

Curriculum Proposals for 2014-15 Catalog

October 29, 2013 Curriculum Committee / November Faculty Senate

I. College of Arts and Humanities

A. Department of Behavioral Sciences

1. Change the course number for SOC 3173, Social Gerontology, to SOC 4183, and cross-list with SOC 5183, Social Gerontology.

B. Department of Speech, Theatre, and Journalism

1. Add TH 4091-4, Internship, to the course descriptions; and
2. Change the title of JOUR (ART) 1163, Basic Photography, to Basic Digital Photography, and modify the course description.

II. College of Engineering and Applied Sciences

A. Department of Agriculture*

1. (Note: the below proposal was approved by the General Education Committee on 9/13/2013) Add AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, to the list of courses satisfying the Social Sciences General Education requirement.

*Amended to include general education assessment plan.

B. Department of Emergency Management

1. Modify the Curriculum in Emergency Management as follows: (a)*change the courses listed in the 21 hours of Interdisciplinary Core as follows: AHS 1023, Basic Pharmacology with an Overview of Microbiology; AHS 2013, Medical Terminology; ART 1163, Basic Photography; ART 1503, Introduction to Graphic Design; ART 2213, Digital Skills for the Graphic Designer; BIOL 2004, Basic Human Anatomy and Physiology; BIOL 2014, Human Anatomy; BIOL 3074, Human Physiology; ~~CJ 2043, Crime and Delinquency; CJ 3023, Judicial Process; CJ 3033, The Criminal Mind; CJ 3103, The Juvenile Justice System; CJ 3153, Prison and Corrections; CJ 4023, Law and the Legal System; CJ 4206, The Law in Action;~~ELEG 1012, Introduction to Electrical Engineering; FW 2003, Elements of Fish and Wildlife Management; GEOL 3174, Computer Applications in Geology; NUR 2023, Introduction to Professional Nursing; NUR 2303, Nutrition; PHIL 2013, Religions of the World; PHIL 3023, Ethics; PHIL 3053, Philosophy of Religion; PHIL 3103, Logic; ~~PSY 3003, Abnormal Psychology; PSY 3133, Self and Society; PSY 3153, Theories of Personality;~~ and WS 1091, Fitness Walking/Jogging; and (b) change the 15 hours of Administrative/Professional Core as follows: Require ENGL 2053, Technical Writing; and allow 12 hours of any course from the College of Business (ACCT, BDA, BLAW, BUAD, ECON, and FIN); COMS, JOUR, MATH, and SPH; and HA (RP) 4113, Personnel Management in Parks, Recreation, and Hospitality Administration; PS 3023, Professional Communications; PS 3133, Applied Principles of Personnel Management; and SOC (PSY) 2053; Statistics for the Behavioral Sciences.

*Amended as follows: Any CJ, SOC, or PSY may be taken for the ID Core.

C. Department of Mechanical Engineering

1. Add MCEG 3333, Alternative Energy Systems, to the course descriptions.

College of Professional Studies and Community Outreach

A. Department of Professional Studies

1. Add PS 4343, Community Development, to the course descriptions;
2. Add PS 4443, Professional Leadership, to the course descriptions; and
3. Add the Applied Leadership Concentration to the Curriculum in Professional Studies.

University Honors Program

A. Modify the University Honors Program as follows:

1. Delete ENGL 1043, Honors Composition I; PHSC 1033, Honors Introduction to Physical Science; PHSC 1031, Honors Physical Science Laboratory; BIOL 2144, Honors Zoology; and ENGL 1053, Honors Composition II; and add ENGL 2183, Honors Introduction to Film, to the Freshman Fall Semester;
2. Add PHIL 2043, Honors Introduction to Philosophy OR ENGL 2023, Honors World Literature, to the Junior Spring Semester; and
3. Instead of the University Honors curriculum requiring 21-23 hours of Honors courses for each student, it will require 21 hours for each student.

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**Arkansas Tech University
REQUEST FOR COURSE CHANGE**




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TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Behavioral Sciences

DATE SUBMITTED:

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head Wm. Daniel Martin, Ph.D.		9-25-13
Dean H. Michael Tarver, Ph.D.		
Teacher Education Council (if applicable)		
Graduate Council (if applicable) Dr. Mary Gunter		
Registrar Tammy Rhodes		9-30-13
Vice President for Academic Affairs Dr. John Watson		

Course Subject: SOC	Course Number: 3173 (change to Soc 4183)
Cross-listed with Subject: SOC	Course Number: 5183 (Pending Graduate
Official Title Social Gerontology	Proposal to crosslist
Request to change: (check appropriate box)	course after
<input checked="" type="checkbox"/> Course Number	approval of course
<input type="checkbox"/> Title	number change.)
<input type="checkbox"/> Course Description	
<input checked="" type="checkbox"/> Cross-list	Grad Council Approved 10/15/13
<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>	

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New Course Number :
SOC 4173 4183 / 5183
New Course Title (Limited to 30 characters including spaces):
Social Gerontology
New Course Description:
An introduction to the sociology of aging: content provides general and specific knowledge regarding the aging process. Implications for economic, political, and family institutions are emphasized.
New Cross-list:
<input checked="" 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
SOC 4183/5183
New Prerequisite (list all, as you want them to appear in the catalog):
N/A
New Co-requisite (list all, as you want them to appear in the catalog):
N/A
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor
If major or minor course, you must complete the Request for Program Change form.
See Master's of Science in Applied Sociology Program Proposal
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.
See Master's of Science in Applied Sociology Program Proposal
How will the effect of the change be monitored in ongoing program assessment?
Any effect of the change will be identified and noted in ongoing assessment practices.
If this course will affect other departments a Departmental Support Form for each affected department must be attached.
N/A – ALL COURSES HOUSED IN DEPARTMENT OF BEHAVIORAL SCIENCES

Course Syllabus
Social Gerontology
SOC ~~4173/5173~~
4183/5183

COURSE DESCRIPTION

An introduction to the sociology of aging: content provides general and specific knowledge regarding the aging process. Implications for economic, political, and family institutions are emphasized.

UNDERGRADUATE PREREQUISITE: SOC 1003

GRADUATE PREREQUISITE: BA or BS in Sociology or related field.

COURSE OBJECTIVES

This course helps students interested in aging understand the impact of social forces on the elderly, while considering biological and psychological changes for the old. Students will gain an understanding of major trends concerning the aged by studying issues such as the growth of ageism, population shifts, and elder care.

CLASS MATERIALS

Social Gerontology, 9th ed. 2011, Nancy Hooyman and H. Asuman Kiyak

COURSE OUTLINE

Scope of Gerontology	Adaptation to Aging
Demography of Aging	Family, Friends, and Social Support
History of Aging in America	Religion and Spirituality
Physical Aging	Inequality and Aging
Psychological Aging	Community Services for the Aged
Social Aspects of Aging	Long-Term Care Issues

COURSE CREDIT

Introductory Sociology (SOC 1003) is the prerequisite for this course. You can take it as a general elective. However, it specifically applies toward credit in the undergraduate and graduate sociology programs at Arkansas Tech.

EXAM INFORMATION (300 points)

There will be THREE 100-point exams. They will consist of multiple choice, true/false, and essay questions. Missing an exam is only acceptable if you have a university activity or if it is an unplanned emergency. If you plan to miss an exam, discuss it with the instructor ahead of time. If that is not possible, contact the instructor with a formally typed email within 24 hours of missing the exam. If you do not, the instructor may not allow you to make it up. Because of the size of some classes, the instructor may ask you to present a student ID on exam days. Be sure and have your ID available.

GROUP WORK, QUIZZES, & WRITING ASSIGNMENTS (50 points)

There are five assignments designated as group work, writing assignments, or quizzes. Each assignment is worth up to 10 points. The instructor will allocate these assignments randomly

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during the semester. You will complete some assignments, such as quizzes, during class. Others, you will complete outside the classroom. The instructor will only excuse missing an assignment in the case of university activities accompanied by official university documentation.

ORAL HISTORY ASSIGNMENT (100 points)

This is a group assignment. Groups should have no more than three people. Your group will have to interview someone 65 years of age or older who lives in the Arkansas River Valley area. You will turn in an eight-page report detailing your interview and briefly present your findings to the class. You must present the instructor with both a hard copy of the report and an electronic copy in Microsoft Word format. For this project, undergraduate and graduate students can work in groups together.

FINAL PAPER (100 points)

Undergraduate Student Requirement: The final paper will be a group assignment. You will turn in a final paper covering a preapproved topic. Your group will be required to write a 12-page paper on aging in another country. You must use at least five sources in your paper and cite the sources accordingly. All papers must be typed using American Sociological Association format. You must follow these guidelines or the instructor will deduct a substantial amount of points from your paper.

Graduate Student Requirement: The final paper will be an individual assignment. You will turn in a paper focusing on a topic that relates to the research area you believe your thesis will cover. If you are not writing a thesis, your paper should be over a gerontological population and/or organization you intend to work with following your graduation. The paper must follow a traditional peer-review journal manuscript outline. This includes, but is not limited to, an introductory section, a literature review, a methods section, findings, a conclusion, and recommendations. You will be required to write a 24-page paper and use *at least* 15 sources. You must cite the paper accordingly using American Sociological Association format. As with the undergraduate requirement, you must follow these guidelines or the instructor will deduct a substantial amount of points from your paper.

PRESENTATION (50 points)

Groups/individuals will give project presentations at the end of the semester. Be as creative as possible with your presentations. On the time of the final scheduled exam, you will turn in your completed paper, but the instructor will also test you on aspects of other group presentations. The instructor will include this assessment in your final presentation score.

GRADING (points) 540-600=A 480-539=B 420-479=C 360-419=D 359 or below = F

POLICY ON ATTENDANCE

It is in your best interest to attend all class meetings. You are responsible for all information covered in class. The instructor will take class attendance daily and report repeated or excessive absences to the appropriate TECH office. Please do not bring your children or non-enrolled relatives/friends into the classroom. When attending, do not use electronic devices (e.g., cell phones, MP3 players, gaming systems). In addition, the instructor encourages free discussion, but you should not interfere with the instructor's ability to conduct the class or disrupt other students from learning. This includes showing

up late, leaving early, or talking in class. The instructor will promptly report any inappropriate behavior to the appropriate TECH office.

IMPORTANT UNIVERSITY DATES:

- [update] Last day to officially withdraw/drop courses with full reduction of tuition/fees
- [update] Last day to register and add courses
- [update] Holidays
- [update] Last day to drop with "W"
- [update] Reading day

TENTATIVE TEST DATES

- [update] Test 1
- [update] Test 2
- [update] Test 3
- [update] Final Exam Time

DISABILITIES ACCOMODATIONS AND OTHER INFORMATION

It is the policy of TECH to accommodate students with disabilities, pursuant to federal law, state law, and the university's commitment to equal educational opportunities. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact University Testing and Disabilities Services.

The instructor will not tolerate any form of plagiarism, cheating, or academic misconduct. This includes submitting as one's own, any assignment written and/or performed by another person (or persons). Any violation of this rule will result in an automatic failure and the possibility of dismissal from class and/or the university.

To minimize self-distraction and distracting fellow students, students should refrain from laptop use unless necessary.

**Proposal to Offer the Master of Science Degree in Applied Sociology
Arkansas Tech University
Spring 2012**

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1. **PROPOSED PROGRAM TITLE:** Master of Science, Applied Sociology
2. **CIP CODE REQUESTED:** 45.1101.40
3. **CONTACT PERSON:**

W. Daniel Martin, Ph.D.
Arkansas Tech University
Witherspoon 347
wmartin@atu.edu
479-968-0305

4. **PROPOSED STARTING DATE:** FALL 2014

5. **PROGRAM SUMMARY:**

The faculty in the Department of Behavioral Sciences proposes that a Master's of Science in Applied Sociology be added to the curriculum, with a start date of Fall Semester 2014. The Department of Behavioral Sciences has a history of preparing its graduates not only for employment in the Social/Human Services and private industry, but also for continued education at the graduate level. The Department of Behavioral Sciences has a strong record of producing graduates in all three of its degree programs. This is especially true for the discipline of Sociology, as evidenced by the conferring of 294 degrees between 2005 and 2012.

The faculty of the Department of Behavioral Sciences now feels that, to meet increased student demand for advanced study in sociological topics, we should explore expansion of our degree offerings to include a Master of Science in Applied Sociology. Presently, the Department of Behavioral Sciences offers the following degrees:

1. Master of Science in Psychology
2. Bachelor of Arts in Sociology
3. Bachelor of Arts in Psychology
4. Bachelor of Arts in Rehabilitation Sciences
5. Associates in Criminal Justice
6. Associates in Ozark Ouachita Studies
7. Minors in Sociology, Psychology, Rehabilitation Sciences, Anthropology, and Criminal Justice

As indicated in the variety of offerings, our department is multidisciplinary in scope, dealing with all facets of human experience from past to present, traditional social forms (anthropology) to modern social forms (sociology), individual cognition (social psychology and psychology) to collective behaviors and social structure (sociology and anthropology), as well as academic understandings to application through community action. We see this multidisciplinary aspect of our department as a strength that allows us to draw on the expertise of all members of the faculty to increase the degree offerings to include a multidisciplinary approach found in Applied Sociology. We feel, based on the expertise in our department and with certain resources in place, we could offer a Master's in Applied Sociology with the following emphasis areas: 1) Gerontology; and 2) Criminal Justice. We also feel that this would serve as a great opportunity for our own undergraduates to continue their study at Arkansas Tech University, instead of pursuing graduate study elsewhere, while also receiving a more meaningful graduate degree with real job potential.

The idea of developing an applied Master's program is not new among the Sociology faculty at Arkansas Tech University. In the past, faculty members have considered the possibility of building an Applied Sociology Master's program and have even tailored undergraduate offerings to include more applied opportunities. For example, the Law and Action class typically acts as an internship in the Criminal Justice field and the Capstone in Sociology class essentially is an Applied Sociology class. Likewise, we have, over the past several years, worked to incorporate real

research experiences into not only our traditional methods classes but also experiences beyond the methods classes. For example, the River Valley Meth Project included the work of over 150 ATU students, with 20 students in graduate school on partial or full scholarship because of their RVMP work. At last count, 17 other students have gained employment working as counselors, case-workers, or probation officers state-wide because of their work on the RVMP. This project also has garnered national attention, and collectively we won the *National Service Award* from the President of the United States in 2005-2006. Further, we recently were visited by the State Drug Director and a representative of the National Office on Drug Policy, as well as members of the Arkansas State Legislature, all of whom lauded our efforts to bridge research with community action. Other professors engage in similar activities by working with state agencies, food shelters, and national campaigns like The Red Flag Campaign. In particular, work on The Red Flag Campaign garnered attention from the White House in the Spring of 2012. In short, we have been engaging in applied sociology for the past several years, we have been getting positive results, and now feel we would like to offer more to our students.

Students completing the degree will be prepared to engage in independent thinking and research within the areas of competence offered in the Applied Sociology Master's program. Accordingly, the objectives of the Applied Sociology Master's Program include:

1. Establishing a program of study which provides students with the theoretical knowledge and technical competence to: a) teach at the undergraduate level; b) conduct independent research; and c) continue graduate study at higher levels.
2. Provide opportunities for students to work with agencies, businesses, or communities to identify problems, develop appropriate modes of inquiry tailored to understand such problems, conduct research on those identified problems, and present those findings in both academic/scholarly meetings, as well as the public.
3. Provide knowledge about career opportunities for individuals that wish to remain in Arkansas by connecting students to already established networks within state organizations across the State of Arkansas.

Ongoing assessment of these objectives will be determined using the following measures:

1. Program outcomes will be assessed through the ongoing evaluation of graduate student progress. Such outcomes will be assessed according to the following objectives:
 - a. Demonstrate historical, theoretical, and technical/applied knowledge of the field of Sociology;
 - b. Demonstrate competency in written and verbal communications; and,
 - c. Demonstrate competency in research methods, including statistical analysis, research design, data collection, and application of theories to problems identified by agencies, businesses, or communities.
2. Employers of graduates will be surveyed to document perceived competencies of graduates as they relate to program objectives.
3. Graduate student theses, publication, projects, and research proposals will serve as documentation of the degree to which current topics in the academic field and community are being addressed and researched.
4. Alumni of the program will be surveyed on a yearly basis to determine their level of satisfaction regarding professional development and employment.

In short, an applied Master's program in sociology would greatly benefit the students, the faculty, the community, and Arkansas. Benefits to the students would include access to graduate study on advanced sociological topics, as well as greater job and networking opportunities to gain employment in the state and possibly the River Valley. Benefits to faculty would include greater opportunities to conduct research with graduate students (thus increasing faculty research productivity) and to build ties to the Russellville community. Benefits to the community would include greater connection to the university and a pool of student interns for local agencies and community groups. Further, a program of this nature will act to enhance the educational experiences our student receive at Arkansas Tech University, as well as helping to characterize this university as an institution that is connected to real issues in the community. Finally, a program of this nature will increase the number of individuals professionally trained to deal with statewide issues, especially in terms of elderly populations and the criminal justice system. Thus, for these reasons, it would not only be possible but also a highly beneficial decision to expand the Sociology program to include a Master's in Applied Sociology.

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6. NEED FOR THE PROGRAM:

(see also Attachment A — Letters of Support; Attachment B—Samples of Information from *The Occupational Outlook Handbook* provided by the Bureau of Labor Statistics (<http://www.bls.gov/oon/>), Registrar's Office Attachment C—Demographic Data for Arkansas Tech University and Sociology Program provided by the Office of Institutional Research at Arkansas Tech University; and Attachment E—Surveys, Survey Summaries, and Student Survey Frequencies and Percentages)

The Department of Behavioral Sciences at Arkansas Tech University currently offers a Bachelor of Arts Degree in Sociology and has maintained a steady and relatively high enrollment over the last seven years (Fall 2005 to Fall 2012), with an average number of majors of 98.25. Although Sociology presently has only 72 listed majors as of Fall 2012, the Sociology program has graduated a total of 294 students from Fall 2005 to Fall 2012. Despite the slight dip in the number of majors in Fall of 2012, faculty are confident that the numbers of majors will increase over time, especially when considering that Sociology often is a popular choice for students that change their major after their general education requirements are completed. Sociology also is increasingly a strong draw for female and minority students. For example, beginning in Fall of 2005, Sociology majors were 88.3% White and 11.7% Minority, with 44.1% of majors reported as male and 55.9% female. By the Fall of 2012, the Sociology majors were 65.3% White and 34.7% Minority, with 40.3% reported as male and 59.7% female. The following tables are presented to provide more detail on the number of degrees conferred, gender of majors, race/ethnicity of majors, and age distribution of majors from Fall 2005 to Fall 2012 (provided by Arkansas Tech University Office of Institutional Research):

Sociology Degrees Conferred by Term and Academic Year

Year	Summer II	Fall	Spring	Summer I	Total
2005-06	2	6	11	0	19
2006-07	3	4	14	3	24
2007-08	3	8	10	1	22
2008-09	4	9	4	4	21
2009-2010	0	12	7	1	20
2010-2011	1	6	14	1	22
2011-2012	3	2	14	0	19
Totals	16	47	74	10	147

Gender of Sociology Majors for Fall Terms 2005 to 2012

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012

Male	Number	49	48	29	29	42	42	46	29
	Percent	44.1	42.1	30.5	34.1	43.3	43.3	40.0	40.3
Female	Number	62	66	66	56	55	55	69	43
	Percent	55.9	57.9	69.5	65.9	56.7	56.7	60.0	59.7
Total	Number	111	114	95	85	97	97	115	72
	Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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Race of Sociology Majors for Fall Terms 2005 to 2012

Race		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Minority	Number	13	25	18	26	26	22	36	25
	Percent	11.7	21.9	18.9	30.6	26.8	22.7	31.3	34.7
White	Number	98	89	77	59	71	75	79	47
	Percent	88.3	78.1	81.1	69.4	73.2	77.3	68.7	65.3
Total	Number	111	114	95	85	97	97	115	72
	Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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Age of Sociology Majors for Fall Terms 2005 to 2012

Age		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Under 18	<i>Number</i>	2	4	3	0	1	1	2	1
	<i>Percent</i>	1.8	3.5	3.2	0.0	1.0	1.0	1.7	1.4
18	<i>Number</i>	7	10	7	11	8	15	23	12
	<i>Percent</i>	6.3	8.8	7.4	12.9	8.2	15.5	20.0	16.7
19	<i>Number</i>	16	5	10	13	19	13	17	9
	<i>Percent</i>	14.4	4.4	10.5	15.3	19.6	13.4	14.8	12.5
20	<i>Number</i>	18	22	11	10	12	14	13	16
	<i>Percent</i>	16.2	19.3	11.6	11.8	12.4	14.4	11.3	22.2
21	<i>Number</i>	11	23	16	12	15	12	18	11
	<i>Percent</i>	9.9	20.2	16.8	14.1	15.5	12.4	15.7	15.3
22-23	<i>Number</i>	23	21	16	14	20	18	14	10
	<i>Percent</i>	20.7	18.4	16.8	16.5	20.6	18.6	12.2	13.9
24-30	<i>Number</i>	19	17	21	11	11	16	16	6
	<i>Percent</i>	17.1	14.9	22.1	12.9	11.3	16.5	13.9	8.3
Over 30	<i>Number</i>	15	12	11	14	11	8	12	7
	<i>Percent</i>	13.5	10.5	11.6	16.5	11.3	8.2	10.4	9.7
Totals	<i>Number</i>	111	114	95	85	97	97	115	72
	<i>Percent</i>	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Given these characteristics of the Sociology major, the program provides considerable service to students at Arkansas Tech University, especially to students from populations that have traditionally been underrepresented on university campuses. Consequently, the administration of Arkansas Tech University recognizes this field of study as an important major on campus, and that a graduate program is the next logical step in meeting demand for post graduate study in the area.

An Applied Sociology Master's is the most appropriate master's degree to offer in the Sociology program at Arkansas Tech University, as indicated by a great deal of research on Sociology programs nationally. More specifically, in a context of reduced endowments and concerns over job prospects for new PhDs, many sociology programs are moving toward downsizing PhD programs and increasing available options at the Master's level (Jaschik 2009). The increase in options at the Master's level in sociology is, in part, a response to student demand for degrees that improve job opportunities outside of the traditional academic setting and traditional sociology department. Among the most prominent and successful options available in sociology graduate programs is an emphasis in Applied Sociology. Graduates from such programs are in demand on the job market for their expertise in community organization, human resource management, and research methodologies. Applied programs also tend to be more viable than traditional master's programs because of student demand, job market success, and focus on job skills development (Spalter-Roth and Van Vooren 2011). In short, master's programs in applied sociology meet the demands of a changing population of education consumers, who focus on the applicability of study and the skills development necessary to be competitive in the job market in both the public and private sectors.

In its most general sense, Applied Sociology is the practice of sociology outside of the traditional academic setting, with the goal of producing positive social change through community outreach, consultation, and human resources management (Bruhn 1999; Zevalios 2009). More specifically, an applied sociologist actively applies sociological theories and methods to specific problems in the community or workplace, typically at the request of a client or community group (e.g., businesses and private organizations, interest groups, community service organizations, and occasionally partnerships with universities) (Zevalios 2009). Typically, the client or community group works with the

applied sociologist to identify major problems in an organization or community and then draws on the sociological theories and methods to help develop: 1) a clearer understanding of the issue or problem; 2) a set of steps designed to identify causal factors that create a problem or issue; and 3) various solutions to the problem or issue based on theoretical and methodological findings. In addition, given the complexity of issues or problems, the work of the applied sociologist is *multidisciplinary* in scope, which often involves work not only with many agencies but also across many fields of expertise (e.g., psychology, anthropology, and political science).

Beginning in 2004, the American Sociological Association began to work with a group of Department Chairs of Master's Degree only programs to develop strategies "to make the Master's degree a meaningful final degree rather than a 'consolation prize' or a 'cash cow'" (Spalter-Roth and Van Vooren 2011). This effort began, in part, because of increased pressures to downsize PhD programs, which typically are costly because they financially support students in their graduate education. As a response to those pressures, many programs began to push for an increased enrollment in professional schools and applied programs at the Master's level. Accordingly, many Sociology programs are now exploring the potential of transforming traditional Master's only programs into Applied Sociology programs designed to prepare students for jobs outside the traditional academic setting (e.g., research, policy analysis, management). In addition, developing and instituting Applied Sociology programs provides students wishing a marketable Master's degree with the training necessary to be competitive in an ever-changing job market, while reducing the financial burdens to departments.

As noted in the American Sociological Association (Spalter and Van Vooren 2009) survey, the departments with applied, professional, or clinical tracks are not significantly different from traditional programs in terms of thesis/non-thesis options, but the applied programs do differ from traditional programs in terms of offerings, faculty experience, and source of their students. Recent research on applied sociology programs conducted by the American Sociological Association (2011) also suggests that Applied Sociology programs tend to be more viable than traditional sociology programs. For example, findings indicate that Applied Sociology MA/MS programs are more likely to remain open than traditional Master's only programs. More specifically, the report indicates the following:

1. Applied Master's programs tend to be larger (46% of applied programs have more than 30 students as compared to 21% of traditional Master's programs with 30 or more students)
2. Applied programs are four times more likely to require internships that facilitate practical skills development and greater professional contacts
3. Applied programs are significantly more likely to require community participation (58% in applied programs as compared to 34% in traditional programs)
4. Applied programs are twice as likely to offer and require group projects that model workplace interaction and teamwork activities.
5. Applied programs are more likely to offer career preparation (69% of applied Master's programs as compared to 50% of traditional Master's programs)

In short, as noted by Spalter-Roth and Van Vooren (2011), applied Master's programs not only appear more likely to survive but they may also lend themselves to developing strategies that make the Master's degree in sociology more meaningful to graduates in terms of skills and occupational opportunity.

Note that the entry level education required for a practicing sociologist is a master's degree, and that the potential for job growth for sociologists is very real. For example, the *Occupational Outlook Handbook* provided online by the Bureau of Labor Statistics (www.bls.gov) reports that the job growth rate from 2010 to 2020 is estimated at 18%, with a reported median pay at \$76,360 per year as of May 2010. But these statistics are limited to the sociologist position proper (including professors) and does not take into account additional occupations available to individuals with an Applied Sociology Master's Degree in other public and private sector occupations. Additional occupations available to persons completing a Master's in Applied Sociology include:

- Research Coordinators
- Research Associates
- Qualitative/Quantitative Analysts

- Probation Officers and Correctional Treatment Specialists
- Substance Abuse and Behavioral Disorder Counselors
- Project Managers
- Human Resources Managers
- Public Policy Analysts
- Urban Development Advisors
- Human Rights Officers
- Case Managers
- Educational Consultants
- Impact Planning or Evaluations Officers
- Equal Opportunity Officers
- Gender Specialists

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Focusing on some of the occupations listed above, the *Occupational Outlook Handbook* reports that the median incomes for Human Resource Managers and Urban Planners (Development Advisors) are \$99,180 and \$63,040 respectively (2010 data), with expected job growth rates of 13% and 16% respectively from 2010 to 2020. Likewise, Probation Officers and Correctional Treatment Specialists have a reported median income (2010) of \$47,200 per year, with an expected job growth rate of 18%. Further, Substance Abuse and Behavioral Disorder Counselors have a reported 2010 median income of \$38,120, with an expected job growth rate of 27%. Based on such trends, it is reasonable to anticipate job opportunities for graduates.

Note also that while there is a relatively high rate of unemployment for those completing Master's only programs in Sociology, much of this unemployment is linked to factors like being tied to local labor markets, a lack of faculty connection to the community, low emphasis on job preparation, or coming out of a traditional program that limits graduates to the academic marketplace where job shrinkage is occurring. Likewise, many of those graduates dealing with employment issues tend to report that they are unsatisfied with their training in research skills and application (Van Voreen and Spalter-Roth 2011). In fact, graduates of Master's programs with an emphasis in methodological application and real-world experiences tend to report having greater job opportunities, higher job satisfaction, and working in areas closely related to sociology (Van Voreen and Spalter-Roth 2011). In essence, graduates of Applied Master's programs in sociology are at a competitive edge within Sociology.

To assess the degree to which graduates of this program may meet existing needs in the area and state, a total of 50 ADHE surveys were sent to various agencies and organizations where Behavioral Science students have or are presently completing internships or volunteering. Based on recommendations from the Dean, the Arkansas Department of Higher Education Employer Needs Survey Form was used. Unfortunately, the response rate for this survey was quite low (6%), with only three organizations returning completed surveys. Based on follow up discussions with representatives of some of the agencies, the detail and length of the recommended survey made it difficult for agencies to complete, given their present workload. But, those surveys returned complete were quite positive about the potential for a new Master's in Science in Applied Sociology. For example, as noted by Stanton McGahee, Probation/Parole Officer II for Area IV in the State of Arkansas:

"Graduates of an Applied Sociology Master's Program would be of great benefit to our organization in the capacities of Probation/Parole Officer, Substance Abuse Program Leader, and Administrative Specialist. An Applied Sociology Master's Program would give the applicants of the aforementioned positions a major advantage in the interview process...because employees in my field of work are required to be educated and well versed in law enforcement, social work, and rehabilitation."

Likewise, as noted by Gary Rhodes, Director of Freedom House:

"We are seeing an increase in individuals with Behavioral Health Problems such as (Mental Health issues, Alcohol and Drug Abuse, and Criminal Justice issues). I think having additional individuals in our community with an advanced degree that can address these issues would be very beneficial."

As also noted by Leonard Krout, Pope County Coroner:

"First let me say that I support this program 100% and would like to be involved in any way with its development. The main problem and this may not be a problem for the school, is that we are years away from degree qualified people filling our positions. And to add these types of positions to our coroner offices in the future...the national move is to make death investigators positions better trained and possibly establishing guidelines to train the investigators to the degree levels they really need to be. This is where your graduates could fill positions to help study the different aspects of death investigation."

Finally, as noted by Jenny Huss, Director of the Senior Companions Programs for the Area Agency on Aging:

"I am writing to express my support for the proposed Applied Sociology Master's of Science at Arkansas Tech University. Students from ATU often come to learn about real world experiences at my agency; The Area Agency on Aging. Additional training in methods and theory, along with an emphasis in Gerontology, would serve to enhance the abilities of these students as they prepare for life outside of college. If such additional training could be offered at the Master's Level, it would greatly benefit my Agency as well as the frail and vulnerable again adults in our area...Individuals with an Applied Sociology Master's of Science would be in high demand, not only for agencies like our but in other occupations across the River Valley. Such individuals could find employment in an endless variety of positions, for example, Case Managers, Social Workers in Nursing Homes, State Inspection employees for Long-Term Care facilities, Advocates for Seniors, Senior Center Directors, SeniorCorps Grantess, among many others."

To assess the degree to which current majors may be interested in pursuing an Applied Sociology Master's, a short survey instrument was administered to junior and senior level students in sociology classes. Questions on the survey included items on satisfaction with academic experience at Arkansas Tech University as a control to ensure attitudes on the graduate program possibility were not affected by potential negative attitudes about Arkansas Tech University. On the whole, students rated their Arkansas Tech University experiences positively, with 39.3% indicating their experiences were "Very Good" and 44.0% indicating their experiences were "Excellent." Likewise, when asked to rate their experiences in the Sociology program, students rated their overall experiences in the Sociology program as "Very Good" (32.1%) and "Excellent" (59.5%). Student respondents were also asked if they had considered attending graduate school, with 69.0% indicating that they had considered it. Of those indicating they had considered attending graduate school, 29.8% indicated that they "Probably" or "Definitely" would consider a graduate program at Arkansas Tech University. Of those indicating they had considered attending graduate school, 28.6% reported that they "Probably" or "Definitely" would consider the Master's of Science in Applied Sociology at Arkansas Tech University. In short, students in the Sociology program at Arkansas Tech University indicate that there might be a ready pool of interested students in beginning the program, should it be approved for Fall 2014.

Thus, the Department of Behavioral Sciences and the administration of Arkansas Tech University have recognized these broader trends and feel the need to develop a Master's in Science degree in Applied Sociology to better serve the needs of our students and our community. Such a program would not only offer post graduate opportunities to many of our existing majors but also may draw additional students from the state and the region. Graduates of the program would have the skills necessary to meet existing demands not only in the state but across the region.

7. CURRICULUM OUTLINE (see also Attachment D—Course Syllabi for the Proposed Master's of Science in Applied Sociology)

The Master of Science in Applied Sociology program at Arkansas Tech University is designed to provide advanced students with sufficient breadth and depth to function in a variety of professional environments. While emphasis is placed on research and methods, a concentrated effort is also made to establish the foundation necessary for application. Given the available expertise in our department, the addition of a Master's degree to our program will not place too great an additional burden on the faculty or departmental resources, assuming the successful completion of an ongoing job search and the addition of one new faculty position. In terms of classes, the program will take the following form for a 30 hour degree:

SEP 25 2013

Required Courses**(12 Hours)**

new Courses [

Advanced Statistics (PSY/SOC 6013)
 Advanced Social Theory (SOC 6023)
 Advanced Methodology (SOC 6033)
 Evaluation and Assessment (SOC 6043)

Non-Thesis (Requires comprehensive exams)**(18 Hours; Minimum 6 Hrs. at 6000)**

Social Gerontology (SOC 4193/5193)
 Minority Relations (SOC 4003/5003)
 Drugs in Society (SOC/CJ 4013; SOC 5013)
 Sociology Health and Illness (SOC 4053/5053)
 Social Stratification (SOC 4063/5063)
 Social Psychology (SOC/PSY 4043; SOC/PSY 5043)
 Advanced Topics in Criminal Justice (SOC 6053) *newcourse*
 Advanced Topics in Gerontology (SOC 6063) *newcourse*
 Independent Study (SOC ~~6071-4~~) 6891-4 *newcourse*
 Thesis Research (SOC ~~6081-4~~) 6991-3 *newcourse*

Registrar's Office

Most of the electives for the proposed Master's degree are currently included in the catalog as existing course options at the undergraduate level. These courses will be cross listed as part of the master's program, where graduate student will be required to do additional work (e.g., independent research, papers for publication, etc.). The Advanced Statistics (master's level) class also is included in the catalog and is offered once per year to fulfill the Master's of Science in Psychology requirement; this class may be cross listed as a Sociology option for the proposed master's program. The remaining seven classes to be included in the program will be created to fulfill remaining requirements and elective options.

The details on admission to the program, advising, and degree requirements are as follows:

Unconditional Admission:

Students are eligible to apply for unconditional admission to the Master of Science degree program in Applied Sociology if they meet the following requirements:

1. Applicants must meet the admission requirements for Graduate Studies.
2. Applicants must have a minimum of 18 semester hours in Sociology at the undergraduate level (including a course in statistics, and research methods, with a grade of "B" or better).
3. Applicants must have an overall undergraduate grade point average of 3.0 on a 4.0 scale.
4. Applicants must submit recent (within the last 5 years), acceptable scores (to be determined by the Sociology graduate faculty) of the Graduate Record Examination (GRE).

Conditional Admission:

Applicants who fail to meet the criteria for unconditional admission may be admitted conditionally to enroll in twelve semester hours. Unconditional admission will be granted if a cumulative 3.00 grade point is achieved at the completion of twelve semester hours with no grade lower than a "C".

An applicant who satisfies the grade point requirement from an unaccredited institution may also be eligible for conditional admission. In such cases, transcripts may be judged to be deficient. The nature of the deficiency and subsequent deficiency requirements will be determined by the Sociology Graduate Committee, and the Director of the Graduate Program in Sociology or the Head of the Department.

Academic Advisors:

The Director of the Graduate Program in Sociology or the Head of the Department will assign a temporary faculty advisor to each student admitted to the degree program. The faculty advisor will assist the student in designing a

curriculum of study that leads to the fulfillment of the degree requirements, and preparation for the thesis. The faculty advisor, the Sociology Graduate Committee, and the office of Graduate Studies monitor the students' progress in the program. However, it remains the students' responsibility to understand and to satisfy all degree requirements.

Admission to Candidacy:

Students who have been granted unconditional admission are eligible for admission to candidacy upon the completion of 12 semester hours with a minimum grade point average of 3.00 and no grade lower than a "C". Students who have been granted conditional admission are eligible for admission to candidacy after the completion of all deficiency requirements and twelve hours with a minimum grade point average of 3.00 and no grade lower than "C". It is the student's responsibility to complete the "Application for Admission to Candidacy" form and to submit it to the Director of the Graduate Program in Sociology or the Department Head. The form is to be submitted upon completion of twelve hours of graduate work.

Degree Requirements:

The student seeking the Master of Science degree in Applied Sociology must complete the following:

1. A minimum of 30 hours in sociology at the graduate level (5000-6000) with no more than 12 hours of 5000 level courses considered toward completion of the degree.
2. The satisfactory completion of 6 hours of SOC 6993 Master's Thesis.
3. Thesis hours must earn a grade no lower than "B".
4. The successful completion of an oral defense of the completed thesis. Candidates will receive additional information on the oral defense from the Academic Advisor and the Director of the Graduate Program upon admission to candidacy. **6891-4**
5. No more than 6 hours of SOC ~~6991-4~~ Independent Study will be counted toward the degree.
6. The student must have a 3.0 grade point average on a 4.0 scale on all course work. No more than two course grades of "C" will be considered acceptable during the student's program and no grade lower than "C" will be considered toward completion of the required course work.
7. All course work must be completed within six years of admission to the degree program.
8. A minimum of 30 semester hours of graduate course work completed in residence at Arkansas Tech University. (Full time residency not required).
9. At the end of each Fall Semester the student will meet with the Sociology Graduate Committee for program review and evaluation.

Required Courses: (12 Hours)

Electives: (18 hours minimum 6 hours at the 6000 level)

Thesis: (6 hours optional—Non-Thesis option with comprehensive exams does not require this)

Special Conditions of Graduate Credit:

Graduate credit taken prior to admission to Arkansas Tech University

A maximum of 6 semester hours of graduate credit with a grade of "B" or better may be transferred from an accredited school if deemed appropriate to the Sociology Graduate Committee, the Director of the Graduate Program in Sociology, and the Dean of Graduate Studies. Students must send a written request through the Sociology Graduate Committee to the Director of the Graduate Program in Sociology or the Department Head to petition the acceptance of the transfer credit prior to requesting candidacy to the graduate program. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the Director of the Graduate Program in Sociology, or the Head of the Department, and the Dean of Graduate Studies. Credits earned by correspondence courses or taken for remedial purposes will not apply toward the graduate degree.

Graduate Credit taken after admission to Arkansas Tech University:

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must (in advance of enrollment) obtain written approval from their faculty advisor, the Sociology Graduate Committee, the Director of the Graduate Program in Sociology, and the Dean of Graduate Studies.

Course Descriptions:

Sociology 4003/5003—Minority and Ethnic Relations:

This course is a study of minority groups with emphasis upon discrimination, socio historical characteristics and processes of change. Minorities considered include racial, ethnic, and gender.

Sociology (CJ) 4013/5013—Drugs in Society:

This course presents a comprehensive study of the history and prohibition of drug use in the United States, as well as the effects of drugs on society in the form of crime, prison and treatment. The main focus of this class is on the history of drug use, how certain drugs become illegal, and the intended and unintended consequences of drug prohibition for communities and society.

Sociology (PSY) 4043—Social Psychology:

The study of how individuals are influenced by the actual or implied presence of other persons. Emphasis is placed on attitudes, social cognition, social influence, aggression, altruism, self and other perception.

Sociology 4053/5053—Sociology of Health and Illness:

An in-depth look at the sociology of health and illness including an examination of the social structures related to the medical system, the social psychology of health and illness, a comparative analysis of sick role behavior as well as the study of social causes and consequences of health and illness.

Sociology 4063/5063—Social Stratification:

This course is a study of social class and consequences for society and individuals, with an emphasis on classical and contemporary stratification theorists, as well as theoretical links to present day circumstances nationally and globally.

Sociology 4173/5173—Social Gerontology:

An introduction to the sociology of aging: content provides general and specific knowledge regarding the aging process. Implications for economic, political, and family institutions are emphasized.

Sociology (PSY) 6013—Advanced Statistics:

This course is an advanced study of the concepts and techniques in descriptive and inferential statistics. Emphasis placed on the application of statistics and research to theoretically driven and applied research.

Sociology 6023—Advanced Social Theory:

This course provides an in-depth survey of the classical social theorists and theoretical traditions in the 19th and 20th centuries. Attention will be directed to major thinkers and schools of thought responsible for the emergence of social theory (and the field of sociology). Contemporary theorists who have had a major impact on the discipline will also be examined.

Sociology 6033—Advanced Methodology:

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Arkansas Tech University
REQUEST FOR COURSE ADDITION

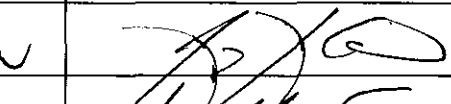
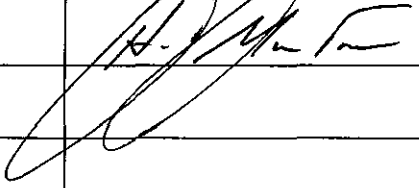
Registrar's Office

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Speech, Theatre, & Journalism

DATE SUBMITTED: 9/23/2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head <i>Anthony Caton</i>		9.23.13
Dean		9-23-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. Weaugh</i>	10/1/13
Vice President for Academic Affairs		

Course Subject: TH	Course Number: 4091-4
Cross-listed with Subject: N/A	Course Number: N/A
Official Title (Limited to 30 characters including spaces): Internship	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input checked="" type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Term: <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer 2014	If course is required by major/minor, how frequently will course be offered? N/A
Is this course repeatable for additional earned hours? Y / (N) How many times? <div style="border: 1px solid red; padding: 2px;">Course is repeatable; total hours of the internships cannot exceed 4 hours.</div>	
Does this course require a fee? No	How much? N/A
Type of fee? N/A	

SEP 25 2013

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor		Registrar's Office
If major or minor course, you must complete the Request for Program Change form.		
Prerequisites: N/A	Co-requisites: N/A	
Course Description (as you want it to appear in the catalog): Credit for work in professional theatre settings. Credit hours will be based on hours on the job. May be taken for a total of four hours.		
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 course aligns with the university's mission to nurture professionalism. By enabling students to enter the professional field in advance of graduation, it will help them better to understand the theatre profession and to obtain jobs.		
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. During the External Review of the Theatre Program, several reviewers suggested implementing an internship course.		
How will the effect of the change be monitored in ongoing program assessment? Students will be evaluated by the internship organization. This feedback will be used to help determine the grade in the course.		
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A		

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THEATRE 4091-4: INTERNSHIP

CATALOGUE DESCRIPTION: Credit for work in professional theatre settings. Credit hours will be based on hours on the job. May be taken for a total of four hours.

COURSE GOALS AND/OR OBJECTIVES: To prepare students for work in professional theatre through real-world experience with a theatre-producing organization.

COURSE OUTLINE:

Details will be worked out with the internship organization in consultation with the student and a faculty adviser. Before the internship begins, students and supervisors will sign a contract dictating tasks, responsibilities, projects, and evaluation criteria. This contract will vary from internship to internship.

METHODS OF ASSESSMENT:

Internship organizations will be asked to evaluate interns according to the following criteria: skills, management abilities, and other personal characteristics. Students will meet with their adviser to discuss the experience and the organization's evaluation. The instructor of record will determine the grade.

BIBLIOGRAPHY: When applicable, varies from internship to internship.

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**THE ATTACHED MATERIALS COME FROM ATU'S JOURNALISM PROGRAM.
THEY ARE INCLUDED AS EXAMPLES OF HOW THE INTERNSHIP CONTRACT
AND INTERN EVALUATION TOOL WILL LOOK.**



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ARKANSAS TECH UNIVERSITY

Department of Speech, Theatre, and Journalism
1815 Coliseum Dr
Russellville, AR 72801-2222

Tel: (479)964-0890
Fax: (479)964-0899

JOURNALISM INTERNSHIP CONTRACT

Student's Name: _____ Work Phone: _____

Internship Organization: _____

Address: _____

Department/Division: _____

Supervisor: _____ Phone: _____

Title of Supervisor: _____

The student will work _____ hours per week for _____ weeks to earn credit. The internship begins _____ and ends _____.

- A. Define the student's internship responsibilities, i.e., specific tasks or activities involved in the internship. (Clerical tasks should not constitute more than 25% of the job and should be relevant to the student's responsibilities). Please use the back of the page or attach an additional sheet if necessary.

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Internship Contract (2) SEP 25 2013
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B. List the "deliverable(s)" (tangible products or services) expected during or at the end of the student's internship, e.g., a procedures manual, PR campaign materials, etc.

C. Indicate the criteria on which this intern will be evaluated (e.g., reliability, accuracy and quality of work, attitude, etc).

Signed _____ Date _____
Supervisor

Signed _____ Date _____
Student

cc: Supervisor, Student, Internship Coordinator, Department Chairman.



INTERN EVALUATION

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Student's Name: _____

Skills

*Writing

-content	1	2	3	4	5
-mechanics	1	2	3	4	5
-creativity	1	2	3	4	5

*Graphics (if applicable)

-concept	1	2	3	4	5
-creativity	1	2	3	4	5

*Production capabilities

-knowledge of production process	1	2	3	4	5
-technical proficiency	1	2	3	4	5
-execution	1	2	3	4	5

*Telephone manner

1	2	3	4	5
---	---	---	---	---

*Communication

-content	1	2	3	4	5
-style	1	2	3	4	5
-articulateness	1	2	3	4	5

*Client relations (if applicable)

1	2	3	4	5
---	---	---	---	---

*Media relations (if applicable)

1	2	3	4	5
---	---	---	---	---

*Other job-related skills

_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

Additional comments:

Management Abilities

*Manages/uses time effectively 1 2 3 4 5

*Demonstrates responsibility behavior (meets deadlines, accepts blame) 1 2 3 4 5

*Follows instructions 1 2 3 4 5

*Organizes and plans effectively & efficiently 1 2 3 4 5

*Follows through on plans 1 2 3 4 5

*Exercises good judgment, common sense 1 2 3 4 5

*Adheres to organizational rules/policies 1 2 3 4 5

*Demonstrates initiative 1 2 3 4 5

Additional comments:

1 – Poor

2 - Fair

3 – Average

4 – Above average

5 - Excellent

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Personal Characteristics

*Work relationships with peers	1	2	3	4	5
*Work relationships with superiors	1	2	3	4	5
*Appropriate appearance/grooming/dress	1	2	3	4	5
*Enthusiasm	1	2	3	4	5
*Maturity, poise, self-confidence	1	2	3	4	5
*Ability to accept criticism	1	2	3	4	5
*Cooperation	1	2	3	4	5
*Attendance	1	2	3	4	5
*Punctuality	1	2	3	4	5
*Ethics	1	2	3	4	5

1 – Poor

2 - Fair

3 – Average

4 – Above average

5 - Excellent

Student's strong points:

Areas for improvements:

Other comments:

Intern Supervisor

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Arkansas Tech University

REQUEST FOR COURSE CHANGE

Registrar's Office

SEP 06 2013

Registrar's Office

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Speech, Theatre & Journalism

DATE SUBMITTED:

REQUEST FOR COURSE CHANGE

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

Course Subject: JOUR	Course Number: JOUR 1163
Cross-listed with Subject: Basic Photography	Course Number: ART 1163
Official Title: JOUR 1163 Basic Photography	
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 _____	
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.	

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SEP 06 2013

New Course Number : same number JOUR 1163	Registrar's Office
New Course Title: Basic Digital Photography	
New Course Description: Basic Digital Photography, an introduction to the medium, its history, techniques and theory. This course will teach students the basics of photographic composition, lighting, camera and lens operation, editing and printing using the digital format.	
New Cross-list: <input type="checkbox"/> Adding Cross-listing <input checked="" type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number ART 1163	
New Prerequisite (list all, as you want them to appear in the catalog):	
New Co-requisite (list all, as you want them to appear in the catalog):	
X Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Please provide a rationale for the change 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. Course has changed its content from traditional format to digital and the name and description is not current.	
How will the effect of the change be monitored in ongoing program assessment? Will be monitored by projects and course assessment.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached.	

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SEP 06 2013

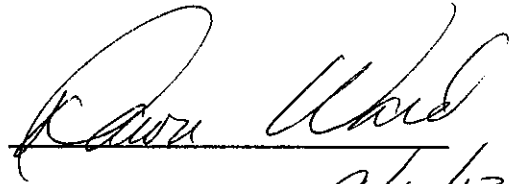
Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Registrar's Office

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

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

Department Head Signature:



Date: 9/6/13



ARKANSAS TECH
UNIVERSITY

*Gen Ed Com
approved
9/13/2013*

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OCT 04 2013

Registrar's Office

Department of Agriculture
Dean Hall, Room 123
402 West O Street
Russellville, Arkansas 72801

Office: 479-968-0251
Fax: 479-964-0139
www.atu.edu/agriculture

MEMO

To: General Education Committee
From: Malcolm R. Rainey
cc: Curriculum Committee
Date: August 29, 2013
Re: General education consideration

The Department of Agriculture is requesting consideration for its proposal to include AGBU 2063 Principles of Agriculture Macroeconomics and AGBU 2073 Principles of Agriculture Microeconomics as general education options to meet the Social Science requirement.

This request is based on several facts: (1) The Economics courses offered through the College of Business ECON 2003 Principles of Economics I and ECON 2013 Principles of Economics II are currently accepted (2) The AG Macro and AG Micro economics courses offered at the University of Arkansas and University of Missouri accept these to meet their Social Science requirements. (3) This would also provide the Agriculture Majors the opportunity to take 6 additional hours of major courses.

If there are any questions please don't hesitate to ask.

Malcolm R. Rainey

Malcolm R. Rainey

Head, Department of Agriculture

Tammy Weaver

From: Joseph Swain <jswain@atu.edu>
Sent: Thursday, October 10, 2013 2:02 PM
To: Tammy Weaver
Subject: FW: General Education Committee
Attachments: Agriculture Economics Memo.pdf; ACCT ECON Departmental Support Letter.pdf

Dear Tammy,

On Friday, September 13th the General Education Committee voted unanimously to recommend the attached proposal for addition to the General Education Curriculum. I sincerely apologize for the delay in sending this information to your office, but as the new chair I wasn't quite sure who should receive this recommendation next. I am also sending a copy to Dr. Watson. Please let me know if you have any questions concerning this recommendation.

Sincerely,

Joseph Swain

Dr. Joseph Swain
Chair, General Education Committee
Assistant Professor of Geography
Department of History and Political Science
Arkansas Tech University
jswain@atu.edu
479-356-2025

Gen Ed Com Approval 9/13/2013
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OCT 04 2013

Registrar's Office

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: General Education Committee and 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: AGBU	Course Number: 2063/2073
Cross-listed with Subject:	Course Number:
Official Title AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input checked="" type="checkbox"/> Other Add AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, to the list of courses satisfying the General Education Requirements Social Sciences.	
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.	

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New Course Number :	Registrar's Office
New Course Title (Limited to 30 characters including spaces):	
New Course Description:	
New Cross-list: <input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____	
New Prerequisite (list all, as you want them to appear in the catalog):	
New Co-requisite (list all, as you want them to appear in the catalog):	
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Please provide a rationale for the change including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. These courses are generally accepted to satisfy general education social science requirements at many other institutions. This would also provide the Agriculture Majors the opportunity to take 6 additional hours of major courses.	
How will the effect of the change be monitored in ongoing program assessment? The monitoring of assessment would not change. *	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. No other departments will be affected by these changes.	

*Amended to include general education assessment plan.

University of Arkansas Core curriculum Social Science selections include Principles of Agriculture Micro and Macroeconomics.

Social Sciences
(Select from at least two different fields of study)

AGEC 1103, AGEC 2103, ANTH 1023, COMM 1023, ECON 2013, ECON 2023, ECON 2143, GEOG 1123, GEOG 2003, HESC 1403, HESC 2413, HIST 1113, HIST 1123, HIST 2003****, HIST 2013****, HUMN 1114H, HUMN 2114H, PLSC 2003****, PLSC 2013, PLSC 2203, PSYC 2003, RESM 2853, RSOC 2603, SOCI 2013, SOCI 2033

Course Description of both Principles of Agriculture Macro and Microeconomics:

Agricultural Economics (AGEC)

AGEC 1103. Principles of Agricultural Microeconomics (Sp, Fa). 3 Hours.

Introduction to agricultural economics, including a survey of the role and characteristics of agriculture businesses in our economic system. Basic economic concepts concerning price determination, profit maximization, and resource use are emphasized. The use of economic principles as applied to the production and marketing decisions made by managers of agricultural firms is demonstrated. Credit will be allowed for only one of AGEC 1103 or ECON 2023 or ECON 2023H. Pre- or Corequisite: MATH 1203.

This course is cross-listed with ECON 2023.

AGEC 2103. Principles of Agricultural Macroeconomics (Sp, Fa). 3 Hours.

Applications of economics principles to problems of agricultural production, distribution, and income; including a study of the interrelationship between agriculture and other segments of the economy; and the dynamic forces in the economy which affect agriculture. Credit will be allowed for only one of AGEC 2103 or ECON 2013 or ECON 2013H. Pre- or Corequisite: MATH 1203.

This course is cross-listed with ECON 2013.

AGBU 2063: Principles of Agricultural Macroeconomics

Prerequisite: AGBU 1013

A study of macroeconomic variables that affect agriculture with emphasis on consumption, unemployment, inflation, government spending and taxes, investments, national income, and money and banking.

AGBU 2073: Principles of Agriculture Microeconomics

Prerequisite: AGBU 1013

A study of microeconomics variables that affect agriculture with emphasis on price determination, production, costs, income distribution, perfect and imperfect competition.

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Bachelor of Science Degree Requirements

Effective Fall 2012 Semester

GENERAL EDUCATION REQUIREMENTS (<http://generaleducation.missouri.edu/>)

Communication (9 credits)

- English Exposition & Argumentation – ENGLSH 1000 (3 credits) with a *grade of "C-" or better*
- Oral Communication: AG ED 2220, COMMUN 1200, or transferable equivalent (3 credits)
- Communication Elective or transferrable equivalent (3 credits) – selected from:

AG ED 2220	ENGLISH 2010, 2030	SCI AG J 2210, 3210 or 3240
COMMUN 1200, 3441, 3572 or 3575	IS< 4360	THEATR 1400
CSD 1100	RU SOC 2225	Foreign Language Course

College Algebra (3 credits)

- MATH 1100 or transferable equivalent (3 credits) with a *grade of "C-" or better*. May be met by:
 - An appropriate math course (MATH 1100 or 1160).
 - Calculus course at MU which provides back credit for MATH 1100.
 - Passing the Proctored ALEKS Exam with a qualifying score.
 - Possessing the minimum ACT or SAT Math sub-scores, thereby providing an exemption.

Biological Science, Physical Science and/or Mathematical Science (11 credits)*

- Biological Science: BIO SC 1010 and 1020, 1030, 1200, 1500 or BIO SC/FW 1100 (5 credits)
- Physical Science: CHEM 1100 or 1320 (3 credits)
- Biological/Physical/Mathematical Science Elective (3 credits) – courses designated BIO, PHYS, or MATH on approved Distribution of Content course list (<http://generaleducation.missouri.edu/courses/>)

Social and/or Behavioral Sciences (9 credits)*

- Microeconomics: AG EC 1041 or ECON 1014 (3 credits)
- Macroeconomics: AG EC 1042 or ECON 1015 (3 credits)
- American History or American Government (State Law Requirement) (3 credits)
 - HIST 1100, 1200, 2210, 2440, 4000, 4220 or 4230; POL SC 1100 or 2100

Humanities and/or Fine Arts (6 credits in addition to oral communication requirement)*


- Courses may include: AG EC 3241, AG ED 2220, SCI AG J 3210 or 3240
- Refer to Distribution of Content course list (<http://generaleducation.missouri.edu/courses/>)
- Only 3 credits from courses designed as an applied skills class may be used
- Entire 12-13 credit hour elementary foreign language sequence may be used


A course may only be used to fulfill one requirement in the preceding sections.

***Distribution of Content (27 credit hours):** Provides a breadth and depth of knowledge in three broad areas of study. Course work must include **at least one course numbered 2000 or higher in two of the three areas of distribution** (1) biological, physical, and/or mathematical science, (2) behavioral and/or social science, and (3) humanities and/or fine arts.

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If you entered college as a freshman in **Fall 1994 or later**, you need to complete six hours of Social and Behavioral Sciences course in order to graduate. Social and Behavioral Sciences courses are placed into two subcategories: Behavioral Sciences and Social Sciences. Effective for entering freshmen in Fall 2004, all courses on this list are approved for General Education credit on a campus wide basis. However individual Colleges or curricula may require specific courses or course categories. Students should consult their advisors about selecting the general education courses which best fit their programs of study. Courses are added as they are approved.

 Explanation of Abbreviations

 indicates course is offered this term.

SPRING 2012 SBS GENED COURSES BY:

[SHOW ONLY COURSES OFFERED THIS TERM] 

		ALL SUBCATEGORIES	BSC SUBCATEGORY	SS SUBCATEGORY							
Course	Title	ACP	CNW	COMP1	CW	HUM	NAT	QR	SBS		
<u>AAS 100</u>	 Intro Asian American Studies		US						SS		
<u>AAS 184</u>	Asian American Cultures		US						SS		
<u>AAS 258</u>	Muslims in America		US						SS		
<u>AAS 284</u>	Adv Topics in Asian America		US						SS		
<u>AAS 287</u>	Food and Asian Americans		US						SS		
<u>AAS 397</u>	 Asian Families in America		US						SS		
✓ <u>ACE 100</u>	 Agr Cons and Resource Econ								SS		
✓ <u>ACE 210</u>	 Environmental Economics								SS		
<u>ACE 251</u>	 The World Food Economy		NW						SS		
<u>ACE 254</u>	 Economic Systems in Africa		NW						SS		
<u>ACE 255</u>	Econ of US Rural Poverty & Dev								SS		
<u>AFRO 100</u>	 Intro to African American St		US						SS		
<u>AFRO 201</u>	US Racial & Ethnic Politics		US						SS		
<u>AFRO 243</u>	Pan Africanism		NW						SS		
<u>AFST 243</u>	Pan Africanism		NW						SS		
<u>AFST 254</u>	 Economic Systems in Africa		NW						SS		
<u>AIS 102</u>	 Contemp Issues in Ind Country		US						SS		
<u>ANTH 101</u>	 Introduction to Anthropology		NW			WCC			SS		
<u>ANTH 102</u>	 Human Origins and Culture								SS		
<u>ANTH 103</u>	 Anthro in a Changing World		NW			WCC			SS		
<u>ANTH 104</u>	 Talking Culture								SS		
<u>ANTH 171</u>	 Evolution of Human Comm								BSC		
<u>ANTH 180</u>	The Archaeology of Death					WCC			SS		
<u>ANTH 182</u>	Latin American Cultures		NW						SS		
<u>ANTH 184</u>	Asian American Cultures		US						SS		
<u>ANTH 185</u>	The Global Pacific		NW						SS		

University Core Curriculum

Guided by requirements of the Texas Core Curriculum, the University Core Curriculum at Texas A&M University assures that all undergraduate students are afforded a breadth of understanding. The Core Curriculum emphasizes competence in the process of learning, the capacity to engage in rigorous and analytical inquiry, and the ability to communicate clearly and effectively. It supports the development of knowledge about and appreciation for our cultural heritage, our social and personal responsibilities, and our interactions with the economies and cultures of the international community. The University Core Curriculum acts to enrich and broaden the University's tradition of providing thorough preparation in each student's academic major.

University Core Curriculum requirements are described in the sections that follow. **These requirements must be met by every student pursuing a baccalaureate degree program at Texas A&M University, regardless of his or her major.** Individual degree programs may require that specific courses from the general University list be used to satisfy University Core Curriculum requirements. Please check with individual program advisors for details (see notes 1, 2, 3 and 6).

Specific Requirements

In addition to the University Core Curriculum and specific degree requirements, Texas A&M has criteria that must be met by all students in order to receive a degree (see page 25).

1. The ability to communicate through the use of the spoken or written word requires the development of speech and writing skills.

Communication (6 hours) A course used to satisfy this requirement shall have as its primary focus the improvement of student expression in communication. This focus on student expression should be demonstrated both in course instruction and assessment. Acceptable forms of student expression may range from creative to technical. Acceptable courses may include those embedded in subject areas other than writing. This requirement must be satisfied by ENGL 104 (3 hours) and one of the following:

AGCJ 404	ENGL 210
COMM 203	ENGL 235
COMM 205	ENGL 241
COMM 243	ENGL 301
ENGL 203	

2. Without an understanding of mathematics and logic, it is not possible to comprehend or participate in the development of knowledge.

Mathematics (6 hours, at least 3 of which must be in mathematics)

To be selected from any mathematics course except:

MATH 102	MATH 365
MATH 103	MATH 366
MATH 150	

Also may select 3 hours from:

PHIL 240
PHIL 341
PHIL 342

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3. Knowledge and appreciation of science as a significant human activity, rather than merely a listing of results or collection of data, is acquired only by engaging in the activities of science.

Natural Sciences (8 hours) Two or more natural sciences courses which deal with fundamental principles and in which critical evaluation and analysis of data and processes are required. A minimum of one course shall include a corresponding laboratory. Non-technical courses are specifically excluded.

Four hours to be selected from:	Remaining hours to be selected from courses listed and/or:		
ASTR 111	ANTH 225	ENGR 101	HORT 201/202
BIOL 101	ASTR 101/102	ENTO 322	OCNG 251/252
BIOL 107	ASTR 109/119	ESSM 309	PHYS 109/119
BIOL 111	ATMO 201/202	GENE 301	PHYS 202
BIOL 113/123	BESC 201	GENE 310	PHYS 208
CHEM 101/111	BIOL 112	GEOG 205	RENR 205/215
CHEM 103/113	CHEM 102/112	GEOL 106	SCSC 105
CHEM 107/117	CHEM 104/114	GEOL 307	SCSC 301
GEOG 203/213	CHEM 106/116	GEOS 210	SCSC 405
GEOL 101	CHEM 222/242	GEOS 410	
PHYS 201			
PHYS 218			



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4. Knowledge of our culture and its ideals makes possible both social integration and self-realization (see note 4).

A. **Humanities (3 hours)** Courses used to satisfy this requirement shall address one of the following subject areas: history, philosophy, literature, the arts, culture or language (exclusive of courses devoted predominantly to acquiring language skills in a student's native language). Acceptable courses are:

AFST 201	ARTS 150	ENGL 329	ENGL 394	MUSC 201
AFST 204	ARTS 329	ENGL 330	ENGL 396	MUSC 311
AFST 205	ARTS 330	ENGL 333	ENGL 401	MUSC 312
AFST 300	ARTS 335	ENGL 334	ENGL 412	MUSC 315
AFST 301	ARTS 349	ENGL 335	ENGL 414	MUSC 319
AFST 302	ARTS 350	ENGL 336	ENGL 415	MUSC 321
AFST 329	ARTS 445	ENGL 337	ENGL 431	MUSC 324
AFST 339	CLAS 351	ENGL 338	ENGL 474	PHIL (any
AFST 344	COMM 301	ENGL 339	ENGL 481	course except
AFST 345	COMM 327	ENGL 340	ENGR 482	PHIL 240,
AFST 346	COMM 425	ENGL 345	GEOG 202	PHIL 341,
AFST 357	DCED 301	ENGL 346	GEOG 301	PHIL 342)
AFST 393	ENGL 203	ENGL 347	GEOG 305	RELS 211
AFST 401	ENGL 204	ENGL 348	GEOG 320	RELS 213
ANTH 202	ENGL 205	ENGL 350	GEOG 321	RELS 303
ANTH 205	ENGL 212	ENGL 351	GEOG 323	RELS 304
ANTH 301	ENGL 221	ENGL 352	GEOG 325	RELS 317
ANTH 302	ENGL 222	ENGL 353	GEOG 327	RELS 351
ANTH 303	ENGL 227	ENGL 354	HIST (any	RELS 360
ANTH 308	ENGL 228	ENGL 355	course)	RELS 392
ANTH 313	ENGL 231	ENGL 356	HORT 203	THAR 101
ANTH 316	ENGL 232	ENGL 360	HUMA 211	THAR 155
ANTH 317	ENGL 235	ENGL 361	HUMA 213	THAR 201
ANTH 318	ENGL 251	ENGL 362	HUMA 303	THAR 280
ANTH 324	ENGL 308	ENGL 365	HUMA 304	THAR 281
ANTH 350	ENGL 310	ENGL 374	LAND 240	WGST 200
ANTH 353	ENGL 312	ENGL 375	LAND 340	WGST 333
ANTH 354	ENGL 313	ENGL 376	LBAR 203	WGST 374
ARCH 249	ENGL 314	ENGL 377	LBAR 331	WGST 401
ARCH 250	ENGL 315	ENGL 378	LBAR 332	WGST 409
ARCH 345	ENGL 316	ENGL 379	LBAR 333	WGST 461
ARCH 350	ENGL 317	ENGL 385	LING 307	WGST 473
ARCH 430	ENGL 321	ENGL 390	LING 310	WGST 474
ARCH 434	ENGL 322	ENGL 392	MODL*	WGST 477
ARTS 149	ENGL 323	ENGL 393	MUSC 200	

* or any course in the Department of Hispanic Studies or the Department of International Studies.
See note 5.

B. Visual and Performing Arts (3 hours) Acceptable courses are:

ANTH 324	ARTS 350	ENGL 356	ITAL 455	MUSC 324
ARCH 249	ARTS 445	ENGL 385	KINE 160	PERF 301
ARCH 250	CARC 335	ENGL 412	KINE 161	PHIL 330
ARCH 350	CLAS 352	EURO 405	KINE 167	PHIL 375
ARCH 430	CLAS 415	EURO 406	KINE 169	RUSS 446
ARCH 434	DCED 161	EURO 432	KINE 171	RUSS 447
ARCH 437	DCED 162	EURO 446	KINE 172	SPAN 410
ARTS 103	DCED 168	EURO 447	KINE 175	SPAN 413
ARTS 111	DCED 172	FILM 251	KINE 311	THAR 101
ARTS 112	DCED 173	FILM 301	LAND 240	THAR 110
ARTS 149	ENDS 101	FILM 394	MUSC 200	THAR 155
ARTS 150	ENDS 115	FILM 406	MUSC 201	THAR 201
ARTS 212	ENGL 212	FILM 415	MUSC 280	THAR 210
ARTS 305	ENGL 219	FREN 425	MUSC 302	THAR 280
ARTS 311	ENGL 251	GERM 334	MUSC 311	THAR 281
ARTS 329	ENGL 312	GERM 432	MUSC 312	THAR 407
ARTS 330	ENGL 317	GERM 435	MUSC 315	
ARTS 335	ENGL 340	HISP 352	MUSC 319	
ARTS 349	ENGL 351	HORT 203	MUSC 321	

5. As the human social environment becomes more complex, it is increasingly important for individuals to understand the nature and function of their social, political and economic institutions (see note 4).

A. Social and Behavioral Sciences (3 hours) Courses used to satisfy this requirement shall address one of the following subject areas: anthropology, economics, political science, geography, psychology, sociology or communication. Acceptable courses are:

AFST 317	ANTH 403	EPSY 321	LING 209	SPMT 319
AFST 323	ANTH 404	GEOG 201	LING 311	SPMT 336
AGEC 105	ANTH 410	GEOG 304	LING 402	SPMT 337
AGEC 350	ANTH 439	GEOG 306	MGMT 475	VTPB 221
AGEC 429	ARCH 212	GEOG 311	POLS (any	WGST 207
AGEC 430	COMM 315	GEOG 330	course)	WGST 300
AGEC 452	COMM 320	GEOG 401	PSYC (any	WGST 310
AGEC 453	COMM 325	GEOG 420	course except	WGST 316
ALED 340	COMM 335	GEOG 440	PSYC 203,	WGST 317
ALED 400	ECON (any	HLTH 236	PSYC 204)	WGST 332
ALED 440	course)	HORT 335	RELS 403	WGST 367
ANTH 201	ENGL 209	INST 310	SOCI (any	WGST 404
ANTH 210	ENGL 311	INST 322	course except	WGST 424
ANTH 225	ENGL 403	JOUR 102	SOCI 220,	WGST 439
ANTH 300	ENGR 400	JOUR 301	SOCI 420)	WGST 462
ANTH 314	EPSY 320	LBAR 204	SPMT 304	WGST 463

B. U.S. History and Political Science (12 hours, 6 hours of history and 6 hours of political science) To be a responsible citizen of the world it is necessary, first, to be a responsible citizen of one's own country and community. POLS 206 and POLS 207 and HIST 105 and HIST 106 or other courses in American and Texas history, except those courses pertaining solely to Texas history, may not comprise more than 3 hours.

6. As individual and national destinies become progressively more interconnected, the ability to survive and succeed is increasingly linked to the development of a more pluralistic, diverse and globally-aware populace. Two courses from the following list are to be taken by the student. If a course listed below also satisfies another University Core Curriculum requirement, it can be used to satisfy both requirements if the student wishes to do so. For example, a course that satisfies the Social and Behavioral Sciences requirement may be used to satisfy the International and Cultural Diversity requirement if that course also appears on the list.

International and Cultural Diversity (6 hours) Acceptable courses are:

ACCT 445	CARC 335	ENGL 403	HIST 214	HLTH 334
AFST 201	COMM 327	ENGL 474	HIST 258	HORT 335
AFST 204	COMM 335	ESSM 314	HIST 301	HORT 440
AFST 205	COMM 407	EURO 223	HIST 305	HUMA 303
AFST 301	COMM 425	EURO 323	HIST 307	HUMA 304
AFST 302	COSC 484*	EURO 406	HIST 319	IBUS 401
AFST 317	COSC 494*	EURO 443	HIST 324	IBUS 403
AFST 323	DCED 301	EURO 444	HIST 336	IBUS 445
AFST 339	ECON 312	EURO 447	HIST 339	IBUS 446
AFST 345	ECON 320	FINC 445	HIST 342	IBUS 450
AFST 346	ECON 324	FREN 301	HIST 343	IBUS 452
AFST 393	ECON 330	FREN 322	HIST 345	IBUS 455
AGEC 452	EHRD 408	FREN 336	HIST 346	IBUS 456
AGEC 453	ENDS 101	FREN 418	HIST 348	IBUS 457
ALED 422	ENDS 484*	FREN 425	HIST 352	IBUS 458
ANTH 205	ENDS 494*	GEOG 201	HIST 355	IBUS 459
ANTH 210	ENGL 204	GEOG 202	HIST 356	IBUS 460
ANTH 300	ENGL 205	GEOG 301	HIST 402	INST 310
ANTH 301	ENGL 222	GEOG 305	HIST 405	INST 322
ANTH 314	ENGL 232	GEOG 306	HIST 407	LAND 240
ANTH 324	ENGL 251	GEOG 311	HIST 412	LBAR 331
ANTH 403	ENGL 333	GEOG 320	HIST 439	LBAR 332
ANTH 404	ENGL 336	GEOG 321	HIST 440	LBAR 333
ARCH 250	ENGL 337	GEOG 323	HIST 441	LING 307
ARCH 345	ENGL 338	GEOG 325	HIST 449	LING 402
ARCH 350	ENGL 339	GEOG 327	HIST 451	MGMT 430
ARCH 458	ENGL 340	GEOG 402	HIST 455	MGMT 450
ARTS 150	ENGL 352	GEOG 420	HIST 460	MGMT 452
ARTS 350*	ENGL 362	GERM 322	HIST 461	MKTG 330
CARC 301	ENGL 374	HISP 352	HIST 464	MKTG 401
CARC 311	ENGL 378	HISP 362	HIST 473	MKTG 403
CARC 321	ENGL 379	HISP 363	HIST 477	MODL 222
CARC 331	ENGL 393	HIST 210	HLTH 236	MUSC 312

* See Note 7.

International and Cultural Diversity (6 hours) (continued)

MUSC 315	POLS 367	SOCI 323	SPMT 336	WGST 333
MUSC 319	POLS 424	SOCI 324	SPMT 337	WGST 334
MUSC 324	POLS 432	SOCI 325	TEFB 273	WGST 367
PHIL 283	POLS 462	SOCI 329	THAR 201	WGST 374
PHIL 416	PSYC 300	SOCI 330	THAR 281	WGST 391
PHIL 419	RELS 303	SOCI 403	URPN 461	WGST 401
POLS 229	RELS 304	SOCI 419	VTPB 221	WGST 404
POLS 231	RELS 403	SOCI 423	VTPP 401	WGST 407
POLS 317	RPIS 340	SOCI 424	WGST 200	WGST 424
POLS 322	RUSS 443	SPAN 312	WGST 207	WGST 430
POLS 323	RUSS 444	SPAN 320	WGST 300	WGST 461
POLS 324	RUSS 447	SPAN 410	WGST 307	WGST 462
POLS 326	SOCI 207	SPAN 411	WGST 308	WGST 463
POLS 328	SOCI 316	SPAN 412	WGST 310	WGST 473
POLS 338	SOCI 317	SPAN 421	WGST 316	WGST 474
POLS 365	SOCI 321	SPAN 450	WGST 317	WGST 477

7. As the ancient scholars knew and as modern research has confirmed, the development of the body as well as the mind is an integral part of the educational process.

Kinesiology requirements are to be fulfilled by completing KINE 198 Health and Fitness and any other one KINE 199 course. KINE 199 used to fulfill University Core Curriculum requirements must be taken S/U. KINE 199 courses not included in the University Core Curriculum can be taken for a grade in accordance with the student's college policy. Transfer students with fewer than 2 hours of kinesiology credit must meet the KINE 198 requirement either by transfer of credit or by taking the course at Texas A&M.

Notes:

- Individual degree programs may impose more restrictive requirements in any of these areas. Students should consult the degree listing in this catalog and their academic advisors to ensure that they are satisfying all requirements of their majors.
- With the exception of courses satisfying the International and Cultural Diversity requirement (see section 6), no course shall be counted twice by the same student toward satisfaction of the University Core Curriculum requirements. For example, if a student elects to use ARCH 349 to satisfy the Visual and Performing Arts requirement, the student may not use the course to satisfy the Humanities requirement.
- Courses numbered 285 or 485 do not satisfy University Core Curriculum requirements. Individual Special Topics (289 and 489) courses may be approved for use in the Core Curriculum.
- No student may satisfy all 12 hours of University Core Curriculum requirements in the categories of humanities, visual and performing arts, and social and behavioral sciences by courses having the same prefix.
- If courses in MODL are used to fulfill the Humanities requirement, they must be in a different language than taken in high school or, if in the same language, at the 200-level or higher. For example, if the student took Spanish in high school, the student may not use SPAN 101 or SPAN 102 in satisfying the Humanities requirement.
- Students transferring course credit to satisfy the University Core Curriculum requirements should refer to the Texas Common Course Numbering System (see Appendix B on page 951) and the Transfer Course Credit Policies in this catalog.
- Courses taken abroad, whether conducted in another country by a Texas A&M University faculty member, completed as reciprocal education exchange programs (REEP), or completed in another country through direct enrollment in another institution, can be used to satisfy the Core Curriculum requirement for International and Cultural Diversity. This includes credits earned through 285, 291, 485, 484, and 491 courses conducted abroad for which grades are determined by a Texas A&M University faculty member.
- Courses approved as satisfying one or more areas of the University Core Curriculum become effective the semester or summer session immediately following approval by the Faculty Senate.

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Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

DEAN'S
Department Head Signature: *[Signature]*

Date: *9-16-13*

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Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: College of Business and the Department of Accounting and Economics	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature:



Date: 9/3/13

Addendum: Department of Agriculture Request for Course Change

Course: AGBU 2063 Principles of Agriculture Macroeconomics

General Education Outcomes: Select All That Apply (X)

Student Learning Outcomes:	Outcome	Criteria A &/or #s)	Criteria B &/or #s)
Apply Scientific and Quantitative Reasoning	X	1	2
Communicate Effectively			
Develop Ethical Perspective			
Demonstrate Knowledge of the Arts and Humanities			
Think Critically	X	2	1
Understand Wellness Concepts			
Civic Involvement			

List Course Objectives: (CPGE assessment objectives: add rows if needed)

Impact of interest rate policy on consumer activity
US monetary policy to attempt to manipulate the US economy
Effect of debt and the debt ceiling on long-term economic growth
Different schools of thought on managing economy
Dangers of high inflation on US economy

List Course Measurements (Direct and Indirect Measures- exams, essays, survey, etc.)

Exam scores
Score for specific items on exams
Scores on in-class & take-home assignments

Course: AGBU 2073 Principles of Agriculture Microeconomics

General Education Outcomes: Select All That Apply (X)

Student Learning Outcomes:	Outcome	Criteria A &/or #s)	Criteria B &/or #s)
Apply Scientific and Quantitative Reasoning	X	1	
Communicate Effectively	X		2
Develop Ethical Perspective			
Demonstrate Knowledge of the Arts and Humanities			
Think Critically	X		1
Understand Wellness Concepts			
Civic Involvement			

List Course Objectives: (CPGE assessment objectives: add rows if needed)

Use supply & demand in trade decisions
Use supply & demand in individual business decisions
Analyze market effects of perfect vs imperfect competition

List Course Measurements (Direct and Indirect Measures- exams, essays, survey, etc.)

In-class assignment grades
Rubric-scored written work, outside of a capstone experience
Interaction for combined group assignment (scored as component within assignment rubric)

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

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

REQUEST FOR CHANGE IN PROGRAM (Modification of Existing Major)

Title	Signature	Date
Dr. Sandy Smith, Department Head	<i>Sandy M Smith</i>	10-1-13
Dr. William Hoefler, Dean	<i>Willy Hoefler</i>	10-1-13
Mrs. Tammy Rhodes Weaver, Registrar	<i>T Weaver</i>	10/10/13
Dr. John Watson, Vice President for Academic Affairs		

Program Title: Curriculum In Emergency Management	Effective Date: 2014-15 Catalog
Outline change in program and attach curriculum matrix: 1) In the 21 hours of Interdisciplinary Core, add the following courses: AHS 1023, AHS 2013, ART 1163, ART 1503, ART 2213, BIOL 2004, BIOL 2014, BIOL 3074, CJ 2013 , CJ 2043, CJ 3023 , CJ 3033, CJ 3063 , CJ 3103, CJ 3153, CJ 4023, CJ 4053 , CJ 4206, ELEG 1012, FW 2003, GEOC 4833 , GEOL 3174, NUR 2023, NUR 2303, PHIL 2013, PHIL 3023, PHIL 3053, PHIL 3103, PSY 3003 , PSY 3043 , PSY 3133 , PSY 3153 , and WS 1091.	
2) In the 12 ¹⁵ hour Administrative/Professional Core, allow any ^{12 hours from} any course from the College of Business (ACCT, BDA, BLAW, BUAD, ECON, and FIN), COMS, JOUR, MATH, and SPH; as well as, HA/RP 4113; PS 3023, 3133, SOC 2053; ENGL 2053 will remain in the core as a required course making total 15 hrs	
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.	

Amendment:
 Add: Any CJ, SOC, or PSY may be taken for the ID Core.

This program change will decrease the number of substitutions requested for degree audits while maintaining the integrity of the EM degree. Most other EM programs are housed within the Sociology and Political Science departments and therefore in alignment with those programs on this campus, we are expanding the number of courses acceptable for the Interdisciplinary Core for EM students.

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

No effect.

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

**Spring Start (If applicable) Curriculum Matrix for Catalog
Curriculum in Emergency Management**

<p>Freshman Spring Semester</p> <p>Add/Change: Social Sciences</p> <p>Delete: US History/Government</p> <p>Total Hours: 16</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:</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Sophomore Fall Semester</p> <p>Add/Change: US History/Government</p> <p>Delete: Social Sciences</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: Interdisciplinary Core (to 3 hrs.)</p> <p>Elective - 3 hours; EAM 4033</p> <p>Delete: EAM 3206</p> <p style="text-align: center;">Interdisciplinary Core – 6 hrs.</p> <p>Total Hours: 15</p>
<p>Senior Spring Semester</p> <p>Add/Change: Interdisciplinary Core (to 6 hours)</p> <p>Delete: EAM 4033</p> <p>Total Hours: 15</p>	<p>Senior Fall Semester</p> <p>Add/Change: EAM 3206</p> <p>Delete: Elective</p> <p>Total Hours: 12</p>
<p>Total Program Hours <u>120</u></p>	

*** 40 hours must be upper division courses for the EM degree***

**Fall Start Curriculum Matrix for Catalog
Curriculum in Emergency Management**

<p>Freshman Fall Semester</p> <p>Add/Change: Social Sciences</p> <p>Delete: US History/Government</p> <p>Total Hours: 16</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: US History/Government</p> <p>Delete: Social Sciences</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add/Change: EAM 4023</p> <p style="padding-left: 40px;">EAM Core – 3 hours</p> <p>Delete: EAM Core – 6 hours</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change: EAM 4033; Elective – 3 hours</p> <p>Delete: EAM 3206, EAM 4023</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change: EAM Core (to 6 hours)</p> <p>Delete: EAM 4033</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change: EAM 3206</p> <p>Delete: Elective</p> <p>Total Hours: 12</p>

DEGREE AUDIT CHECK LIST (BS-EAM) Emergency Management

2013-14

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
SPH		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
CORE CONT. MATH 4123 4173 PE 2513 PHSC 3033 PHYS 3213 POLS 2013 2403 2413 3033 3053 3093 3473 4103 PSY 2003 2033 PSY/SOC 3013 PSY 3063 3093 3163 RP 1993 3053 3993 4053 SOC 1003 3063 4003 SOC/CJ 2033 3083		
Electives		
TOTAL ELECTIVE HOURS		6

Student's Name		
T#		
Major Requirements		Hrs
EAM	1003 1013 3206 4023 4033 4106	
EAM	(18 HRS) 2033 3003 3013 3023 3033 3123 3143 3243 4003 4013 4043 4053 4991-3	42
ENGL	2053	3
ADMIN	BLAD 2003 2053 BLAW 2053 COMS 1003 1333 1403 2003 HA/RP 4113 JOUR 2133 4033 4083 4123 MATH 2163 PS 3023 3133 SOC 2053 SPH 1003 2003 2173 3003 3013 3033 3073 4063 4153	12
CORE	AMTH 2003 BIOL 1004 3043 3054 3114 4023 4094 CHEM 2204 3313 3245 3254 3264 3324 3334 3344 3353 4422 COMS 2703 2733 4703 4713 CJ 2003 CJ/POLS 3023 CJ 4023 GEOG 2013 2023 2833 3033 4023 GEOL 1014 3044 3083 GEOL 3153 HA 1013 HLED 3203 JOUR 2143 JOUR 3173 3273 MATH 2243 3153	21
TOTAL MAJOR HOURS		78
TOTAL HOURS		

College of
Business
(ACCT, BBA,
BLAW, BUAD,
ECON, and FIN)
COMS, JOUR,
MATH, and
SPH

Use
NEW LIST

Final Check:

Min. hours required 120
40 hours upper level _____ thru _____
of "D" hours _____ thru _____
Max activity hours 4 _____

Earned Hrs _____
minus P/C HRS _____
to be completed _____
TOTAL _____

** Satisfying Gen Ed

♦ Satisfying Institutional Requirement

C or better must be earned for Gen Ed

Department of Emergency Management

The bachelor of science degree in Emergency Management (EAM) was established in 1997. Arkansas Tech University was one of the first institutions to offer a baccalaureate degree in this specialized and rapidly growing academic discipline. In 2006, the program became the first degree program to receive accreditation on a national as well as international level from the Foundation of Higher Education Accreditation in Emergency Management. In view of the interest in this degree from a wide geographic area including foreign countries, the degree is also available online as an electronic degree that was approved by the Higher Learning Commission in 2005. The program offers a master of science degree in Emergency Management and Homeland Security for students seeking an advanced degree in the discipline.

Dr. Sandy Smith, Head
 Dean Hall, Room 110
 (479) 498-6039
 ssmith107@atu.edu
 Fax: (479) 356-2091

Associate Professor:
 Ihde, Gray, Smith
Assistant Professors:
 Bailey, Earls, Garner, Kallberg

The Department of Emergency Management at Arkansas Tech University is dedicated to:

1. Increasing learning and knowledge by providing outstanding teaching, scholarship, and service for the university and community.
2. Sustaining a department that supports faculty and students in their professional and intellectual growth.
3. Educating students to become leaders in the emergency management discipline and to make a positive contribution to the field.

Interest in emergency management and its importance from the global perspective have increased following recent events related to natural and technological hazards, terrorism, and other Homeland Security issues. The degree supports advancement opportunities for career professionals in a broad range of discipline areas as well as appealing to students seeking careers in emergency management in both the private and public sectors.

The curriculum in the EAM degree is based on the following core competencies for emergency managers:

- Management skills
- Communication skills
- Leadership and decision making skills
- Technical skills
- Political, bureaucratic and social contexts
- Comprehensive emergency management contexts
- Legal and ethical contexts
- Practical applications

The curriculum requires all students to complete 30 hours of EAM core courses which include 12 hours of credit for externship/internship experiences. This focus of the program is designed to build a solid foundation in emergency management concepts, competencies, and demonstrated applications. Additionally, students are required to complete 15 hours in an administrative core and 21 hours in an interdisciplinary core, which can include courses in both the natural and social sciences. Students have the option of addressing the interdisciplinary core by completing a minor in an area approved by the advisor as long as the total coursework equals 21 hours.

Curriculum in Emergency Management

Degree Completion Plan Beginning in Fall Semester				
Freshman Fall	Spring	Sophomore Fall	Spring	Senior Spring
Social Sciences^{1,T} <u>ENGL 1013</u> ^{1,T} 3 U.S. History/Government^{1,T} <u>Mathematics</u> ^{1,T} 3 <u>TECH 1001</u> 1 Interdisciplinary Core ^{2,T} 3 <u>EAM 1003</u> 3 Total Hours 16	<u>ENGL 1023</u> ^{1,T} 3 <u>Social Sciences</u> ^{1,T} 3 Science with Lab ^{1,T} 4 Interdisciplinary Core ^{2,T} 3 <u>EAM 1013</u> 3 Total Hours 16	Social Sciences ^{1,T} 3 <u>Fine Arts & Humanities</u> ^{1,T} 3 Science with Lab ^{1,T} 4 <u>ENGL 2053</u> 3 EAM Core ⁴ 3 Total Hours 16	Social Sciences^{1,T} Social Sciences ^{1,T} 3 <u>Fine Arts & Humanities</u> ^{1,T} 3 Administrative ³ 3 Interdisciplinary Core ^{2,T} 3 EAM Core ⁴ 3 Total Hours 15	U.S. Govt HIST/Govt ^{1,T} Social Sciences ^{1,T} 3 Social Sciences ^{1,T} 3 Administrative ³ 3 Interdisciplinary Core ^{2,T} 3 EAM Core ⁴ 3 Total Hours 15

EAM 4023	3	EAM 4003	3	EAM 4106	6
Administrative ^{3,T}	3	Administrative ^{3,T}	3	Administrative ^{3,T}	6
EAM Core ⁴	3	EAM Core ⁴	3	EAM Core⁴	3
Interdisciplinary Core ^{2,T}	3	Interdisciplinary Core ^{2,T}	3	Interdisciplinary Core ^{2,T}	6
Elective ^T	3	EAM 4003	3	EAM 4003	3
Total Hours	15	Total Hours	15	Total Hours	15
Degree Completion Plan Beginning in Spring Semester					
Freshman		Sophomore		US History/Govt^{1,T}	3
Spring	Social Sciences³	Fall		Spring	
ENGL 1013^{1,T}	3	ENGL 1023^{1,T}	3	Social Sciences^{1,T}	3
ENGL 1013^{1,T}	3	Social Sciences^{1,T}	3	Fine Arts & Humanities^{1,T}	3
Mathematics^{1,T}	3	Science with Lab ^{1,T}	4	Science with Lab ^{1,T}	4
TECH 1001	1	Interdisciplinary Core ^{2,T}	3	ENGL 2053	3
Interdisciplinary Core ^{2,T}	3	EAM 1013	3	EAM Core ⁴	3
EAM 1003	3	Total Hours	16	Total Hours	16
Total Hours	16	Total Hours	16	Total Hours	15
Junior		Senior			
Spring		Spring		Fall	
Administrative ^{3,T}	3	Administrative ^{3,T}	3	EAM 4106	6
EAM Core ⁴	3	EAM Core ⁴	3	EAM Core⁴	3
Interdisciplinary Core ^{2,T}	3	Interdisciplinary Core ^{2,T}	3	EAM 3206	6
EAM 4023	3	EAM 4023	3	EAM 4023	3
Elective ^T	3	EAM 4023	3	EAM 4023	3
Total Hours	15	Total Hours	15	Total Hours	15

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

²See Appropriate alternatives in "Interdisciplinary Core"

³See appropriate alternatives in "Required Administrative Core".

⁴See appropriate substitutions in "EAM Core"

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

EAM Core (30 hours)

The student will select with the advisor's recommendation 30 hours of credit from the EAM Core courses. **EAM 1003**, **EAM 1013**, **EAM 4023** and **EAM 4033** are required classes for all students. In addition, all students must take 12 hours (**EAM 3206** and **EAM 4106**) from the Practical Applications in addition to the 30 hours. Courses used in other categories, i.e. EAM Core, Administrative, or Interdisciplinary may not be counted in another category.

- EAM 1003** Living in a Hazardous Environment
- EAM 1013** Aim and Scope of Emergency Management
- EAM 2033** Citizen/Family/Community Disaster Preparedness Education
- EAM 3003** Developing Emergency Management Skills
- EAM 3013** Public Policy Issues in Emergency Management
- EAM 3023** Principles and Practice of Disaster Planning and Response Operations
- EAM 3033** The Social Dimensions of Disaster
- EAM 3123** Public Information Skills for Emergency Managers
- EAM 3143** The Economics of Hazards and Disaster
- EAM 3243** Introduction to Terrorism
- EAM 4003** Principles and Practice of Disaster Relief and Recovery
- EAM 4013** Business and Industry Crisis Management
- EAM 4023** Information Technology and Emergency Management
- EAM 4033** Emergency Management Research Methods/Analysis
- EAM 4043** Disaster and Emergency Management Ethics

EAM 4053 Community Management of Hazardous Materials
EAM 4991-3 Special Problems and Topics

Practical Applications (12 hours)

EAM 3206 Externship
EAM 4106 Practicum/Internship

Administrative Core¹ (15 hours)

The student will take **ENGL 2053** Technical Writing^T and select with the advisor's recommendation 12 hours of credit from the following courses which are currently offered within each departmental area.

- ~~**BLAW 2033** Legal Environment of Business^T~~
- ~~**BUAD 2000** Business Information Systems or~~
- ~~**COMS 4000** Introduction to Computer Based Systems^T~~
- BUAD 2053** Business Statistics or
- **SOC 2053** Statistics for the Behavioral Sciences or
- MATH 2163** Introduction to Statistical Methods^T
- ~~**COMS 4330** Web Publishing I~~
- ~~**COMS 4402** Orientation to Computing, Information, and Technology~~
- ~~**COMS 2000** Microcomputer Applications~~
- **HA 4113/RP 4113** Personnel Management in Parks, Recreation, and Hospitality Administration
- ~~**JOUR 2132** Introduction to Mass Communication~~
- ~~**JOUR 4000** Community Journalism~~
- ~~**JOUR 4002** Computer Mediated Communication~~
- ~~**JOUR 4120** Laws of Communication~~
- **PS 3023** Professional Communications
- **PS 3133** Applied Principles of Personnel Management
- ~~**SPH 4000** Introduction to Speech-Communication^T~~
- ~~**SPH 2002** Public Speaking~~
- ~~**SPH 2173** Business and Professional Speaking~~
- ~~**SPH 3003** Interpersonal Communication~~
- ~~**SPH 3013** Intercultural Communication~~
- ~~**SPH 3032** Interviewing Principles and Practices~~
- ~~**SPH 3072** Group Communication~~
- ~~**SPH 4062** Organizational Communication~~
- ~~**SPH 4452** Persuasive Theory and Audience Analysis~~

← 12 additional hours of Allow any course from the College of Business (ACCT, BDA, BLAW, BUAD, ECON, and FIN) coms, JOUR, MATH, and SPH, ~~and~~ or

¹Students must address any prerequisites for these courses

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

Interdisciplinary Core^{1,2} (21 hours)

The student will select with the advisor's recommendation 21 hours of credit from the following courses which are currently offered within each departmental area.

- ~~**ANTH 2003** Cultural Anthropology^T~~
- ~~**BIOL 1004** Principles of Environmental Science~~
- ~~**BIOL 3043** Conservation~~
- ~~**BIOL 3054** Microbiology~~
- ~~**BIOL 3114** Principles of Ecology~~
- ~~**BIOL 4023** Immunology~~
- ~~**BIOL 4094** Coastal Ecology~~
- ~~**CHEM 2204** Organic Physiological Chemistry~~
- ~~**CHEM 3313** Environmental Chemistry~~
- ~~**CHEM 3245** Quantitative Analysis~~
- ~~**CHEM 3254** Fundamentals of Organic Chemistry~~
- ~~**CHEM 3264** Mechanistic Organic Chemistry~~
- ~~**CHEM 3324** Physical Chemistry I~~
- ~~**CHEM 3334** Physical Chemistry II~~
- ~~**CHEM 3344** Principles of Biochemistry~~
- ~~**CHEM 3353** Fundamentals of Toxicology~~
- ~~**CHEM 4422** Advanced Organic Chemistry~~
- ~~**COMS 2703** Computer Networks and Architecture~~

- ~~**ES 6013**~~ ~~**PHIL 2013**~~
- ~~**CJ 2043**~~ ~~**CJ 4200**~~ **PHIL 3023**
- ~~**CJ 3023**~~ **ELEG 1012** **PHIL 3053**
- ~~**CJ 3033**~~ **FW 2003** **PHIL 3103**
- ~~**CJ 3053**~~ ~~**GEOL 1033**~~ **PSY 3003**
- ~~**CJ 3103**~~ **GEOL 3174** ~~**PSY 3013**~~
- ~~**CJ 3153**~~ **NUR 2023** ~~**PSY 3133**~~
- ~~**CJ 4023**~~ ~~**NUR 3303**~~ ~~**PSY 3153**~~
- WS091**

Amendment: Any CJ, SOC, or PSY may be taken for the ID Core.

~~COMS 2733 Introduction to Computer Forensics and Security
COMS 4703 Data Communications and Networks
COMS 4713 Heterogeneous Networks
CJ 2003 Introduction to Criminal Justice^T
CJ 3003 / POLS 3023 Judicial Process
CJ 4023 Law and the Legal System
GEOG 2013 Regional Geography of the World
GEOG 2023 Human Geography
GEOG 2833 Introduction to Geographic Information Systems
GEOG 3033 Physical Geography
GEOG 4023 Economic Geography
GEOL 1014 Physical Geology
GEOL 3044 Geomorphology
GEOL 3083 Hydrogeology
GEOL 3153 Environmental Geology
HA 1013 Sanitation and Safety
HLED 3203 Consumer Health Programs
JOUR 2143 News Writing
JOUR 3173 Public Relations Principles
JOUR 3273 Public Relations Writing
MATH 2243 Calculus for Business and Economics
MATH 3153 Applied Statistics I
MATH 4123 Mathematical Modeling
MATH 4173 Advanced Biostatistics
PE 2513 First Aid^T
PHSC 3033 Meteorology
PHYS 3213 Modern Physics
POLS 2013 Introduction to Political Science^T
POLS 2403 Comparative Government
POLS 2413 International Relations
POLS 3033 American State and Local Government
POLS 3053 Introduction to Public Administration
POLS 3093 American Municipal Government
POLS 3473 National Security Policy
POLS 4103 Environmental Politics
PSY 2003 General Psychology^T
PSY 2033 Psychology of Adjustment
PSY 3013/SOC 3013 Psychosocial Aspects of Death and Dying
PSY 3063 Developmental Psychology I
PSY 3093 Industrial Psychology
PSY 3163 Developmental Psychology II
RP 1993 Basic Forest Fighting
RP 3053 Natural Resource Management and Planning
RP 3993 Wildland Fire Practices in Natural Resource Management
RP 4053 Water Resources Development
SOC 1003 Introductory Sociology^T
SOC 2033/CJ 2033 Social Problems^T
SOC 3063 Communities
SOC 3083/CJ 3083 Social Deviance
SOC 4003 Minority Relations~~

¹Students must address any prerequisites for these courses

²Students can complete the Interdisciplinary Core by minoring in one of the following subjects. If the minor doesn't total 21 hours, they can take an additional course from the above list.

Anthropology, Biology, Chemistry, Criminal Justice, Engineering Physics, Geography, Geology, History, Hospitality Administration, Journalism, Physical Science, Political Science, Psychology, Recreation and Park Administration, Sociology, Speech.

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

Minor Emergency Management

The minor in Emergency Management is designed to provide additional breadth for students majoring in related programs in the field of crisis and disaster management. The minor will require 18 hours of coursework emphasizing content in areas of human and physical consequences of natural and technological disasters along with mitigation procedures.

Students may wish to minor in Emergency Management from disciplines listed in the Interdisciplinary Core such as Biology, Chemistry, Computer and Information Science, Criminal Justice, and Journalism.

***EAM 1003** Living in a Hazardous Environment

***EAM 1013** Aim and Scope of Emergency Management

Twelve hours of upper division EAM Core Classes

*Required for the Bachelor's degree in EAM

Arkansas Tech University
REQUEST FOR COURSE ADDITION

RECEIVED
SEP 27 2013
Registrar's Office

TO: Curriculum Committee
FROM: Mechanical Engineering, Dr. John L. Krohn
DATE SUBMITTED: September 30, 2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>Patricia Bayard</i>	9/27/13
Dean	<i>Willy Haefler</i>	9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. Wilbur</i>	10/10/13
Vice President for Academic Affairs		

Course Subject: MCEG	Course Number: 3333
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Alternative Energy Systems	
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? No	How many times?
Does this course require a fee? No	How much? Type of fee?

SEP 27 2013

Registrar's Office

<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: CHEM 2124, MATH 2924, PHYS 2114, Jr. standing	Co-requisites:
Course Description (as you want it to appear in the catalog): A study of the design and implementation of alternative energy sources in power production and other applications. Renewable sources are emphasized.	
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, standard computer/document camera projection system only.	
How does this proposal support the University Mission or University Strategic Planning Goals? The proposed course contributes to the stated mission goals of nurturing scholastic development, and contributes to providing a wide range of innovative programs offered to a diverse community of learners. The proposed course supports Strategic Planning Goal #1, Enhance the creation and delivery of first quality educational services by making available to students subject material in an important and growing field.	
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. Alternative energy is a topic of growing interest and importance in today's society. A cursory glance at news headlines reveals a number of articles in venues from specialized journals to mainstream news outlets devoted to new alternative energy initiatives, power purchase agreements and other developments in this topic area. Tech's engineering and science graduates of today will spend their professional careers in a society that increasingly relies on what are today termed alternative energy sources. It will behoove these graduates to have some knowledge of this area as they move into their professional lives and will also behoove the University to include course material related to this growing topic in its course offerings.	

SEP 27 2013

The course author offered the proposed course as a Special Problem class in the Fall, 2012 Registrar's Office semester to 27 engineering junior and senior students. As part of that course, a pre- and post-course knowledge assessment quiz was given to the class. The overall rate of correct responses on 13 questions on this quiz increased from 57% on the pre-class administration to 67% on the post-class administration. In addition, class average scores improved on 7 of the 13 questions and dropped on 5 with those improving having a much larger average change than those that decreased. A clearer picture of the effect of taking the class on its members was the response to the open-ended question, "List all alternative energy sources that you can think of." On the pre-class administration, this item generated an average of 3.5 valid responses per student (and 0.6 invalid responses) while on the post-class administration, students produced an average of 5.75 valid responses (and only 0.4 invalid responses) each. While the overall results were not as positive as would be desired, these results also pointed to one or two particular areas in which results did not improve that are apparently in need of further coverage in future offerings.

In addition to the above content quiz, student comments on the end-of-course evaluation were very positive. The overall average score on the 14 standard course evaluation questions was 4.45 (± 0.84) and the written comments were universally positive in reaction to the material presented in the class. Since this initial offering, other students have expressed a keen interest in taking the class if offered again.

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

Since this will be an elective course, primary monitoring of the effects of adding the course will be through course enrollment. The course goals will be monitored as part of the department's general assessment program and additional information on the usefulness of the course would come from feedback from students as they gain employment (or don't) in related fields.

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

Other departments will be affected only as they allow their majors to take the proposed course as an elective or other substitution in their programs. The Physical Science Department and the Electrical Engineering Department have been advised of this new course proposal.

MCEG 3333 Alternative Energy Systems
Course Syllabus and Policies

RECEIVED

SFP 27 2013

Instructor: Dr. John L. Krohn, Cor220, 964-0833
Office hrs: MWF 10-11, TW 2-3, TR 9-11:30

Registrar's Office

Catalog: Prerequisites: CHEM 2124, PHYS 2114, MATH 2924, Junior standing. A study of the design and implementation of alternative energy sources in power production and other applications. Renewable sources are emphasized. Lecture three hours.

Text: *Alternative Energy Systems and Applications*, B.K. Hodge, Wiley, 2010.

Supplemental Materials: Powerplant Technology, El-Wakil
Alternative Energy Resources, Kruger
Various web sources/sites as provided in class

Course Objectives:

1. To familiarize the student with the basic means of producing useable energy from renewable and other alternative energy sources.
2. To develop a basic understanding of available energy resources.
3. To familiarize the student with the basic methods of analyzing the systems identified in (1) above for producing electric power.

Grading: Grades will be based on the following assignments. Grades will be awarded on a scale no greater than 90%-A, 80%-B, 70%-C, 60%-D based on the raw scores. The semester grade will be based on the following:

Homework	70-100 pts.
Reports, special problems	100-150
3 hourly exams	<u>300</u>
Total	470-550

Policies: Homework should be completed in a professional manner on smooth edged paper. Each problem should be preceded by a brief statement of the problem, then a fully outlined and explained solution. Homework due dates and problems to be collected will be announced in class. Late homework will be assessed a 1 point penalty per class period that it is late unless prior arrangements have been made. Not all of the homework problems listed will be collected. Students are required to keep a notebook of all course work (homework, exams, reports, etc.) that will be collected for review and then returned at the end of the semester. The notebook is used as part of the department's assessment program and will not be counted as a part of your grade.

Attendance will not be kept, however, regular attendance is strongly encouraged in order to remain current in the course. Exams will normally be closed book but you will be allowed to bring one 3x5 inch index card with formulas only to each exam. In addition, you may bring printed steam tables if desired and the computerized steam tables loaded on the lab computers may be used on homework and hopefully on exams.

This course is, in many ways, a survey type course. We will have problems and homework from most chapters that we cover, but the emphasis will be on discussion type questions on the exams.

Tentative Course Syllabus:

Date	Sections
Week 1	Introduction, Chapter 1: Energy in the United States
Week 2	Electricity grid/demand fundamentals, energy economics
Week 3	Chapter 2: Fundamentals of Turbomachinery; Chapter 3: Hydropower
Week 4	Chapter 4: Wind Energy
Week 5	Chapter 5: Combustion Turbine; Exam 1
Week 6	Chapter 6: Solar Energy Fundamentals
Week 7	Chapter 7: Active Solar Thermal Applications
Week 8	Chapter 8: Passive Solar Energy
Week 9	Chapter 9: Photovoltaic Systems
Week 10	Chapter 10: Fuel Cells; Exam 2
Week 11	Chapter 11: Combined Heat and Power Systems
Week 12	Chapter 12: Biomass
Week 13	Chapter 13: Geothermal Energy
Week 14	Chapter 14: Ocean Energy
Week 15	Chapter 15: Nuclear Energy
Exam week	Exam 3

RECEIVED

SEP 27 2019

Registrar's Office

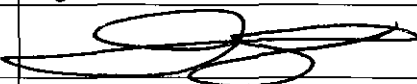
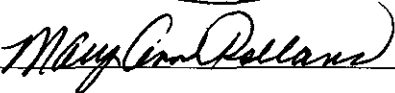
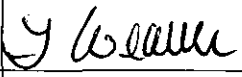
Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Professional Studies

DATE SUBMITTED: 9/27/2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. Jeff Aulgur		9/30/2013
Dean Dr. Mary Ann Rollans		9/30/13
Teacher Education Council (if applicable) N/A		
Graduate Council (if applicable) N/A		
Registrar		10/10/13
Vice President for Academic Affairs		

Course Subject: Professional Studies (PS)	Course Number: 4343
Cross-listed with Subject: N/A	Course Number: N/A
Official Title (Limited to 30 characters including spaces): Community Development	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Term: Summer I 2014	If course is required by major/minor, how frequently will course be offered? Fall / Spring/ Summer
Is this course repeatable for additional earned hours?	No How many times? N/A
Does this course require a fee? N/A	How much? N/A Type of fee? N/A

<input checked="" 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: N/A	Co-requisites: N/A
<p><u>Course Description (as you want it to appear in the catalog):</u> This course covers the basic principles and issues in community development in the United States. Topics include: the definition of community; community assessment; methods of planning and problem solving; community needs; community assets; and community activism; and evaluating community-based organizations. Students will work individually and in groups to design a non-profit organization based on a community needs assessment. The focus will be on assessment, planning, leadership, financing, and evaluating a community-based organization.</p>	
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. N/A	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. N/A	
<p>How does this proposal support the University Mission or University Strategic Planning Goals?</p> <p>This course introduces students to the basic concepts of community development. By understanding how to conduct community-based problem assessment, how to apply problem-solving methodologies, and how to work in a team-oriented environment, participants will learn skills to improve their abilities as professionals and citizens. This course supports the University's mission of "nurturing scholastic development" in that students apply what is covered in the course to real-world situations in their communities. This course is offered in a distance learning format, which supports the University's plan to "enhance the creation and delivery of first quality education services" by increasing the courses available online.</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.

PS 4343 provides students an avenue to apply problem-solving methodologies in a practical setting. In PS 4343, students engage in a small scale project where they identify problems in their community, perform a needs assessment, and plan practical solutions to those problems that are supported by research evidence. Course participants examine different aspects of community, including community needs, community assets, and community activism. This course will add to the Professional Studies offerings that prepare students to be socially responsible leaders in their communities. PS 4343 will be packaged with additional PS/BUAD courses to offer a proposed Applied Leadership concentration within the Bachelor of Professional Studies degree. This proposed course has been delivered as a PS 4993 Special Topics course in Professional Studies since Spring 2013 with high rates of enrollment.

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

PS 4343 Community Development will be assessed through Professional Studies Program Objective 5: Graduates will have knowledge and skills required to work successfully in their chosen career fields. This course, as an upper division professional studies elective and as a required course in a proposed concentration in Applied Leadership, provides an opportunity to establish a foundation in a professional sector largely unaddressed in academia. The Department of Professional Studies is currently redefining the program assessment to a comprehensive model which assesses impact not only in the required professional core courses but across all domains of career development. The majority of entering Professional Studies majors lack upper-division coursework. Adult learners are more likely to succeed if the learning has relevance to their personal needs and outcomes. Upper division electives and concentrations with relevance to the professional core will enhance the overall efficacy of the program. The revised departmental evaluation will incorporate a holistic assessment of the program by graduating students through the required professional core sequence of courses.

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

Arkansas Tech University
PS 4343 Community Development
(TERM)

Instructor:
Phone:
Office:
E-mail:
Office Hours:

Course Description

This course covers the basic principles and issues in community development in the United States. Topics include: community development; community assessment; methods of planning, implementing, and evaluating community based organizations. Students will work individually or in groups to design a non-profit organization based on a community needs assessment. The focus will be on assessment, planning, leadership, financing, and evaluating a community based organization.

Required Course Texts

Bacon, J. (2012). *The art of community*. Sebastopol, CA: O'Reilly Media. (You do not have to purchase book)

Lambe, W. (2008). *Small towns, big ideas: Case studies in small town community economic development*. Community Economic Development Program: School of Government, University of North Carolina at Chapel Hill

Work Group for Community Health and Development. (2013). The community tool box. Retrieved from <http://ctb.ku.edu/en/tablecontents/index.aspx>

Justification for the Course

This course introduces students to the basic concepts of community development. Course participants examine different aspects of community, including the definition of community, community needs, community assets, and community activism. By understanding how to conduct community based research, how to apply this research, and how to work in a team-oriented environment, participants will learn skills to improve their abilities as professionals and citizens.

Course Objectives

1. To understand definitions, concepts, and purposes of community development
2. To apply community development principles in planning a CBO.
3. To build skills as an effective member of a team.
4. To demonstrate efficiency in planning and communication.
5. To evaluate leadership issues in community development.

How Course Meets General Education Requirements

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over his or her lifetime. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

Think critically

Develop ethical perspectives

Apply scientific and quantitative reasoning

Methodology

The objectives will be achieved through textbook readings, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, and individual assignments. Each week at least one PowerPoint presentation will be required to correlate with the assigned textbook readings.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of power-point), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Class Lectures

Class lectures will be posted every Monday by 12 p.m Central Time unless noted otherwise. Class lectures can be located in weekly learning modules in Blackboard under the "Course Content" tab.

Assessments

Assignments

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments can be found in the weekly learning module folder in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified on the "Tentative Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard in order to receive credit.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard which includes discussion board questions that I expect you to answer as part of getting the week's participation points. New discussion forums will post on Mondays. You are expected to make your initial post each week by 11:59 p.m. Central Time on Thursday, with all other posts due by 11:59 p.m. on Sunday. Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them.

E-mail/Discussion Board Decorum

This is an online course; therefore a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting to discussion boards. This is a college level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials graded assignments to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid the emails you send going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24- to 36-hour period.

Grading Summary

List of Assignments and Discussion Boards

In most cases, all assignments and discussion boards are due on Sunday at 11:59 p.m. during the week of the learning module.

Assignment/Discussion Board	Points
------------------------------------	---------------

Introduction Discussion	10
Course Access Assignment	10
Plagiarism Quiz	5
Week 1 Discussion	20
Blackboard IM	10
Week 2 Discussion	40
CBO Leader Part I	25
Week 3 Discussion	20
Week 3 Group	20
Week 4 Discussion	10
Week 4 Group	20
CBO Leader Part II	25
Week 5 Wiki	20
Week 6 (Midterm) Discussion Board	70
Individual or Group Project	5
Learning Goals	20
Week 8 Discussion	20
CBO Leader Part III	25
Week 9 Discussion	40
Assessment Plan	50
Week 10 Discussion	20
Strategic Plan	50
Week 11 Discussion	40
Annotated Bibliography	25
Week 12 Discussion	20
Week 13 Discussion	20
Financial Plan	50
Week 15 (Final) Discussion	70
Learning Goals Revisited	40
Management Plan	50
Final Plan	150

Total	1000
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Total Points 1000 possible

Grading Scale

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

Returning of Assignments

I will do my best to have graded assignments back to you within 14 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

I will not accept late work unless there is an unavoidable or extenuating circumstance. I will consider each instance individually and try to work with you the best I can. It is the instructor's decision whether to award half-credit for late assignments.

Course Policies**Academic Misconduct**

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following two class sessions, you will be dropped from the course by your instructor with an "F" for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with a "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

University Testing and Disability Services- <http://www.atu.edu/testing/>

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:

University Testing and Disability Services-Arkansas Tech University

Bryan Hall, Room 103

105 W. O Street

Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302 Fax: (479) 968-0375 TTY Service: (479) 964-3290




Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Professional Studies

DATE SUBMITTED: 09/28/13

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Dr. Jeff Aulgur, Head		9/30/2013
Dr. Mary Ann Rollans, Dean		9/30/13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/10/13
Vice President for Academic Affairs		

Course Subject: Professional Studies (PS)	Course Number: 4443
Cross-listed with Subject: N/A	Course Number: N/A
Official Title (Limited to 30 characters including spaces): Professional Leadership	
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: X Summer I 2014	If course is required by major/minor, how frequently will course be offered? N/A
Is this course repeatable for additional earned hours? No How many times? N/A	
Does this course require a fee? No How much? N/A Type of fee? N/A	

<input checked="" 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: N/A	Co-requisites: N/A
Course Description (as you want it to appear in the catalog): This course provides an overview of various leadership styles practiced by professionals in the public and private sector. The focus of the leadership skills identified will focus on the following competency areas: operations management, technology applications, facilities planning and management, human resource management, fiscal management, and organizational behavior.	
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"> 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. N/A	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. N/A	
How does this proposal support the University Mission or University Strategic Planning Goals? This leadership course will support the professionalism aspect of the University Mission. PS 4443 Professional Leadership will expose students to different aspects of leadership and professionalism and how to apply these concepts throughout the course and in their profession. This course specifically addresses Strategic Planning Goal One: enhance the creation and delivery of first quality education services, and the subset dedicated to “Develop and Implement a master plan for distance education”. This leadership course will be delivered online and will support the ongoing and increasing need for additional online courses.	

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

PS 4443 provides an overview of various leadership styles practiced by professionals in the public and private sector. The focus is on the following leadership competencies: operations management, technology applications, facilities planning and management, human resource management, fiscal management, and organizational behavior. This course will add to the Professional Studies offerings that prepare students to be socially responsible leaders in their communities. PS 4443 will be packaged with additional PS/BUAD courses to offer a proposed Applied Leadership concentration within the Bachelor of Professional Studies degree. This proposed course has been delivered as a PS 4993 Special Topics course in Professional Studies since 2012 with exceptionally high rates of enrollment.

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

PS 4443 Professional Leadership will be assessed through Professional Studies Program Objective 5: Graduates will have knowledge and skills required to work successfully in their chosen career fields. This course, as an upper division professional studies elective and as a required course in a proposed concentration in Applied Leadership, provides an opportunity to establish a foundation in a professional sector largely unaddressed in academia. The Department of Professional Studies is currently redefining the program assessment to a comprehensive model which assesses impact not only in the required professional core courses but across all domains of career development. The majority of entering Professional Studies majors lack upper-division coursework. Adult learners are more likely to succeed if the learning has relevance to their personal needs and outcomes. Upper division electives and concentrations with relevance to the professional core will enhance the overall efficacy of the program. The revised departmental evaluation will incorporate a holistic assessment of the program by graduating students through the required professional core sequence of courses.

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

Arkansas Tech University
PS 4443 Fundamentals of Professional Leadership
(Term)

Instructor:

Phone:

Office:

E-mail:

Office Hours:

Course Description

This course provides an overview of various leadership styles practiced by professionals in the public and private sector. The focus of the leadership skills identified will focus on the following competency areas: operations management, technology applications, facilities planning and management, human resource management, fiscal management, and organizational behavior.

Required Course Text

Northouse, P. *Introduction to Leadership: Concepts and Practice* (2nd Edition). Thousand Oaks, CA: Sage Publications, 2012.

Suggested Reading List

1. Collins, J. *Good to Great*. New York: HarperCollins, 2001.
2. Maxwell, J. *21 Indispensable Qualities of a Leader*. Nashville, TN: Thomas Nelson, 1999.
3. Kotter, J. & Cohen, D. *The Heart of Change: Real-life Stories of How People Change Their Organizations*. Boston: Harvard Business School Publishing, 2002.
4. Covey, S. *The Seven Habits of Highly Effective People*. New York: Free Press, 2004.
5. Rath, T. & Conchie, B. *Strengths Based Leadership*. New York: Gallup, 2008.

Justification for the Course

This course examines leadership styles as they apply to the competency areas related to the projected learning outcomes in Department of Professional Studies. These competency areas include: operations management, technology applications, facilities planning and management, human resource management, fiscal management, and organizational behavior. The course objectives will be applied directly to these competency areas and will focus on developing the students' leadership skills

Course Objectives

1. Identify different types of social and ethical issues leaders contend with at managerial levels.
2. Identify various legal issues leaders face in public and private organizations and entities.
3. Understand and apply appropriate leadership principles in group settings.
4. Define and discuss general leadership principles and leadership theories as they relate to the public and private sectors.
5. Identify and apply relevant styles of fiscal management.
6. Identify personal leadership style and applications of respective styles in professional environments.

How Course Meets General Education Requirements

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over his or her lifetime. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

Communicate effectively

Think critically

Develop ethical perspectives

Apply scientific and quantitative reasoning

Methodology

The objectives will be achieved through textbook readings, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, and individual assignments. Each week at least one PowerPoint presentation will be required to correlate with the assigned textbook readings utilizing selected supplemental resources from the suggested reading list.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of power-point), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Class Power Point Presentations

Class Power Point Presentations will be posted every Wednesday by 12 p.m. Central Time unless noted otherwise. Class Power Point Presentations can be located in Blackboard by clicking on the "Course Content" button and then clicking on the appropriate week.

Assessments

Assignments

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments can be located in Blackboard by clicking on the "Course Content" button and then clicking on the appropriate week. All assignments will be due by 11:59 p.m. Central Time on the due date specified on the "Tentative Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard in order to receive credit.

Project and Book Review

There will be a project and a book review assigned for each student to complete during the semester. The project will focus on applying the different leadership concepts presented in the course to a real world situation. For the book review, each student will select a contemporary leadership book from a list of selections and complete a formal review of the text. A description of the assignment, due date, and rubric will be available after the beginning of the semester for the project and the book review.

Quizzes and Tests

There will be chapter quizzes for each chapter in the textbook discussed in the course. All quizzes will be available in Blackboard by clicking on the "Course Content" button and then clicking on the appropriate week. The dates of the quizzes are available in the "Tentative Course Schedule and Assignments" section of the syllabus. During the course a midterm and final exam will be administered over the course material.

Participation/Discussion Board

Each week there is a Class Power Point Presentation posted in Blackboard, (2) new discussion board questions will post that I expect you to answer as part of getting the week's participation points. Discussion boards are located in Blackboard by clicking on the "Course Content" button and then clicking on the appropriate week. Each discussion board is worth a total of 5 points. New discussion forums will post on Wednesdays. You are expected to post each week by 11:59 p.m. Central Time on Tuesday. Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them.

E-mail/Discussion Board Decorum

This is an online course; therefore a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting to discussion boards. This is a college level course and I expect you to be on

a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials graded assignments to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid your emails to me going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within 24 hours.

Grading Summary

Chapter Quizzes	100 points
Midterm Exam	50 points
Final Exam	50 points
Participation/Discussion Board	125 points
Leadership Project	40 points
Book Review	40 points
Weekly Assignments	205 points
Total Points	610 points

Grading Scale

90-100	=	A
80-89	=	B
70-79	=	C
60-69	=	D
Under 60	=	F

Returning of Assignments

I will do my best to have graded assignments back to you within 14 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

I will not accept late work unless there is an unavoidable or extenuating circumstance. I will consider each instance individually and try to work with you the best I can. It is the instructor's decision whether to award half-credit for late assignments. There is no making up on exams. If you miss an exam, you will lose the 50 points.

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student

in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following two class sessions, you will be dropped from the course by your instructor with an "F" for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with an "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

University Testing and Disability Services- <http://www.atu.edu/testing/>

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:

University Testing and Disability Services-Arkansas Tech University

Doc Bryan Student Center, Suite 171

Russellville, AR 72801

Voice Telephone: (479) 968-0302 Fax: (479) 968-0375 TTY Service: (479) 964-3290

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: College of Business	This department x supports <input type="checkbox"/> does not support the change.
Comments: The College of Business supports this program. The courses which are being requested do not appear to interfere with nor to duplicate courses offered in this College. PS majors are not allowed to take more than 25% of their hours in business courses for accreditation reasons, and these PS courses seem to adequately represent curricular knowledge in the said major field. Prerequisite requirements for many upper division Business courses preclude PS majors from enrolling in them.	

Department Head Signature: _____



Date: 09/30/2013

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: _____



Date: 09/30/2013




Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee

FROM: Professional Studies

DATE SUBMITTED: September 27, 2013

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

Title	Signature	Date
Department Head Dr. Jeff Aulgur		9/30/13
Dean Dr. Mary Ann Rollans		9/30/13
Teacher Education Council (if applicable) N/A		
Graduate Council (if applicable) N/A		
Registrar		10/10/13
Vice President for Academic Affairs		

Program Title: Bachelor of Professional Studies	Effective Date: July 1, 2014	Sum I, 2014 2014-15 Catalog
Outline change in program and attach curriculum matrix:		
Required Courses for Applied Leadership Concentration:		
Professional Core:		
BUAD 2003 Business Information Systems (OR)		
COMS 1003 Introduction to Computer Based Systems		
ENGL 2053 Technical Writing		
SPH 2173 Business and Professional Speaking (dual credit in General Education)		
PS 3023 Professional Communication		
PS 3133 Applied Principles of Personnel Management		
PS 3143 Applied Professional Research		
PS 3003 Special Problems (Proposed name change to PS 3003 Project Design) (Cosmetic Change)		
PS 4003 Capstone Project		

Concentration Requirements:

BUAD 3123 Management
BUAD 3143 Marketing
PS 4143 Nonprofit Governance and Operations
PS 4243 Program Planning for Adult Learners
PS 4343 Community Development (Proposed)
PS 4443 Professional Leadership (Proposed)

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

The change will not have a material impact on the Department of Professional Studies with respect to staffing, programs, or space allocation. The potential impact on other programs is increased enrollment in BUAD 3123 Management and BUAD 3143 Marketing as required courses in the proposed concentration in Applied Leadership.

Please provide a rationale for the need for this 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 Bachelor of Professional Studies degree prepares graduates for entry or advancement in government, nonprofit, corporate, or industrial careers. The curriculum is designed to enhance workplace skills such as planning, organizational behavior, ethics, needs assessment, problem-solving, communications, human resources, and technology applications. The degree program currently offers seven (7) concentration areas: Agriculture Business, Criminal Justice, Early Childhood Education, Industrial/Organizational Psychology, Information Technology, Interdisciplinary Studies, and Public Relations. Since May 2011, 1,320 students new to Arkansas Tech University have enrolled in the BPS degree program and 617 students have matriculated from the program. Over 800 students are enrolled in the department for the current term. Experiential and anecdotal evidence provided by the faculty and departmental academic advisors indicate students desire a concentration area with an advanced focus on community leadership and one which enhances the requirements of the professional core. The proposed concentration in Applied Leadership increases the department's ability to prepare students for entry or advancement into the career fields identified above.

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

The Departmental Support form from the College of Business is attached to this proposal.

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

Please see matrix on next page.

Fall Start Curriculum Matrix for Catalog
Curriculum in Professional Studies – Applied Leadership
(enter title for program changing)

<p>Freshman Fall Semester</p> <p>ENGL 1013^{1,T} (3) Science with Lab^{1,T} (4) Social Sciences^{1,T} (3) Specialty Course (2) COMS 1003 or BUAD 2003^T (3) TECH 1001 (1)</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>ENGL 1023^{1,T} (3) Science with Lab^{1,T} (4) Social Sciences^{1,T} (3) Specialty Course (3) Mathematics (3)</p> <p>Total Hours: (16)</p>
<p>Sophomore Fall Semester</p> <p>ENGL 2053^T (3) Fine Arts & Humanities^{1,T} (3) SPH 2173^T (3) Specialty Course (3) Elective (3)</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>U.S. History/Government^{1,T} (3) Fine Arts & Humanities^{1,T} (3) Technical course^{2,T} (3) Specialty Course (3) Elective (3000-4000 Level) (3)</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>PS 3133 (3) Specialty Course (3) Technical Courses^{2,T} (6) Elective (3000-4000 Level) (3)</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>PS 3023 (3) PS 3143 (3) Technical Courses^{2,T} (6) Elective (3000-4000 Level) (3)</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>PS 3003 (3) Specialty Course (3) Technical Courses² (6) Elective (3000-4000 Level) (3)</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>PS 4003 (3) Technical Courses² (9) Elective (3000-4000 Level) 1</p> <p>Total Hours: 13</p>

Spring Start (If applicable) Curriculum Matrix for Catalog
Curriculum in Professional Studies – Applied Leadership
(enter title for program changing)

<p>Freshman Spring Semester</p> <p>ENGL 1013^{1,T} (3) Science with Lab^{1,T} (4) Social Sciences^{1,T} (3) Specialty Course (2) COMS 1003 or BUAD 2003^T (3) TECH 1001 (1)</p> <p>Total Hours: 16</p>	<p>Freshman Fall Semester</p> <p>ENGL 1023^{1,T} (3) Science with Lab^{1,T} (4) Social Sciences^{1,T} (3) Specialty Course (3) Mathematics (3)</p> <p>Total Hours: (16)</p>
<p>Sophomore Spring Semester</p> <p>ENGL 2053^T (3) Fine Arts & Humanities^{1,T} (3) SPH 2173^T (3) Specialty Course (3) Elective (3)</p> <p>Total Hours: 15</p>	<p>Sophomore Fall Semester</p> <p>U.S. History/Government^{1,T} (3) Fine Arts & Humanities^{1,T} (3) Technical course^{2,T} (3) Specialty Course (3) Elective (3000-4000 Level) (3)</p> <p>Total Hours: 15</p>
<p>Junior Spring Semester</p> <p>PS 3133 (3) Specialty Course (3) Technical Courses^{2,T} (6) Elective (3000-4000 Level) (3)</p> <p>Total Hours: 15</p>	<p>Junior Fall Semester</p> <p>PS 3023 (3) PS 3143 (3) Technical Courses^{2,T} (6) Elective (3000-4000 Level) (3)</p> <p>Total Hours: 15</p>
<p>Senior Spring Semester</p> <p>PS 3003 (3) Specialty Course (3) Technical Courses² (6) Elective (3000-4000 Level) (3)</p> <p>Total Hours: 15</p>	<p>Senior Fall Semester</p> <p>PS 4003 (3) Technical Courses² (9) Elective (3000-4000 Level) 1</p> <p>Total Hours: 13</p>
<p style="text-align: center;">Total Program Hours <u>120</u></p>	

LETTER OF NOTIFICATION-3
NEW, OPTION, CONCENTRATION, EMPHASIS

1. Institution submitting request: Arkansas Tech University
2. Contact Person: Dr. Jeff Aulgur, Department Head, Professional Studies
3. Phone number/e-mail address: (479) 964-3637 / jaulgur@atu.edu
4. Proposed effective date: July 1, 2014
5. Title of existing degree program: Bachelor of Professional Studies. This degree program is approved for distance delivery.
6. CIP Code: 30.9999 Multi/Interdisciplinary Studies
7. Degree Code: 1871 Multi/Interdisciplinary Studies, Other.
8. Proposed name of new concentration: Applied Leadership
9. Reason for proposed action:

The Bachelor of Professional Studies degree prepares graduates for entry or advancement in government, nonprofit, corporate, or industrial careers. The curriculum is designed to enhance workplace skills such as planning, organizational behavior, ethics, needs assessment, problem-solving, communications, human resources, and technology applications. The degree program currently offers seven (7) concentration areas: Agriculture Business, Criminal Justice, Early Childhood Education, Industrial/Organizational Psychology, Information Technology, Interdisciplinary Studies, and Public Relations. Since May 2011, 1,320 students new to Arkansas Tech University have enrolled in the BPS degree program and 617 students have matriculated from the program. Over 800 students are enrolled in the department for the current term. Experiential and anecdotal evidence provided by the faculty and departmental academic advisors indicate students desire a concentration area with an advanced focus on community leadership and one which enhances the requirements of the professional core. Faculty and advisors who work with students enrolling in the program's capstone courses have indicated a prevalence of interest in the selection of sites related to community-based operations.

10. Provide the following:

a. Curriculum outline

35-Hour State Minimum General Education Core (List courses and indicate semester credit hours)

English (6 semester credit hours)

ENGL 1013 Composition I
ENGL 1023 Composition II

Communication (3 semester credit hours)

SPH 2173* Business and Professional Speaking

Math (3 semester credit hours from the following)

MATH 1003 College Mathematics
MATH 1113 College Algebra
Any higher level mathematics course

Lab Science (8 semester credit hours)

Includes any 8 hours of lab science courses

Fine Arts/Humanities (6 semester credit hours from the following)

ART 2123	Experiencing Art
MUS 2003	Introduction to Music
TH 2273	Introduction to Theatre
ENGL 2173	Introduction to Film
JOUR 2173	Introduction to Film
ENGL 2003	Introduction to World Literature
ENGL 2013	Introduction to American Literature
PHIL 2003	Introduction to Philosophy

U.S. History/Government (3 semester credit hours from the following)

HIST 1903 Survey of American History
HIST 2003 U. S. History I
HIST 2013 U. S. History II
POLS 2003 American Government

Social Sciences (6 semester credit hours from the following)

HIST 1503	World Civilization I
HIST 1513	World Civilization II
HIST 2003	U.S. History I

HIST 2013	U.S. History II
HIST 1903	Survey of American History
POLS 2003	American Government
ECON 2003	Principles of Economics I
SOC 1003	Introductory Sociology
PSY 2003	General Psychology
ANTH 1213	Introduction to Anthropology
ANTH 2003	Cultural Anthropology
GEOG 2013	Regional Geography of the World
AMST 2003	American Studies

Institutional Requirements (List courses and indicate total semester credit hours)

TECH 1001, Orientation to the University (1 semester credit hour)

Prerequisite Courses Required for Degree Major (List courses and indicate total semester credit hours) None

Courses Required for Degree Major (45 semester credit hours)

BUAD 2003	Business Information Systems (OR)
COMS 1003	Introduction to Computer Based Systems
ENGL 2053	Technical Writing
SPH 2173*	Business and Professional Speaking (dual credit in General Education)
PS 3023	Professional Communication
PS 3133	Applied Principles of Personnel Management
PS 3143	Applied Professional Research
PS 3003	Special Problems
PS 4003	Capstone Project
BUAD 3123	Management
BUAD 3143	Marketing
PS 4143	Nonprofit Governance and Operations
PS 4243	Program Planning for Adult Learners
PS 4343	Community Development
PS 4443	Professional Leadership

b. Total semester credit hours required: 120

c. New courses and new course descriptions

PS 4343 Community Development: This course covers the basic principles and issues in community development in the United States. Topics include: the definition of community; community assessment; methods of planning and problem solving; community needs; community assets; and community activism; and evaluating

community-based organizations. Students will work individually and in groups to design a non-profit organization based on a community needs assessment. The focus will be on assessment, planning, leadership, financing, and evaluating a community-based organization.

PS 4443 Professional Leadership: This course provides an overview of various leadership styles practiced by professionals in the public and private sector. The focus of the leadership skills identified will focus on the following competency areas: operations management, technology applications, facilities planning and management, human resource management, fiscal management, and organizational behavior.

d. Goals and objectives of the program option

The mission of the Bachelor of Professional Studies (BPS) degree program is to provide participating students with a theoretical and practical educational foundation to enhance their current professional capabilities as well as prepare them for new career opportunities in highly specialized technical and service industry positions. The Bachelor of Professional Studies degree prepares graduates for entry or advancement in government, nonprofit, corporate, or industrial careers. The curriculum is designed to enhance workplace skills such as planning, organizational behavior, ethics, needs assessment, problem-solving, communications, human resources, and technology applications. The proposed concentration in Applied Leadership increases the department's ability to prepare students for entry or advancement into the career fields identified above.

e. Expected student learning outcomes

- Students will demonstrate competency in public presentation and written communication skills.
- Students will apply empirical research to recommend relevant strategies for solving problems.
- Students will assume a leadership role in identifying and addressing issues in a real-world environment.
- Student will create, plan and implement relevant strategies needed to develop a business proposal.
- Graduates will have knowledge and skills required to work successfully in their chosen career fields.

f. Documentation that program option meets employer needs

Students who earn the Professional Studies degree have a surprising number of options available after graduation. Many go to graduate school or to post baccalaureate certificate programs in a field of their choice. Other go on to entry level positions in business and industry in an area associated with their area of concentration. Many discover that their skills, knowledge and experiences open doors in occupations they never considered. An increased number of employers are less concerned about the title of a degree, but more concerned about the content and qualities a prospective employee brings in. Combined with the required professional core of the Bachelor of Professionals Studies program of study, the proposed concentration in Applied Leadership will prepare graduates for upper management positions and maximum career mobility. Students in the degree completion program at Arkansas Tech University have expressed a desire for a concentration related to leadership in the for-profit, non-profit, and governmental sectors of the economy. Offering a concentration to meet this demand should lead to an increase in student retention and degree completion. The benefits of obtaining an undergraduate degree are well-documented. 2012 statistics indicate the following:

- Those who obtain a bachelor's degree have a median income of \$50,360 compared to a median of \$29,423 for people with only a high school diploma.
- Four out of every five jobs lost in the recession were held by workers with no postsecondary education experience.
- Unemployment rate of recent college graduates is 6.8 percent compared to new high school graduates, which is at 24 percent.
- The wage increase is 71.2% for bachelor's degrees over high school diplomas.

g. Student demand (projected enrollment) for program option

The four (4) Professional Studies courses included in the concentration of Applied Leadership were originally developed and offered as upper-division electives in the program of study. The courses were developed to meet the enrollment demand for the number of Professional Studies' majors which increased from 247 in 2010 to 855 in 2013. The four courses are: PS 4143 Nonprofit Governance and Operations, PS 4243 Program Planning for Adult Learners, PS 4343 Community Development, and PS 4443 Professional Leadership. These four courses have consistently ranked among the highest enrollment sections offered since fall 2012. The enrollment statistics for all six courses in the concentration during the period August 2012 – December 2013 are as follows:

Average Section Enrollment Fall 2012 - Fall 2013	Mean	Median
PS 4143	34.3	33
PS 4243	30.5	31
PS 4343	29.5	30
PS 4443	27.8	29
BUAD 3123	17.5	18
BUAD 3143	19.3	18

- h. The following institutions offering a similar program or programs were used as examples for developing the proposed program option:

Austin Peay State University
Colorado State University
Drexel University
East Tennessee State University
Tennessee State University
Tennessee Tech University
University of Maryland
University of Wisconsin- Eau Claire

The proposed concentration in Applied Leadership is not modeled after any one particular program currently offered by any other institution. The concentration was developed based upon inquiries and the assessment of demand by former and current students in the Bachelor of Professional Studies degree program.

11. Institutional curriculum committee review/approval date: Pending

12. Will the new option be offered via distance delivery? Indicate mode of distance delivery:

The option in Applied Leadership will be offered 100% by distance delivery as are all other option in the Bachelor of Professional Studies program.

Course delivery modes:

- a. Online
- b. Compressed-video (CIV)
- c. Audio Conference
- d. Video Conference
- e. Web Conference

Class interaction modes:

- a. Electronic bulletin boards
- b. E-mail
- c. Telephone
- d. Fax
- e. Chat
- f. Blog

13. Explain in detail the distance delivery methods/procedures to be used:

Goals & Objectives	<ul style="list-style-type: none"> ○ Clearly written ○ Appropriate level/desired outcome ○ Measurable learning outcomes ○ Easily located in syllabus ○ Located in a variety of areas within course ○ Located at beginning of each module ○ Student expectations clear ○ Includes list of ATU goals addressed in course
Course Organization	<ul style="list-style-type: none"> ○ Distinct learning units, folders or modules ○ Menu limited to 5-7 Modules ○ Navigation intuitive ○ Content flows in logical progression ○ Appropriate visual/auditory elements ○ Variety of formats
Learner Engagement	<ul style="list-style-type: none"> ○ It is clear how instructional strategies enable students to reach goals and objectives ○ Guidance provided for learners to interact with content in meaningful ways ○ Resources for remediation and advanced study ○ Higher order thinking required of students ○ Examples of H.O.T. provided
Technology Use	<ul style="list-style-type: none"> ○ Three or more types of delivery media used (Tegrity, YouTube, Bb Collaborate, discussion boards, group discussion boards, wikis, blogs, etc.)

	<ul style="list-style-type: none"> ○ Technologies used in creative ways, more learning centered than teacher-centered
Communication	<ul style="list-style-type: none"> ○ Communication strategies consistently reinforce desired learning outcomes ○ Variety of technology tools utilized, with tool selected 'best match' for activity ○ Asynchronous communications require reflection or other higher order thinking ○ Synchronous interactions involve 'rapid response' or extemporaneous discussions
Learning Community	<ul style="list-style-type: none"> ○ Communication activities designed to build sense of community ○ Student-to-student interaction required ○ Student encouraged to initiate communication with instructor ○ Collaborative activities reinforce learning outcomes ○ Includes synchronous and asynchronous activities
Interaction Logistics (DB, IM, Groups, wikis, Collaborate, etc)	<ul style="list-style-type: none"> ○ Detailed guidelines explain required level of participation ○ Examples of "good" responses or posting provided ○ Grading rubric details specific criteria ○ Instructor actively participating in communications activities ○ Instructor provides timely feedback to students
Assessment Expectations (Tests, quizzes, essays, etc.)	<ul style="list-style-type: none"> ○ Assessments match goals and objectives ○ Rubrics for assessments are provided OR detailed descriptive criteria for assessment activities ○ Examples or models of "good" work are provided ○ Instructions are clearly written and detailed
Assessment Design	<ul style="list-style-type: none"> ○ Assessments measure all learning objectives ○ Assessments mimic authentic environments and require higher level thinking ○ Frequent assessments (minimum of 4) ○ Multiple types of assessments

Self-Assessment Activities (<i>practice quizzes, practice tests, essays, surveys, etc</i>)	<ul style="list-style-type: none"> ○ Multiple self-assessment activities provided ○ Constructive, meaningful feedback to learners
Orientation to Course & Blackboard	<ul style="list-style-type: none"> ○ Clearly labeled tutorial materials are included and easy to locate ○ Tutorial materials support multiple learning modalities
Supportive Software	<ul style="list-style-type: none"> ○ Clear explanations of optional and/or required software ○ Links provided for plug-in downloads ○ Links located near material requiring its use
Instructor Role and Information	<ul style="list-style-type: none"> ○ Contact information for the instructor includes multiple forms of communication ○ Contact information for the instructor is easy to find ○ Response times are clearly defined ○ Detailed explanation on how assignments are to be collected and returned are included

14. Specify the amount of additional costs required for program implementation, the source of funds and how funds will be used.

No additional funds are required for program implementation as all courses required are currently available in an online format for immediate delivery in the Bachelor of Professional Studies program. The only potential increase is cost would result from the need to increase faculty and/or adjunct resources to meet increased program demand.

15. Provide additional program information if requested by ADHE staff.

President Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer: _____ Date: _____

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: College of Business	This department x supports <input type="checkbox"/> does not support the change.
Comments: The College of Business supports this program. The courses which are being requested do not appear to interfere with nor to duplicate courses offered in this College. PS majors are not allowed to take more than 25% of their hours in business courses for accreditation reasons, and these PS courses seem to adequately represent curricular knowledge in the said major field. Prerequisite requirements for many upper division Business courses preclude PS majors from enrolling in them.	

Department Head Signature: _____



Date: 09/30/2013

DEGREE AUDIT CHECK LIST

(BPS-PS-AL) Professional Studies - Applied Leadership

2014-15

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		6
SOC SCI		
FINE ART/HUM		6
FINE ART/HUM		
SPH		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		33
Electives		
TOTAL ELECTIVE HOURS		45

Student's Name		
T#		
Major Requirements		Hrs
BUAD	3123 3143	6
PS	4143 4243 4343 4443	12
Professional Core		
BUAD/COMS	BUAD 2003 or COMS 1003	3
ENGL	2053	3
PS	3003 3023 3133 3143 4003	15
SPH	2173**	3
TOTAL HOURS		42

Final Check:	Min. hours required <u>120</u>	Earned Hrs _____
	40 hours upper level _____ thru _____	minus P/C HRS _____
	# of "D" hours _____ thru _____	to be completed _____
	Max activity hours 4 _____	TOTAL _____

**** Satisfying Gen Ed**
♦ Satisfying Institutional Requirement
C or better must be earned for Gen Ed

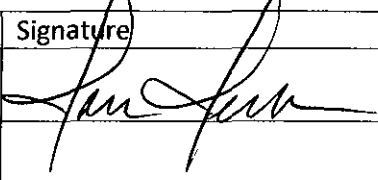
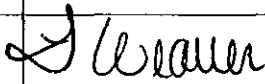
Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee

FROM: University Honors

DATE SUBMITTED: Sept. 26, 2013

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

Title	Signature	Date
Department Head Director, University Honors – Dr. Jan Jenkins		9/26/2013
Dean Not Applicable (program not under a dean)		
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/10/13
Vice President for Academic Affairs		

Program Title: University Honors Program	Effective Date: 2014-15 Catalog
<p>Outline change in program and attach curriculum matrix:</p> <ol style="list-style-type: none"> 1. Delete ENGL 1043, Honors Composition I; PHSC 1033, Honors Introduction to Physical Science; PHSC 1031, Honors Physical Science Laboratory; BIOL 2144, Honors Zoology; and ENGL 1053, Honors Composition II; and add ENGL 2183, Honors Introduction to Film, to the Freshman Fall Semester. 2. Add PHIL 2043, Honors Introduction to Philosophy OR ENGL 2023, Honors World Literature, to the Junior Spring Semester. 3. Instead of the University Honors curriculum requiring 21-23 hours of Honors courses for each student, it will require 21 hours for each student. <p>Please see attached matrix.</p>	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>ENGL 1043 and 1053 will continue to be offered by the Department of English and World Languages as departmental honors courses. Since both Honors Humanities courses are already offered in alternating Spring semesters, this will require no change to staffing or space allocation. The elimination of BIOL 2144 H01 and PHSC 1031/1033 H01 will not affect any decision by those departments to continue to offer honors sections of those courses if they so desire. The section number H01 will be removed from all of these courses, since that is used only for University Honors.</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.

Because of the significant number of University Honors students majoring in sciences or fields already requiring multiple lab sciences, an Honors lab science is unnecessary. All students are required to take lab sciences as part of the General Education curriculum, so changing the University Honors Program to eliminate BIOL 2144.H01 and PHSC 1031/1033.H01 from the program will not be detrimental to our students. Instead, we propose requiring University Honors students to take BOTH Honors Humanities courses (ENGL2023 and PHIL2043) already in the curriculum instead of only one, since that has been, for the past 15 years, the alternative granted to science students who opted not to take the Honors lab science.

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 University Honors Program	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>ENGL 2183, Honors Introduction to Film</p> <p>Delete:</p> <p>ENGL 1043, Honors Composition I PHSC 1033/1031. Honors Introduction to Physical Science and Honors Physical Science Laboratory BIOL 2144, Honors Zoology ENGL 1053, Honors Composition II</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>

Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: PHIL 2043, Honors Introduction to Philosophy OR ENGL 2023, Honors World Literature Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

University Honors

The University Honors program at Arkansas Tech University is designed to provide an enriched intellectual experience for students of outstanding educational talents and leadership potential. At Arkansas Tech University, the honors student will benefit from opportunities to interact with other highly-motivated students and outstanding professors in the challenging atmosphere of small, innovative honors classes specially designed to foster rational enquiry, critical thinking, and analytical skills.

Dr. Ellen J. Jenkins, Director
 Witherspoon Hall, Room 239B
 (479) 968-0456
 ejenkins@atu.edu

Application to University Honors should be made as early as possible during the senior year of the high school student. Honors students are selected through an application process which includes a written essay and a personal interview on our campus. To be eligible for University Honors, the high school student must have a minimum ACT Composite score of 28 and a cumulative grade point average of 3.5 or higher.

Students in the honors program take special General Education courses in their freshman and sophomore years. Sophomores participate in on-campus volunteer projects, followed by participation as peer mentors during the junior year. The senior year requires completion of the Senior Honors Project, as well as presentation of project results at an annual Senior Honors Symposium.

Students selected for the University Honors program receive excellent scholarships as well as such privileges as preferred preregistration, opportunities for individual directed study with Tech professors, and special recognition at commencement. The prescribed curriculum for the University Honors program is provided below.

HONORS CURRICULUM

Freshman Year		
Fall Semester:	HONR 1003 Freshman Honors Seminar ENGL 1010 Honors Composition I HIST 1543 Honors World Civilization I OR HIST 2043 Honors US History I	3 hours 3 hours 3 hours
Spring Semester:	PHSC 1030 Honors Introduction to Physical Science AND PHSC 1001 Honors Physical Science Laboratory OR BIOL 2111 Honors Zoology ENGL 1000 Honors Composition II ENGL 2193	3 hours 1 hour 4 hours 3 hours 3 hours
Sophomore Year		
Fall Semester:	ECON 2103 Honors Principles of Economics I Campus Service Component	3 hours
Spring Semester:	PHIL 2043 Honors Introduction to Philosophy OR ENGL 2023 Honors World Literature Campus Service Component	3 hours
Junior Year		
Fall Semester:	Mentor incoming Honors	3 hours
Spring Semester:	Write proposal for the Seniors Honors Project	
Senior Year		
Fall Semester:	HONR 4093 Senior Honors Project	3 hours
Spring Semester:	Honor students will present their Senior Honors Projects at the Senior Honors Symposium.	

Add Courses to →

Total Hours 21 - 25