C.R., McDonnough, J.T. and Matkins, J.J. 2007. *Learning and Assessing Science Process Skills*, 5th ed. Kendall/Hunt Publishing Company ISBN978-0-7575-3784-4

Quinn, Helen; Schweingruber, Heidi; and Keller, Thomas, Editors; Committee on Conceptual Framework for the New K-12 Science Education Standards; Board on Science Education (BOSE); Division of Behavioral and Social Sciences and Education (DBASSE); National Research Council. (2012). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, D.C.: National Academies Press. ISBN-10: 0309217423 | ISBN-13: 978-0309217422

Class Absences, Academic Misconduct, and Plagiarism

Students are expected to attend ALL class meetings. Any student found to have committed academic misconduct including but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to disciplinary sanction. 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 acknowledgement.

Incomplete Grade Contract

- A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements with work of passing quality.
- If the remaining course requirements are not completed and final grade reported by the end of the next semester (fall or spring) the grade will automatically be changed to a grade of "F".

Grading Scale

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

Methods of Evaluation (Including Assessments/Rubrics):

Lab Journal: Journal will be kept for all labs associated with the course. Journal entries will include detailed notes on classroom activities and reflections on activities and classroom discussions.

Tests (3): Examinations will be on the three separate dimensions of science: (1 on practices, 1 on crosscutting concepts, one on core ideas)

Unit plan Reflection: An extensive critique of the unit plan examined in class will be required. The critique will include an examination of the how well the unit plan integrates the three dimensions of science.

Final Project: Each student will choose a commercial science unit and examine it critically for its inclusion of the three dimensions of science.

Representative Bibliography:

- ◆ NGSS Lead States. (2013). *Next Generation Science Standards*. Achieve, Inc. on behalf of the twenty-six states and partners that collaborated on the NGSS ISBN 978-0-309-27227-8
- ◆ Bybee, Rodger. (2013). *Translating the NGSS for Classroom Instruction*. NSTA Press Book. ISBN: 978-1-938946-01-1
- ◆ Vasquez, JoAnn and Sneider, Cary. (2013). *STEM Lesson Essentials-Integrating Science, Technology, Engineering, and Mathematics*. Heinemann. ISBN-10: 0325043582 | ISBN-13: 978-0325043586
- ◆ Llewellyn, Douglas J. (2010). *Differentiated Science Inquiry*. Rochester, New York: Corwin. ASIN B00DT63ZDQ Paperback ISBN:9781412975032 Ebook ISBN: 9781452223599
- ◆ Abell, Sandra K. and Volkmann, Mark J. (2006). *Seamless Assessment in Science: A Guide for Elementary and Middle School Teachers*. NSTA Press Book. ISBN: 978-0-32500-769-4

Course Content/Course Outline/Topics

Reviewing the Core Ideas

Physical Science

Matter and Interactions

Motion and Stability: Forces and Interactions

Energy

Waves

Life Science

From Molecules to Organisms

Ecosystems

Heredity

Biological Evolution

Earth Science

Earth's Place in the Universe

Earth's Systems

Earth and Human Activity

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Registrar's Office

Practices of Science and Engineering

Asking Questions

Developing and Using Models

Planning and Carrying Out Investigations

Analyzing and Interpreting Data

Using Mathematics and Computational Thinking

Constructing Explanations and Designing Solutions

Engaging in Argument from Evidence

Obtaining, Evaluating and Communicating Information

Crosscutting Concepts

Patterns

Cause and Effect

Scale, Proportion, and Quantity

Systems and System Models

Energy and Matter: Flows, cycles, and conservation

Structure and Function

Stability and Change

Examining a Model Unit Plan

Teacher Ed Council

11/14/13

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Arkansas Tech University

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REQUEST FOR COURSE ADDITION

Registrar's Office

TO: Curriculum Committee
FROM: Physical and Life Sciences
DATE SUBMITTED: October 15, 2013

REQUEST FOR COURSE ADDITION

Title Teaching Methods for STEM	Signatures	Date
Department Heads		
Dr. Jim Musser, Dept Head Physical Sciences	<i>Jim Musser</i>	10/9/2013
Dr. Charles Gagan, Dept Head Life Sciences	<i>Charlie Gagan</i>	10/10/13
Dean		
Dr. Jeff Robertson, College of Natural and Health Sciences	<i>Jeff W. Roberts</i>	2013 Oct 9
Teacher Education Council		
Registrar		
Ms. Tammy Rhodes	<i>T Rhodes</i>	10/10/13
Vice President for Academic Affairs		
Dr. John Watson		

Course Subject: Teaching Methods for STEM, Physical Science	Course Number: PHSC 3253
Cross-listed with Subject: Teaching Methods for STEM, LifeScience	Course Number: BIOL 3253
Official Title (Limited to 30 characters including spaces): Teaching Methods for STEM	
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/	

OCT 10 2

Registrar's Office

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_Other

Effective Term: Fall 2014

If course is required by major/minor, how frequently will course be offered?

Fall and Spring Semesters

Is this course repeatable for additional earned hours? **No** How many times?

Does this course require a fee? **Yes, if taken on campus** How much? **\$20** Type of fee? **Lab**

No, if taken as a web course

Elective ~~Minor~~ Minor

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

Prerequisites:

1. **Junior standing**
2. **Completion of ECED 2001 and ECED 2002.**
3. **Completion of at least eight credit hours in science.**
4. **Completion of PHSC 3243 Integrating the Three Dimensions of Science**

Co-requisites:

Course Description (as you want it to appear in the catalog):

"An overview of strategies and techniques for planning, teaching, and assessing elementary science. An emphasis will be placed on best practices, crosscutting concepts, and core ideas outlined in current National Science Frameworks developed in conjunction with the National Research Council. Current adopted standards such as the Next Generation Science Standards (NGSS) and Common Core State Standards will be emphasized in designing learning experiences that integrate science, technology, math, and engineering (STEM) with language arts skills. Inquiry-based methods and other constructivist approaches as described in the National Science Education Frameworks will be emphasized. Design and execution of learning activities for an elementary school setting are required. Lecture two hours, laboratory two hours; three credit hours."

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

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

No

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

Yes, McEver 131 is appropriately outfitted and will be reserved for this class.

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

This creation of this course supports Goal 1 of the University Strategic Plan:

Goal One: Enhance the creation and delivery of first quality education services.

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

This course has been specifically mandated by the Arkansas Department of Education

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

This will be monitored by the College of Education

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

The College of Education will submit a Change of Program Form which includes the addition of this course.

**Course Syllabus
Teaching Methods for STEM
BIOL/PHSC 3253
Fall 2014**

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OCT 10 ;

Registrar's Office

Instructor:

Dr. Linda C. Kondrick
#125 McEver Hall
Office Phone: (479) 968-0341
Office Fax: (479) 964-0837
Home Phone: (479) 497-1768
Mobile: (479) 214-2577
E-mail: lkondrick@atu.edu

Contact Information:

Please feel comfortable about contacting me by e-mail, text, telephone, or in person. As a courtesy, when corresponding, please identify the course by name, number, and section. The best way to reach me is by email. I monitor my email and text messages on my cell during all waking hours.

You may also call any day of the week from 9a.m. to 9p.m. However, the only voice mail that I monitor closely is on my mobile. (My home phone will forward to it. Voice mail on the office phone is unpredictable. A text to my mobile may get through when I am out of range for receiving a call.

The best times to find me in my office are:

Tuesday and Thursday 10:00 a.m. to 12:00 noon and 2:30 p.m. to 4:00 p.m.

Other hours are available by appointment. Please e-mail your request.

E-mail protocol: *The BEST way to contact me is always by e-mail.* I monitor my e-mail constantly. If you e-mail me, and I do not respond within 4 hours (excluding weekends and holidays), assume that I did not get your message. Student e-mails do occasionally end up in the junk mail and I may not catch it for a few days. If you need a quick reply, you may try texting me on my mobile. However, please do not post multiple text messages. If you cannot say what you need to say in one text, leave me a voicemail message. *(Sometimes two or more students will send me multiple texts at the same time. The authors of the individual parts are not identified on my phone and messages get scrambled.)*

Course Description:

Teaching Methods for STEM is described in the 2014-2015 ATU Undergraduate catalog as: "An overview of strategies and techniques for planning, teaching, and assessing elementary science. An emphasis will be placed on best practices, crosscutting concepts, and core ideas outlined in current National Science Frameworks developed in conjunction with the National Research Council. Current adopted standards such as the Next Generation Science Standards (NGSS) and Common Core State Standards will be emphasized in designing learning experiences that integrate science, technology, math, and engineering (STEM) with language arts skills. Inquiry-based methods and other constructivist approaches as described in the National Science Education Frameworks will be emphasized. Design and execution of learning activities for an elementary school setting are required. Lecture two hours, laboratory two hours; three credit hours."

Prerequisites:

1. **Junior standing**
2. **Completion of ECED 2001 and ECED 2002.**
3. **Completion of *at least eight credit hours in science.***
4. **Completion of PHSC 3243 Integrating the Three Dimensions of Science**

Students are advised that failure to meet requirements 1-4 above may result in increased anxiety and decreased performance in the course.

OCT 10 2012

Registrar's Office

Course Rationale

This course is designed to partially meet the goals of Phase II of the Elementary Education Program as described in the ATU Undergraduate Catalogue. In part that goal is to "take courses specifically designed to prepare them [candidates] for the profession." In order to meet program requirements, a grade of "C" or better must be earned in this course. Upon successful completion of this course, the candidate will:

Required Textbooks:

Vasquez, JoAnn; Sneider, Cary; Comer, Michael. (2013). *STEM Lesson Essential, Grades 3-8*. Portsmouth, NH: Heinemann. ISBN 978-0-325-04358-6

Llewellyn, Douglas J. (2010). *Differentiated Science Inquiry*. Rochester, New York: Corwin. ASIN B00DT63ZDQ *Paperback* ISBN:9781412975032 *Ebook* ISBN: 9781452223599

Abell, Sandra K. and Volkman, Mark J. (2006). *Seamless Assessment in Science: A Guide for Elementary and Middle School Teachers*. NSTA Press Book. ISBN: 978-0-32500-769-4

Ancillary Course Materials:

- ◆ Black Board and Tdata folder. For your convenience many of the resources for the course including PowerPoint notes and Study Guides for Tests are available on BlackBoard
- ◆ ATU tdata. BlackBoard documents are also available on tdata. (The t-data drive can be accessed from *My Computer* when on campus. When off campus it can be accessed via the web at: <ftp://tdata.atu.edu>.) Go to the folder "linda.kondrick>PHSC 3253

Bibliography:

- ◆ NGSS Lead States. (2013). *Next Generation Science Standards*. Achieve, Inc. on behalf of the twenty-six states and partners that collaborated on the NGSS ISBN 978-0-309-27227-8
- ◆ Quinn, Helen; Schweingruber, Heidi; and Keller, Thomas, Editors; Committee on Conceptual Framework for the New K-12 Science Education Standards; Board on Science Education (BOSE); Division of Behavioral and Social Sciences and Education (DBASSE); National Research Council. (2012). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, D.C.: National Academies Press. ISBN-10: 0309217423 | ISBN-13: 978-0309217422
- ◆ Bybee, Rodger. (2013). *Translating the NGSS for Classroom Instruction*. NSTA Press Book. ISBN: 978-1-938946-01-1
- ◆ Vasquez, JoAnn and Sneider, Cary. (2013). *STEM Lesson Essentials-Integrating Science, Technology, Engineering, and Mathematics*. Heinemann. ISBN-10: 0325043582 | ISBN-13: 978-0325043586

Objectives (Correlated Assessments). Students will be able to perform each of the following. (***This objective will be assessed as indicated***):

- ◆ Demonstrate knowledge and comprehension of terms, constructs, and issues pertinent to frameworks-based elementary science education with 70% freedom from errors. (***Homework Assignments, Journals, Multiple Choice Tests and Open Response Test Items***.)
- ◆ Analyze laboratory activities according to current national standards, and discuss current issues in science education from the constructivist viewpoint. (***Lab Portfolio***)
- ◆ Transform a science activity into an integrated curriculum lesson plan that includes mathematics, engineering, and literacy skills. (***Lab Transformation***)
- ◆ Design a Unit Plan that meets national and state content standards for elementary science at a specific grade level (***Unit Plan Rubric***)
- ◆ Demonstrate ability to implement guided inquiry based science curriculum in the elementary school setting (***Micro-teach Experiences***)

Assessments and related policies:

Class Participation. (10 points per class, approximately 300 points total). This class is designed for the active learner. Full engagement and participation in all assignments and discussions are required. Two journals, the *STEM Journal* and the *NGSS Journal*, will be constructed to track student Participation in classroom activities.

OCT 10 2014

Students who fail to attend three or more classes may be dropped from the course with a Registrar's Office "FE" grade. (A notification will be sent by e-mail to the student's "stu" account pending such action (usually after the second missing assignment). If the student does not respond to the notice within one week, the student will be sent by e-mail final notification of the action taken.)

Homework. The emphasis is upon guided inquiry methods of teaching science. Reading assignments and associated homework will be assigned on a weekly basis.

Late Homework: Late homework will only be accepted in the case of an absence. ***This will be limited to one set of assignments no more than twice in the semester.*** The late work must be submitted on or before the day of the test over that Unit. Homework must be submitted by this cut off time to receive credit. This policy applies to all absences, including official excused absences provided by University faculty or staff for ATU events such as Band and Athletic events away from the campus. These excuses ***must*** be submitted and arrangements for make-up work made ***before the anticipated absence.***

Exams. (250 points per test) Four Unit Exams will cover the reading and lecture materials. Questions may be multiple choice and/or essay format. Students who anticipate being unable to take a test at a particular time, must make arrangements for an alternate test date ***prior*** to the one originally scheduled. This policy applies to official excused absences and any other emergencies or special circumstances. Look at calendar in course syllabus for a schedule of tests.

Laboratory Portfolio Assignments: (120 points) A portfolio of four laboratory lesson plans is required. Students will collect and evaluate these labs according to a template to be provided. Individual labs for the Laboratory Portfolio may be used in other assignments. A due date will be given when the assignment is posted. The Portfolio Assignments will be accepted late according to the late Homework Policy above. It will count as one of the two occurrences allowed during the semester.

Laboratory Transformation: (100 points) A laboratory transformation is required. Students must transform an existing science activity such that these three criteria are met: 1) an element of mathematics from the CCSS is incorporated 2) an element of language arts from the CCSS is incorporated; and 3) an element of technology and or engineering from the NGSS is incorporated. A template and an example will be provided for such a transformation. Laboratory Transformations will be accepted late according to the late Homework Policy above. It will count as one of the two occurrences allowed during the semester.

Unit Plan Design, Implementation, and Evaluation: (300 points total) An original inquiry-based laboratory unit must be designed. This will be a group collaboration project. Both group and individual accountability will be evaluated (150 points each). Unit Plans will be presented to the rest of the class during the last weeks of the semester. No late work will be accepted for credit.

Micro Teaching Experience: (300 points total) An inquiry-based STEM lesson will be prepared and implemented in an elementary classroom setting. Students will work in pairs. The lesson will be presented to three different classrooms of elementary students. The materials for these lessons may be borrowed from the Arkansas Tech's Mathematics and Science Institute. (<http://www.atu.edu/msi>). Field appointments are to be undertaken with the utmost professional responsibility and respect for the co-operating teachers. ***Disrespect toward the co-operating teachers*** may result in being dropped from the field experience, or the class without credit. ***Failure to keep an appointment*** will result in a zero for that experience and may jeopardize future placements for the micro-teaching experiences!

Grading:

An overall percentage of points is calculated as the average of the sum of points earned to the sum of points possible. The resulting overall percentage score is converted to a letter grade according to the following scale:

A ≥ 91%
 B = 80% to 90%
 C = 70% to 79%

D = 60% to 69%
 F < 60%

Class Policies:

All behavior is subject to ATU academic policies as covered in the Undergraduate Catalog and Student Handbook. Below are specific requirements to insure success:

- ◆ **Be active.** Students who fail to turn in three consecutive assignments may be dropped from the course with an "**FE**" for excessive absences. (A notification will be sent by e-mail to the student's "stu" account pending such action (usually after the second missing assignment). If the student does not respond to the notice within one week, the student will be sent by e-mail final notification of the action taken.)
- ◆ **Be diligent.** Assignment due dates are not flexible. See policies above regarding late assignments. A grade of *Incomplete* is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, with work of passing quality.
 If the student wishes to have a grade of "I" entered at the end of a semester, it is the student's responsibility to negotiate an **Incomplete Grade Contract** with the instructor. If the remaining course requirements defined in the contract are not completed and final grade reported by the end of the next regular semester (fall or spring) the grade will automatically be changed to a grade of "F".
- ◆ **Be honest. Plagiarism** and all forms of cheating are absolutely unacceptable. Detection of such behavior will result in a failing grade for the course. Essays may be submitted to an electronic monitoring program, turnitin.com.
- ◆ **Be respectful** of fellow students, instructors, and ATU property. Rude comments or behavior in online discussions or in field activities will not be tolerated.

Access and Accommodation:

- ◆ If you need a specific accommodation due to temporary or long-term injury, handicap, or disability, please contact me as soon as possible.
- ◆ Remember that this is a Liberal Arts teaching institution that focuses on its teaching mission. If you need clarification, or other individual help with course material or objectives, please contact me as soon as possible. Do not fail to take advantage of all the resources available to you. I chose teaching as a career because I like interacting with students.

Plagiarism

Plagiarism is a form of academic dishonesty! In compliance with the *Arkansas Tech Undergraduate Catalog*, under "Regulations and Procedures/Academic Honesty" the following outline is intended to clarify and interpret a matter that this instructor considers of utmost importance. Plagiarism can take many forms. The following errors are unacceptable:

1. Failure to place direct quotes of three or more words in quotation marks.
2. Failure to give the reference for a direct quote placed in quotation marks. This means that you may not quote directly the work of another person, or speaker without giving credit for their words and ideas.
3. Failure to acknowledge the source of facts or ideas that are not the student's own original work. This means that you may not paraphrase the work of another person, or speaker without giving credit for their ideas, even if they are rephrased in your own words.
4. Failure to acknowledge joint authorship.
5. Simply including a work that is cited or paraphrased in the reference list or bibliography, is not sufficient. Endnotes or footnotes must be used. And Endnotes do not take the place of a bibliography. Consult a style manual for the proper way to cite online sources.

OCT ' 0 2013

Registrar's Office

If you are uncertain about the procedures for properly citing references either in the text, or in the works cited page, consult a style manual or use online resources such as:

<http://citationmachine.net/>.

Course Calendar:

Project due dates are firm. Other dates are approximate. There may be interruptions or substitutions in schedule due to unforeseen circumstances.

Course Calendar				
Week	Dates	Topics covered	Assignment	Due Date
I		<ol style="list-style-type: none"> STEM Literacy NRC Science Frameworks: Crosscutting Concepts, and Core Ideas Putting STEM into Practice 	<ol style="list-style-type: none"> Read and Reflect Chapters 1-4, Vazques, et al Read and Reflect on excerpts from <i>A Framework for K-12 Science Education</i>, NRC. STEM Lab Journal 	
II		<ol style="list-style-type: none"> STEM Practices CCSS, math and literacy in science context Putting STEM into Practice 	<ol style="list-style-type: none"> Read and Reflect Chapters 5-7, Vazques, et al Explore and Reflect on CCSS web site STEM Lab Journal 	
III		<ol style="list-style-type: none"> Integrating STEM Overview of NGSS Putting STEM into Practice 	<ol style="list-style-type: none"> Read and Reflect Chapter 8-11, Vazques, et al Explore the Standards, Chapter 1, NRC STEM Lab Journal 	
		Unit I Exam		
IV		<ol style="list-style-type: none"> Project Based Learning Navigating the NGSS Putting it into Practice 	<ol style="list-style-type: none"> Read and Reflect Chapter 12, Vazques, et al Explore the Standards, Chapter 2, NRC STEM Lab Journal 	
V		<ol style="list-style-type: none"> STEM Assessment Evaluating STEM lesson plans Putting STEM into Practice 	<ol style="list-style-type: none"> Read and Reflect Chapter 13, Vazques, et al Evaluate Lab Portfolio STEM Lab Journal 	
VI		<ol style="list-style-type: none"> Implementing STEM General strategies for using NGSS as a curriculum guide Putting STEM into Practice 	<ol style="list-style-type: none"> Read and Reflect Chapters 14-17, Vazques, et al Read and Reflect on excerpts from <i>Translating the NGSS for Classroom Instruction</i>, Bybee STEM Lab Journal 	
		Unit II Exam		
VII		<ol style="list-style-type: none"> Scientific and Engineering Practices Cross Cutting Concepts Continuum of Inquiry Learning Putting STEM into Practice 	<ol style="list-style-type: none"> Explore the Standards, Chapter 3, NRC Explore the Standards, Chapter 4, NRC Read and Reflect on Chapter 1, Llewellyn STEM Lab Journal 	

VIII		1. Core Ideas: Physical Science 2. Core Ideas: Life Science 3. Accommodating Diverse Learning Styles Putting NGSS into Practice	1. Explore the Standards, Chapter 5, NRC 2. Read and Reflect Chapter 6, NRC 3. Explore the Standards, Chapter 2, Llewellyn 4. NGSS Lab Journal	
IX		1. Core Ideas: Earth and Space Sciences 2. Core Ideas: Engineering and Technology 3. Basics of Differentiated Science Inquiry 4. Putting NGSS into Practice	1. Explore the Standards, Chapter 7, NRC 2. Explore the Standards, Chapter 8, NRC 3. Read and Reflect on Chapter 3, Llewellyn 4. NGSS Lab Journal	
Unit III Exam				
X		1. Integrating the three Dimensions of Science 2. Equity and Diversity in STEM 3. Support for a Diverse Community of Learners 4. Putting NGSS into Practice	1. Explore the Standards, Chapter 9, NRC 2. Explore the Standards, Chapter 11, NRC 3. Read and Reflect on Chapter 4, Llewellyn 4. NGSS Lab Journal	
XI		1. Safety in the Elementary Classroom 2. Assess Classroom Safety 3. Motivating Students in the Science Classroom 4. Putting NGSS into Practice	1. Explore ASTA Safety Guidelines 2. Training in Elementary Safety Practices using <i>Science and Safety: It's Elementary</i> , CSSS 3. Read and Reflect on Chapter 5, Llewellyn 4. NGSS Lab Journal	
XII		1. Mechanics of Differentiated Inquiry Lessons in Science	1. Read and Reflect on Chapters 6-9, Llewellyn	
Unit IV Exam				
XIII		1. Lab Transformation	1. Construct a Differentiated STEM lesson plan incorporating NGSS, and CCSS standards	
XIV		1. Field Experience: Taking STEM and NGSS into a public school classroom	1. Teach one STEM lesson in three public school classrooms at the same grade level	
XV		1. Culminating Experience: STEM Unit Plan, group project	1. Present Unit Plan Overview	
Final Exam				
Attendance Required				
XV		Final Exam	1. Groups will receive feedback on Unit Plans 2. Individuals will reflect on Micro-teaching experiences	TBA
Important Dates				
		Midterm Grades Due		
		Last Day to Drop with a "W"		
		Final Day of Classes		

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

**RECEIVED
OCT - 1 2013**

TO: Curriculum Committee
FROM: Physical Sciences
DATE SUBMITTED: 9/27/13

Registrar's Office

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

Title	Signature	Date
Department Head	<i>Jim Musser</i>	9/27/2013
Dean	<i>Jeff W. Rater</i>	2013 Sept 27
Teacher Education Council (if applicable) <input checked="" type="checkbox"/>		
Graduate Council (if applicable) <input checked="" type="checkbox"/>		
Registrar	<i>J. G. Lauer</i>	10/10/13
Vice President for Academic Affairs		

Program Title: Chemistry – Biochemistry Option	Effective Date: Fall 2014
Outline change in program and attach curriculum matrix 2. Add BIOL 2014.	
<p>1. Remove BIOL 2134 Botany and BIOL 3124 General Physiology from the requirements and add BIOL 2014 Human Anatomy and BIOL 3074 Human Physiology</p> <p>3. Replace BIOL 3124 with BIOL 3074. New requirement BIOL 3074 or 3174.</p>	
<p>What impact will the change have on staffing, on other programs and space allocation? <i>This change may cause a minimal increase in BIOL 2014 and BIOL 3074 and a minimal decrease in BIOL 2134. However, the majority of the students in this program are currently taking BIOL 2014 and BIOL 3074 anyway because they are planning on attending a medical professional school and are either required to take these courses or strongly recommended.</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. <i>BIOL 3124 General Physiology is no longer offered. BIOL 3074 Human Physiology is a reasonable alternative and is recommended for the majority of students in this program since they are interested in attending a medical professional school. BIOL 2134 was required in the curriculum because it was a prerequisite for BIOL 3124. BIOL 2014 will be required instead because it is a prerequisite for BIOL 2014.</i></p>	

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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 <i>Chemistry – Biochemistry Option</i> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change: BIOL 2014</p> <p>Delete: BIOL 2134</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change: BIOL 3074 or 3174</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p>

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Delete: BIOL 3124 or 3174	Delete:
Total Hours:	Total Hours:

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in <u>Chemistry - Biochemistry Option</u> (enter title for program changing)	
Freshman Spring Semester	Freshman Fall Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Sophomore Spring Semester	Sophomore Fall Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Junior Spring Semester	Junior Fall Semester
Add/Change:	Add/Change: BIOL 2014
Delete:	Delete: BIOL 2134
Total Hours:	Total Hours:
Senior Spring Semester	Senior Fall Semester
Add/Change:	Add/Change: BIOL 3074 or 3174

Delete:	Delete: BIOL 3124 or 3174
Total Hours:	Total Hours:
Total Program Hours _____	

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Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <p style="text-align: center; font-size: 1.2em;">Biology</p>	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: <i>The Biology Program supports these proposed changes in the Chem-Biochem Option. Bruce Tedford</i>	

Department Head Signature: _____



Date: 2013 Sept 27

Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department) Physical Sciences: Geology

DATE SUBMITTED: September 26, 2013

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

Title	Signature	Date
Department Head Dr. James Musser	<i>James Musser</i>	11/12/2013
Dean Dr. Jeff Robertson	<i>J. W. Rath</i>	2013 Nov 12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes Weaver		
Vice President for Academic Affairs Dr. John Watson		

Program Title: Geology: Environmental Option	Effective Date: Fall 2014
<p>Outline change in program and attach curriculum matrix:</p> <p>a. Delete GEOG 2013, POLS 2003 & ECON 2003 as prescribed General Education Courses.</p> <p>b. Add 3 hours from US History or Government from the courses listed in the 2013-2014 Catalog satisfying the General Education requirements. <i>and 3 hours of social sciences, fine arts and humanities, or speech</i></p> <p>Change Social Sciences, Fine Arts/Humanities, Speech Communications to the three options as outlined in the 2013-2014 Catalog:</p> <p>Option 1 Social Sciences – 6 hours Fine Arts and Humanities – 6 hours Speech Communications – 3 hours</p> <p>Option 2 Social Sciences – 6 hours Fine Arts and Humanities – 9 hours</p> <p>Option 3 Social Sciences – 9 hours Fine Arts and Humanities - 6</p>	
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 change will allow students to choose coursework in US History/Government and choose an option in general education in Speech, Social Sciences, Fine Arts, and Humanities.

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

NA

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

Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department) Physical Sciences: Geology

DATE SUBMITTED: September 26, 2013

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

Title	Signature	Date
Department Head Dr. James Musser	<i>James Musser</i>	11/12/2013
Dean Dr. Jeff Robertson	<i>Jeff Robertson</i>	2013 Nov 12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes Weaver		
Vice President for Academic Affairs Dr. John Watson		

Program Title: Geology: Environmental Option	Effective Date: Fall 2014
Outline change in program and attach curriculum matrix: c. Delete CHEM 3254 and MATH 2163 or PSY 2053 d. Reduce GEOL, MATH/BIOL/CHEM elective hours from 11 to 9 e. Add GEOG 2833, COMS 2003, and GEOL 4043	
What impact will the change have on staffing, on other programs and space allocation? Minimal – a very slight reduction in the number of students taking CHEM 3254, MATH 2163, and PSY 2053	
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. See attached rationale	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. Departments affected include Math, and Behavioral Sciences. Since impact on courses and faculty are not expected to change significantly, forms were not requested from these departments.	
In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)	

Rationale for Changes

A 2013 Program Review of the Geology Program produced findings that indicate geologists entering the workforce need adequate preparation in computing applications in geology as well as a solid grounding in good environmental geologic practices. GEOG 2833: Introduction to GIS provides students with basic skills used in digital mapping and also prepares students for GEOL: 3174 Geocomputing Applications. Environmental geologists, especially, handle large amounts of information/data. COMS 2003: Microcomputer Applications will strengthen students' background in handling projects with large amounts of information to be analyzed and synthesized. Geologists working in the environmental field need additional preparation in chemistry. Elimination of CHEM 3254: Fundamentals of Organic Chemistry and replacement of the course by GEOL 4043: Geochemistry will provide students with chemical training directly applicable to geological processes.

Fall Start Curriculum Matrix for Catalog
Curriculum in Geology: Environmental Option
(enter title for program changing)

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Add/Change: Add 3 hours Soc. Sci./Fine Arts/Hum./Sph. Add 3 hours US Hist./Gov.</p> <p>Delete: Delete ECON 2003 Delete MATH 2163 or PSY 2053</p> <p>Total Hours: 17</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: Add 3 hours Soc. Sci./Fine Arts/Hum./Sph.</p> <p>Delete: Delete GEOG 2013</p> <p>Total Hours: 14</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: Add COMS 2003</p> <p>Delete: Delete POLS 2003</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete: GEOL 3004</p> <p>Total Hours: 13-14</p>	<p>Junior Spring Semester</p> <p>Add/Change: Add GEOL 3004</p> <p>Delete: Delete Science Elective</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change: Change 3 hours Sci./Sph. to 3 hours Soc. Sci./ Fine Arts/Hum./Sph. Add GEOG 2833</p> <p>Delete: Delete CHEM 3254</p> <p>Total Hours: 15-16</p>	<p>Senior Spring Semester</p> <p>Add/Change: Add GEOL 4043</p> <p>Delete:</p> <p>Total Hours: 14</p>

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in Geology: Environmental Option	
<p>Freshman Spring Semester</p> <p>Add/Change: Add 3 hours Soc. Sci./Fine Arts/Hum./Sph.</p> <p>Delete: Delete GEOG 2013</p> <p>Total Hours: 17</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Sophomore Spring Semester</p> <p>Add/Change: Add 3 hours Soc. Sci./Fine Arts/Hum./Sph.</p> <p>Delete: Delete ECON 2003</p> <p>Total Hours: 15</p>	<p>Sophomore Fall Semester</p> <p>Add/Change: Add COMS 2003 Add 3 hours Soc. Sci./Fine Arts/Hum./Sph. Add 3 hours U.S. Hist./Gov.</p> <p>Delete: Delete POLS 2003 Delete PHYS 2014 Delete MATH 2163 or PSY 2053</p> <p>Total Hours: 13</p>
<p>Junior Spring Semester</p> <p>Add/Change: Add GEOL 3004</p> <p>Delete: PHYS Delete 2024</p> <p>Total Hours: 15</p>	<p>Junior Fall Semester</p> <p>Add/Change: Add PHYS 2014 Add GEOG 2833</p> <p>Delete: Delete Soc. Sci./Sph. Delete GEOL 3004</p> <p>Total Hours: 16-15 16-17</p>
<p>Senior Spring Semester</p> <p>Add/Change: Add PHYS 2024 Add GEOL 4043 Change 5 hours Science Elective to 3 hours Science Elective</p> <p>Delete: Delete CHEM 3254</p> <p>Total Hours: 15</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 12-13</p>
Total Program Hours: 120	

Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department) Physical Sciences: Geology

DATE SUBMITTED: September 26, 2013

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

Title	Signature	Date
Department Head Dr. James Musser	<i>James Musser</i>	11/12/2013
Dean Dr. Jeff Robertson	<i>Jeff Robertson</i>	2013 Nov 12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes Weaver		
Vice President for Academic Affairs Dr. John Watson		

Program Title: Geology: Petroleum Option	Effective Date: Fall 2014
<p>Outline change in program and attach curriculum matrix: Delete GEOG 2013, POLS 2003 & ECON 2003 as prescribed General Education Courses. Add 3 hours from US History or Government from the courses listed in the 2013-2014 Catalog satisfying the General Education requirements. And 3 hours of social sciences, Change Social Sciences, Fine Arts/Humanities, Speech Communications to the three options as outlined in the 2013-2014 Catalog: fine arts and humanities, or speech</p> <p>Option 1 Social Sciences – 6 hours Fine Arts and Humanities – 6 hours Speech Communications – 3 hours</p> <p>Option 2 Social Sciences – 6 hours Fine Arts and Humanities – 9 hours</p> <p>Option 3 Social Sciences – 9 hours Fine Arts and Humanities - 6</p>	
What impact will the change have on staffing, on other programs and space allocation? none	

Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department) Physical Sciences: Geology

DATE SUBMITTED: September 26, 2013

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

Title	Signature	Date
Department Head Dr. James Musser	<i>James Musser</i>	11/12/2013
Dean Dr. Jeff Robertson	<i>Jeff Robertson</i>	2013 Nov 12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes Weaver		
Vice President for Academic Affairs Dr. John Watson		

Program Title: Geology: Petroleum Option	Effective Date: Fall 2014
Outline change in program and attach curriculum matrix:	
<p><i>c.</i> Delete CHEM 3254, COMS elective 3 hrs., and Delete wording, "or higher" for math in MATH 1203</p> <p><i>d.</i> Add GEOL 3153, GEOL 4043, and GEOG 2833</p> <p><i>e.</i> Reduce electives to 4 hrs</p> <p><i>f.</i> delete the Spring matrix</p>	
<p>What impact will the change have on staffing, on other programs and space allocation? The impact on the Computer Sciences Department and Chemistry Departments will be to very slightly reduce enrollments in CHEM 3254 and COMS 1003. Dr. Duke was hired one year ago to ease the heavy course loads in geology and to expand coursework in petrology (rocks). GEOL 4043 is one of the courses anticipated and is being added to the geology curriculum.</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. See attached rationale</p>	
<p>If this course will affect other departments a Departmental Support Form for each affected department must be attached.</p> <p>Addressed above</p>	
<p>In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)</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 change will allow students to choose coursework in US History/Government and choose an option in general education in Speech, Social Sciences, Fine Arts, and Humanities.

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

NA

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

Rationale for Changes

A 2013 Program Review of the Geology Program produced findings that indicate geologists entering the workforce need adequate preparation in computing applications in geology as well as a solid grounding in good environmental geological practices. The general Computer Science elective course is being replaced by GEOG 2833: Introduction to GIS. The introductory GIS (Geographic Information Systems) course will provide students with basic skills used in digital mapping and better prepare students for GEOL 3174: Geocomputing Applications. GEOL 3153: Environmental Geology focus on environmental issues in geology: geological processes, process impact, and regulatory practices. Geologists working in the petroleum field need additional preparation in chemistry. Elimination of CHEM 3254: Fundamentals of Organic Chemistry and replacement of the course by GEOL 4043: Geochemistry will provide students with chemical training directly applicable to geological processes.

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Fall Start Curriculum Matrix for Catalog
Curriculum in Geology: Petroleum Option

<p>Freshman Fall Semester</p> <p>NO CHANGES</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Remove the statement higher level mathematics from MATH 1203^T</p> <p>Delete: GEOG 2013</p> <p>Total Hours: 14</p>
<p>Sophomore Fall Semester</p> <p>Add: U.S. History/Government^{1,T} 3 hours</p> <p>Delete: POLS 2003</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add: GEOG 2833</p> <p>Delete: COMS Elective^T</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Change: Social Sciences/Fine Arts/Humanities/Speech^{1,T} to 6 hours</p> <p>Total Hours: 14</p>	<p>Junior Spring Semester</p> <p>NO CHANGES</p> <p>Total Hours: 15-16</p>
<p>Senior Fall Semester</p> <p>Change: Social Sciences/Fine Arts/Humanities/Speech^{1,T} to 6 hours and Elective to 4 hours</p> <p>Add: GEOL 3153</p> <p>Total Hours: 14</p>	<p>Senior Spring Semester</p> <p>Add: GEOL 4043</p> <p>Total Hours: 10-11</p>
<p>Total Program Hours: 120</p>	

Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department) Physical Sciences: Geology

DATE SUBMITTED: September 26, 2013

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

Title	Signature	Date
Department Head Dr. James Musser	<i>James Musser</i>	11/12/2013
Dean Dr. Jeff Robertson	<i>Jeff Robertson</i>	2013 Nov 12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes Weaver		
Vice President for Academic Affairs Dr. John Watson		

Program Title: Geology: Professional Option	Effective Date: Fall 2014
<p>Outline change in program and attach curriculum matrix:</p> <p>Delete GEOG 2013, POLS 2003 & ECON 2003 as prescribed General Education Courses.</p> <p>Add 3 hours from US History or Government from the courses listed in the 2013-2014 Catalog satisfying the General Education requirements.</p> <p>Change Social Sciences, Fine Arts/Humanities, Speech Communications to the three options as outlined in the 2013-2014 Catalog:</p> <p style="margin-left: 40px;">and 3 hours of social sciences, fine arts and humanities, or speech</p> <p>Option 1</p> <ul style="list-style-type: none"> Social Sciences – 6 hours Fine Arts and Humanities – 6 hours Speech Communications – 3 hours <p>Option 2</p> <ul style="list-style-type: none"> Social Sciences – 6 hours Fine Arts and Humanities – 9 hours <p>Option 3</p> <ul style="list-style-type: none"> Social Sciences – 9 hours Fine Arts and Humanities - 6 	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>none</p>	
<p>Please provide a rationale for the need for this new course including the evidence derived from</p>	

a.
b.

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 change will allow students to choose coursework in US History/Government and choose an option in general education in Speech, Social Sciences, Fine Arts, and Humanities.

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

NA

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

Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department) Physical Sciences: Geology

DATE SUBMITTED: September 26, 2013

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

Title	Signature	Date
Department Head Dr. James Musser	<i>James Musser</i>	11/12/2013
Dean Dr. Jeff Robertson	<i>Jeff Robertson</i>	2013 Nov 12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes Weaver		
Vice President for Academic Affairs Dr. John Watson		

Program Title: Geology: Professional Option	Effective Date: Fall 2014
<p>Outline change in program and attach curriculum matrix: Delete 10 hours of electives Add GEOL 3153, GEOL 3174, and GEOG 2833 Move GEOL 3004 from fall semester to spring (GEOL 3004 is only offered in spring)</p>	
<p>What impact will the change have on staffing, on other programs and space allocation? Minimal – most students choose these courses as electives already</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. See attached rationale</p>	
<p>If this course will affect other departments a Departmental Support Form for each affected department must be attached.</p> <p>Departments affected include the Biology Department and Department of History and Political Science. Since impact on courses and faculty are expected to be minimal, forms were not requested from either department</p>	
<p>In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)</p>	

c.
d.
e.

Rationale for Changes

A 2013 Program Review of the Geology Program produced findings that indicate geologists entering the workforce need adequate preparation in computing applications in geology as well as a solid grounding in good environmental geologic practices. GEOG 2833: Introduction to GIS provides students with basic skills used in digital mapping and also prepares students for GEOL: 3174 Geocomputing Applications. Geocomputing Applications provides students with a background in a number of computing techniques in geology. GEOL 3153: Environmental Geology focuses on the environment: geological processes, their impact, and regulatory practice.

Fall Start Curriculum Matrix for Catalog
Curriculum in Geology: Professional Option

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Add/Change: Change 3 hours Soc. Sci./Sph. to 6 hours Soc. Sci./Fine Arts/Hum./Sph.</p> <p>Delete: Delete GEOG 2013</p> <p>Total Hours: 17</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: Add 3 hours U.S. Hist/Gov. Add GEOG 2833</p> <p>Delete: Delete 3 hours Elective Delete POLS 2003</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add/Change: Add 3-4 hours MATH/COMS Elective²</p> <p>Delete: Delete GEOL 3004</p> <p>Total Hours: 15-16</p>	<p>Junior Spring Semester</p> <p>Add/Change: Change 3 hours GEOL 4023/UD Elective to 3-4 hours GEOL 4023/UD Elective Add GEOL 3004</p> <p>Delete: Delete MATH/COMS Elective Delete 1-2 hours Elective</p> <p>Total Hours: 15-16</p>
<p>Senior Fall Semester</p> <p>Add/Change: Change 3 hours Fine Arts/Hum. to 3 hours Soc. Sci./Fine Arts/Hum./Sph. Add GEOL 3153</p> <p>Delete: Delete 3 hours UD Electives</p> <p>Total Hours: 11</p>	<p>Senior Spring Semester</p> <p>Add/Change: Change 3 hours Fine Arts/Hum. to 3 hours Soc. Sci./Fine Arts/Hum./Sph. Add GEOL 3174</p> <p>Delete: Delete 3 hours UD Electives</p> <p>Total Hours: 10</p>
<p>Summer (after Junior or Senior year)</p>	

Total Hours: 6	
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Total Program Hours 120

Teacher Ed
11/14/13

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Registrar's Office

PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee
FROM: Department of Physical Sciences, College of Natural and Health Sciences

DATE SUBMITTED: September 30, 2013

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

Table with 3 columns: Title, Signature, Date. Rows include Department Head (Dr. Jim Musser), Dean (Dr. Jeff Robertson), Teacher Education Council (Dr. Sherry Field), Registrar (Ms. Tammy Weaver), and Vice President for Academic Affairs (Dr. John Watson).

Form with three main sections: Old Program Title (Physical Science and Earth Science for Teacher Licensure), New Program Title (Physical Science Education for Teacher Licensure), and Effective Date (Fall 2014). Includes a detailed paragraph about curriculum changes and a rationale for the need for the new course.

Delete GEOL
2024 3153

OCT 02 2018

Registrar's Office

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

This program belongs to both the College of Natural and Health Sciences and the College of Education. However, the SEED course requirements have not changed. Therefore, the proposed changes affect only the Department of Physical Sciences in the College of Natural and Health Sciences.

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 Physical Science Education (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change: GEOL 1014 or GEOL 1004</p> <p>Delete: GEOL 1014</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester <i>No Changes</i></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Sophomore Fall Semester <i>No Changes</i></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 17</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: PHYS, PHSC, CHEM or MATH Elective 3 hours</p> <p>Delete: GEOL 2024</p> <p>Total Hours: 14 13</p>
<p>Junior Fall Semester</p> <p>Add/Change: CHEM or PHYS 1993</p> <p>Delete: GEOL 3153</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester <i>No Changes</i></p> <p>Add/Change: Elective 1hr</p> <p>Delete:</p> <p>Total Hours: 14 15</p>

<p>Senior Fall Semester No Changes</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Senior Spring Semester No Changes</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 13</p>
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Registrar's Office

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in Physical Science Education (enter title for program changing)	
<p>Freshman Spring Semester No Changes</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 14</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>GEOL 1014 or GEOL 1004</p> <p>Delete:</p> <p>GEOL 1014</p> <p>Total Hours: 16</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>PHSC, PHYS, CHEM or MATH Elective 3 hours</p> <p>Delete:</p> <p>GEOL 2024</p> <p>Total Hours: 17 16</p>	<p>Sophomore Fall Semester No Changes</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Junior Spring Semester No Changes</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>CHEM or PHYS 4993 and Elective 1hr</p> <p>Delete:</p> <p>GEOL 3153</p> <p>Total Hours: 15 14</p>

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Senior Spring Semester <i>No Changes</i>	Senior Fall Semester <i>No Changes</i>	Registrar's Office
Add/Change: Delete: Total Hours: 16	Add/Change: Delete: Total Hours: 13	
Total Program Hours: 120		

LETTER OF NOTIFICATION – 5
DELETION OF DEGREE PROGRAM

1. Institution submitting request: **Arkansas Tech University**
2. Contact person/title: **Dr. Micheal Tarver, Dean – College of Arts and Humanities**
3. Phone number/e-mail address: **479.968.0274** **mtarver@atu.edu**
4. Proposed effective date: **June 1, 2019**
5. Title of certificate, degree program, option, or organizational unit: **B.A. in International Studies**
6. CIP Code: **30.2001**
7. Degree Code: **1540**
8. Reason for deletion: **ADHE program viability guidelines**
9. Number of students still enrolled in program: **25 (Twenty Five)**
10. Expected graduation date of last student: **May 2019**
11. Name of courses that will be deleted as a result of this action: **None! There are no courses specific to this program only.**
12. How will students in the deleted program be accommodated? Provide documentation of written notification to students currently enrolled in program.

Students in the program are being offered course work that will permit them to complete the degree within 10 semesters of initial enrollment or declaration of major. The final student should finish in May 2019. Allowing these students the ability to progress through this program will have absolutely no effect on courses being offered. Thus, there is no need to contact students currently enrolled. Beginning immediately, no new students will be permitted to declare this major.

13. Indicate the amount of program funds available for reallocation: **None!**
14. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval

Date:

Board of Trustees Notification

Date:

Chief Academic Officer:

Date:

Office of Assessment and Institutional Effectiveness

Curriculum Proposal Form

Recommended Changes

Present Request:

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.

Proposed Change:

Please provide, using Bloom's Taxonomy, a list of the course objectives (Student Learning Outcomes), 4-6 student learning outcomes are appropriate, but include as many as necessary. Learning outcomes should include student learning verbs such as "students will" understand, demonstrate, apply, analyze, synthesize, design, evaluate, and create. Also provide in the following table the rationale for the need for this new course including evidence derived from your program assessment. Assessment evidence may come from direct or indirect measures of student learning and analysis of the current state of the discipline.

Course Objective(s) Student Learning Outcomes	Assessment Measure and Performance Standard Sampling Method	Results	Continuous Improvement Action Plan

Please provide in the table below a rationale for the need for this new course or existing course to be included in the **General Education Program** including evidence derived from course or program assessment. Assessment evidence may come from direct or indirect measures of student learning and analysis of the current state of the discipline.
If the new course proposed is to be included in the General Education Program, provide in the General Education table below how this course aligns with the General Education Program. If not, write NA in both tables.

Course Objective(s) Student Learning Outcomes	Assessment Measure and Performance Standard Sampling Method	Results	Continuous Improvement Action Plan

General Education Objective/Outcome(s) and Supporting Criteria	Assessment Measure	Assessment Performance Standard	Sampling Method Course Prefix and #