Curriculum Committee
AGENDA
Tuesday, August 19
Chambers Private Dining Room
Noon

I.   Call to Order

        A.   Approval of minutes for the April 29, 2008 meeting

II.   Old Business

        A.   No old business

III.   New Business

        A.   Higher Learning Commission Update – Dr. Micheal Tarver
        B.   Election of the position Chair-Elect
        C.   Election of the position Secretary
        D.   Select day and time for meetings

VI. Adjournment

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Minutes of
Curriculum Committee
Of
Arkansas Tech University

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The Curriculum Committee met on Tuesday, August 19, 2008, at noon in the Chambers Private Dining Room. The following members were present:

Dr. Jackie Bowman	Ms. Shelly Daily
Dr. Pam Carr	Dr. Jackie Paxton
Dr. Stanley Lombardo	Dr. Michael Benefield
Dr. Sammie Stephenson	Dr. Robert Allen
Dr. Vrege Amirkhanian	Ms. Tammy Rhodes, Registrar

Dr. Deborah Wilson and Dr. Jim Collins were absent. Dr. John Watson, Dr. Micheal Tarver, and Ms. Pat Chronister were guests.

Dr. Watson thanked the committee for their work. He distributed a draft outlining the criteria for an ad hoc General Education Committee.

Dr. Bowman called the meeting to order and asked for approval of the minutes from the April 29, 2008, meeting. Motion by Dr. Lombardo, seconded by Dr. Stephenson, to approve the minutes. Motion carried.

OLD BUSINESS:

No old business.

NEW BUSINESS:

Dr. Micheal Tarver updated the committee on the Self-Study. He explained the process started last summer with formation of committees and preparation of reports. He indicated the report draft will be circulated and open meetings will take place to discuss the draft reports. He encouraged participation in the meeting to offer discussion of issues. He suggested the committee consider adding a question on the curriculum proposal forms addressing how the proposal links to them mission.

ELECTION OF OFFICERS:

Dr. Bowman asked for nominations for the position of Chair-elect. Dr. Lombardo nominated Dr. Wilson for the position of Chair-elect. The nomination was seconded by Dr. Carr. With no other nominations, Dr. Allen called that nominations be ceased. Dr. Wilson was approved to serve as Chair-elect by acclamation.

Dr. Bowman asked for nominations for the position of Secretary. Dr. Carr nominated Dr. Stephenson. Dr. Lombardo seconded the nomination. With no other nominations, Dr. Lombardo called that nominations be ceased. Dr. Stephenson was approved to serve as secretary by acclamation.

MEETING DATE AND TIME:

Dr. Bowman asked committee members to email teaching schedules to Ms. Rhodes so that a meeting time could be determined.

ADJOURNMENT:

The meeting adjourned at 1:05 p.m.

Sincerely,

Ms. Tammy Rhodes, Recording Secretary

Curriculum Committee
AGENDA
Tuesday, September 19, 1 p.m.
RPL 325

I.   Call to Order

        A.   Approval of minutes for the August 19, 2008 meeting

II.   Old Business

        A.   Review Curriculum Proposal Forms

III.   New Business

        A.   Curricular Items

                1. Department of Professional Studies

                (a) add PS 3001, Portfolio Development for Prior Learning Assessment, to the course descriptions; and (b) add PS 4201-12, Prior Learning Assessment Credit, to the course descriptions.

                2. Department of Parks, Recreation, and Hospitality Administration:

                (a) add the following courses to the course descriptions:
                HA 2003, Cost Controls;
                HA 2023, Hospitality Supervision and Leadership;
                HA 2053, Work Experience;
                HA (RP) 2133, Introduction to Travel and Tourism;
                HA 3143, Executive Housekeeping;
                HA 4203, Hospitality Operational Problem Solving;
                HA 4253, Club Management; and
                HA 4983, Advanced Food Production;

                (b) change the title of HA 2043, Lodging Operations, to HA 2043, Front Office Management, and modify the course description as outlined in the proposal;

                (c) change the title of HA 2063, Dining Service Management, to HA 2063, Guest Services Management; modify the course description; and delete the corequisite: HA 1013, Sanitation Safety, and add the prerequisite: HA 1063, Hospitality Technology;

                (d) modify the course description for HA 2913, Principles of Food Preparation, and delete the prerequisite: HA 1013, Sanitation Safety, and add the prerequisite: HA 1923, Introduction to Food and Beverage Management;

(e) modify the course description for HA 4033, Legal Aspects of Hospitality Administration, and delete the prerequisite: BUAD 2033, Legal Environment of Business;

(f) change the course number for RP 4033, Tourism Planning, to RP 3133, Tourism Planning and add cross list the course with HA;

(g) delete the following courses from the course descriptions:
HA 3043, Work Experience (RP 3043 cross listing will remain in the course descriptions);
HA 4043, Menu Analysis and Purchasing; and HA 4074, Quantity Food Production; and

(h) modify the Curriculum in Hospitality Administration as follows: delete the current curriculum and add the emphasis areas Lodging and Club Management Emphasis, Tourism and Event Management Emphasis, and Food and Beverage Management Emphasis as outlined in the proposal.

VI. Adjournment

Minutes of
Curriculum Committee
Of
Arkansas Tech University

The Curriculum Committee met on Friday, September 19, 2008, at 1 p.m. in the RPL 325. The following members were present:

Dr. Jackie Bowman   Dr. Deborah Wilson
Dr. Pam Carr   Dr. Jim Collins
Dr. Stanley Lombardo   Dr. Michael Benefield
Dr. Sammie Stephenson   Dr. Robert Allen
Dr. Vrege Amirkhanian   Ms. Tammy Rhodes, Registrar
Ms. Shelly Daily   Mr. Dustin Parsons
Dr. Jackie Paxton   Ms. Savanna Knight

None were absent. Dr. Mary Ann Rollans, Ms. Annette Stuckey, Dr. Theresa Herrick, Ray Moll, and Susan West were guests.

Dr. Bowman called the meeting to order and asked for approval of the minutes from the August 19, 2008, meeting. Motion by Dr. Lombardo, seconded by Dr. Amirkhanian, to approve the minutes. Motion carried.

Dr. Bowman entertained a motion to change the order for the meeting. Motion by Dr. Lombardo, seconded by Ms. Rhodes, to allow the curricular items to be considered before the old business. Motion carried.

NEW BUSINESS:

Curricular Items

1. Department of Professional Studies

Motion by Dr. Wilson, seconded by Dr. Stephenson, to approve the proposal from the Department of Professional Studies, as follows: (a) add PS 3001, Portfolio Development for Prior Learning Assessment, to the course descriptions; and (b) add PS 4201-12, Prior Learning Assessment Credit, to the course descriptions. Motion carried.

2. Department of Parks, Recreation, and Hospitality Administration:

Motion by Dr. Wilson, seconded by Dr. Lombardo, to consider the proposals from the Department of Parks, Recreation, and Hospitality Administration, in one motion. Motion carried.

Motion by Dr. Amirkhanian, seconded by Dr. Collins, to approve the proposal from the Department of Parks, Recreation, and Hospitality Administration, as follows:

(a) add the following courses to the course descriptions:
HA 2003, Cost Controls;
HA 2023, Hospitality Supervision and Leadership;
HA 2053, Work Experience (not new course-renumber from HA 3043);
HA (RP) 2133, Introduction to Travel and Tourism;
HA 3143, Executive Housekeeping;
HA 4203, Hospitality Operational Problem Solving;

HA 4253, Club Management; and
HA 4983, Advanced Food Production (not new course-renumber and rename HA 4074);

(b) change the title of HA 2043, Lodging Operations, to HA 2043, Front Office Management, and modify the course description as outlined in the proposal;

(c) change the title of HA 2063, Dining Service Management, to HA 2063, Guest Services Management; modify the course description; and delete the co-requisite: HA 1013, Sanitation Safety, and add the prerequisite: HA 1063, Hospitality Technology;

(d) modify the course description for HA 2913, Principles of Food Preparation, and delete the prerequisite: HA 1013, Sanitation Safety, and add the prerequisite: HA 1923, Introduction to Food and Beverage Management;

(e) modify the course description for HA 4033, Legal Aspects of Hospitality Administration, and delete the prerequisite: BUAD 2033, Legal Environment of Business;

(f) change the course number for RP 4033, Tourism Planning, to RP 3133, Tourism Planning and add cross list the course with HA;

(g) delete the following courses from the course descriptions:
HA 3043, Work Experience (RP 3043 cross listing will remain in the course descriptions);
HA 4043, Menu Analysis and Purchasing; and HA 4074, Quantity Food Production; and

(h) modify the Curriculum in Hospitality Administration as follows: delete the current curriculum and add the emphasis areas Lodging and Club Management Emphasis, Tourism and Event Management Emphasis, and Food and Beverage Management Emphasis as outlined in the proposal.

Motion carried.

OLD BUSINESS:

Ms. Rhodes distributed proposed curriculum forms. Motion by Dr. Wilson, seconded by Dr. Collins, to approve the forms as presented. Motion carried.

ANNOUNCEMENTS:

Ms. Rhodes reminded the committee that curriculum proposals were due on October 1st, and the next meeting would be on Friday, October 24, at 1 p.m. in RPL 325.

ADJOURNMENT:

The meeting adjourned at 1:40 p.m.

Sincerely,

Ms. Tammy Rhodes, Recording Secretary

I.   Call to Order
      A.   Approval of the minutes of the September 19, 2008, meeting

II.   New Business
      A.   Curricular Items
            1.   Undergraduate Research
                  (a) add EAM and PS 4951-4, Undergraduate Research, to the course descriptions;
                  add ANTH, ART, CJ, ENGL, FR, GEOG, GER, HIST, JOUR, MUSM, MUS,
                  PHIL, POLS, PSY, RS, SOC, SPAN, SPH, and TH 4951-4, Undergraduate
                  Research, to the course descriptions; add AGBU, COMS, ELEG, HA, MATH, and
                  RP 4951-4, Undergraduate Research, to the course descriptions; and add BIOL,
                  CHEM, FW, GEOL, HIM, NUR, and PHYS 4951-4, Undergraduate Research, to
                  the course descriptions.

            2.   Department of Social Sciences and Philosophy
                  (a) add HIST 3803, History of the Middle East, to the course descriptions;
                  (b) change the title for HIST 3603, The Modern Far East, to HIST 3603, History of
                  Modern East Asia, and modify the course description;
                  (c) modify the course description for PHIL 2003, Introduction to Philosophy;
                  (d) add the cross-listing of PHIL to POLS 3253, Classical Political Thought;
                  (e) delete PHIL 4053, Social Philosophy, from the course descriptions; and
                  (f) add PHIL 3253, Classical Political Thought, to the list of course options for the
                  Minor in Philosophy.

            3.   Department of Speech, Theatre and Journalism
                  (a) modify the prerequisite for JOUR (ART) 4163, Advanced Photography and
                  Video, from prerequisite: JOUR (ART) 1163, Basic Photography, or JOUR 3163,
                  News Photography, or consent of instructor, to JOUR (ART) 1163, Basic
                  Photography, or consent of instructor, and modify the course description.

            4.   Department of Agriculture
                  (a) change the title for AGPS 1003, Principles of Crop Science, to AGPS 1003,
                  Introduction to Agronomy; and modify the course description; and
                  (b) modify the Curriculum in Agriculture Business Horticulture Option as follows:
                  delete BIOL 4044, Dendrology, and add AGPM 3104, Introduction to Entomology,
                  OR AGPS 3053, Weed Ecology, and AGBU 4991, Special Problems in Agriculture.

            5.   Department of Computer and Information Science (b – y: one proposal)
                  (a) add COMS 4710, Heterogeneous Networks Lab, to the course descriptions;
                  (b) modify the course description for COMS 1003, Introduction to Computer Based
                  Systems;
                  (c) add the prerequisite: COMS 1003, Introduction to Computer Based Systems, or
                  BUAD 2003, Business Information Systems, to COMS 1333, Web Publishing I, and
                  modify the course description;

(d) modify the prerequisite for COMS 2003, Microcomputer Applications, as follows: change prerequisite: COMS 1003, Introduction to Computer Based Systems, or pass entrance exam, to prerequisite: COMS 1003, Introduction to Computer Based Systems, or BUAD 2003, Business Information Systems, and modify the course description;

(e) modify the prerequisite for COMS 2104, Foundations of Computer Programming I, as follows: change prerequisite: COMS 1403, Orientation to Computing, Information, and Technology; COMS 1411, Computer and Information Science Lab; or consent of instructor; and corequisite: MATH 1113, College Algebra, to prerequisite: either COMS 1403, Orientation to Computing, Information, and Technology; and COMS 1411, Computer and Information Science Lab; or consent of instructor; and prerequisite: MATH 1113, College Algebra; and modify the course description;

(f) modify the course description for COMS 2203, Foundations of Computer Programming II;

(g) modify the prerequisite for COMS 2213, Data Structures, as follows: change prerequisite: COMS 2203, Foundations of Computer Programming II, and either COMS 2903, Discrete Structures for Technical Majors, or MATH 2703, Discrete Mathematics, to prerequisite: COMS 2203, Foundations of Computer Programming II, and COMS 2903, Discrete Structures for Technical Majors;

(h) modify the prerequisite for COMS 2223, Computer Organization and Programming, as follows: prerequisite: COMS 2203, Foundations of Computer Programming II, and ENGR 2134, Digital Logic Design, to prerequisite: COMS 2203, Foundations of Computer Programming II, and ELEG 2134, Digital Logic Design;

(i) modify the course description for COMS 2803, Programming in C;

(j) change the title of COMS 2853, File Processing in COBOL, to Business Application Programming using COBOL, and modify the course description;

(k) modify the prerequisite for COMS 3603, Principles of Management Science, as follows: prerequisite: MATH 4003, Linear Algebra I, or equivalent, to prerequisite: BUAD 2053, Business Statistics, and junior standing, and modify the course description;

(l) add the prerequisite: COMS 2703, Computer and Networks and Architecture, and junior standing, to COMS 3903, Systems Software and Architecture, and modify the course description;

(m) change the title for COMS 4013, Operations Research, to COMS 4013, Quality Management in Information Technology; change the prerequisite: MATH 3153, Applied Statistics I, as follows: prerequisite: BUAD 2053, Business Statistics, and COMS 4203, Database Concepts; and modify the course description;

(n) change the co-requisite for COMS 4033, Systems Analysis and Design I, from co-requisite: COMS 4203, Database Concepts, to prerequisite: COMS 4203, Database Concepts; and modify the course description;

(o) change the prerequisite for COMS 4043, Systems Analysis and Design II, from prerequisite: COMS 4033, Systems Analysis and Design I, and COMS 4133, Application Program Development, to prerequisites: COMS 4033, Systems Analysis and Design I, and either COMS 4133, Application Program Development, COMS 4163, Personal Software Engineering, or COMS 4313, Web Server Administration; and modify the course description;

(p) change the prerequisite for COMS 4053, Information Systems Resource Management, from prerequisite: COMS 3803, Computer Applications in Accounting and Business, and junior standing in information science or business, to

prerequisite: junior standing in information systems, information technology, or computer science; and modify the course description;

(q) add the prerequisite: junior standing in information technology, information systems, or computer science, to COMS 4063, IT Project Administration; and modify the course description;

(r) change the prerequisite for COMS 4103, Organization of Programming Languages, from prerequisite: COMS 2213, Data Structures; COMS 2223, Computer Organization and Programming, or COMS 3903, Systems Software and Architecture, to prerequisites: COMS 2213, Data Structures, and COMS 2223, Computer Organization and Programming;

(s) modify the course description for COMS 4133, Application Program Development;

(t) add the prerequisite: COMS 3213, Advanced Data Structures and Algorithm Design, to COMS 4163, Personal Software Engineering;

(u) modify the prerequisite for COMS 4603, System Programming, from COMS 4033, Systems Analysis and Design I, and COMS 3703, Operating Systems, or COMS 3903, Systems Software and Architecture, to prerequisites: COMS 2213, Data Structures, and either COMS 3703, Operating Systems, or COMS 3903, Systems Software and Architecture;

(v) change the title for COMS 4700, Networking Laboratory, to COMS 4700, Data Communications and Networks Lab; change the co-requisite from upper-level networking course, to co-requisite: COMS 4703, Data Communications and Networks; and modify the course description;

(w) modify the co-requisite for COMS 4713, Heterogeneous Networks, from co-requisite: COMS 4700, Networking Laboratory, to co-requisite: COMS 4710, Heterogeneous Networks Lab; and modify the course description;

(x) change the title for COMS 4981-3, Seminar in Computer Science, to COMS 4981-3, Seminar in Computer and Information Science; and modify the course description;

(y) change the title for COMS 4991-4, Special Problems in Computer Science, to COMS 4991-4, Special Problems in Computer and Information Science; and modify the course description;

(z) modify the Curriculum in Information Systems as follows: replace three hour Elective 3000-4000 with COMS 3053, Implications of Technology on Society;

(aa) modify the Curriculum in Computer Science as follows: delete BUAD 1003, Introduction to Business Systems, and three hours Elective 3000-4000; add Management Elective and COMS 3053, Implications of Technology on Society; and add footnote; and

(ab) modify the Curriculum in Information Technology as follows: replace three hours of social science with ECON 2003, Principles of Economics I, and add COMS 4710, Heterogeneous Networks Lab.

6. Department of Electrical Engineering
    (a) modify the prerequisite and co-requisite for ELEG 3131, Electronics Laboratory, from prerequisite: ELEG 2111, Electric Circuits Laboratory, and co-requisite: ELEG 3103, Electronics I, to prerequisite: ELEG 2111, Electric Circuits Laboratory, and ELEG 3103, Electronics I;

(b) modify the co-requisite for ELEG 3143, Electromagnetics, from co-requisite: ELEG 3123, Signals and Systems, to prerequisite or co-requisite: ELEG 3123, Signals and Systems;
(c) modify the prerequisite for ELEG 4113, Digital Signal Processing, from prerequisite: ELEG 3123, Signals and Systems, and ELEG 3133, Microprocessor Systems Design, to prerequisite: ELEG 3123, Signals and Systems;
(d) modify the course description for ELEG 4133, Advanced Digital Design; and
(e) add a Computer Engineering Option to the Curriculum in Electrical Engineering.

7. Department of Recreation, Parks, and Hospitality (a – c: one proposal)
(a) add the Associate of Science Degree in Culinary;
(b) add the following courses to the course descriptions:
CUL 2903, Garde Manger;
CUL 2923, Sauces, Stocks, and Soups;
CUL 2933, Advanced Food Preparations;
CUL 2943, Introduction to Baking and Pastry; and
CUL 2996, Externship;
(c) add the Culinary cross-listing to the following Hospitality courses:
CUL (HA) 1013, Sanitation Safety;
CUL (HA) 1923, Introduction to Food and Beverage Management;
CUL (HA) 2003, Cost Controls;
CUL (HA) 2023, Hospitality Supervision and Leadership;
CUL (HA) 2053, Work Experience;
CUL (HA) 2063, Guest Services Management;
CUL (HA) 2813, Basic Human Nutrition in Hospitality Administration; and
CUL (HA) 2913, Principles of Food Preparations;
(d) modify the title for RP 1031, Introduction to Mountain Biking, to RP 1031, Introduction to Cycling, and modify the course description; and
(e) modify the course description for RP 4042, Field Seminar in Interpretive Methods.

III. Adjournment

Minutes of
Curriculum Committee
Of
Arkansas Tech University

The Curriculum Committee met on Friday, October 24, 2008, at 1 p.m. in the RPL 325. The following members were present:

Dr. Jackie Bowman   Dr. Deborah Wilson
Dr. Pam Carr   Dr. Jim Collins
Dr. Stanley Lombardo   Dr. Michael Benefield
Dr. Sammie Stephenson   Dr. Robert Allen
Dr. Vrege Amirkhanian   Ms. Tammy Rhodes, Registrar
Ms. Shelly Daily   Mr. Dustin Parsons
Dr. Jackie Paxton   Ms. Savanna Knight

None were absent.

Dr. Theresa Herrick, Dr. Brenda Montgomery, Mr. Ron Nelson, Dr. Jeff Mitchell, and Dr. Donna Vocate were guests.

Dr. Bowman called the meeting to order and asked for approval of the minutes from the September 19, 2008, meeting. Motion by Ms. Knight, seconded by Dr. Lombardo, to approve the minutes. Motion carried.

Motion by Dr. Collins, seconded by Dr. Paxton, to allow the curricular items to be considered by department. Motion carried.

NEW BUSINESS:

Curricular Items

1. Undergraduate Research

Motion by Dr. Allen, seconded by Dr. Wilson, to approve the proposal as follows:
(a) add EAM and PS 4951-4, Undergraduate Research, to the course descriptions;
add ANTH, ART, CJ, ENGL, FR, GEOG, GER, HIST, JOUR, MUSM, MUS, PHIL, POLS, PSY, RS, SOC, SPAN, SPH, and TH 4951-4, Undergraduate Research, to the course descriptions; add AGBU, COMS, ELEG, HA, MATH, and RP 4951-4, Undergraduate Research, to the course descriptions; and add BIOL, CHEM, FW, GEOL, HIM, NUR, and PHYS 4951-4, Undergraduate Research, to the course descriptions.
Motion carried.

2. Department of Social Sciences and Philosophy

Motion by Dr. Carr, seconded by Dr. Allen, to approve the proposal as follows:
(a) add HIST 3803, History of the Middle East, to the course descriptions;
(b) change the title for HIST 3603, The Modern Far East, to HIST 3603, History of Modern East Asia, and modify the course description;
(c) modify the course description for PHIL 2003, Introduction to Philosophy;
(d) add the cross-listing of PHIL to POLS 3253, Classical Political Thought;
(e) delete PHIL 4053, Social Philosophy, from the course descriptions; and
(f) add PHIL 3253, Classical Political Thought, to the list of course options for the Minor in Philosophy.
Motion carried.

3. Department of Speech, Theatre and Journalism

Motion by Ms. Knight, seconded by Dr. Wilson, to approve the proposal as follows:
(a) modify the prerequisite for JOUR (ART) 4163, Advanced Photography and

Video, from prerequisite: JOUR (ART) 1163, Basic Photography, or JOUR 3163, News Photography, or consent of instructor, to JOUR (ART) 1163, Basic Photography, or consent of instructor, and modify the course description. Motion carried.

4. Department of Agriculture

Motion by Mr. Parsons, seconded by Dr. Amirkhanian, to approve the proposal as follows:
(a) change the title for AGPS 1003, Principles of Crop Science, to AGPS 1003,
Introduction to Agronomy; and modify the course description; and
(b) modify the Curriculum in Agriculture Business Horticulture Option as follows: delete BIOL 4044, Dendrology, and add AGPM 3104, Introduction to Entomology, OR AGPS 3053, Weed Ecology, and AGBU 4991, Special Problems in Agriculture.
Motion carried.

5. Department of Computer and Information Science (b – y: one proposal)

Motion by Dr. Wilson, seconded by Mr. Parsons, to approve the proposal as follows:
(a) add COMS 4710, Heterogeneous Networks Lab, to the course descriptions;
(b) modify the course description for COMS 1003, Introduction to Computer Based Systems;
(c) add the prerequisite: COMS 1003, Introduction to Computer Based Systems, or BUAD 2003, Business Information Systems, to COMS 1333, Web Publishing I, and modify the course description;
(d) modify the prerequisite for COMS 2003, Microcomputer Applications, as follows: change prerequisite: COMS 1003, Introduction to Computer Based Systems, or pass entrance exam, to prerequisite: COMS 1003, Introduction to Computer Based Systems, or BUAD 2003, Business Information Systems, and modify the course description;
(e) modify the prerequisite for COMS 2104, Foundations of Computer Programming I, as follows: change prerequisite: COMS 1403, Orientation to Computing, Information, and Technology; COMS 1411, Computer and Information Science Lab; or consent of instructor; and corequisite: MATH 1113, College Algebra, to prerequisite: either COMS 1403, Orientation to Computing, Information, and Technology; and COMS 1411, Computer and Information Science Lab; or consent of instructor; and prerequisite: MATH 1113, College Algebra; and modify the course description;
(f) modify the course description for COMS 2203, Foundations of Computer Programming II;
(g) modify the prerequisite for COMS 2213, Data Structures, as follows: change prerequisite: COMS 2203, Foundations of Computer Programming II, and either COMS 2903, Discrete Structures for Technical Majors, or MATH 2703, Discrete Mathematics, to prerequisite: COMS 2203, Foundations of Computer Programming II, and COMS 2903, Discrete Structures for Technical Majors;
(h) modify the prerequisite for COMS 2223, Computer Organization and Programming, as follows: prerequisite: COMS 2203, Foundations of Computer Programming II, and ENGR 2134, Digital Logic Design, to prerequisite: COMS 2203, Foundations of Computer Programming II, and ELEG 2134, Digital Logic Design;
(i) modify the course description for COMS 2803, Programming in C;
(j) change the title of COMS 2853, File Processing in COBOL, to Business Application Programming using COBOL, and modify the course description;
(k) modify the prerequisite for COMS 3603, Principles of Management Science, as follows: prerequisite: MATH 4003, Linear Algebra I, or equivalent, to prerequisite: BUAD 2053, Business Statistics, and junior standing, and modify the course description;
(l) add the prerequisite: COMS 2703, Computer and Networks and Architecture, and junior standing, to COMS 3903, Systems Software and Architecture, and modify the course description;
(m) change the title for COMS 4013, Operations Research, to COMS 4013, Quality Management in Information Technology; change the prerequisite: MATH 3153, Applied Statistics I, as follows: prerequisite: BUAD 2053, Business Statistics, and COMS 4203, Database Concepts; and modify the course description;
(n) change the co-requisite for COMS 4033, Systems Analysis and Design I, from co-requisite: COMS 4203, Database Concepts, to prerequisite: COMS 4203, Database Concepts; and modify the course description;
(o) change the prerequisite for COMS 4043, Systems Analysis and Design II, from prerequisite: COMS 4033, Systems Analysis and Design I, and COMS 4133, Application Program Development, to prerequisites: COMS 4033, Systems Analysis and Design I, and either COMS 4133, Application Program Development, COMS 4163, Personal Software Engineering, or COMS 4313, Web Server Administration; and modify the course description;
(p) change the prerequisite for COMS 4053, Information Systems Resource Management, from prerequisite: COMS 3803, Computer Applications in Accounting and Business, and junior standing in information science or business, to prerequisite: junior standing in information systems, information technology, or computer science; and modify the course description;
(q) add the prerequisite: junior standing in information technology, information systems, or computer science, to COMS 4063, IT Project Administration; and modify the course description;

(r) change the prerequisite for COMS 4103, Organization of Programming Languages, from prerequisite: COMS 2213, Data Structures; COMS 2223, Computer Organization and Programming, or COMS 3903, Systems Software and Architecture, to prerequisites: COMS 2213, Data Structures, and COMS 2223, Computer Organization and Programming;

(s) modify the course description for COMS 4133, Application Program Development;

(t) add the prerequisite: COMS 3213, Advanced Data Structures and Algorithm Design, to COMS 4163, Personal Software Engineering;

(u) modify the prerequisite for COMS 4603, System Programming, from COMS 4033, Systems Analysis and Design I, and COMS 3703, Operating Systems, or COMS 3903, Systems Software and Architecture, to prerequisites: COMS 2213, Data Structures, and either COMS 3703, Operating Systems, or COMS 3903, Systems Software and Architecture;

(v) change the title for COMS 4700, Networking Laboratory, to COMS 4700, Data Communications and Networks Lab; change the co-requisite from upper-level networking course, to co-requisite: COMS 4703, Data Communications and Networks; and modify the course description;

(w) modify the co-requisite for COMS 4713, Heterogeneous Networks, from co-requisite: COMS 4700, Networking Laboratory, to co-requisite: COMS 4710, Heterogeneous Networks Lab; and modify the course description;

(x) change the title for COMS 4981-3, Seminar in Computer Science, to COMS 4981-3, Seminar in Computer and Information Science; and modify the course description;

(y) change the title for COMS 4991-4, Special Problems in Computer Science, to COMS 4991-4, Special Problems in Computer and Information Science; and modify the course description;

(z) modify the Curriculum in Information Systems as follows: replace three hour Elective 3000-4000 with COMS 3053, Implications of Technology on Society;

(aa) modify the Curriculum in Computer Science as follows: delete BUAD 1003, Introduction to Business Systems, and three hours Elective 3000-4000; add Management Elective and COMS 3053, Implications of Technology on Society; and add footnote; and

(ab) modify the Curriculum in Information Technology as follows: replace three hours of social science with ECON 2003, Principles of Economics I, and add COMS 4710, Heterogeneous Networks Lab.
Motion carried.

6. Department of Electrical Engineering

Motion by Dr. Wilson, seconded by Dr. Lombardo to consider proposal items a through d and then consider item e. Motion carried.

Motion by Dr. Allen, seconded by Dr. Lombardo, to approve the proposal as follows:

(a) modify the prerequisite and co-requisite for ELEG 3131, Electronics Laboratory,
from prerequisite: ELEG 2111, Electric Circuits Laboratory, and co-requisite: ELEG 3103, Electronics I, to prerequisite: ELEG 2111, Electric Circuits Laboratory, and ELEG 3103, Electronics I;

(b) modify the co-requisite for ELEG 3143, Electromagnetics, from co-requisite: ELEG 3123, Signals and Systems, to prerequisite or co-requisite: ELEG 3123, Signals and Systems;

(c) modify the prerequisite for ELEG 4113, Digital Signal Processing, from prerequisite: ELEG 3123, Signals and Systems, and ELEG 3133, Microprocessor Systems Design, to prerequisite: ELEG 3123, Signals and Systems;

(d) modify the course description for ELEG 4133, Advanced Digital Design; and
Motion carried.

Motion by Dr. Wilson, seconded by Dr. Lombardo, to approve the proposal as follows:
(e) add a Computer Engineering Option to the Curriculum in Electrical Engineering.
Motion carried.

7. Department of Recreation, Parks, and Hospitality (a – c: one proposal)

Motion by Dr. Lombardo, seconded by Dr. Wilson, to consider proposal items a through c and then consider items d and e. Motion carried.

Motion by Dr. Lombardo, seconded by Dr. Wilson, to approve the proposal as follows:
(a) add the Associate of Science Degree in Culinary;
(b) add the following courses to the course descriptions:
CUL 2903, Garde Manger;
CUL 2923, Sauces, Stocks, and Soups;
CUL 2933, Advanced Food Preparations;
CUL 2943, Introduction to Baking and Pastry; and

CUL 2996, Externship;
(c) add the Culinary cross-listing to the following Hospitality courses:
CUL (HA) 1013, Sanitation Safety;
CUL (HA) 1923, Introduction to Food and Beverage Management;
CUL (HA) 2003, Cost Controls;
CUL (HA) 2023, Hospitality Supervision and Leadership;
CUL (HA) 2053, Work Experience;
CUL (HA) 2063, Guest Services Management;
CUL (HA) 2813, Basic Human Nutrition in Hospitality Administration; and
CUL (HA) 2913, Principles of Food Preparations;
Motion carried.

Motion by Dr. Lombardo, seconded by Dr. Collins, to approve the proposal as follows:
(d) modify the title for RP 1031, Introduction to Mountain Biking, to RP 1031, Introduction to Cycling, and modify the course description; and
(e) modify the course description for RP 4042, Field Seminar in Interpretive Methods.
Motion carried.

ADJOURNMENT:

The meeting adjourned at 1:50 p.m.

Sincerely,

Ms. Tammy Rhodes, Recording Secretary

AGENDA
CURRICULUM COMMITTEE
Friday, November 14, 2008
1:00 p.m., RPL 325

I.   Call to Order
        A.   Approval of the minutes of the October 24, 2008, meeting

II.   New Business
        A.   Curricular Items
                1.   Department of Curriculum and Instruction

                        (a) Delete SEED 3554, Adolescent Development and Exceptionalities, from the
                        course descriptions and secondary education curricula; add SEED 3552, Adolescent
                        Development, and SEED 4052, Adolescent Exceptionalities, to the course
                        descriptions and the following curricula: Curriculum in Art for Teacher Licensure;
                        Curriculum in Business Education for Teacher Licensure; Curriculum in Creative
                        Writing for Teacher Licensure; Curriculum in English for Teacher Licensure;
                        Curriculum in Foreign Language with Concentration in French for Teacher
                        Licensure; Curriculum in Foreign Language with Concentration in German for
                        Teacher Licensure; Curriculum in Foreign Language with Concentration in Spanish
                        for Teacher Licensure; Curriculum in History and Political Science for Teacher
                        Licensure; Curriculum in Mathematics for Teacher Licensure; Curriculum in Music
                        Education for Teacher Licensure (Instrumental Music Option); Curriculum in Music
                        Education for Teacher Licensure (Vocal Music Option); Curriculum in Music
                        Education for Teacher Licensure (Keyboard Vocal Music Option); Curriculum in
                        Music Education for Teacher Licensure (Keyboard Instrumental Music Option);
                        Curriculum in Life Science and Earth Science for Teacher Licensure; Curriculum in
                        Physical Science and Earth Science for Teacher Licensure; Curriculum in Speech
                        for Teacher Licensure; and Curriculum in Health and Physical Education including
                        Teacher Licensure Requirements.

                2.   Department of Art

                        (a) add ART 3243, Web Design, to the course descriptions;
                        (b) add ART 3253, Computer Illustration, to the course descriptions;
                        (c) add ART 4133, Art History, Native American, to the course descriptions;
                        (d) add ART 4143, Art History, Latin American, to the course descriptions;
                        (e)add ART 4623, Animation Techniques, to the course descriptions;
                        (f) modify the course description for ART 4243, Professional Portfolio Preparation
                        for Graphic Designers;
                        (g) modify the course description for ART 4703, Senior Project and Exhibition;
                        (h) modify the prerequisites for ART 4823, Art Criticism and Aesthetics, from
                        prerequisites: Sophomore Review, ART 3013, Art Education Practicum, and ART
                        3003, Concepts in Art Education or permission of instructor, to prerequisites:
                        Sophomore Review, ART 2103, Art History I and/or ART 2113, Art History II, and
                        modify the course description; and

                        (i) modify the Curriculum in Graphic Design as follows: delete three hours of
                        Elective and add three hours of Art Elective with the footnote 5 as follows: choose:

ART 3253, ART 3303, or ART 4233; delete three hours of Art Elective and add ART 3243, Web Design; and delete three hours Elective and add ART 4623, Animation Techniques.

3.   Department of Biological Sciences

(a) modify the prerequisite for BIOL 1114, Principles in Biology, from prerequisite: scores of 19 or higher on the reading and science reasoning portions of the enhanced ACT; or a grade of "C" or high in a science course; or approval of the instructor; to prerequisite: scores of 19 or higher on the reading, science reasoning, and mathematics portion of the enhanced ACT or completion of MATH 0903, Intermediate Algebra, with a grade of "C" or higher, or a grade of "C" or higher in a science course;
(b) change BIOL 4116, Biology Internship, to BIOL 4112 and BIOL 4114;
(c) add HIM/AHS 2033, Coding Principles for Medical Office, to the course descriptions;
(d) change the course number for HIM 3024, Introduction to Health Information Management, to HIM 3023, Introduction to Health Information Management; change the course number for HIM 4033, Advanced Coding Principles, to HIM 4034, Advanced Coding Principles, and add a $10 lab fee; and modify the Curriculum in Health Information Management as follows: (1) delete HIM 3033, Basic Coding Principles; (2) add HIM 2033, Coding Principles for Medical Office; (3) replace HIM 3024, Introduction to Health Information Management, with HIM 3023, Introduction to Health Information Management; and (4) replace HIM 4033, Advanced Coding Principles, with HIM 4034, Advanced Coding Principles; and
(e) delete HIM 2003, Fundamentals of Medical Transcription, from the course descriptions;
(f) delete HIM 3003, Advanced Medical Transcription, from the course descriptions; and
(g) delete the Certificate Program in Medical Transcription.

4.   Department of Physical Sciences

(a) add CHEM 3423, Descriptive Inorganic Chemistry, to the course descriptions;
(b) add GEOL 3174, Computer Applications in Geology, to the course descriptions with a $20 course fee;
(c) add PHSC 1011, Orientation to Physical Science II, to the course descriptions, and add to all majors in the Physical Science Department; (THIS WILL ADD ONE HOUR TO ALL PHYSICAL SCIENCE CURRICULUM.)
(d) modify the course descriptions for PHSC 1001, Orientation to Physical Science;
(f) modify the course description for PHSC 1013, Introduction to Physical Science;
(g) add the following statement to the course description for PHSC (BIOL) 3213, Science Education in the Elementary School: Note: To enroll in an internet section (TC1 or AT1) of this course, one of these prerequisite courses is required: COMS 1003, EDMD 3013, or equivalent;
(h) modify the Curriculum in Chemistry General Option and Curriculum in Chemistry Biochemistry Option, as follows: replace three hours of Elective with CHEM 3423, Descriptive Inorganic Chemistry; and
(i) modify the Curriculum in Physical Science and Earth Science for Teacher Licensure, as follows: add the co-requisite laboratory to the option for the entry level physics courses and modify the entry level physics courses as follows: PHYS

2014, Physical Principles I, or PHYS 2114, General Physics I, and PHYS 2000, Physics Laboratory I; and PHYS 2024, Physical Principles II, or PHYS 2124, General Physics II, and PHYS 2010, Physics Laboratory II.

5.   Department of Mathematics

(a) add MATH 4343(5343), Introduction to Partial Differential Equations, to the course descriptions (graduate course to be considered by Graduate Council);
(b) modify the prerequisite for MATH 3033, Methods of Teaching Elementary Mathematics, from prerequisite: MATH 2043, Mathematical Concepts II, to prerequisite: MATH 2043, Mathematical Concepts II, and admission to Stage II;
(c) modify the co-requisite for MATH 3243, Differential Equations I, from co-requisite: MATH 2934, Calculus III, to prerequisite: MATH 2924, Calculus II;
(d) modify the Curriculum in Mathematics, as follows: change the computer science requirement from COMS 2104, Foundations of Computer Programming I, to COMS 2803, Programming in C, and one hour elective, or COMS 2104, Foundations of Computer Programming I; and
(e) modify the Curriculum in Mathematics for Teacher Licensure, as follows: change the computer science requirement from COMS 2104, Foundations of Computer Programming I, to COMS 2803, Programming in C, and one hour elective, or COMS 2104, Foundations of Computer Programming I.

III.   Adjournment

<div align="center">
Minutes of
Curriculum Committee
Of
Arkansas Tech University
</div>

The Curriculum Committee met on Friday, November 14, 2008, at 1 p.m. in the RPL 325. The following members were present:

Dr. Jackie Bowman	Dr. Deborah Wilson
Dr. Pam Carr	Dr. Jim Collins
Dr. Stanley Lombardo	Dr. Robert Allen
Dr. Sammie Stephenson	Ms. Tammy Rhodes, Registrar
Dr. Vrege Amirkhanian	Mr. Dustin Parsons
Ms. Shelly Daily	Dr. Jackie Paxton

Dr. Michael Benefield and Ms. Savanna Knight were absent.

Dr. David Bell, Dr. Lyn Brands, Mr. Edwin Cuenco, Dr. Dr. Charlie Gagen, Dr. Jeff Robertson, Dr. James Musser, Dr. Gavin Jones, and Dr. Linda Kondrick were guests.

Dr. Bowman called the meeting to order and asked for approval of the minutes from the, October 24, 2008, meeting. Motion by Mr. Parsons, seconded by Dr. Lombardo, to approve the minutes. Motion carried.

Dr. Bowman indicated that Dr. Gagen would be late for the meeting and requested a change in order of the agenda. Motion by Mr. Parsons, seconded by Dr. Lombardo, to move the proposals from the Department of Biological Science to the end of the agenda since Dr. Gagen would be at the meeting after class. Motion carried.

Motion by Dr. Collins, seconded by Dr. Amirkhanian, to allow the curricular items to be considered by department. Motion carried.

NEW BUSINESS:

Curricular Items

1.   Department of Curriculum and Instruction

Motion by Dr. Paxton, seconded by Mr. Parsons, to approve the following proposals:
(a) Delete SEED 3554, Adolescent Development and Exceptionalities, from the course descriptions and secondary education curricula; add SEED 3552, Adolescent Development, and SEED 4052, Adolescent Exceptionalities, to the course descriptions and the following curricula: Curriculum in Art for Teacher Licensure; Curriculum in Business Education for Teacher Licensure; Curriculum in Creative Writing for Teacher Licensure; Curriculum in English for Teacher Licensure; Curriculum in Foreign Language with Concentration in French for Teacher Licensure; Curriculum in Foreign Language with Concentration in German for Teacher Licensure; Curriculum in Foreign Language with Concentration in Spanish for Teacher Licensure; Curriculum in History and Political Science for Teacher Licensure; Curriculum in Mathematics for Teacher Licensure; Curriculum in Music Education for Teacher Licensure (Instrumental Music Option); Curriculum in Music Education for Teacher Licensure (Vocal Music Option); Curriculum in Music Education for Teacher Licensure (Keyboard Vocal Music Option); Curriculum in Music Education for Teacher Licensure (Keyboard Instrumental Music Option); Curriculum in Life Science and Earth Science for Teacher Licensure; Curriculum in Physical Science and Earth Science for Teacher Licensure; Curriculum in Speech for Teacher Licensure; and Curriculum in Health and Physical Education including Teacher Licensure Requirements.
Motion carried.

2.   Department of Art

Motion by Dr. Paxton, seconded by Mr. Parsons, to approve the following proposals:
(a) add ART 3243, Web Design, to the course descriptions;
(b) add ART 3253, Computer Illustration, to the course descriptions;
(c) add ART 4133, Art History, Native American, to the course descriptions;
(d) add ART 4143, Art History, Latin American, to the course descriptions;
(e) add ART 4623, Animation Techniques, to the course descriptions;
(f) modify the course description for ART 4243, Professional Portfolio Preparation for Graphic Designers
(g) modify the course description for ART 4703, Senior Project and Exhibition;
(h) modify the prerequisites for ART 4823, Art Criticism and Aesthetics, from prerequisites: Sophomore Review, ART 3013, Art Education Practicum, and ART 3003, Concepts in Art Education or permission of instructor, to prerequisites: Sophomore Review, ART 2103, Art History I and/or ART 2113, Art History II, and modify the course description; and
(i) modify the Curriculum in Graphic Design as follows: delete three hours of Elective and add three hours of Art Elective with the footnote 5 as follows: choose: ART 3253, ART 3303, or ART 4233; delete three hours of Art Elective and add ART 3243, Web Design; and delete three hours Elective and add ART 4623, Animation Techniques.
Motion carried.

3.   Department of Biological Sciences

Motion by Mr. Parsons, seconded by Dr. Lombardo, to consider proposal A – F and then G. Motion carried.

Motion by Mr. Parsons, seconded by Dr. Allen, to approve the following proposals:
(a) modify the prerequisite for BIOL 1114, Principles in Biology, from prerequisite: scores of 19 or higher on the reading and science reasoning portions of the enhanced ACT; or a grade of "C" or high in a science course; or approval of the instructor; to prerequisite: scores of 19 or higher on the reading, science reasoning, and mathematics portion of the enhanced ACT or completion of MATH 0903, Intermediate Algebra, with a grade of "C" or higher, or a grade of "C" or higher in a science course;
(b) change BIOL 4116, Biology Internship, to BIOL 4112 and BIOL 4114;
(c) add HIM/AHS 2033, Coding Principles for Medical Office, to the course descriptions;
(d) change the course number for HIM 3024, Introduction to Health Information Management, to HIM 3023, Introduction to Health Information Management;
change the course number for HIM 4033, Advanced Coding Principles, to HIM 4034, Advanced Coding Principles, and add a $10 lab fee; and modify the Curriculum in Medical Assistant as follows: : (1) delete HIM 3033, Basic Coding Principles; (2) add HIM 2033, Coding Principles for Medical Office; modify the Curriculum in Health Information Management as follows (1) replace HIM 3024, Introduction to Health Information Management, with HIM 3023, Introduction to Health Information Management; and (2) replace HIM 4033, Advanced Coding Principles, with HIM 4034, Advanced Coding Principles; and
(e) delete HIM 2003, Fundamentals of Medical Transcription, from the course descriptions; and
(f) delete HIM 3003, Advanced Medical Transcription, from the course descriptions.
Motion carried.

Motion by Dr. Carr, seconded by Dr. Amirkhanian, to approve the following proposal:
(g) delete the Certificate Program in Medical Transcription.
Motion carried.

4.   Department of Physical Sciences

Motion by Dr. Wilson, seconded by Mr. Parsons, to approve the following proposals:
(a) add CHEM 3423, Descriptive Inorganic Chemistry, to the course descriptions;
(b) add GEOL 3174, Computer Applications in Geology, to the course descriptions with a $20 course fee;
(c) add PHSC 1011, Orientation to Physical Science II, to the course descriptions, and add to all majors in the Physical Science Department; delete one hour of elective to all majors in the Physical Science Department;
(d) modify the course descriptions for PHSC 1001, Orientation to Physical Science;
(f) modify the course description for PHSC 1013, Introduction to Physical Science;
(g) add the following statement to the course description for PHSC (BIOL) 3213, Science Education in the Elementary School: Note: To enroll in an internet section (TC1 or AT1) of this course, one of these prerequisite courses is required: COMS 1003, EDMD 3013, or equivalent;
(h) modify the Curriculum in Chemistry General Option and Curriculum in Chemistry Biochemistry Option, as follows: replace three hours of Elective with CHEM 3423, Descriptive Inorganic Chemistry; and

(i) modify the Curriculum in Physical Science and Earth Science for Teacher Licensure, as follows: add the co-requisite laboratory to the option for the entry level physics courses and modify the entry level physics courses as follows: PHYS 2014, Physical Principles I, or PHYS 2114, General Physics I, and PHYS 2000, Physics Laboratory I; and PHYS 2024, Physical Principles II, or PHYS 2124, General Physics II, and PHYS 2010, Physics Laboratory II.
Motion carried.

5.   Department of Mathematics

Motion by Dr. Wilson, seconded by Dr. Amirkhanian , to approve the following proposals:
(a) add MATH 4343(5343), Introduction to Partial Differential Equations, to the course descriptions (graduate course to be considered by Graduate Council);
(b) modify the prerequisite for MATH 3033, Methods of Teaching Elementary Mathematics, from prerequisite: MATH 2043, Mathematical Concepts II, to prerequisite: MATH 2043, Mathematical Concepts II, and admission to Stage II;
(c) modify the co-requisite for MATH 3243, Differential Equations I, from co-requisite: MATH 2934, Calculus III, to prerequisite: MATH 2924, Calculus II;
(d) modify the Curriculum in Mathematics, as follows: change the computer science requirement from COMS 2104, Foundations of Computer Programming I, to COMS 2803, Programming in C, and one hour elective, or COMS 2104, Foundations of Computer Programming I; and
(e) modify the Curriculum in Mathematics for Teacher Licensure, as follows: change the computer science requirement from COMS 2104, Foundations of Computer Programming I, to COMS 2803, Programming in C, and one hour elective, or COMS 2104, Foundations of Computer Programming I.
Motion carried.

ADJOURNMENT:

The meeting adjourned at 1:30 p.m.

Sincerely,

Ms. Tammy Rhodes, Recording Secretary

AGENDA
FACULTY SENATE
Wednesday, October 8, 2008
4:00 p.m., Pendergraft 325

I. Call to Order
    A.   Approval of the minutes of the September 10, 2008, meeting

II. Old Business
    A.   Exam Week Schedule
    B.   Free Speech Policy (*Student Handbook*)
    C.   Campus Security Symposium

III. New Business
    A.   Curricular Items
        1.   Department of Professional Studies
             (a) add PS 3001, Portfolio Development for Prior Learning Assessment, to the course descriptions; and
             (b) add PS 4201-12, Prior Learning Assessment Credit, to the course descriptions.

        2.   Department of Parks, Recreation, and Hospitality Administration
             (a) add the following courses to the course descriptions:
HA 2003, Cost Controls;
HA 2023, Hospitality Supervision and Leadership;
HA 2053, Work Experience;
HA (RP) 2133, Introduction to Travel and Tourism;
HA 3143, Executive Housekeeping;
HA 4203, Hospitality Operational Problem Solving;
HA 4253, Club Management; and
HA 4983, Advanced Food Production;
(b) **change the title of** HA 2043, Lodging Operations, to HA 2043, Front Office Management, and modify the course description; ? *no change in description*
(c) **change the title of** HA 2063, Dining Service Management, to HA 2063, Guest Services Management; modify the course description; and delete the corequisite: HA 1013, Sanitation Safety, and add the prerequisite: HA 1063, Hospitality Technology;
(d) **modify the course description** for HA 2913, Principles of Food Preparation, and delete the prerequisite: HA 1013, Sanitation Safety, and add the prerequisite: HA 1923, Introduction to Food and Beverage Management;
(e) **modify the course description** for HA 4033, Legal Aspects of Hospitality Administration, and delete the prerequisite: BUAD 2033, Legal Environment of Business;
(f) **change the course number** for RP 4033, Tourism Planning, to RP 3133, Tourism Planning and cross list the course with HA;
(g) **delete the following courses** from the course descriptions:
HA 3043, Work Experience (RP 3043 crosslisting will remain in the course descriptions);

HA 4043, Menu Analysis and Purchasing; and
HA 4074, Quantity Food Production; and
(h) modify the Curriculum in Hospitality Administration as follows: delete the current curriculum and add the emphasis areas Lodging and Club Management Emphasis, Tourism and Event Management Emphasis, and Food and Beverage Management Emphasis as outlined in the proposal.

B. Criteria for Promotion (Scholarly/Creative Activity)
C. Job Placement for Work Study Students
D. Faculty Members and Advising
E. General Education Committee (distribution only at meeting)
F. Curriculum Proposal Forms (distribution only)

IV. Open Forum

V. Announcements and Information Items

VI. Adjournment

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Professional Studies Department; School of Community Education

Date submitted: August 28, 2008

Request for: Course change_____Course deletion____Course addition_X_PS 3001
(Excluding course credit hour changes)

Submitted by: Annette Stuckey, Instructor *Annette Stuckey*

Approved by: Department Head: N/A

      Dean of School: Dr. Mary Ann Rollans *Mary Ann Rollans*

Reviewed by: Registrar: *Tammy Rhodes*

      Vice President:

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

The basis for requesting credit for prior learning is the development of a portfolio with assistance from a faculty advisor. Every student requesting credit for prior learning must enroll in this course and complete a portfolio which demonstrates the college-level learning that has resulted from experiences outside a formal academic framework. The student utilizes this method to document knowledge acquired which is equivalent to upper-division college-level credit. Prerequisite: the student must have successfully completed 60 hours of credit which includes all general education requirements and 12 hours of coursework after being admitted to the Professional Studies degree. **Credit for PS 3001 applies only to the Bachelor of Professional Studies degree and cannot be applied toward any other program**. Grading is on a Pass/Fail basis.

(Syllabus provided as ATTACHMENT C)

> Number: PS 3001

Title for Catalog:

PORTFOLIO DEVELOPMENT FOR PRIOR LEARNING ASSESSMENT

*Title for Course Inventory (24 characters): PORTFOLIO DEV FOR PLA

app CC 9/19/08

app FS 10/8/08

Description:

The portfolio process will utilize standardized assessment programs for determining equivalent credit toward a bachelor's degree, such as the following:

ACE (American Council on Education/National Program on Noncollegiate Sponsored Instruction),
PONSI (Recommendations on Corporate Education and Training Programs)
DANTES (Defense Activity for Non-Traditional Education Support),
CAEL (Council for Adult and Experiential Learning),
SOCAT (Student Occupational Competency Achievement Test)

A review committee comprised of the course instructor/BPS Director, the dean of the School of Community Education, and the Registrar will approve an assessment form outlining the number of PLA credits which can be awarded up to a maximum of 12 hours which will be the basis for determining the number of credit hours in which the student can enroll when registering for PS 4201-12. The credits will be posted on the transcript on a Pass/Fail basis.

The ADP guidelines as listed in ATTACHMENT B are designed to comply with the "Principles of Good Practice in Adult Degree Completion Program to be Observed by NCA Institutions and Reviewed for Patterns of Evidence by Consultant-Evaluators" and additional guidelines based on the policy statement, *Assessing Prior Learning for Credit* approved by the Middle States Commission on Higher Education, will also be followed (Attachment D).

Effective date or term: Spring 2009

*Course fees: No additional fee will be assessed. Regular tuition will apply.

II.   Justification and feasibility of course:

As higher education continues to attract an increasing number of adult students, many colleges and universities are developing programs to meet their distinctive needs. These students, age twenty-five and over, comprise approximately 40 percent of the undergraduate population and bring with them rich clusters of college-level knowledge gleaned from a variety of sources. They provide challenges to higher education not seen with traditional-age college students, including financial concerns, time constraints, and a distinct desire not to repeat learning they have already gained.

Arkansas Tech University is aware of the need to establish competitive programs for this targeted adult market. The Arkansas Department of Higher Education is currently encouraging colleges and universities to develop programs that address the needs of the adult learner.

The Arkansas Department of Higher Education has received a grant from Western Interstate Commission for Higher Education to develop an Arkansas Work Plan with the goal of implementing policy solutions for adult learners. The following information is taken from a synopsis of the Work Plan including project goals for "Non-traditional No More: Policy Solutions for Adult Learners." This initiative targets the 1,728,976 working age adults (18-64)

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with no college degree. Included in this figure are 409,324 who have completed come college, but have no degree. Working-age residents with college degrees are 43 percent more likely to participate in the workforce than those with less than a high school diploma, and their earnings over a lifetime are twice as much. With increased emphasis on economic development in the state, the outcomes of meeting this challenge will result in a substantial personal benefit to the individuals earning a degree as well as a benefit to the state with respect to more taxable resources, fewer health problems, lower rates of crime, and greater levels of civic engagement. By developing a "best practices" approach to appeal to this target group, Arkansas Tech can clearly address two of the goals for Arkansas by providing credit for prior learning:

"Identify state-and institutional-level practices and policies that will facilitate the target group of students to earn their degrees. Develop a plan of action with short-term and long-term objectives that will increase the number of 'Ready Adults' that complete baccalaureate and associate degrees."

The granting of college credit for prior learning is not a new practice and is currently utilized in a number of degree programs at Arkansas Tech. Institutional credit is currently awarded by several departments as listed in the current catalog (page 89): Computer Science, Engineering, Foreign Language, Health Information Management, and Nursing (Advanced Placement also noted on pp. 190-193). Emergency Administration and Management offers a non-graded externship course which requires a portfolio assessment of prior learning.

Findings from research related to other institutions offering credit for prior learning revealed a long list of colleges and universities not only in Arkansas but also across the nation which has a system in place for awarding credit for prior learning. There is a representative list in ATTACHMENT E which briefly describes the type of assessment and number of hours each institution allows (ATTACHMENT E).

As early as 1942 the American Council on Education (ACE) worked with branches of the military to evaluate service members' learning through military education. The resulting *Guide to the Evaluation of Educational Experiences in the Armed Services* documents secondary and postsecondary credit equivalencies, and has grown from one volume in its first printing in 1946 to three volumes covering all branches of the military and the U.S. Department of Defense in 2000.

A program to evaluate the in-house training that was sponsored by business and industry was begun in 1974. The Program on Noncollegiate Sponsored Instruction (PONSI) began by evaluating courses offered by eight major corporations and recommending college credit when the learning experiences were found to be at the college level. In the process, a model-reviewing system was designed, which resulted in the publication of *A Guide to Educational Programs in Noncollegiate Organizations*. Replaced in 1985 by *College Credit Recommendations*, the 2000 edition serves nearly 300 organizations across the nation and evaluates more than 5,000 courses.

At about the same time, the Educational Testing Service (ETS) began a research and development project designed to establish procedures for academic recognition of non-college learning. Known in 1974 as the Cooperative Assessment of Experiential Learning (CAEL), the project focused on gathering data about prior learning assessment practices throughout the country. As a result, faculty and student handbooks were published for the first time that documented the practice of portfolio assessment. By 1979 ACE, the Council on Postsecondary Accreditation (COPA), and the American Association of College Registrars and Admissions Officers (AACRAO) endorsed the assessment of prior learning with the understanding that it would be conducted according to CAEL standards. Now known as the Council for Adult and Experiential Learning, CAEL is an independent organization recognized as a premier authority in the field. CAEL has established standards for the awarding of credit for prior learning, training faculty evaluators, and implementing research on the outcomes of these efforts. The organization maintains a quality assurance program to monitor and evaluate current assessment programs throughout the nation. **Arkansas Tech will adhere to the guidelines and standards of CAEL, and plans are in place**

for the instructor of this course, Annette Stuckey, to participate in the training and be certified in prior learning assessment.

A. What is the need for this course? Who will take it?

The School of Community Education has been offering the Bachelor of Professional Studies Degree since 2004. Since its inception, the program has graduated 35 students with an additional 25 scheduled to graduate in December, and currently has approximately 90 majors. A survey was completed during the Spring 2008 semester which indicated an interest in Arkansas Tech University offering a bachelor's degree in an accelerated format. 71.88% of the 71 working adults who completed the survey indicated a strong desire to enroll in this type of program which would enable them to complete a bachelor's degree in approximately 18 months. Of the 71 who completed the survey, 61.40% indicated that some means of awarding credit for prior learning would be considered a critical factor in their decision to enroll in a bachelor's program.

By providing a means to award credit for prior learning, students enrolled in this degree program may receive up to 12 hours of credit toward degree completion. The Accelerated Degree Program (ADP) approach for the Bachelor of Professional Studies will target primarily adult students who wish to complete a degree while working in their careers or raising a family. The typical student enrolling in this program is generally 25 years or older with at least five years of work experience and meet the general admission requirements of the University. Students who enter the program with 60 earned credit hours and have completed all of the general education requirements should be able to complete the remainder of the degree requirements within an 18-month period.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

The Bachelor of Professional Studies Degree is well-suited to serve as a capstone program for students who have completed a minimum of 60 transferable credits in that the degree is designed to enhance workplace skills such as planning, organizational behavior, ethics, needs assessment, problem solving, communications, human resources, and technology applications. This course must be completed before any hours of credit for prior learning can be determined. PS 3001 is a prerequisite for PS 4201-12 which is the variable credit course in which hours for prior learning are actually awarded after being determined through the portfolio process. This course will be one of the hours included in the Professional Core (Curriculum Summary: ATTACHMENT A).

C. Is this course part of any general plan of development within your department? Explain.

Yes. This course fits well into the mission of the School: "The School of Community Education and Professional Development offers a broad range of credit, non-credit, special interest, professional development, management, leadership, and leisure-learning courses. The School is responsive to the needs of the area and strives to offer programs and services which support a diverse target audience including business and industry, educational and government agencies, professional groups and associations, and the general community."

D. How often will the course be offered?

The course will be offered as an independent study course on an as-needed basis.

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E. How will the course be staffed?

Annette Stuckey is the instructor for all PS courses and this course will be part of her regular instructional load.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

This course should not affect any other department in that the credit determined through this portfolio process applies only to the Bachelor of Professional Studies degree and cannot be accepted toward any other degree. Each dean was consulted with a request to share the proposal with their department heads and faculty as deemed feasible. The deans were provided a copy of this proposal to ensure that this understanding regarding the application of credit was clearly understood by every department. In addition to the deans, the proposal was reviewed by Shauna Donnell and Linda Clarke who have provided documentation of their support.

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

No comments were received indicating lack of support for the proposal since no other departments would be affected by the addition of this course which applies only to the BPS degree.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

Assessment Plan:
The major outcome for assessing this course will be the quality of the learning experiences in relation to the standards established by the agencies providing the equivalencies. The ratio of credit requested to the credit actually approved will be noted for each student enrolled in the course and will serve as the assessment measure. The eight-semester guaranteed degree plan will not apply to this program since students must have 60 hours of credit prior to enrollment in this program.

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

Attachment A: Curriculum Summary

Bachelor of Professional Studies Degree
Accelerated Degree Program
(proposed changes underlined)

Transfer Courses and ATU coursework accepted toward the degree 37 hours of General Education courses or enrollment in courses as needed	Up to 60 hours (no change)
Recommended Professional Core PS 3001 Portfolio Development for PLA (proposed) PS 3023 Professional Communications PS 3003 Capstone PS 4006 Capstone EAM 3133 Applied Principles of Personnel Management COMS 1003 Intro to Computer-Based Systems ENGL 2053 Technical Writing SPH 2003 Public Speaking JOUR 4033 Community Journalism (Substitutions may be recommended by the advisor.)	28 hours (Proposed change) (Currently 27 hours)
Courses recommended in the Individual Plan of Study (Courses meeting interests/career needs of students (footnoted as Specialty Course in Degree Completion Plan)	18 hours (no change)
PS 4201-12 Prior Learning Assessment Credit (proposed)	12 hours maximum (counted toward 40 hours of upper division credit required for bachelor's degree)
Balance of electives needed to meet upper division total	Hours needed to meet 40-hour requirement (no change)
TOTAL HOURS	124 hours

Attachment B: Guidelines for Assessing Prior Learning

Recommended Procedures for Awarding Credit for
Prior Learning Assessment (PLA)

The main intent of implementing a Prior Learning Assessment (PLA) program as part of the BPS Accelerated Degree Program is to develop a system for granting credit for demonstrated learning rather than credit for experience only. The following steps are recommended in order to initiate this program.

1. Develop guidelines for student eligibility.
2. Establish policies and procedures for the PLA program, i.e.,
   - Credits being requested may not be the balance of credits required to graduate
   - A minimum of 12 hours of credit must be earned before PLA credits are posted to the transcript
   - General Education credit not applicable
   - Steps in the process along with the policies and procedures governing the program are thoroughly explained to the student with an acknowledgement form signed by the student.
3. A one-hour portfolio development course will be required as the process for the student to request credit. The Director of the BPS degree program will be the instructor for the course which will be designed as an independent study. A review committee comprised of the course instructor/BPS Director, the dean of the School of Community Education, and the Registrar will approve an assessment form outlining the number of PLA credits which can be awarded up to a maximum of 12 hours which will be posted on a Pass/Fail basis. Students will complete a variable course (one hour up to 12 hours) in order to have the PLA credits posted to their transcripts. The student will enroll in the number of hours which were previously approved through the portfolio assessment. Regular tuition fees will apply to this variable credit course.
4. Credits earned in the PS 3001 and PS 4201-12 courses will apply only toward hours earned for the BPS Degree.
5. Standards of Assessment: The portfolio development may include other means for the student to submit justification for credit for prior learning if the following resources are not applicable.
   - ACE
   - PONSI
   - CAEL
   - DANTES
   - SOCAT

ATTACHMENT C: SYLLABUS: PS 3001
Portfolio Development for Assessing Prior Learning Experience
Bachelor of Professional Studies Degree

COURSE NUMBER: PS 3001-01

COURSE TITLE: Portfolio Development for Prior Learning Assessment

INSTRUCTOR:

Annette Stuckey, M.Ed.
61 Lake Point Conference Center
Office Hours: Tuesday, Wednesday, Thursday
    2:00 p.m. – 5:30 p.m.
Office Phone: (479) 356-2095
Office FAX: (479) 968-0205
Email: astuckey@atu.edu

BLACKBOARD TECHNICAL:

Blackboard will be used in this course to facilitate student participation, communication, and collaboration.

Blackboard Help Desk – RPL 328
479-964-0577 or 1-866-400-8022
Elearning: http://etech.atu.edu/student.html
Email: bbsystem@atu.edu or astuckey@atu.edu

COURSE TIME: Independent Study using Blackboard

CATALOG DESCRIPTION:

The basis for requesting credit for prior learning is the development of a portfolio with assistance from a faculty advisor. Every student requesting credit for prior learning must enroll in this course and complete a portfolio which demonstrates the college-level learning that has resulted from experiences outside a formal academic framework. The student utilizes this method to document knowledge acquired which is equivalent to upper-division college-level credit. Prerequisite: the student must have successfully completed 60 hours of credit which includes all general education requirements and 12 hours of coursework after being admitted to the Professional Studies degree. Credit for PS 3001 applies only to the Bachelor of Professional Studies degree and cannot be applied toward any other program. Grading is on a Pass/Fail basis.

REQUIRED TEXT:
No text is required. The advisor will post a template to the Blackboard course site as an example of the recommended format for the portfolio. The portfolio process will utilize standardized assessment programs for determining equivalent credit toward a bachelor's degree such as the following:

8

ACE (American Council on Education/National Program on Noncollegiate Sponsored Instruction),
PONSI (Recommendations on Corporate Education and Training Programs)
DANTES (Defense Activity for Non-Traditional Education Support),
CAEL (Council for Adult and Experiential Learning),
SOCAT (Student Occupational Competency Achievement Test)

JUSTIFICATION:

By providing a means to award credit for prior learning, students enrolled in this degree program may receive up to 12 hours of credit toward degree completion. The Accelerated Degree Program (ADP) approach for the Bachelor of Professional Studies will target primarily adult students who wish to complete a degree while working in their careers or raising a family. The typical student enrolling in this program is generally 25 years or older with at least five years of work experience and meets the general admission requirements of the University. Students, who enter the program with 60 earned credit hours and have completed all of the general education requirements, should be able to complete the remainder of the degree requirements within an 18-month period.

COURSE OBJECTIVE/GOAL:
Most of the students who enroll in this degree already possess workplace skills such as planning, organizational behavior, ethics, needs assessment, problem solving, communications, human resources, and technology applications. The goal of developing the portfolio is to document these competencies which can be assessed for college credit based on standards established by agencies which provide equivalencies for prior learning.

HOW COURSE MEETS GENERAL EDUCATION REQUIREMENTS:

> This course addresses the following Arkansas Tech University general education requirements:
> - Communicate effectively
> - Think critically
> - Develop ethical perspectives

COURSE POLICIES:
> See the Recommended Procedures for Awarding Credit for Prior Learning Assessment (attached and posted on Blackboard).
>
> Documentation
> Students are responsible for maintaining their own documentation and providing supporting explanation to justify consideration of their prior learning for upper division credit. Documentation must meet the guidelines for acceptance as outlined for portfolio development.
>
> Portfolio Submission
> The advisor will establish a deadline for submission of the portfolio which is to be submitted electronically according to instructions provided with the sample portfolio and tutorial posted to the Blackboard site. Each student is required to have an informational session with the advisor. A website similar to the one established for the EAM Externship will be developed:
> http://eam.atu.edu/portfolio/.

COURSE CONTENT:

Course Credit Requirements

This course is treated as an independent study course under the instructor's direction and is not considered a web course even though it is on the Blackboard system and the instructor may communicate with students via Blackboard. This course is a prerequisite for PS 4201-12 and can only be taken after completing 12 hours following acceptance into the BPS degree program.

COURSE ASSESSMENT:

Grading System: Pass/Fail

To pass the Portfolio Development Course YOU MUST:
1. Attend a required informational session. The session will cover the process and procedures for creating, maintaining and submitting your portfolio.
2. Submit your portfolio by the due date specified by your advisor.
3. Clearly describe and document your experiences for which you are requesting credit. Writing and presentation style will be critically analyzed.
4. Submit your portfolio in the required format (See the portfolio example posted on Blackboard and at: http://eam.atu.edu/portfolio/).

Critical Dates

You must confirm that you are enrolled in the course prior to the eleventh class day or you will be asked to withdraw from the course. If your portfolio is not received by date established by your advisor, you will receive a failing grade for the course.

BLACKBOARD TECHNICAL ASSISTANCE:

For help using Blackboard go to http://etech.atu.edu/ and click on "Help Desk" then "FAQs – Students" or go to http://elearn.atu.edu/ for further information call 479-964-0546 or toll free at 866-400-8022.
Or email astuckey@atu.edu for help with Blackboard

ATTACHMENT D

PRINCIPLES OF GOOD PRACTICE IN ADULT DEGREE COMPLETION PROGRAMS TO BE OBSERVED BY NCA INSTITUTIONS AND REVIEWED FOR PATTERNS OF EVIDENCE BY CONSULTANT-EVALUATORS

Mission

The *adult degree completion programs* are consistent with and integral to the institution's mission.

Resources

Faculty members share a commitment to serve adult learners, bring appropriate credentials to their work assignments, and participate in determining policies that govern *adult degree completion programs*.

Full-time and part-time faculty members who work in *adult degree completion programs* participate in professional development activities that focus on the needs of adult learners.

The institution provides an adequate organizational structure, administrative support, and financial resources to ensure the effectiveness of *adult degree completion programs*.

Adequate institutional resources are committed to the *adult degree completion programs* to ensure quality and appropriate student services.

The institution provides timely and adequate access to the range of student services-- including admissions, financial aid, academic advising, delivery of course materials, and counseling and placement services--needed to ensure academic success.

The institution ensures access to learning resources, technology, and facilities to support its *adult degree completion programs*.

Educational Programs and Other Services

The *adult degree completion programs* that the institution offers are in subject areas that are consistent with the institution's mission.

The *adult degree completion programs* have clearly stated requirements and outcomes in the areas of the major and general education.

Adult degree completion programs and courses that are offered in distance delivery modalities are consistent with the *Guidelines for Distance Education* published by the NCA Commission on Institutions of Higher Education.

The assessment of student learning outcomes is a standard practice in all *adult degree completion programs* and is linked to program improvement.

The institution uses a variety of acceptable methodologies [e.g., examinations in subject areas; assessment of prior learning using principles advocated by organizations such as the Council for Adult and Experiential Learning (CAEL), the American Council on Education (ACE) and the Adult Higher Education Alliance, and the Middle States Commission on Higher Education (MSA/CHE)] , and its faculty is trained in how to use and apply these methods.

Multiple measures (portfolio assessment, capstone courses, oral examinations, juried examinations, standardized national exams, locally developed tests, performance on licensure, certification or professional exams) are used to assess the learning outcomes of students enrolled in *adult degree completion programs.*

Adult degree completion programs address students' education and career goals at the time of re-entry and throughout the degree completion process in order to assess the learning they will need and to help them reach their goals.

Planning

Consideration of *adult degree completion programs* is integrated into the institution's planning and evaluation processes in order to ensure continuous improvement in the offerings.

Integrity

The institution has processes in place to ensure that the *adult degree completion programs* it sponsors are offered with integrity and are responsive to learners and the community.

The institution that partners with another organization to deliver an *adult degree completion program* is knowledgeable of the "Good Practices in Contractual Arrangements Involving Courses and Programs" published by the NCA Commission on Institutions of Higher Education and uses the document as a guide in ensuring the integrity of its program.

ASSESSING PRIOR LEARNING FOR CREDIT*

1. Make clear basic principles and values held by the institution regarding credit for prior learning.

2. Provide explicit guidelines as to what is considered college-level learning.

3. Make clear that credit can be awarded only for demonstrated college-level <u>learning</u>, nor for <u>experience</u> per se.

4. Specify, as clearly and unambiguously as possible, the standards of acceptable performance in each academic area.

5. Specify what form the claim for credit should take, e.g., course equivalent, competency list.

6. Insure that evaluation of learning is undertaken by appropriately qualified persons.

7. Indicate the appropriate form such as semester hours, course units, etc., the evaluator's credit recommendation should take.

8. Specify which degree requirements may be met by prior learning.

9. Specify how credit for prior learning will be recorded.

10. Define and articulate roles and responsibilities of all persons connected with the assessment process.

11. Develop procedures to monitor and assure fair and consistent treatment of students.

12. Develop clearly stated assessment policies and descriptive information for students, faculty, administrators and external sources.

13. Include provisions for periodic re-evaluation of policies and procedures for assessing learning and awarding credit.

14. Advise students that the institution cannot guarantee the transferability of prior learning credits to another institution.

15. Develop evaluation procedures of overall prior learning assessment program to ensure quality.

*These guidelines were taken from the policy statement, *Assessing Prior Learning for Credit* approved by the Middle States Commission on Higher Education. They are used with that Commission's permission.

ATTACHMENT E: Other Universities That Offer Credit for Prior Learning

Institution	State	ADP	CPL	Max. Credit Hrs.
University of Alabama	Alabama	☑	☑	30
Arkansas State University	Arkansas	☑	☑	25% of degree
Cossatot Community College	Arkansas	☑	☑	24
East Arkansas Community College	Arkansas	☑	☑	12
Harding University	Arkansas	☑	☑	pending
John Brown University	Arkansas	☑	☑	16
Mid-South Community College	Arkansas	☑	☑	18
National Park Community College	Arkansas	☑	☑	9
North Arkansas College	Arkansas	☑	☑	1/3 of Deg. Cr. Hrs.
Northwest Arkansas Community College	Arkansas	☑	☑	9
Southern Arkansas University	Arkansas	☑	☑	9
University of Arkansas (BSE - HRD)	Arkansas	☑	☑	varies
Stanford University	California	☐	☑	30
Colorado State University	Colorado	☑	☑	6
Regis University	Colorado	☐	☑	45
American University	District of Columbia	☑	☑	30
Georgia State University	Georgia	☑	☐	21
Boise State University	Idaho	☑	☑	1/3 of Deg. Cr. Hrs.
DePaul University	Illinois	☑	☑	varies
Loyola University	Illinois	☑	☑	varies
University of Illinois	Illinois	☑	☑	16
Indiana University	Indiana	☑	☑	varies
Indiana University/Purdue University Indianapolis	Indiana	☑	☑	30
Iowa State University	Iowa	☑	☑	competencies
University of Southern Maine	Maine	☐	☑	varies
University of Massachusetts	Massachusetts	☑	☑	30
Central Michigan University	Michigan	☑	☑	varies
Montana State University	Montana	☑	☑	compar. course credit
Bellevue University	Nebraska	☑	☑	60
Fordham University	New York	☑	☑	30
Syracuse University	New York	☑	☑	varies
Cleveland State University	Ohio	☑	☑	24
University of Cincinnati	Ohio	☐	☑	20
University of Toledo	Ohio	☑	☑	30
Oklahoma's Public Universities	Oklahoma	☑	☑	30
Marylhurst University	Oregon	☑	☑	varies
Portland State University	Oregon	☑	☑	45
Temple University	Pennsylvania	☐	☑	varies
Austin Peay State University	Tennessee	☑	☑	15
Middle Tennessee State University	Tennessee	☑	☑	30
University of Memphis	Tennessee	☑	☑	varies
Stephen F. Austin University	Texas	☑	☑	36
George Mason University	Virginia	☑	☑	60
James Madison University	Virginia	☐	☑	8

Marymount University	Virginia	☐	☑	30
Regent University	Virginia	☑	☑	15
University of Seattle - Antioch	Washington	☑	☑	48
Mountain State University	West Virginia	☑	☑	9
University of Wisconsin	Wisconsin	☑	☑	varies/faculty

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Professional Studies Department; School of Community Education

Date submitted: August 28, 2008

Request for: Course change_____Course deletion_Course addition_X__PS 4201-12
(Excluding course credit hour changes)

Submitted by: Annette Stuckey, Instructor   *Annette Stuckey*

Approved by: Department Head: N/A

               Dean of School: Dr. Mary Ann Rollans   *Mary Ann Rollans*

Reviewed by: Registrar: *Tammy Rhodes*

               Vice President:

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I.   Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

Prerequisite: PS 3001. Based on a recommendation from the BPS Director/instructor and reviewed by the dean of Community Education and the Registrar, the portfolio assessment completed in PS 3001 will determine the number of hours that can be awarded for prior learning. This variable-credit course provides the opportunity for the student to enroll in the number of hours that were approved through the portfolio up to a maximum of 12 hours. Regular tuition charges will be applied. **Credit for PS 4201-12 applies only to the Bachelor of Professional Studies degree and cannot be applied toward any other program.** Grading is on a Pass/Fail basis.

(Syllabus provided as ATTACHMENT B)

Number: PS 4201-12

Title for Catalog:

PRIOR LEARNING ASSESSMENT CREDIT

app CC 9/19/08

app FS 10/8/08

*Title for Course Inventory (24 characters): PLA CREDIT

Description:

The portfolio process completed by the student in PS 3001 will utilize standardized assessment programs for determining equivalent credit toward a bachelor's degree. The number of hours recommended through the portfolio assessment will be the number of hours in which the student will enroll for a maximum of 12 hours of eligible credit in PS 4201-12. The same ADP guidelines for assessing prior learning as described in the proposal for PS 3001 will apply to the administration of PS 4201-12.

Effective date or term: Spring 2009

*Course fees: No additional fee will be assessed. Regular tuition will apply.

II.   Justification and feasibility of course:

Same justification as provided in the proposal for PS 3001 applies to PS 4201-12. The particular focus of PS 4201-12 is to provide a means for placing the hours of credit assessed in PS 3001 for prior learning on the students' transcripts and having a basis for determining the rate of tuition to be charged. The students will enroll in the number of hours assessed and pay the regular in-state or out-of-state tuition per credit hour.

        A. What is the need for this course? Who will take it?

The same statement of need applies to PS 4201-12 as described in the proposal for PS 3001. By providing a means to award credit for prior learning, students enrolled in this course may receive up to 12 hours of credit toward degree completion. No more than 12 hours of credit for prior learning can be applied toward the degree.

        B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

The Bachelor of Professional Studies Degree is well-suited to serve as a capstone program for students who have completed a minimum of 60 transferable credits in that the degree is designed to enhance workplace skills such as planning, organizational behavior, ethics, needs assessment, problem solving, communications, human resources, and technology applications. Enrollment in this course enables the student to receive credit for the number of hours recommended through the portfolio process completed in PS 3001, up to a maximum of 12 hours. The hours in this course will be counted as 12 hours of the 40 hours of upper division coursework required for a bachelor's degree (Curriculum Summary: ATTACHMENT A).

        C. Is this course part of any general plan of development within your department? Explain.

        Yes. This course fits well into the mission of the School: "The School of Community Education and Professional Development offers a broad range of credit, non-credit, special interest, professional development, management, leadership, and leisure-learning courses. The School is responsive to the needs of the area and strives to offer programs

and services which support a diverse target audience including business and industry, educational and government agencies, professional groups and associations, and the general community."

D. How often will the course be offered?

The course will be offered as an independent study course on an as-needed basis.

E. How will the course be staffed?

Annette Stuckey is the instructor for all PS courses and this course will be part of her instructional load.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

This course should not affect any other department in that the credit awarded applies only to the Bachelor of Professional Studies degree and cannot be accepted toward any other degree. Each dean was consulted with a request to share the proposal with their department heads as deemed feasible. The deans were provided a copy of this proposal to ensure that this understanding regarding the application of credit was clearly understood by every department. In addition to the deans, the proposal was reviewed by Shauna Donnell and Linda Clarke who have documented their support.

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

No comments were received indicating lack of support for the proposal since no other departments would be affected by the addition of these two courses which apply only to the BPS degree.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

Assessment Plan:
One of the outcomes for assessing this course will be the total number of hours actually awarded for prior learning for each student with a second outcome being the cumulative total number of hours awarded for prior learning by all students completing the degree. The eight-semester guaranteed degree plan will not apply to this program since the student must have 60 hours of credit prior to enrollment in this program.

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

Attachment A: Curriculum Summary

Bachelor of Professional Studies Degree
Accelerated Degree Program
(proposed changes underlined)

Transfer Courses and ATU coursework accepted toward the degree 37 hours of General Education courses or enrollment in courses as needed	Up to 60 hours (no change)
Recommended Professional Core PS 3001 Portfolio Development for PLA (proposed) PS 3023 Professional Communications PS 3003 Capstone PS 4006 Capstone EAM 3133 Applied Principles of Personnel Management COMS 1003 Intro to Computer-Based Systems ENGL 2053 Technical Writing SPH 2003 Public Speaking JOUR 4033 Community Journalism (Substitutions may be recommended by the advisor.)	28 hours (Proposed change) (Currently 27 hours)
Courses recommended in the Individual Plan of Study (Courses meeting interests/career needs of students (footnoted as Specialty Course in Degree Completion Plan)	18 hours (no change)
PS 4201-12 Prior Learning Assessment Credit (proposed)	12 hours maximum (counted toward 40 hours of upper division credit required for bachelor's degree)
Balance of electives needed to meet upper division total	Hours needed to meet 40-hour requirement (no change)
TOTAL HOURS	124 hours

ATTACHMENT B: SYLLABUS: PS 4201-12

PRIOR LEARNING ASSESSMENT CREDIT
Bachelor of Professional Studies Degree

COURSE NUMBER: PS 4201-12 (01)
                               (variable credit with maximum of 12 hours allowed)
COURSE TITLE: Prior Learning Assessment Credit

INSTRUCTOR: Annette Stuckey, M.Ed.
                               61 Lake Point Conference Center
                               Office Hours: Tuesday, Wednesday, Thursday
                                                 2:00 p.m. – 5:30 p.m.
                               Office Phone: (479) 356-2095
                               Office FAX: (479) 968-0205
                               Email: astuckey@atu.edu

BLACKBOARD TECHNICAL:

Blackboard will be used in this course to facilitate student participation, communication, and collaboration.

Blackboard Help Desk – RPL 328
479-964-0577 or 1-866-400-8022
Elearning: http://etech.atu.edu/student.html
Email: bbsystem@atu.edu or astuckey@atu.edu

COURSE TIME: Independent Study using Blackboard

CATALOG DESCRIPTION:

Prerequisite: PS 3001. Based on a recommendation from the BPS advisor and approved by the dean of Community Education, the portfolio assessment completed in PS 3001 will determine the number of hours that can be awarded for prior learning. This variable-credit course provides the opportunity for the student to enroll in the number of hours that were approved through the portfolio up to a maximum of 12 hours. Regular tuition charges will be applied. Credit for PS 4201-12 applies only to the Bachelor of Professional Studies degree and cannot be applied toward any other program. Grading is on a Pass/Fail basis.

REQUIRED TEXT:

No text is required. The advisor will enroll the student in the number of hours of credit assessed for the portfolio which was completed in PS 3001 based on standardized

assessment programs for determining equivalent credit toward a bachelor's degree. These will include the following:

ACE (American Council on Education/National Program on Noncollegiate Sponsored Instruction),

PONSI (Recommendations on Corporate Education and Training Programs)

CLEP (College-Level Examination Program),

DANTES (Defense Activity for Non-Traditional Education Support),

CAEL (Council for Adult and Experiential Learning),

SOCAT (Student Occupational Competency Achievement Test)

JUSTIFICATION:

By providing a means to award credit for prior learning experiences, students enrolled in this degree program may receive up to 12 hours of credit toward degree completion. The Accelerated Degree Program (ADP) approach for the Bachelor of Professional Studies will target primarily adult students who wish to complete a degree while working in their careers or raising a family. The typical student enrolling in this program is generally 25 years or older with at least five years of work experience and meet the general admission requirements of the University. Students, who enter the program with 60 earned credit hours and have completed all of the general education requirements, should be able to complete the remainder of the degree requirements within an 18-month period.

COURSE OBJECTIVE/GOAL:

Most of the students who enroll in this degree already possess workplace skills such as planning, organizational behavior, ethics, needs assessment, problem solving, communications, human resources, and technology applications. The goal of this course is to award credit for documented competencies and learning outcomes which have been assessed for college credit based on standards established by agencies which provide equivalencies for prior learning.

HOW COURSE MEETS GENERAL EDUCATION REQUIREMENTS:

This course addresses the following Arkansas Tech University general education requirements:

- Communicate effectively
- Think critically
- Develop ethical perspectives

COURSE POLICIES:

Students are responsible for paying the regular tuition charges based on the number of hours in which they are enrolled. Failure to submit payment according to established guidelines will result in the student being administratively withdrawn for lack of payment. Grading will be on a Pass/Fail basis. See the Recommended Procedures for Awarding Credit for Prior Learning Assessment (attached and posted on Blackboard).

COURSE CONTENT:

Course Credit Requirements
This course is treated as an independent study course under the instructor's direction and is not considered a web course even though it is on the Blackboard system and the Instructor may communicate with students via Blackboard. This course can only be taken after completing PS 3001.

COURSE ASSESSMENT:

Grading System: Pass/Fail
Critical Dates: You must confirm that you are enrolled in the course prior to the eleventh class day or you will be asked to withdraw from the course.

BLACKBOARD TECHNICAL ASSISTANCE:

For help using Blackboard go to http://etech.atu.edu/ and click on "Help Desk" then "FAQs – Students" or go to http://elearn.atu.edu/ for further information call 479-964-0546 or toll free at 866-400-8022.
Or email astuckey@atu.edu for help with Blackboard issues.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Parks, Recreation and Hospitality Administration (PRHA)

Date submitted: August 18, 2008

Request for: Course addition

Submitted by: Theresa Herrick

Approved by: Department Head: _Theresa Herrick_

                     Dean of School: _Willy Hoefler_

Reviewed by: Registrar: _Tammmy Woods_

                     Vice President: _____

I.   **Catalog description**: This course will study the role of cost control
     management on overall profitability of hospitality entities. Basic
     principles of purchasing food, beverage, and non-food items with regards
     to maintaining an operation's competitive advantage within the industry
     will be covered

     ┌─────────────────────────┐
     │ Number: HA 2003 │
     └─────────────────────────┘

     Title for Catalog: Cost Controls

     Title for Inventory: Cost Controls

     Effective date or term: Spring 2009

II. Justification and feasibility of course:

     A. What is the need for this course? Who will take it?
         1. Students will learn to recognize the importance of purchasing
            and cost controls on profitability, and will explain
            management's role in cost control.

app CC 9/19/08 1

app FS 10/8/08

2. Students will differentiate among various formulas used for cost control management and will interpret the methods used to efficiently and effectively control costs within the hospitality industry.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

This course is a new required core course for all hospitality majors. Cost control has not been emphasized in previous food, beverage or lodging courses to the extent it should have been because of other priorities that needed to be emphasized. Therefore, the HA faculty have found that many hospitality majors do not have a good understanding of the role of cost controls in the profitability of hospitality entities, especially in food, beverage, and lodging management. There is no overlap with other courses in the department.

C. Is this course part of any general plan of development within your department? Explain.

This Hospitality Administration Program was recently accredited. During the accreditation visit, the visiting team felt there were too many required core courses and not enough options for the students to select areas of specialization within the hospitality curriculum. The HA Program is preparing to divide the curriculum into 3 emphases; food and beverage management; lodging and club management; and tourism and event management. The HA Faculty and the HA Advisory board felt all Hospitality students, regardless of emphasis area, needed a specific course in cost controls. This course is part of a new curriculum proposal for Hospitality Administration. One important course that needed to be added to the hospitality core was the Cost Control course at the sophomore level. This course will also serve as the financial course for the proposed new associate of science degree in culinary which has yet to be approved.

D. How often will the course be offered.

Once each academic year.

E. How will the course be staffed?

Current faculty or adjunct professor.

F. When applicable, state with which departments you have specifically coordinated this change?

None. This course affects only the hospitality students.

G. How does this course integrate with the assessment process of the department?

This course will help students in their knowledge and understanding of the ACPHA accreditation standards listed below which are part of the Hospitality Administration Assessment Plan:
- financial management of hospitality goods and services
- administrative processes, including the integration of analysis and policy determination at the overall management level

Learning outcomes will be measured through exams, comprehensive final and special projects.

Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
~~CUL~~/HA 2003 Cost Controls
Fall 2009

Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: This course will study of the role of cost control management on the overall profitability of hospitality entities. Basic principles of purchasing food, beverage, and non-food items with regards to maintaining an operation's competitive advantage within the industry will be covered.

HA Course Number	HA Course Title	ACPHA Standard(s)	Learning Outcome(s)	Artifact(s)
HA 2003	Cost Controls	Financial management of hospitality goods and services;	The student will *recognize* the importance of purchasing and cost controls on profitability, and will *explain* management's role in cost control.	Exams, Comprehensive Final and Special Projects
		Administrative processes, including the integration of analysis and policy	The student will *differentiate* among various formulas used for cost control	Exams, Comprehensive Final and Special Projects

		determination at the overall management level;	management and will *interpret* the methods used to efficiently and effectively control costs within the hospitality industry.	

Instructor: Ray Moll, MBA
105 Williamson
479-968-0607 Office
501-977-4258 Cell
Email: rmoll@atu.edu

Office Hours: By Appointment

Class Times: TBA

Location of Class: TBA

Required Text: Food and Beverage Cost Control, 4th Edition, John Wiley & Sons, Lea Dopson, David Hayes, Jack Miller, ISBN 978-0-471-69417-5, Managerial Accounting, Competency Guide, National Restaurant Association Educational Foundation, ISBN 978-0-13-241462-3

Student Accommodations: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty: You are expected to be honest and truthful in and out of the classroom. You will be required to submit your own original work. You will be expected to:
- Present written work that is yours alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or materials for an examination and no copying from other student's papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one's own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports may be

reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

Classroom Procedure: Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip. Please see "Alternative Assignments" for the requirements of the project/paper. The instructor will determine the length of the paper and the topic of the paper.

Field Trip Etiquette: The instructor expects you to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be cleaned and polished. Please note personal hygiene guidelines on separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get one chance to make a good first impression.

Course Requirements: The following are course requirements for Cost Controls:
- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned readings. You are required to take exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam. You will also be responsible for the timely completion of a special project(s).
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.
- No food or beverage consumption during lectures (unless you share with me).

Exams: There are four (4) exams for this course and one (1) comprehensive final exam. The exams will each weigh 100 points. The final will be comprehensive and weigh 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.

ATU Attendance Policy: 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from

three courses in a semester for unsatisfactory class attendance may be immediately suspended. **NOTE: points will be given for class attendance.**

Extra Credit: The instructor may offer extra credit or bonus points throughout the semester. Methods of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For projects/papers the following guidelines shall be adhered too: cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled spaced.

Methods of Evaluation:

4 Exams @ 100 points	= 400 points
Homework/Projects	= 200 points
2 Special Projects @ 100	= 200 points
Comprehensive Final	= 200 points
Total Points	**= 1000 points**

Grading Scale:

A = 90% or above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or below

Week By Week Breakout

Week 1   Managing Revenue & Expenses

Week 2   Determining Sales Forecasts

Week 3   Managing the Cost of Food

Week 4   Managing the Cost of Beverage

Week 5   Managing the Cost of Furniture, Fixtures & Sundries

Week 6   Managing the Food & Beverage Production Process

Week 7   Managing Food, Beverage & Rooms Pricing

Week 8   Managing the Cost of Labor

Week 9   Controlling Other Expenses

Week 10   Analyzing Results using the Income Statement

Week 11   Planning for Profits

Week 12   Maintaining & Improving the Revenue Control System

Week 13   Global Dimensions of Management & the Role of Technology

Week 14   Managing Payables & Receivables

Week 15   The Capital Budget

Comprehensive Final To Be Announced

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Parks, Recreation and Hospitality Administration (PRHA)

Date submitted: August 18, 2008

Request for: Course addition

Submitted by: Theresa Herrick

Approved by: Department Head: _____

            Dean of School: _Wily Hoefler_

Reviewed by: Registrar: _Tammy Chiodo_

            Vice President: _____

I. **Catalog description**: This course provides comprehensive coverage of
    the principles, theories, human-relations techniques, leadership styles,
    and decision-making skills that are required to manage a team to
    profitable results in the food service and lodging industries.

> Number: HA ~~2013~~ 2023

   Title for Catalog: Hospitality Supervision and Leadership

   Title for Inventory: Hospitality Supervision

   Effective date or term: Fall 2009

II. Justification and feasibility of course:

   ## A. What is the need for this course? Who will take it?
   1. Students will identify and demonstrate leadership
      characteristics relevant to the hospitality industry.
   2. Students will differentiate supervision methods and their
      overall relevance to the hospitality industry.

   app CC 9/19/08   1
   app FS 10/8/08

3. Students will appraise the relationship that exists between supervision and leadership styles within the hospitality industry.

The evaluation of student internship's found a need for a supervisory/leadership course to better prepare students for management positions in the hospitality industry. Hospitality students will be the primary consumers. There are no prerequisites for this course. Other majors may take it for elective credit.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

This course is a new required core course for all hospitality majors. This is the only course in leadership and supervision in the Hospitality curriculum. One area of weakness in the current Hospitality curriculum is the lack of understanding of supervision/leadership and the utilization and management of personnel. Students need to learn how to supervise a team and the leadership techniques that can be used to provide successful supervision. Most of the hospitality graduates will be in supervisory/leadership positions before or shortly after graduation. This course should help prepare them for the role of supervisor and leader.

C. Is this course part of any general plan of development within your department? Explain.

The Hospitality Administration Program was recently accredited. During the accreditation visit, the visiting team felt there were too many required core courses and not enough options for the students to select areas of specialization within the hospitality curriculum. The HA Program is preparing to divide the curriculum into 3 emphases; food and beverage management; lodging and club management; and tourism and event management. The HA Faculty and the HA Advisory board felt all Hospitality students, regardless of emphasis area, needed a course in supervision/leadership to learn techniques to better lead, motivate, and supervise employees. Most HA majors will

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be in leadership positions before or shortly after graduation. Previous Hospitality graduates indicated this was an area where they wished they had been introduced to leadership techniques and taught more about supervising employees in a variety of hospitality situations. External internship supervisors also expressed a deficiency in supervision/leadership skills among our program's students. This course will also serve as the supervision/leadership course for the proposed new associate of science degree in culinary which has yet to be approved.

D. How often will the course be offered.

Once each academic year.

E. How will the course be staffed?

Current full time faculty or adjunct professor.

F. When applicable, state with which departments you have specifically coordinated this change?

None. This course affects only the hospitality students.

G. How does this course integrate with the assessment process of the department?

This course will help students in their knowledge and understanding of the ACPHA accreditation standards listed below which are part of the Hospitality Administration Assessment Plan:
- the planning for and utilization and management of personnel, including the improvement of student understanding of human behavior;
- organization theory, behavior, and interpersonal communication.

Artifacts to be used to measure student outcomes will include role playing exercises, exams and a comprehensive final.

Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
~~CUL~~/HA ~~2013~~ Hospitality Supervision and Leadership
2023   Fall 2009

Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills and abilities through a comprehensive academic curriculum.
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: This course provides comprehensive coverage of the principles, theories, human-relations techniques, leadership styles, and decision-making skills that are required to manage a team to profitable results in the foodservice and lodging industries.

HA Course Number	HA Course Title	ACPHA Standard(s)	Learning Outcome(s)	Artifact(s)
HA ~~2013~~ 2023	Hospitality Supervision and Leadership	The planning for and utilization and management of personnel; including the improvement of student understanding of human behavior;	*Identify* and *demonstrate* leadership characteristics relevant to the hospitality industry.	Exams, Comprehensive Final, Role Playing Exercises

		Organization theory, behavior, and interpersonal communication;	*Differentiate* supervision methods and their overall relevance to the hospitality industry. *Appraise* the relationship that exists between supervision and leadership styles within the hospitality industry.	Exams, Comprehensive Final, Role Playing Exercises

Instructor: Ray Moll, MBA
105 Williamson
479-968-0607 Office
501-977-4258 Cell
Email: rmoll@atu.edu

Office Hours: By Appointment

Class Times: TBA

Location of Class: TBA

Required Text(s): Supervision in the Hospitality Industry, Applied Human Resources, 5th Edition, John Wiley & Sons, Jack Miller, John Walker, Karen Drummond, ISBN 0-471-65748-4, The Essential Wooden, A Lifetime of Lessons on Leaders and Leadership, McGraw-Hill, ISBN 978-0-07-148435-0, The Difference Maker, Making Your Attitude Your Greatest Asset, Nelson Business, ISBN 0-7852-6098-6

Student Accommodations: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty: You are expected to be honest and truthful in and out of the classroom. You will be required to submit your own original work. You will be expected to:

- Present work that is yours alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or material for an examination and no copying from other student's papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one's own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that nay of your work including paper/reports may be reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

Classroom Procedure: Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip. Please see "Alternate Assignments" for the requirements of the project/paper. The instructor will determine the length of the paper and the topic of the paper.

Field Trip Etiquette: The instructor expects all students to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be clean and polished. Please note personal hygiene guidelines on separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get one chance to make a good first impression.

Course Requirements: The following are course requirements for Hospitality Supervision and Leadership:

- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned readings. You are required to take exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.
- No food or beverage consumption during lectures (unless you share with me).

Exams: There are four (4) exams for this course and one (1) comprehensive final exam. The exams will each weigh 100 points. The final will be comprehensive and weigh 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.

ATU Attendance Policy: 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. **NOTE: points will be given for class attendance.**

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For projects/papers the following guidelines shall be adhered too: cover page, references listed on reference page, typed in 12 point Time Roman font, with 1-inch margins and doubled-spaced.

Methods of Evaluation:

4 Exams @ 100 points	= 400 points
Homework/Role Playing exercises	= 400 points
Comprehensive Final	= 200 points
Total Points	**=1000 points**

Grading Scale: A = 90% and above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or below

Extra Credit: The instructor may offer extra credit on bonus points throughout the semester. Methods of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.

Week By Week Breakout

Week 1   The Supervisor as a Manager

Week 2   The Supervisor as a Leader

Week 3   Equal Opportunity in the Workplace

Week 4   Creating a Positive Work Climate

Week 5   Developing Performance Standards

Week 6   Recruiting and Selecting Applicants

Week 7   Teamwork and Teambuilding

Week 8   Employee Training and Development

Week 9   Evaluating Performance

Week 10   Discipline and Employee Assistance Programs

Week 11   Planning and Organizing

Week 12   Communicating Effectively

Week 13   Delegating

Week 14   Decision Making and Control

Week 15   Private Communications

Comprehensive Final To Be Announced

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Parks, Recreation and Hospitality Administration (PRHA)

Date submitted: August 18, 2008

Request for: Course addition

Submitted by: Brenda Montgomery

Approved by: Department Head:

Dean of School:

Reviewed by: Registrar:

Vice President:

I. **Catalog description**: Pre-requisites: HA major, or minor and culinary
    students. Sophomore standing or permission of instructor. Placement in
    selected hospitality settings as a student worker under professional
    guidance of both agency and faculty. Students are given the opportunity
    to take part in meaningful work experiences in actual work situations and
    managerial observation. Minimum of 200 clock hours of work experience

II. Number: HA 2053

    Title for Catalog: Work Experience

    Title for Inventory: Work Experience

    Effective date or term: Fall 2009

III. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

1. Students will participate in a pre –professional hospitality or culinary work environment that may be either be paid or volunteer 200 hours of work.

Hospitality students will be the primary consumers. There are no prerequisites for this course. Other majors may take it for elective credit.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

The department has received feedback from surveys and written comments from internship and work experience agency supervisors telling us that hospitality students need more experience in the field of hospitality and a wider range of experiences. Therefore the faculty felt that a pre-professional experience would assist in this request from the industry.

Our department has an 2008 survey results in additional to the advisory committee reports that has given us feedback concerning the pre-professional hours needed by our students.

C. Is this course part of any general plan of development within your department? Explain.

The Hospitality Administration Program was recently accredited. During the accreditation visit, the visiting team felt there were too many required core courses and not enough options for the students to select areas of specialization within the hospitality curriculum. The HA Program is preparing to divide the curriculum into 3 emphases; food and beverage management; lodging and club management; and tourism and event management. The HA faculty and industry felt all hospitality and culinary students, needed more work experience in a supervised environment beginning the sophomore year in the work world or agency. Supervising employers indicated that 200 hours would be enough time for a person to discover if they were meant for the field of hospitality, in a variety of hospitality settings.

D. How often will the course be offered.

Every semester

E. How will the course be staffed?

Current full time faculty

F. When applicable, state with which departments you have specifically coordinated this change?

None. This course affects only the hospitality students.

G. How does this course integrate with the assessment process of the department?

This course will help students in their knowledge and understanding of the ACPHA accreditation standards listed below which are part of the Hospitality Administration Assessment Plan:
- A provision of sufficient areas of specialization to allow students to develop p a depth of knowledge and/or a broad exposure to the diverse segments of the industry;
- Relevant operational and/management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic program
- Ethical considerations and social-political influences affecting organizations;

Artifacts to be used to measure student outcomes will include student agency evaluation, participation in events, and the final student evaluation

ARKANSAS TECH UNIVERSITY
HOSPITALITY ADMINISTRATION and CULINARY
HA/~~CUL~~ 2053 WORK EXPERIENCE
FALL 2009

HOSPITALITY ADMINISTRATION MISSION STATEMENT:

The mission of the Hospitality Administration Program is to provide quality education in hospitality administration and provide a foundation for professional growth and development. This is achieved by:

- Providing knowledge and skills through a comprehensive academic curriculum;
- Demonstrating professionalism, leadership, and high ethical standards by a competent faculty and administration;
- Promoting community service and outreach;
- Emphasizing the importance of research and continuing education; and
- Encouraging life-long learning.

CATALOG DESCRIPTION: Pre-requisites: HA Major, HA Minor or Culinary student. Sophomore standing or permission of instructor. Placement in selected hospitality settings as a student worker under professional guidance of both agency and faculty. Students are given the opportunity to take part in meaningful work experiences in actual work situations and managerial observation. Minimum of 200 clock hours of work experience.

LEARNING OUTCOMES and ASSESSMENT METHODS

HA Number	HA Title	ACPHA Standards	Learning Outcomes	Artifacts
HA/~~CUL~~ 2053	Work Experience	Student will have relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic program.	The student will participate in a pre-professional hospitality or culinary working environment.	Student Agency Evaluation, Participation in events, Final Student Evaluations

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PROFESSOR: Brenda G. Montgomery, Ph.D.
OFFICE: 100 Williamson, 1205 North El Paso Avenue
TELPHONE: 479-964-0893 **Fax:** 479-968-0600
E-MAIL: bmontgomery@atu.edu
OFFICE HOURS: MWF 1-4 PM; TR 9:30-11:30 AM
CLASS TIME: Web-based course
LOCATION: One-Tech Student Email Account @ blackboard
Final Oral presentation and papers announced two weeks before Finals Week.

REQUIRED TEXTS: "HA/CUL Work Experience Manual". This manual is available on
    blackboard and should be copied by the student for the site supervisor and himself.

GRADING SCALE IN PERCENTAGE OF TOTAL POINTS:
100-90 A
89-80   B
79-70   C
69-60   D
59↓   F

Reading Assignments:
Each student is expected to read the assigned information before it is discussed in class.

Class Communications:
    The class will interact with the instructor primarily via Arkansas Tech's Blackboard web
    site. There are specific times when you should be logged into the site. If you will not
    have regular access to a computer at the location where you will be completing the
    requirements for this class, you may submit assignments by regular mail or fax.
    Students are welcome to contact the instructor through (1) email, (2) phone, (3) fax,
    (4) regular mail etc. to turn in assignments. The student needs to contact the
    professor and decide the best mode of delivery of the weekly reports. In addition, on
    the course Blackboard web site, there will be a forum set up in the Discussion Board
    area for comments and questions. Web address is http://onetech.atu.edu.

Late Work Policy: Late work will be reduced by a letter grade for each day (24 hours), it
    is late by ten percent (10%).

ACADEMIC DISHONESTY: Academic dishonesty or misconduct is not condoned nor
    tolerated at Arkansas Tech University. Unless stated otherwise all assignments for this
    course are to be completed independently without assistance from or in collaboration
    with others. Please refer to the Regulations and Procedures Section in the 2007-08
    ATU (Tech) Undergraduate Catalog.

PLAGARISM: In the event that the professor believes that the work you submit is not your
    own, ATU has authorized any professor permission to utilize the website

www.turnitin.com be so advised, permission is not needed from the student if there is a questionable document.

"Plagiarism is using the thoughts or words of somebody else and claiming them as your own"
(T. Herrick, personal communication, August 16, 2002).

SPECIAL SERVICES: Any student with a disability whose special accommodations are registered with the ATU Learning Assistance and Testing Center {Student Services} in the 2008-09 Catalog. Please advise the professor if accommodations are needed as soon as possible.

Final's Class Etiquette Requests:
- Please be on time for class and avoid leaving class if possible for the final.
- When the professor is talking, it is the student's turn to listen – then the professor will do so in kind when questions are asked or discussions.
- Please turn off any and all electrical advices while in class.
- If you need to leave class for a reason, please sit in the back of room to avoid disturbing others.

HA/ 2053 WORK EXPERIENCE DOCUMENTS AND FORMS

Students are required to turn in the forms listed below in a timely manner. You can download these forms under assignment menu on blackboard found in http://onetech.atu.edu

(1) Memorandum of Understanding
Students should turn in the Memorandum of Understanding <u>before</u> beginning their "Work Experience."

Hours cannot begin until the Memo of Understanding and the Student's Initial Report has been turned into the professor on record.

(2) Student's Initial Report
Students should turn in the initial report the day after beginning their "Work Experience."

(3) Weekly Reports
Students should turn in a report of their week's activities immediately following the week for which the report is being made.

(4) Final Student Evaluation and Counseling

Students should complete with their work supervisor the Final Student Evaluation and Counseling near the end of their "Work Experience." The evaluation form should be turned in immediately following completion of the "Work Experience."

Class Objectives: Completing this course will allow students to participate in a "pre-professional" activity, which will:

1.   Give the student opportunities for correlating theory and practice.

2.   Introduce the student by direct experience to:
   a. Aspects of leadership, responsibility, purpose, organization, and operation of hospitality and/or parks, and recreation organizations.
   b. Procedures for planning, organizing, and directing hospitality or recreation organizations.
   c. Motivation, behavior, and interpersonal relations of people at play and in professional settings.

3.   Test the student's hospitality or culinary professionalism.

Evaluation Methods

Students can check their grades and class progress under grade book on ATU blackboard.

Resume
Students are required to submit a well-thought-out, error free resume. Advice on writing good resumes can be found at Career Services, on numerous websites, and in books available in libraries and bookstores. You may choose to utilize the Resume Wizard in the "other word documents" as well. Most employers take the presence of errors in your resume as an indication of the care with which you would approach your work if they were to hire you.

Weekly Report
Students are required to submit weekly reports on their work experience. **Your supervisor's signature is required.** These reports may be faxed or traditionally mailed, or dropped off at the office. Weekly reports need to be timely and turned in on a weekly basis. You are strongly encouraged to keep copies of all weekly reports sent to the instructor in case they are lost or misplaced. Weekly reports should provide a brief synopsis of your work related activities for each day of the week. Work hours reflected by your weekly reports must total a minimum of 200 hours.

> **Please be sure to make several copies before filling out the first one out, because more than one Weekly Report is needed.**

Agency Grade

Agency grade will be the grade recommended by your agency supervisor. In the event your agency supervisor does not recommend a grade, the agency grade will be based on the average rating of the items in the final evaluation of the student by the agency.

Daily Journal (10%)

Students have the opportunity to keep a journal during their work experience describing in detail the work being carried out each day. Entries should be made on a daily basis immediately after ending work for the day. Descriptions should include the activities conducted that day, memorable people, unusual occurrences, your activities and investigations related to preparing to write and writing the final report. In addition reflect on the experiences you are having and how they may relate to your future as a recreation and park professional. Include thoughts of how you could improve your performance at work and back at school and how Tech could improve the educational experiences it provides. Record your thoughts in the journal about the agency or organization with which you are working. Reflection is thinking about your work experience in order to draw deeper personal meaning and value from the experiences you encounter. At the end of each week, complete the weekly report in the "Work Experience Manual," with your supervisor's signature before turning it in.

DELIVERY: The department secretary, Ms. Vicki Duvall, may receive faxes if you send them to our department at (479) 968-0600 or make sure your documents have arrived safely. If you would like to call our departmental office, the telephone number is 479-968-0378. Please make these to the addition of the supervising professor.

Final Written Report

This paper is to examine the agency or organization with which you are completing your field experience. The report is to be typed, double-spaced, and a minimum of 10-pages long. The report will be evaluated on both content and format. Format includes proper report writing style, grammar, and spelling. The report should conform to the recommendations found in the *Publication Manual of the American Psychological Association,* 5th edition (APA). Copies of this book can be purchased at the Tech Bookstore, the Ross Pendergraft Library Tech libraries, and on the APA website a link to which can be found on the Tech library website (www.library.atu.edu) or www.APA.org.

Please remember to include a title page, to title your paper, and to use headings and subheadings. References from which you have drawn ideas or information should be cited in your paper as well as listed in a "References" section at the end of the paper. References should be formatted according to APA style. You must include a minimum of three references in your reference list. You may wish to schedule some time with your agency/organization supervisor or other knowledgeable person to learn information which you will then be able to include in your report.

Work Completion Date: The 200 work hours must be completed by 5:00 pm, December 15, 2009. Final grades will be based on the weighting percentage points received of the total points. The scale is as follows:

	Weight	Grading Scale
Resume	5%	Weighted average between 90 – 100% = A (4.0)
Journal	10%	Weighted average between 80 - 89% = B (3.0)
Weekly Reports	10%	Weighted average between 70 - 79% = C (2.0)
Agency Grade	45%	Weighted average between 60 - 69% = D (1.0)
Final Written Report	20%	Weighted average between 0 - 59% = F (0.0)
Presentation	10%	
Total Percent	100%	

An outline for a supervisor-student conference is included in the *HA/CUL 2053 Work Experience Manual.* When in doubt, include more rather than less information.

FINAL REPORT

- ❏ Title Page (Does not count towards 10 pages.)

- ❏ Table of contents (including page numbers) (Does not count towards 10 pages.)

- ❏ Chapter I
  - o Introduction to the agency and the field experience, one or two paragraphs.

- ❏ Chapter II
  - o History and background of the agency or organization, including administration, organizational design and structure including an organizational chart, budget, sources of funding, legal basis for the agency, organization philosophy, goals, and objectives, planning systems, policy and procedure formulation, governance and oversight, program planning, ethical philosophy or code of conduct, resources available for professional development, professional development practices, information technology management, etc.

- ❏ Chapter III
  - o Summary of daily work experiences; a short paragraph for each work period. Include a synopsis of a particular program, project, or problem.

- ❏ Chapter IV
  - o Conclusion; summarize the field experience and include your personal views and reflections about the experience and the agency.

- ❏ References
  - o Use at least three (3) references such as professional journals, agency manuals, brochures, personal interviews, etc. Cite these sources of information according to APA format in the body of the paper and at the end in a "References" section. The "References" section does not count toward your 10 pages. Although you may include more, only one personal interview will count towards the minimum number of references.

- ❏ Appendices
  - o Reports, commendations, charts, maps, and other supplemental information referred to in the body of your paper. To be included in the appendices, you must mention that item in the report. Appendices do not count towards your 10 pages.

POCKET FOLDER
The instructor strongly recommends placing the "Final Written Report" in a folder or binder with pockets to hold materials that are not easily placed with the body of the paper. The body of the paper should be bound in a three ring binder. The instructor also strongly recommends submitting your final report in electronic form.*

Final Report - PowerPoint Presentation

Put together a PowerPoint presentation that illustrates the organization with which you worked, the worked you performed, and the meaning of this experience to you. There will be a 10 slide limit. Incorporate pictures and diagrams where appropriate. Turn in a paper and an electronic version of this assignment.

Grading of the "Final Written Report." The final written report should reflect professional quality preparation.

Criteria	Weight	Description
Proper format, length, spelling, organization, grammar, professional writing style reference list format, etc.	20%	3 = No typographical or grammatical errors. Above outline followed. References cited APA style. 2 = No more than an average of 1 error per page. Above outline followed. References cited APA style. 1 = More errors or outline not followed.
Minimum Number of References	10%	3 = At least 6 references, 3 of which are books or journal articles. 2 = At least 3 references. 1 = Fewer than 3 references.
Appendices	10%	3 = At least 3 appendices with material pertinent to the work experience. 2 = At least 2 appendices 1 = At least 1 appendix
Content and organization of Chapters I through IV	60%	3 = Exceeds expectations 2 = Meets expectations 1 = Does not meet expectations
Total	100%	

~~HA2053~~ HA 2053 COURSE OUTLINE

Week	Date	Required Forms to Turn In	Assignments
2-3		(1) Memo of Understanding between Arkansas Tech University and Hospitality Property or organization (2) Student's Initial Report	
4		(1) Resume – September 28, 2009	(1) Daily Journal (2) Resume
6-8		(1)Weekly report (2) Mid-Term Evaluation	(1) Daily Journal
9-11		(1) Weekly report	(1) Daily Journal
12-14		(1) Weekly report	(1) Daily Journal
15-16		(1) Finalize 200 work hours (2) Final Student Evaluation (3) Final Agency Report	(1) Daily Journal (2) Final Written Report (3) Oral Report 5-7 minutes with (4) PowerPoint Presentation – 10 slides
		Oral reports will be given Friday afternoon, on December 15, 2009 at 3:00 pm. **All written work must be completed and turned in by 5:00 pm, December 05, 2009.**	

*The more assignments you have in electronic form, the easier it will be to put your portfolio together in HA4001, Internship Preparation if you are majoring in hospitality.

Hospitality Administration
Arkansas Tech University

HA 2053 WORK EXPERIENCE MANUAL

Revised July 22, 2008

HA/RP 3043 Work Experience Manual

Introduction

Direct experience in the field as a volunteer or a paid employee is the best way to understand the practical realities of professional work. This course is required of all students who chose to minor in Hospitality Administration. "Work Experience" is offered as a 3 credit course in cooperation with selected hospitality administration agencies and organizations. Because students are expected to apply knowledge gained from courses in their major to the work setting, students are encouraged to enroll in "Work Experience" during the second semester of the junior year, during the senior year or during the summer between the junior and senior years.

In order to complete the requirements for the course in a timely manner, students should find an acceptable site for their "Work Experience" and seek the approval of the course instructor early in the semester. At this point, students should complete the "Memorandum of Understanding between Arkansas Tech University and Agency" found in the "Work Experience Manual" and obtain the required signatures. Students are largely responsible for finding an acceptable work experience site with the advice of faculty. Students should explain to their work supervisor what will be required of them.

If it is determined by the student's advisor and department head that the student has a broad experience and background in hospitality administration; an agency or organization active in a related area may be substituted. This related area is chosen jointly by the student and the course instructor, within the prescribed limits of the curriculum. This will rarely be the case for most students.

The Purpose of Hospitality Administration Work Experience

Field work in the Hospitality Administration Program is to be a pre-professional experience which will:

1. Give the student opportunities for correlating theory and practice.

2. Introduce the student, by direct experience to:

   a. Aspects of leadership, responsibility, purpose, organization and operation of agencies and organizations serving hospitality administration needs.
   b. Procedures for planning, organizing and directing hospitality administration experiences.
   c. Use of resources in the agency or organization, neighborhood and community.
   d. Motivation, behavior and inter-personal relations of people in hospitality administration settings.

3. Test the student's professional abilities in supervised situations before becoming a hospitality administration professional.

4.   Provide field experience prior to internship.

Objectives of Hospitality Administration Work Experience

Upon completion of the course, the student will:

1.   Have work experience within a hospitality administration agency as a professional under field conditions.

2.   Have described the purpose, legal basis, structure, planning programming and budgeting of a hospitality administration agency.

3.   Have documented daily work experiences in the form of weekly reports and a daily journal.

4.   Have developed a presentation which describes the agency and the experiences of the student.

5.   Have written a report that describes the agency and the experiences of the student.

6.   Will have read a book and answered questions based on the reading about how to be an effective hospitality administration employee.

7.   Have developed a resume.

Responsibilities of the Agency or Organization Supervisor

1.   To come to an understanding with the student and Arkansas Tech University about "Work Experience" in regards to:
a.   Objectives of "Work Experience" for the student.
b.   Number of working hours for the student.
c.   Remuneration for the student.
d.   Student's time off.
e.   Reports by the agency or organization to the university.
f.   Reports by the student to the university.
g.   The evaluation of the student by the agency or organization.
h.   Additional items that may be of importance in particular situations.

2.   To implement the understandings listed above or to modify the agreements in cooperation with the student and Arkansas Tech University.

3.   To inform agency staff about the arrival of the student.

4.   To confer with the student to determine a course of actions during the "Work Experience" period and to provide and overview of the agency's purposes, policies, administration, program and facilities.

5. To inform the student of all regulations which apply to the student's work assignments.

6. To present the student to the agency staff as a co-worker and in a manner to insure his professional status and acceptance.

7. To orient the student to the agency.

8. To gradually induct the student into field work, beginning with observation and small responsibilities adding more as the student's ability permits.

9. To encourage the highest of standards by praising the student for work well done.

10. To provide the student opportunities for growth, achievement, and success.

11. To provide constructive, objective, helpful, and tactful criticism and evaluation.

12. To encourage student self-evaluation.

13. To have regularly scheduled periodic conferences with the student.

14. To keep continuous objective records of the student's progress to facilitate the final evaluation report.

15. To complete, share with the student, and send to the Arkansas Tech University Instructor an evaluation of the student's performance during "Work Experience."

Responsibilities and Conduct of Student

1. To be familiar with the regulations and philosophies of the agency or organization.

2. To plan thoroughly and in advance for all assignments.

3. To be well groomed, appropriately dressed, and on time for all assignments.

4. To notify the agency supervisor well in advance in cases of absence.

5. To be tactful, courteous and respectful to all personnel involved.

6. To consult with the agency supervisor and/or the instructor when confronted with problems.

7. To be the best example of a representative of Arkansas Tech University.

8. To keep the Course Instructor informed of all work conducted for the agency during "Work Experience."

The Grade for the Course Will Be Determined in the Following Way:

	Item	Percent
1.	Agency Grade	50
2.	Final Written Report	20
3.	Presentation	15
4.	Journal	10 BONUS
5.	Resume	5
6.	Weekly Reports	10
	Total	100

Each of the above assignments will be given a one of the following scores:
 0 = Assignment not turned in on time.
 1 = Work did not meet all of the requirements for the assignment.
 2 = Work met the requirements for the assignment.
 3 = Work surpassed the requirements for the assignment or was exceptionally high
 quality.

Your grade will be determined by taking a weighted average (based on the percentage of the total grade) of the scores you earn with your work.

A weighted average of 2.5 to 3 will earn an "A."
A weighted average of 2 to 2.4 will earn a "B."
A weighted average of 1.5 to 1.9 will earn a "C."
A weighted average of 1.0 to 1.4 will earn a "D."
A weighted average of less than 1 will result in an "F."

Suggestions for a Supervisor – Work Experience Student Conference

In order for the student to feel comfortable and quickly become a valued, productive, and efficient employee, and to provide the student an opportunity to gather information which will be needed in writing the "Final Written Report," the Course Instructor strongly encourages the student and the agency supervisor to set aside some time early in the "Work Experience" for a conference and tour of the agency. What follows are some suggestions for areas to cover and materials to make available to the student if the agency has them or similar materials on hand.

Topic	Possible Materials
Orientation 1) General information about community and agency 2) Agency organization 3) Organization philosophy, goals and objectives 4) Introduction to agency personnel 5) Job orientation 6) Tour of agency areas and facilities	1) Agency syllabus or notebook. 2) Program schedules 3) Maps and diagrams 4) Brochures 5) Manuals 6) Mission and Vision Statements 7) Organizational Charts

Legal Status of the Agency 1) Brief history of the agency 2) Legal basis of the agency 3) Creation of the agency – referendum, organic act, legislation, etc. 4) Laws governing the agency 5) Regulations and compliance 6) Liability, including insurance and liability problems.	1) Laws or ordinances pertaining to hospitality administration programming and operations 2) Directives, policies, by-laws, constitutions, and similar materials 3) Documentation or regulatory compliance 4) Written materials on liability 5) Practical suggestions on legal matters
General Administration 1) Organization of board or governing authority 2) Agency policies and operational procedures 3) Governance and oversight 4) Relationships with other departments and organizations 5) Detailed procedures; vouchers, purchase order; approval of expenditures; bids; work orders etc. 6) Leading hospitality administration personnel 7) Marketing the agency 8) Budgeting and financial management	1) Statements of policy and board-superintendent relations 2) Agency publications 3) Board agenda 4) Board minutes or other records 5) Observe a board, city council, or similar meeting 6) Examples from superintendent manuals 7) Job descriptions or announcements 8) Personnel procedures 9) Artifacts from recent marketing campaigns 10) Accounting forms 11) Budget documents
Being a Hospitality Administration Professional 1) The importance of a professional philosophy in guiding professional decisions 2) The importance of following a professional code of ethics and standards of conduct 3) Professional behavior and appearance 4) The importance of maintaining professional competence 5) Resources for professional development 6) Professional background and preparation 7) Current issues and trends that are affecting the agency or the population served	1) Agency or organization code of ethical behavior 2) Agency mission statement 3) Agency goals 4) Dress codes 5) Procedures for conducting business 6) Agency professional memberships, certifications, and publications 7) Opportunities to attend professional meetings

Program and Event Planning 1) Assessment of needs 2) Development of outcome goals and objectives 3) Selection and coordination of programs, events, and resources 4) Marketing programs/events 5) Preparation, operation, and maintenance of venues 6) Implementation of programs/events including leadership techniques, registration 7) Evaluation of programs and events 8) Safety and risk management 9) Programming budgets	1) Needs assessment techniques employed by the agency 2) Needs assessment documents 3) Examples of goals and objectives derived from needs assessment activities 4) Examples of program promotion materials and activities 5) Sample schedules 6) Program planning procedure documents 7) Documentation of well-planned, successful programs. 8) Program assessment and evaluation documents 9) Budget documents
Planning and Development of Areas and Facilities 1) Need for additional facilities 2) Impact of new facilities on the social, economic, and natural environment 3) Planning techniques and models used by the agency 4) Recent area or facility designs 5) Evaluation of areas and facilities	1) Facility and recreation area need assessment documents 2) Environmental impact statements 3) Studies of the impacts of the social and economic impacts of events or facilities 4) Recent site and/or master plans 5) Documents containing evaluation of new or existing facilities and areas
Area and Facilities Operations and Maintenance 1) Goals and objectives for operations and maintenance 2) Operation and maintenance standards 3) Types and functions of recreation areas and facilities 4) Facility and area staffing 5) Maintenance and operation procedures 6) Maintenance and operation organization 7) Maintenance and operations scheduling 8) Maintenance and operations equipment 9) Safety and risk management 10) Maintenance and operation budgets	1) Maps 2) Schedules 3) Manuals 4) Inspection tours 5) Work order process 6) Plans, designs, pictures and related documents 7) Equipment and machinery manuals or other information 8) Budget documents

MEMO OF UNDERSTANDING BETWEEN
ARKANSAS TECH UNIVERSITY AND AGENCY, INSTITUTION OR ORGANIZATION

Student: _____ Phone:_____ email: _____

Agency/Organization/Institution: _____

Address: _____

Supervisor of Student: _____ email: _____

Title:_____ Phone: _____ Fax:_____

This agency/organization/institution agrees to supervise and evaluate the above student while enrolled in "Work Experience" at Arkansas Tech University. The University agrees to provide appropriate academic and assessment information through periodic consultation with the agency/institution/organization supervisor and the student.

The Agency will schedule a minimum of 100 clock-hours of supervised work experience and
(   ) will provide the student with liability insurance.
(   ) will not provide the student with liability insurance.

Stipend or Pay provided to the student by the agency/institution/organization will be _____(specify) for the duration of this work experience agreement.

This agreement is effective from _____ to _____.

General description of student work responsibilities:

Anticipated Work Schedule (Including beginning and ending dates and anticipated hours of work).

Signed:

Agency/Institution/Organization:

_____   _____
         (Signature)   (Print)

Arkansas Tech University:

_____   _____
         (Signature)   (Print)

Student:

_____   _____
         (Signature)   (Print)

Student's Initial Report

The purpose of this report is for the student to report any changes that have occurred since the Memorandum of Understanding was completed and to clear up any misunderstandings. The student should be sure to report here the address, phone, and email that should be used to contact the student during their work experience. Please also provide the name, phone number, and email of at least one close relative or friend to be contacted in case of emergency. Also be sure to note any changes in supervisor or company/institution/agency information.

Date:_____

Name of Student:_____ Phone: _____ email: _____

Address:_____ _____ _____

Company/Institution/Agency: _____

Address:_____

Supervisor:_____Phone:_____ email:_____

Person to contact in case of emergency: Name: _____ Relationship_____

Phone: _____email: _____

Second Person to contact in case of emergency: Name: _____ Relationship_____

Phone: _____email: _____

Brief description of activities and/or philosophy of the company/institution/agency :

Tentative Work Schedule:

Specific Duties and Responsibilities:

(Attach additional pages if necessary)
WEEKLY REPORT

Instructions: To be completed by the student at the end of each week and returned to the university supervisor. Reports should be reviewed and signed by the agency supervisor. Students are encouraged to discuss experiences and problems with agency supervisor and incorporate any suggestions offered.

NAME: _____ REPORT NUMBER: _____

DATES: _____ HOURS: _____

ASSIGNMENT: _____

DAILY EXPERIENCES

SUNDAY: _____

_____

MONDAY: _____

_____

TUESDAY: _____

_____

WEDNESDAY:_____

_____

THURSDAY: _____

_____

FRIDAY: _____

_____

SATURDAY: _____

_____

COMMENTS: _____

_____

_____

_____

Signature of Agency Supervisor: _____ **Date:** _____

FINAL STUDENT EVALUATION AND COUNSELING

Instructions: To be completed by the Agency Supervisor, reviewed by the student, and returned to the University Supervisor near the end of the work experience period. This Final Student Evaluation should be returned to the University Supervisor no later than two days after completion of the work experience period.

Please use the accompanying rating scale to help the student understand his strengths and needs for improvement, and to assist the University in finding appropriate placement for the student after graduation.

STUDENT'S NAME: _____

RATING PERIOD: FROM: _____ TO: _____

AGENCY: _____

AGENCY'S ADDRESS: _____

AGENCY SUPERVISOR(S): _____

DATE OF EVALUATION: _____

SIGNATURE: _____

Please evaluate the student by circling the appropriate position on each scale. If you do not know, please check the "Do Not Know" column.

(5) Superior------------------------------ Few other students equal
(4) Good ------------------------------ Above most other students
(3) Average------------------------------ As expected for age and experience
(2) Below Average --------------------- Below average for age and experience
(1) Poor ------------------------------ Inferior
DK Don't Know----------------------- Insufficient observation of the student

Has a sincere interest in his/her profession	5	4	3	2	1	DK
Strongly identifies with the ideals of the hospitality movement	5	4	3	2	1	DK
Exhibits awareness of the roles of various hospitality agencies in providing goods and services.	5	4	3	2	1	DK

Takes work assignments seriously and completes them efficiently	5	4	3	2	1	DK
Exhibits awareness of the importance of providing hospitality administration services to all types of people	5	4	3	2	1	DK
Exhibits awareness of current issues and trends as they affect hospitality industry	5	4	3	2	1	DK
Exhibits awareness of the importance of hospitality to the social and economic welfare of the surrounding community	5	4	3	2	1	DK
Exhibits awareness of the importance of the role that hospitality play in providing a healthy environment	5	4	3	2	1	DK
Exhibits the ability to make sound professional judgments	5	4	3	2	1	DK
Is on time for work	5	4	3	2	1	DK
Arrives at work appropriately dressed and groomed	5	4	3	2	1	DK
Assignments are completed in a timely fashion	5	4	3	2	1	DK
Completed assignments are of high quality	5	4	3	2	1	DK
Evaluates own work and sets goals for improvement	5	4	3	2	1	DK
Accepts suggestions and criticisms favorably	5	4	3	2	1	DK
Exhibits effective professional communication	5	4	3	2	1	DK
Shows imagination and creative thinking	5	4	3	2	1	DK
Promotes effective relationships with coworkers and/or program participants	5	4	3	2	1	DK
Understands behavior in self and others	5	4	3	2	1	DK
Produces effective solutions to problems	5	4	3	2	1	DK

Is able to work independently with a minimum of supervision	5	4	3	2	1	DK
Analyzes administrative situations and suggest solutions	5	4	3	2	1	DK
Able to recognize a problem and proceed on own initiative	5	4	3	2	1	DK
Delegates responsibilities effectively	5	4	3	2	1	DK
Makes good use of time	5	4	3	2	1	DK
Exhibits the ability to plan programs	5	4	3	2	1	DK
Exhibits the ability to implement programs	5	4	3	2	1	DK
Provides leadership through a variety of behaviors	5	4	3	2	1	DK

Recommended Grade: **A**   **B**   **C**   **D**   **F**

(A = Excellent;   B = Good;   C = Fair;   D = Poor;   F = Failure)

Hospitality positions for which you would consider the student qualified upon graduation:

Suggestions to the student:

Suggestions to the University:

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Parks, Recreation and Hospitality Administration (PRHA)

Date submitted: August 18, 2008

Request for: Course addition

Submitted by: Theresa Herrick

Approved by: Department Head: _____

                    Dean of School: _____

Reviewed by: Registrar: _____

                    Vice President: _____

I.   **Catalog description**: An introduction to travel and tourism, its components and relationship to the hospitality industry. The course will explore the current and future trends in travel and tourism and the effects on the economy, as well as the social and political impacts of travel and tourism.

Number: HA/RP 2133

Title for Catalog: Introduction to Travel and Tourism

Title for Inventory: Travel and Tourism

Effective date or term: Fall 2009

II. **Justification and feasibility of course:**

    A. What is the need for this course? Who will take it?

        1. Students will *demonstrate* knowledge of the history of travel and tourism.

app CC 9/19/08   1

app FS 10/8/08

2. Students will *recognize* the role of marketing in the travel and tourism industry.
3. Students will *identify* the social and political components of the travel and tourism industry.
4. Students will *recognize* the role of travel and tourism in the hospitality industry.

Hospitality students will be the primary consumers. However, this class would be an excellent elective for other majors.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

This course is the introductory course to travel and tourism which is an important component of the hospitality industry. Tourism is the second largest industry in Arkansas and there is a growing market for graduates with knowledge and expertise in the travel and tourism business. This is the first of only two courses in tourism in the hospitality curriculum. Although travel and tourism is identified as a career path for hospitality majors in HA 1043 Introduction to Hospitality Management there is not overlap with the content of other courses.

C. Is this course part of any general plan of development within your department? Explain.

This course is part of a new emphasis being proposed in Tourism and Event Management. The Hospitality Administration Program recently became accredited. During the accreditation process, members of the visiting team indicated there were too many required core courses in the degree program and not enough flexibility for the students to choose career areas of interest within the degree program. Following that advice, the HA Program is preparing to divide the curriculum into 3 emphases.

D. How often will the course be offered. Once each academic year.

E. How will the course be staffed? Current Parks, Recreation and Hospitality faculty.

F. When applicable, state with which departments you have specifically coordinated this change? None, but there are no prerequisites and the hospitality faculty would welcome other majors desiring to take the course as an elective.

G. How does this course integrate with the assessment process of the department?

This course will cover the following standards adopted by the Accreditation Commission for Programs in Hospitality Administration listed in the Hospitality Administration Assessment Plan. Students will have "knowledge and understanding of the general principles of the following areas and specific applications in hospitality management:
- historical overview of the hospitality industry and the profession,
- marketing of hospitality goods and services,
- ethical considerations and socio-political influences affecting organizations,
- provision of sufficient areas of specialization to allow student to develop individual interests and talents.

Learning outcomes will be measured through exams questions, case study and paper.

HA/RP 2133 Introduction to Travel and Tourism

Hospitality Mission Statement

The mission of the Hospitality Administration Program is to provide quality education in hospitality administration and provide a foundation for professional growth and development.
This is achieved by:

- Providing knowledge and skills through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education encouraging life-long learning.

Recreation and Park Administration Mission Statement

The mission of the Recreation and Park Administration Program is to educate Recreation and Park professionals for self, community and society.

Catalog Description:
An introduction to travel and tourism, its components and relationship to the hospitality and recreation industries. The course will explore the current and future trends in travel and tourism and the effects on the economy as well as the social and political impacts of travel and tourism.

Learning Outcomes and Assessment Methods

Course Number	Course Title	ACPHA Standards	Learning Outcomes	Artifacts
HA/RP 2133	Introduction to Travel and Tourism	Historical overview of the hospitality industry and the profession.	Students will *demonstrate* knowledge of the history of travel and tourism.	Exam questions.
		Marketing of hospitality goods and services.	Students will *recognize* the role of marketing in the travel and tourism industry.	Exam questions.
		Ethical considerations and socio-political influences affecting organizations	Students will *identify* the social and political components of the travel and tourism industry.	Case study
		Provision of sufficient areas of specialization to allow student to develop individual interests and talents.	Students will *recognize* the role of travel and tourism in the hospitality industry.	Paper.

Text:

Goeldner, C. R. & Ritchie, J. R. B. (2006). *Tourism: Principles, practices, philosophies* (10th ed.). Hoboken, New Jersey: Wiley.

Note: The 11th edition is due out October 2008.

Course Outline

Week	Topic	Reading	Assignments
1	Tourism overview and careers	Chapter 1 – 3	
2	Tourism history	Chapter 2	
3	Test 1		
4	Tourism organization	Chapters 4 – 5	
5	Tourism organization	Chapters 6 – 8	
6	Test 2		
7	Understanding travel behavior	Chapters 9 – 10	
8	Understanding travel behavior	Chapter 11	
9	Test 3		
10	Tourism supply and demand	Chapters 12 – 13	
11	Economic impact and policy	Chapters 14 – 15	
12	Tourism Planning and the environment	Chapters 16 – 17	
13	Test 4		
14	Travel Research and Marketing	Chapters 18 – 19	
15	The future of tourism and course overview.	Chapter 20	
16	*Final Exam Week*		

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Parks, Recreation and Hospitality Administration (PRHA)

Date submitted: August 18, 2008

Request for: Course addition

Submitted by: Theresa Herrick

Approved by: Department Head: _Theresa Herrick_

                    Dean of School: _Willy Hoefler_

Reviewed by: Registrar: _Jammy Rhodes_

                    Vice President: _____

Catalog description: Pre-requisite HA 2043. This course evaluates the role of housekeeping, the planning and organization of various organizing tasks, and the importance of maintaining and training quality housekeeping staff. This course will evaluate managing inventories, controlling expenses and monitoring safety and security functions. This class is 2 hour lecture and 1 hour lab and will require student to have a minimum of 15 contact hours throughout the semester under supervision in a hotel housekeeping environment

> Number: HA 3143

Title for Catalog: Executive Housekeeping

Title for Inventory: Executive Housekeeping

Effective date or term: Fall 2009

I.   Justification and feasibility of course:

A. What is the need for this course? Who will take it?

app cc 9/19/08   1

app FS 10/8/08

1. Students will recognize the operation relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services.
2. Students will develop administrative processes, including the integration of analysis and policy determination at the overall management level.
3. Students will apply relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic program.

Hospitality students will be the primary consumers.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

This course is required for the Lodging and Club Management emphasis and will allow students to develop scientific management skills necessary to organize lodging or resort facility. There is no overlap with other HA courses.

C. Is this course part of any general plan of development within your department? Explain.

This course is part of a new emphasis to be proposed in Lodging and Club Management. The Hospitality Administration Program recently became accredited. During the accreditation visit, the visitors indicated there were too many required core courses in the degree program and not enough flexibility for the students to choose areas of interest within the degree program. The HA Program is preparing to divide the curriculum into 3 emphases.

D. How often will the course be offered. Once each academic year.

E. How will the course be staffed? Current Hospitality faculty.

F. When applicable, state with which departments you have specifically coordinated this change? None. It will be difficult for other majors to take this course as an elective because of the prerequisites.

G. How does this course integrate with the assessment process of the department?

This course will cover the following ACPHA accreditation standards listed in the Hospitality Administration Assessment Plan. Students will have "knowledge and understanding of the general principles of the following areas and specific applications in hospitality management:
- quantitative methods and management information systems, including computer applications
- operations relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services
- Administrative processes, including the integration of analysis and policy determination at the overall management level.
- Relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic program.
Learning outcomes will be measured through, exams, projects and a lab environment at a hotel

Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
HA 3143 Executive Housekeeping
Fall 2009

Hospitality Administration Mission Statement

The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:

- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: Pre-requisite HA 2043. This course evaluates the role of housekeeping, the planning and organization of various organizing tasks, and the importance of maintaining and training quality housekeeping staff. This course will evaluate managing inventories, controlling expenses and monitoring safety and security functions. This class is 2 hour lecture and 1 hour lab and will require student to have a minimum of 15 contact hours throughout the semester under supervision in a hotel housekeeping environment

Class Times TBA

Location of Class: Room 125

Instructor   Susan West
106 Williamson
479-356-6205 Office
Email: swest7@atu.edu

Office Hours: By appointment

Course Materials:

Required Text:

- Jones, Thomas *Professional Management of Housekeeping Operations* 5th Edition ISBN: 978-0-471-76244-7

Learning Outcomes and Artifact

HA Course Number	HA Course Title	ACPHA Standard(s)	Learning Outcome(s)	Artifact(s)
HA 3143	Executive Housekeeping	The operation relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services	*Recognize* the role of housekeeping services as a scientific method and *describe* the role housekeeping has in hotel and food operations	Exams-case studies
		Administrative processes, including the integration of analysis and policy determination at the overall management level	*Develop* a method of policy implementation for an efficient housekeeping staff	Project
		Relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic program	*Apply* understanding of organization of housekeeping procedure	Lab environment at local hotels
		Effective communication including both oral and written form	*Identify* behaviors for establishing a multi-cultural and nonnative speaking staff	Role play

Extra Credit
I may offer extra credit or bonus points throughout the semester. Including, but not limited to, assistance with special events, papers, newscasts and other opportunities that will arise throughout the semester.

CLASS POLICIES

Field Trips
It is Arkansas Tech University policy that students are NOT required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip.

Field Trip Etiquette
I expect you to dress in a professional manner and carry yourself as professionals. No shorts or tank tops will be accepted. Shoes must be cleaned and polished. You are representing Arkansas Tech University, the Hospitality Department and yourself.

Course Requirements
The following are course requirements for Introduction to Hospitality Management:
- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams as well as assigned readings. You will also be responsible for journals and readings.
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- Please turn cell phones to VIBRATE or SILENT-phones are a great tool for communication, but within a class environment, it is extremely disrespectful to me and your peers to have your phones ring during class time. Please do not text during lecture or group work.

Special Needs
Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with special needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty
Academic dishonesty or misconduct is not condoned nor tolerated at Arkansas Tech University. Unless stated otherwise all assignments for this course are to be completed independently without assistance from or in collaboration with others. Please refer to the Regulations and Procedures Section in the 2008-09 ATU (Tech) Undergraduate Catalog.

Be advised that any of your work including papers/reports may be reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

ATU Attendance Policy

2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. Therefore, I will give 1 (one) point per class that the student is present.

Your Role as a Student

I request that you not come in late as it is disruptive to me as well as your peers. If you leave class before time is up and have not informed me, I will count it as an absence. Discussions will be held periodically in class and I encourage all to participate. However, I will not tolerate inappropriate language including negative terms regarding ones ethnicity, gender, sexual preference or physical difference. I will expect you to keep up with the readings, assignments, quizzes and test dates. In return for your cooperation, I will treat you with mutual respect, try to help and encourage you in any way possible and together we can have a wonderful semester!! Welcome to the Hospitality Industry!!!

Schedule**Subject to change if needed**

Chapter 1 Executive Housekeeper and Scientific Management
Chapter 2 Conceptual Planning
Chapter 3 Planning to Schedule Workers: A Major Advantage of a Housekeeper Team
Chapter 4 Material Planning: Administration of Equipment and Supplies
Chapter 5 Material Planning: Floors, Walls, and Windows
Chapter 6 Material Planning: Suppliers and Equipment
Chapter 7 Material Planning: Bedding, Linens and Uniforms
Chapter 8 Staffing for Housekeeping Operations
Chapter 9 Operational Planning

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Parks, Recreation and Hospitality Administration (PRHA)

Date submitted: August 18, 2008

Request for: Course addition

Submitted by: Theresa Herrick

Approved by: Department Head: _____

            Dean of School: _____

Reviewed by: Registrar: _____

            Vice President: _____

I. **Catalog description**: Prerequisites: Senior standing, MGMT 3003, HA 4013. Solving practical hospitality and tourism management problems through planning, establishment of policy, analysis and application of qualitative and/or quantitative methods.

> Number: HA 4203

Title for Catalog: Hospitality Operational Problem Solving

Title for Inventory: Hospitality Problem Solving

Effective date or term: Fall 2009

II. **Justification and feasibility of course:**

A. **What is the need for this course? Who will take it?**

1. Students will assess decision making models and adapt them to critical thinking skills.
2. Students will analyze ethical issues in hospitality settings.

app CC 9/19/08

app FS 10/8/08

1

3. Students will demonstrate quantitative and qualitative methods of problem solving.
4. Students will analyze administrative processes in hospitality setting.

Hospitality students (majors and minors) will be the primary consumers.

B. **How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?**

This is the primary course in the hospitality curriculum which will emphasize critical thinking and problem solving. Other courses may touch on critical thinking and problem solving, but they will be the primary purpose for HA 4203. There is no overlap with other HA courses.

C. **Is this course part of any general plan of development within your department? Explain.**

This course will be part of the 43 credit hours of core requirements for all Hospitality Administration majors.

D. **How often will the course be offered.** Once each academic year.

E. **How will the course be staffed?** Current Hospitality faculty.

F. **When applicable, state with which departments you have specifically coordinated this change?** None. It will be difficult for other majors to take this course as an elective because of the prerequisites. Hospitality majors are required to take both MGMT 3003 and HA 4013. Management and Marketing majors may also meet the prerequisite requirements.

G. How does this course integrate with the assessment process of the department?

This course will cover the following standards adopted by the Accreditation Commission for Programs in Hospitality Administration listed in the Hospitality Administration Assessment Plan. Students will have "knowledge and understanding of the general principles of the following areas and specific applications in hospitality management:

- ethical considerations and socio-political influences affecting organizations
- quantitative methods and management information systems, including computer applications
- administrative processes, including the integration of analysis and policy determination at the overall management level
- organizational theory, foundations of management, leadership theory, strategic management, and exposure to critical thinking skills.

Learning outcomes will be measured through exam questions, case studies, and role playing.

HA 4203. Hospitality Operational Problem Solving.

Hospitality Mission Statement

The mission of the Hospitality Administration Program is to provide quality education in hospitality administration and provide a foundation for professional growth and development. This is achieved by:

- Providing knowledge and skills through a comprehensive academic curriculum.
- Demonstrating professionalism, leadership, and high ethical standards by a competent faculty and administration.
- Promoting community service and outreach.
- Emphasizing the importance of research and continuing education.
- Encouraging life-long learning.

Catalog Description

HA 4203 Hospitality Operational Problem Solving. Prerequisites: Senior standing, MGMT 3003, HA 4013. Solving practical hospitality and tourism management problems through planning, establishment of policy, analysis and application of qualitative and/or quantitative methods.

Texts:

Edgington, C. , Hudson, S. D., Landford, S. V. and Larsen, D. (2008).
Managing Recreation, Parks and Leisure Services. Champaign:
Sagamore Publishing.

Covey, Stephen R. (2004). *The 8th Habit.* New York:
Simon & Shuster (Free Press) ISBN 13-978-0-7432-8793-7 (pbk).

Fisher, William P. (2002). *Executive decisions: Hospitality case studies in leadership, ethics, employee relations, and external relations.* East Lansing: American Hotel and Lodging Educational Institute. ISBN 978-0-86612-240-5.

Learning Outcomes and Assessment Methods

Course number	Course title	ACPHA Standards	Learning Outcomes	Artifacts
HA 4203	Hospitality Operational Problem Solving	Knowledge of ethical considerations and socio-political influences affecting organizations.	Student will *analyze* ethical issues in hospitality settings.	Exam questions; case study
		Knowledge of organizational theory, foundations of management, leadership theory, strategic management, and exposure to critical thinking skills	Student will *assess* decision making models and *adapt* them to critical thinking skills.	Exam questions; case studies; role playing
		Knowledge of quantitative methods and management information systems, including computer applications.	Student will *demonstrate* quantitative and qualitative methods of problem solving.	Case studies; problem solutions
		Knowledge of administrative processes, including the integration of analysis and policy determination at the overall management level.	Student will *analyze* administrative processes in hospitality setting.	Exam questions; case studies

HA 4203 COURSE OUTLINE

Class Date	Subject	Readings & Assignments
Week 1	Introduction; The Pain, The Problem, The Solution	Covey Chap 1 - 3
Week 2	Decision Making and Problem Solving	Edgington Chap 8
	Find Your Voice	Covey Chap 4, 5
Week 3	Inspire Others to Find Their Voice	Covey Chap 6
	Case Study # 1	Fisher , Part I Leadership
Week 4	Modeling and Pathfinding	Covey Chap 7 - 11
	Management Theory and Practice	Edgington, Chap 2
Week 5	Execution – Aligning and Empowering	Covey Chap 12, 13
Week 6	The Age of Wisdom; Case Study #2	Covey Chap 14, 15
Week 7	Twenty Most Commonly Asked	Covey App 2, pp 318 –

	Questions, Leadership Theories Mid-term Exam	328.
Week 8	Leadership and Management	Covey App 1, 3, 4, 5
Week 9	Ethics in Hotel Operations Case Study #3	Fisher, Part II Ethics
Week 10	Ethics (cont'd)	Fisher, Part II Ethics
Week 11	Employee Relations	Fisher, Part III Employee Relations
Week 12	Hotel Information Technology	Fisher, Part I Leadership
Week 13	Legal Issues in Hospitality (Case Study #4)	Fisher, Part I Leadership
Week 14	Multi-Cultural Management	Fisher, Part I Leadership
Week 15	Overview and Wrap	
	Final Exam	

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Parks, Recreation and Hospitality Administration (PRHA)

Date submitted: August 18, 2008

Request for: Course addition

Submitted by: Brenda Montgomery

Approved by: Department Head:

                   Dean of School:

Reviewed by: Registrar:

                   Vice President:

I. **Catalog description**: Pre-requisites; Junior standing and nine hours of HA courses, or permission of instructor. This course analyzes the organizational diversity of clubs exploring governance, management and operations of profit and non-profit clubs.

II. | Number: HA 4253 |

Title for Catalog: Club Management

Title for Inventory: Club management

Effective date or term: Fall 2009

III. Justification and feasibility of course:

   A. What is the need for this course? Who will take it?
   1. Students will discover the contributions of the club market on the hospitality industry.
   2. The student will analyze and contrast the establishment, hierarchy, governance and management of clubs.

App CC 9/19/08   1

App FS 10/8/08

Hospitality students will be the primary consumers.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

This is the only course in club management emphasizing profit and non- profit organizations in the Hospitality curriculum. One area of weakness in the current Hospitality curriculum is the lack of understanding of leadership and the utilization and management of profit and non-profit organizations. Students in the lodgning emphasis need to learn how to run the different types of clubs that are in the industry. It is extremely important to understand the governance, and the hierarchy that is in this entity. This course should help prepare them for the role of supervisor and manager in this specialization.

C. Is this course part of any general plan of development within your department? Explain.

The Hospitality Administration Program was recently accredited. During the accreditation visit, the visiting team felt there were too many required core courses and not enough options for the students to select areas of specialization within the hospitality curriculum. The HA Program is preparing to divide the curriculum into 3 emphases; food and beverage management; lodging and club management; and tourism and event management. The HA Faculty felt all Hospitality students in the lodging and club management emphasis needed a course in managing clubs. Supervising employees is specialized in this field of hospitality situations.

D. How often will the course be offered.

Once each academic year.

E. How will the course be staffed?

Current full time faculty or adjunct professor.

F. When applicable, state with which departments you have specifically coordinated this change?

None. This course affects only the hospitality students.

G. How does this course integrate with the assessment process of the department?

This course will help students in their knowledge and understanding of the ACPHA accreditation standards listed below which are part of the Hospitality Administration Assessment Plan:
- The marketing of hospitality goods and services;
- The economic environment of profit and non – profit organizations;

Artifacts to be used to measure student outcomes will include special event critiques, property evaluations, attending board meetings and to critique organizational charts and exam questions.

ARKANSAS TECH UNIVERSITY
DEPARTMENT OF PARKS, RECREATION AND HOSPITALITY ADMINISTRATION
HA 4253 CLUB MANAGEMENT

Hospitality Administration Mission Statement

The mission of the Hospitality Administration Program is to provide quality education in hospitality administration and provide a foundation for professional growth and development. This is achieved by:

- Providing knowledge and skills through a comprehensive academic curriculum;
- Demonstrating professionalism, leadership, and high ethical standards by a competent faculty and administration;
- Promoting community service and outreach;
- Emphasizing the importance of research and continuing education;
- Encouraging life-long learning.

CATALOG DESCRIPTION: Pre-requisites: Junior standing and nine hours of HA courses, or permission of instructor. This course analyzes the organizational diversity of clubs exploring governance, management and operations of profit and non-profit clubs.

LEARNING OUTCOMES and ASSESSMENT METHODS

HA Number	HA Title	ACPHA Standards	Learning Outcomes	Artifacts
HA 4253	**Club Management Operations**	The marketing of hospitality goods and services;	The student will *discover* the contributions of the club market on the hospitality industry.	Exams, Property Evaluations, Special Event Critiques,
		The economic environment of profit and non-profit organizations;	The student will *analyze* and *contrast* the establishment, hierarchy, governance and management of clubs	Attend board meetings and critique organizational charts

1

PROFESSOR: Brenda G. Montgomery, Ph.D.
OFFICE: 100 Williamson, 1205 North El Paso Avenue
TELPHONE: 479-964-0893
E-MAIL: bmontgomery@atu.edu
OFFICE HOURS: MWF 1-4 PM; TR 9:30-11:30 AM
CLASS TIME: MWF 9:00-9:50 am
LOCATION: 125 Williamson

TEXT:
Contemporary Club Management: American Hotel & Lodging Association Educational Institute,
    American Hotel & Motel Educational Institute, Joe Perdue. 2007

Private Clubs: Management and Operations (Ngf Info Pacs Series). Supervisory Skill Builders for Private
    Clubs (9 Leader's Guides). American Hotel & Motel Educational Institute. 2005

The Management of Clubs, Recreation, and Sport: Concepts and Applications. Sawyer & Smith.
    Sagamore Publishing. ISBN-10: 1571670270.

SUPPLEMENTARY TEXT:
A Club Manager's Guide to Private Parties and Club Functions. Perdue, Montgomery, Shock &
    Stefanelli. Wiley & Sons. ISBN -13. 978-047129786

Total Health Club Management. Steve Main. 2006.

Start Your Own Bar and Club (startup). Entrepreneur Press 2006.

An Anthology on Club Management. Michael Byrne (2001)

GRADING SCALE IN PERCENTAGE OF TOTAL POINTS:
100-90 A
89-80   B
79-70   C
69-60   D
59↓   F

Reading Assignments:
Each student is expected to read the assigned information before it is discussed in class.

Exams
    There will be four exams including the final. Exams will include multiple choices,
    true/false, matching, and/or open-ended questions. The final exam will a normal exam.

Student Aides Online Power Points and Lecture Notes: There will be power point presentations
    covering one chapter lecture in the textbook. The students will have access to these
    on Blackboard in "Information".

Outside Assignments:

Special Events:
 This class will be actively attending events and Board Meetings of various clubs. Twenty-five percent of your grade is based on events outside of the classroom. Participation is expected and attendance to these events is required. Attendance and written critiques will be equal to an exam grade. The written portion of the events is just as important as the attendance. A student cannot pass this class without participation in these events. Events must be approved by the instructor.

Blackboard Assignment Guidelines:
- Any assignments submitted and uploaded as an attachment, be sure to place your name and the contents of the attachment on the subject line.
- When assignments are turned in on Blackboard, use the Digital Drop Box (in Course Information) and upload the attachment document in Microsoft Word.
- On the first page of all documents, be sure to place your full name and the date it is turned in to the professor.

In-Class Assignment:
 Students may not make up any points that are earned in-class. The amount of points will vary.

Late Work Policy: Late work will be reduced by a 10% grade for each day (24 hours), it is late.

Class Etiquette Requests:
- Please be on time for class and avoid leaving class if possible.
- When the professor is talking, it is the student's turn to listen – then the professor will do so in kind when questions are asked.
- Please turn off all electrical advices while in class.
- If you need to leave class for a reason, please sit in the back of room to avoid disturbing others.

Field Trip Policy: It is the Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a research project may be required to be completed by the student not attending the field trip. Please see "Alternate Assignments" for the requirements of the paper. The instructor will determine the length of the paper and the topic of the paper.

ACADEMIC DISHONESTY: Academic dishonesty or misconduct is not condoned nor tolerated at Arkansas Tech University. Unless stated otherwise all assignments for this course are to be completed independently without assistance from or in collaboration with others. Please refer to the Regulations and Procedures Section in the 2007-08 ATU (Tech) Undergraduate Catalog.

PLAGARISM: In the event that the professor believes that the work you submit is not your own, ATU has authorized any professor permission to utilize the website **www.turnitin.com** be so advised, permission is not needed from the student if there is a questionable document.

SPECIAL SERVICES: Any student with a disability whose special accommodations are registered with the ATU Learning Assistance and Testing Center {Student Services} in the 2007-08 Catalog. Please advise the professor if accommodations are needed as soon as possible.

The professor reserves the right to make changes to the course outline and syllabus as needed.

HA 4253 CLUB MANAGEMENT COURSE OUTLINE

Week	Topic
Week	**Topic**
1. Week 01	The Organization and Different Designs
2. Week 02	Managing the Private Club
3. Week 03	Private Club Operations
4. Week 04	Facilities Planning and Design & Equipment and Furnishings
5. Week 05	The Menu with Purchasing, Receiving, Storage, Inventory
6. Week 06	Plan a Class Club Event
7. Week 07	Membership and Financing The Organization
8. Week 08	Performance Enhancement Techniques
9. Week 09	Services in the Club Management Environment
10. Week 10	Motivation at Work
11. Week 11	Motivation at Work and Quality Management
12. Week 12	A Profitable Managed Club
13. Week 13	Fitness or Health Club and Running a Gold Club
14. Week 14	Execute a Class Club Event
15. Week 15	Club Management Trends
16.	Final's Week

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Parks, Recreation and Hospitality Administration (PRHA)

Date submitted: August 18, 2008

Request for: Course addition

Submitted by: Theresa Herrick

Approved by: Department Head:

           Dean of School:

Reviewed by: Registrar:

           Vice President:

I.   **Catalog description**: Prerequisite: HA 2913. Upon completion of this course the student should be able to demonstrate advanced level cooking techniques and methods, recipe conversion, and professional food preparation and handling as well as managerial competencies. This course is one hour lecture and a minimum five hour lab depending on the event requirements. Advanced preparation may be required the day before or the day of an event. $100 lab fee required which helps to cover your meal costs.

Number: HA 4983

Title for Catalog: Advanced Food Production

Title for Inventory: Advanced Food Production

Effective date or term: Fall 2009

II. Justification and feasibility of course:

   A. **What is the need for this course? Who will take it?**

app CC 9/19/08   1

app FS 10/8/08

1. The student will create and execute a meal(s) from menu conception, recipe conversion and costing through marketing, production, personnel management and evaluation
2. The student will plan and produce meals and/or special events using effective planning, implementation and management skills

This course was formerly HA 4074 Quantity Food Production and is being renamed, reduced in credit hours and refocused and expanded into a capstone food and beverage course for the food and beverage emphasis to aid students in the application of knowledge and skills acquired in lower level coursework. Hospitality students will be the primary consumers.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

This course is a capstone requirement for the food and beverage emphasis. The text used for this course is also used in the lower level HA 2913 Principles of Food Preparations with this course implementing more advanced methods and incorporating knowledge and skills acquired in other related coursework to make this a capstone course.

C. Is this course part of any general plan of development within your department? Explain.

The Hospitality Administration Program was recently accredited. During the accreditation visit, the visiting team felt there were too many required core courses and not enough options for the students to select areas of specialization within the hospitality curriculum. The HA program is preparing to divide the curriculum into 3 emphases; food and beverage management; lodging and club management; and tourism and event management. The HA faculty and the HA Advisory board felt the need for a name change and a change in the credit hours for this course.

D. How often will the course be offered.

The course will be offered once each semester.

E. How will the course be staffed?

Current full time or adjunct faculty will teach the course.

F. When applicable, state with which departments you have specifically coordinated this change?

None. This course affects only the hospitality students.

G. How does this course integrate with the assessment process of the department?

This course will help students in their knowledge and understanding of the ACPHA accreditation standards listed below which are part of the Hospitality Administration Assessment Plan:
- The operation relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services
- Relevant operational and/or management experience in some facet of the hospitality industry

Assessment methods will include special project, special events, meals and/or event preparation, menu, and costing spreadsheet.

Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
HA 4983 Advanced Food Production
Fall 2009

Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:

- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: Prerequisite: HA 2913. Upon completion of this course the student should be able to demonstrate advanced level cooking techniques and methods, recipe conversion, and professional food preparation and handling as well as managerial competencies. This course is one hour lecture and a minimum five hour lab depending on the event requirements. Advanced preparation may be required the day before or the day of an event. $100 lab fee required which helps to cover your meal costs.

HA Course Number	HA Course Title	ACPHA Standard(s)	Learning Outcome(s)	Artifact (s)
HA 4983	Advanced Food Production	The operation relative to the provision of hospitality goods and/or serv.ces, including foodservice management and/or lodging management and related services;	The student will *create* and *execute* a meal(s) from menu conception, recipe conversion and costing, through marketing, production, personnel management	Special project, special events, meals and/or event preparation, menu, costing spreadsheet

		Relevant operational and/or management experience in some facet of the hospitality industry;	The student will *plan* and *produce* meals and/or special events using effective planning, implementation and management skills	Special project, special events, meals and/or event preparation, menu, costing spreadsheet
			and evaluation	

Instructor: Donna Mitchell
   968-5422 Area Vo-Tech Center
   968-0378 PRHA Office
   donna.mitchell@rsdmail.k12.ar.us

Office Hours: By Appointment

Class Times: Section 01
   Lecture Tuesday 4:00-5:00
   Lab Thursday 3:30 – 8:50
     See attached schedule
   Managers' pre-event meetings Monday 3:30
   Alternate Labs/Extra Credit Labs TBA

Location of Class: Williamson Dining Room and kitchen

Required Text: *Professional Cooking,* Sixth Edition, John Wiley & Sons, Inc., Wayne Gisslen, ISBN 0-471-66374-3

Required Uniforms: Professional uniforms, appropriate head wear and safe shoes will be required for the lab portion of this class (available at the ATU Bookstore). A strict uniform policy will be observed. Improper dress can endanger the safety of others and is disrespectful of the profession. Anyone who does not arrive in the proper uniform will lose points and may be asked to leave. Personal hygiene is critical. Painted and/or acrylic nails mu··t be gloved, and loose jewelry removed. A professional knife kit will be required for this course (available at the ATU Bookstore).

Special Needs: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises.

Academic Honesty: Students are expected to be honest and truthful in and out of the classroom. Students will be required to submit their own original work. Students will be expected to:

- Present written work that is theirs alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or material for an examination and no copying from other student's papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one's own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports identified as plagiarism will be reported. Any student found cheating will receive severe penalty, including expulsion from the University.

Classroom Procedure: Classroom procedure for this class may include all of the following formats. Lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a research project may be required to be completed by the student not attending the field trip. Please see "Alternate Assignments" for the requirements of the paper. The instructor will determine the length of the paper and the topic of the paper.

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For reports/papers the following guidelines shall be adhered too: Cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled-spaced.

Field Trip Etiquette: The instructor expects all students to dress in a professional manner. Proper undergarments must be worn on all field trips. No shorts or tank tops will be accepted. Shoes must be clean and polished. Please note personal hygiene guidelines on page 213 of your text for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourselves; you only get one chance to make a first impression.

Attitude: Since this is a service course, each student must administer a professional attitude at all times. At the discretion of the instructor, a student may be asked to leave the kitchen and return at a later date. The instructor has the right to deduct points (up to 50 per lab) as deemed appropriate for disciplinary reasons. Attitude and appearance are both reasons for point deductions.

ATU Attendance Policy: 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. **NOTE: points will be given for class attendance.**

Course Requirements: The following are course requirements for Quantity Food Production

- Attendance and participation in each class lecture and lab meeting. Students are required to participate in all labs and be present and prepared at the required time. Since this is a performance-based class, <u>no make-ups will be allowed</u>. Be prompt for lectures and labs, includes having reviewed assigned materials and being properly attired as outlined previously.
- Each student is expected to take ownership for learning. This is required for true learning to take place in this performance based experience.
- Rotate through various positions in the kitchen.
- Each student will have the opportunity to manage one complete event from conception to production. A written write up format will be provided.
- Completion of all assignments in a timely manner. All late work will decrease in value by 10% each day the assignment is late. Management reports are due on the next class meeting following the food service lab.
- Completion of exams and final over all materials covered in class as well as assigned readings and lab, independent and group work. Students are required to take the exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified before the exam.
- It may be necessary to require all students be present at a mandatory pre-planning conference with the BOH/FOH managers and faculty. This is unlikely, but not impossible.
- No smoking during class times or during breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.
- Food or beverage consumption during lectures, food and beverage consumption during labs will take place at the discretion of the instructor and/or the dining room manager. NOTE: STUDENTS ENROLLED AND WORKING IN THIS CLASS ARE ENTITLED TO ONE FREE MEAL OR PRODUCT FROM EACH CLASS. ANY LEFT OVER FOOD FROM CLASSES MUST BE PURCHASED AT THE GOING PER MEAL RATE FOR EACH FOOD CARTON PURCHASED. SEE MEMO ON BULLETIN BOARD IN KITCHEN.
- <u>**CELL PHONES WILL BE TURNED OFF DURING LECTURES OR LABS**</u>. Failure to do so may result in a deduction or points for that event.

Exams: Test material will cover assigned text materials, lecture information, and information learned in labs. Possible points will be unique to each test.

4

Lab Reports: Members will turn in a report at the end of each lab. A formatted form will be provided. This report is part of the lab grade.

Lab Reflections or Critiques: Written reflection after each lab provides an opportunity for you to think about the process, your learning's, and thoughts about the experience. These will be placed in a "Reflections" section in your course notebook. Industry tells us managers need more practice with this thought process.

Inspections: There will be an inspection of staff before each lab or food service event. The inspection may be performed by the Fellowship Scholar, dining room manager(s), and/or the instructor, prior to the beginning of work or food service. A strict code of cleanliness, neatness and overall appearance will be adhered too. Failure to respect these requests may result in loss of lab points or denial to participate. Furthermore, it is disrespectful of the profession, your guests, colleagues, and an embarrassment to the department.

Meal and/or Event Preparation: Since we may have a limited time frame to prepare for a meal or event, some prep duties may need to be performed on the day prior to service. You will receive a separate pre-service responsibilities handout which will outline prep duties.

Methods of Evaluation:

Exam points to vary

Course notebook

Labs 50 points, rubric

Bonus for events other than Thursday labs

Total Points = Cumulative during semester Students will be provided a running tally of points throughout the semester.

Grading Scale: A = 90% or above
                             B = 80-89% C =
                             70-79% D = 60-
                             69% F = 59% or
                             below

Remember: Culinary Students, Dining Service Management class and Quantity Food Production classes work together as a team. FOH and BOH together make a successful dining experience. These classes are unique and challenging. These classes may require you to attend at times not listed on the following schedule of classes. It is sometimes necessary to accept dining reservations on dates other than Thursday nights. It is my sincere hope you will be receptive to this need and be flexible. Bonus points will be given for your volunteer work on dates to be

announced later. **Please note that signing up for volunteer work and then not showing up will cause you to lose the same number of points that are being offered to those who do show up. This schedule is subject to change without prior written notice from the instructor.**

"Every project is a self-portrait of the person who did it."– *Norman Rockwell*

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Parks, Recreation and Hospitality Administration (PRHA)

Date submitted: August 18, 2008

Request for: Course change

Submitted by: Theresa Herrick

Approved by: Department Head: _____

                   Dean of School: _____

Reviewed by: Registrar: _____

                   Vice President: _____

I. **Catalog description**: A survey of the lodging industry to include its history, growth and development, and future direction. Emphasis on front office procedures and interpersonal dynamics from reservations through the night audit

> Number: HA 2043

Title for Catalog: Front Office Management

Title for Inventory: Front Office Management

Description: This is a request for approval to change the name of the course from "Lodging Operations" to "Front Office Management" and also make some changes to the current course description for HA 2043. The Hospitality curriculum is being reorganized into 3 emphases rather than one core curriculum based on a recommendation by the Accreditation Commission for Program in Hospitality Administration during accreditation review in 2006. This course will be the one of six courses in Lodging and Club Management emphasis. It will also be the introductory course to lodging operations.

app CC 9/19/08   1

app FS 10/8/08

Effective date or term: Fall 2009

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

1. Students will analyze the organizational structure of various hotel and lodging segments
2. Students will demonstrate computer applications relevant to lodging operations
3. Students will evaluate human resource management, financial management, front office management and housekeeping management issues as well as sales and marketing and facility engineering and maintenance issues.

Hospitality students will be the primary consumers.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

This course is the first course in lodging operations which is will lead up to Advanced Lodging HA 4243. It is a more general overview of the front office area of a hotel. There is no overlap with other HA courses.

C. Is this course part of any general plan of development within your department? Explain.

This course is part of a new emphasis to be proposed in Lodging and Club Management. The Hospitality Administration Program recently became accredited. During the accreditation visit, the visitors indicated there were too many required core courses in the degree program and not enough flexibility for the students to choose areas of interest within the degree program. The HA Program is preparing to divide the curriculum into 3 emphases.

D. How often will the course be offered. Once each academic year.

E. How will the course be staffed? Current Hospitality faculty.

F. When applicable, state with which departments you have specifically coordinated this change? None. It will be difficult for other majors to take this course as an elective because of the prerequisites.

G. How does this course integrate with the assessment process of the department?

This course will cover the following ACPHA accreditation standards listed in the Hospitality Administration Assessment Plan. Students will have "knowledge and understanding of the general principles of the following areas and specific applications in hospitality management:

- quantitative methods and management information systems, including computer applications
- accounting procedures/practices
- operations relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services
- Organization theory, behavior and interpersonal communication

Learning outcomes will be measured through, exams, computer lab exercises, and role playing.

Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
HA 2043 Front Office Management
Spring 2009

Hospitality Administration Mission Statement
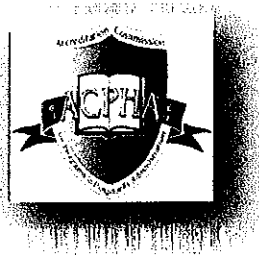
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:

- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: HA 2043 Front Office Management

A survey of the lodging industry to include its history, growth and development, and future direction. Emphasis on front office procedures and interpersonal dynamics from reservations through the night audit.

Class Times TBA

Location of Class: Room 125

Instructor   Susan West
106 Williamson
479-356-6205 Office
Email: swest7@atu.edu

Office Hours   TBA

Course Materials
Required Text:
Check-In Check-out Gary K. Vallen and Jerome J. Vallen *8th Edition*
ISBN: 978-0-13-205967-1
Front Office Management Simulation Hayes/Miller
ISBN:9780131352315

Learning Outcomes and Artifact

HA Course	HA Course Title	ACPHA Standards	Learning Outcomes	Artifact(s)
HA 2043	Lodging Operations	The operations relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services	*Analyze* lodging operations and related services	Exam questions
		Quantitative methods and management information systems, including computer applications	*Demonstrate* computer applications relevant to lodging operations	Computer lab exercises
		Organization theory, behavior, and interpersonal communication	*Differentiate* organization theory, behavior, and interpersonal communication needed for lodging operations	Role playing, exam questions

Course Format
Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presertations, outside readings, field trips, and/or guest speakers.

EVALUATION AND GRADING

Methods of Evaluation:

5 Exams @ 100 points	500 points
Quizzes/Reading	100 points
Group	100 points
Lab Assignments	400 points
Total Points	**1100 points**

Grading Scale: A = 90% and above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or below

Exams

There will be 5 exams worth 100 points given in this course, including the final. They will be taken from your text as well as discussion and lecture. If you miss a test, you will need to contact me BEFORE the next class to schedule a time to take the test during my office hours. The exams will include: multiple choice, true/false, fill-in-the-blank, short answer or essay. Total available points will be 500.

Lab Assignments

There are many software programs that are in the industry, and you will have the opportunity to work with several. You will be expected to purchase the text/software as listed and the other programs will be operated from our labs.

Quizzes/Additional Reading

Additional reading assignments will be counted as a quiz grade. They will vary in scope and will come from hand-outs or texts that will be provided for you. Total points available are 100.

Group Work

I will also have you work in groups occasionally. Learning to work together as a team is a valuable tool that will be used beyond this class. There will be assignments given in these groups and the points given will go to the entire group. Total points available from group and films are 100 points.

Extra Credit

I may offer extra credit or bonus points throughout the semester. Including, but not limited to, assistance with special events, papers, newscasts and other opportunities that will arise throughout the semester.

CLASS POLICIES

Field Trips
It is Arkansas Tech University policy that students are NOT required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip.

Field Trip Etiquette
I expect you to dress in a professional manner and carry yourself as professionals. No shorts or tank tops will be accepted. Shoes must be cleaned and polished. You are representing Arkansas Tech University, the Hospitality Department and yourself.

Course Requirements
The following are course requirements for Introduction to Hospitality Management:
- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four exams as well as assigned readings and lab assignments.
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- Please turn cell phones to VIBRATE or SILENT-phones are a great tool for communication, but within a class environment, it is extremely disrespectful to me and your peers to have your phones ring during class time. Please do not text during lecture or group work.

Student Accommodations
Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodations needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty
Academic dishonesty or misconduct is not condoned nor tolerated at Arkansas Tech University. Unless stated otherwise all assignments for this course are to be completed independently without assistance from or in collaboration with others. Please refer to the Regulations and Procedures Section in the 2008-09 ATU (Tech) Undergraduate Catalog. Be advised that any of your work including papers/reports may be reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

ATU Attendance Policy

2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. Therefore, I will give 1 (one) point per class that the student is present. In addition, it will be your responsibility to sign in each day you are present.

Your Role as a Student

I request that you not come in late as it is disruptive to me as well as your peers. If you leave class before time is up and have not informed me, I will count it as an absence. Discussions will be held periodically in class and I encourage all to participate. However, I will not tolerate inappropriate language including negative terms regarding ones ethnicity, gender, sexual preference or physical difference. I will expect you to keep up with the readings, assignments, quizzes and test dates. In return for your cooperation, I will treat you with mutual respect, try to help and encourage you in anyway possible and together we can have a wonderful semester!! Welcome to the Hospitality Industry!!!

Schedule**Subject to change if needed**

First Day of Classes-Introductions and Goals for semester
Chapter 1 The Traditional Hotel Industry
Martin Luther King/Lee Holiday NO CLASS
Chapter 2 The Modern Hotel Industry
Chapter 3 The Structures of the Hotel Industry
Chapter reviews
Exam 1 over Chapters 1-2 and 3
Chapter 4 Forecasting Availability and Overbooking
Chapter 5 Global Reservations Technologies
Chapter 6 Individual Reservations and Group Bookings
Exam 2 over 4-5 and 6
Chapter 7 Managing Guest Services
Chapter 8 Arrival, Registration, Assignment and Rooming
Chapter 9 The Role of the Room Rate

Exam 3 over Chapters 7 8 and 9
Chapter 10 Billing the Guest Folio
Chapter 11 Credit and the City Ledger
Chapter 12 Cash Transactions
Exam 4
Chapter 13 Night Audit
Chapter 14 Hotel Technologies
FINAL TBA

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Parks, Recreation and Hospitality Administration (PRHA)

Date submitted: August 18, 2008

Request for: Name change/description change

Submitted by: Theresa Herrick

Approved by: Department Head: _*Theresa Herrick*_

                        Dean of School: _*Willy Hoefler*_

Reviewed by: Registrar: _*Tammy Rhodes*_

                        Vice President: _____

I.   **Catalog description**: Prerequisite: HA 1063. The analysis and development of guest services management skills including leadership behavior, motivation, communication, training, staffing, etiquette and professional service. Lecture two hours, lab minimum of three hours depending on the special event requirements. $100 lab fee which helps to cover your meal costs and/or travel.

> Number: HA 2063

Title for Catalog: Guest Services Management

Title for Inventory: Guest Services

Effective date or term: Fall 2009

II.   Justification and feasibility of course:

       A. **What is the need for this course? Who will take it?**

             1. The students will identify and implement professional service and etiquette as they relate to the hospitality industry.

app CC 9/19/08   1

app FS 10/8/08

2. The students will assess the quantitative implication of poor guest service on establishment profitability.
3. The students will incorporate "people skills" and communication skills to help prepare them to be an effective hospitality professional.

This course was formerly Dining Service Management and is being renamed and refocused to include all areas of hospitality including lodging and tourism. Hospitality students will be the primary consumers.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

This course is a required core course for all hospitality majors. This course is being refocused and expanded to incorporate guest services not only in dining situations but also in lodging and tourism areas to address the new emphases within the program. There is no overlap with other courses in the department.

C. Is this course part of any general plan of development within your department? Explain.

The Hospitality Administration Program was recently accredited. During the accreditation visit, the visiting team felt there were too many required core courses and not enough options for the students to select areas of specialization within the hospitality curriculum. The HA program is preparing to divide the curriculum into 3 emphases; food and beverage management; lodging and club management; and tourism and event management. The HA Faculty and the HA Advisory board felt all Hospitality students, regardless of emphasis area, needed a specific course in guest services. The dining service management course was already refocusing on broader guest services so became the logical choice for the expanded course. This course will also serve as the guest services course for the proposed new associate of science degree in culinary which has yet to e approved.

2

D. How often will the course be offered.

Once each semester.

E. How will the course be staffed?

Current full time or adjunct faculty will teach this course.

F. When applicable, state with which departments you have specifically coordinated this change?

None. This course affects only the hospitality students.

G. How does this course integrate with the assessment process of the department?

This course will help students in their knowledge and understanding of the ACPHA accreditation standards listed below which are part of the Hospitality Administration Assessment Plan:
- the planning for an utilization and management of personnel, including the improvement of student understanding of human behavior
- quantitative methods and management information systems, including computer applications
- organization theory, behavior, and interpersonal communication

Assessment methods will include exams, comprehensive final, practical applications during labs/special events.

Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
~~CUL~~/HA 2063 Guest Services Management
Fall 2009

Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: Prerequisite: HA1063. The analysis and development of guest services management skills including leadership behavior, motivation, communication, training, staffing, etiquette, and professional service. Lecture two hours, lab minimum of three hours depending on the special event requirements. $100 lab fee which helps to cover your meal costs and/or travel.

HA Course Number	HA Course Title	ACPHA Standard(s)	Learning Outcome(s)	Artifact(s)
HA 2063	Guest Services Management	The planning for and utilization and management of personnel, including the improvement of student understanding of human behavior;	*Identify* and *implement* professional service and etiquette as they r~late to the hospitality industry.	Exams, Comprehensive Final, Practical applications during labs/special events
		Quantitative methods and management information	*Assess* the quantitative implications of poor guest	Exams, Comprehensive Final

1

		systems, including computer applications;	service on establishment profitability.	
		Organization theory, behavior, and interpersonal communication;	*Incorporate "people skills" and communication skills to help prepare you to be an effective hospitality professional.*	Exams, Comprehensive Final, Practical applications during labs/special events

Instructor: Ray Moll, MBA
105 Williamson
479-968-0607 Office
501-977-4258 Cell
Email: rmoll@atu.edu

Office Hours: By Appointment

Class Time(s): TBA

Location of Class: TBA

Required Text(s): *Life Beyond the Line, A front-of-the-house companion for culinarians*; Prentice Hall, Noel C. Cullen, ISBN 0-13-907585-2. Customer Service, Prentice Hall, National Restaurant Association Educational Foundation, ISBN 0-13-158913-X, *The Nordstrom Way to Customer Service Excellence: A Handbook for Implementing Great Service in Your Organization,* Third edition, John Wiley and Sons, Inc., ISBN 9780471702863

Required Uniforms: Uniforms will be required for the lab portion of this class. The dining service staff will be required to obtain and wear a black shirt, black pants or skirt, black socks, black belt, and black non-skid shoes. Shoes for this class must not expose the toes. For the front desk staff will be required to dress professionally for all labs. It is not my desire to burden you with more than deemed necessary; however, a strict uniform policy will be adhered t in this class. All garments must be cleaned and pressed. Bistro-style aprons will be provided for your use during the dining service labs and will be washed and cared for by the manager for each event. Anyone that does not present oneself in the proper uniform will not receive points for that lab/meal. Uniforms will only be required attire when meals are being served or when we are conducting labs at hotel front desks. A separate detailed handout will be presented at a later date with information regarding uniforms and personal hygiene.

Student Accommodations: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty: Students are expected to be honest and truthful in and out of the classroom. Students will be required to submit their own original work. Students will be expected to:
- Present written work that is theirs alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or material for examinations and no copying from other student's papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one's own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports may be reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

Classroom Procedure: Classroom procedure for this class my include all of the following formats: Lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, varying lab formats, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip. Please see "Alternate Assignments" for the project/paper. The instructor will determine the length of the paper and the topic of the paper.

Field Trip Etiquette: The instructor expects all students to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be clean and polished. Please note personal hygiene guidelines indicated on a separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get once chance to make a "good" first impression.

Course Requirements: The following are course requirements for Guest Services Management:
- Attendance and participation in each class lecture and lab meeting. You are required to participate in all labs and be present and prepared at the required time. Since this is a performance-based class no make-ups will be permitted. Be prompt for lectures and labs, this includes begin properly attired as outlined previously.

- Rotate through various positions in the dining room and lodging facilities during labs, including but not limited to dining room manager, host/hostess, beverage manager, server, expediter, front desk, night audit, housekeeping.
- Completion of all assignments in a timely manner. All late work will decrease in value by 10% each day the assignment is later. Management reports are due on the next class meeting following the food service lab or the lodging lab.
- Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned outside readings and labs. You are required to take exams at the designated time and will only be allowed to make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.
- No smoking during class times or during breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.
- No food or beverage consumption during lectures, food and beverage consumption during labs will take place at the discretion of the instructor and/or the dining room manager. **NOTE: STUDENTS ENROLLED AND WORKING IN THIS CLASS ARE ENTITLED TO ONE FREE MEAL OR PRODUCT FROM EACH CLASS. ANY LEFT OVER FOOD FROM CLASSES MUST BE PURCHASED AT THE GOING PER MEAL RATE FOR EACH FOOD CARTON PURCHASED. SEE MEMO ON BULLENTIN BOARD IN KITCHEN.**
- **ALL CELL PHONES WILL BE TURNED OFF DURING LECTURES AND LABS.**
- One lab requirement must be from outside this class and in the area of banquet service or catering. The instructor will provide additional details of this requirement at a later date.

Exams: There are four (4) exams for this course and one (1) comprehensive final exam. Three of the exams will cover three (3) chapters and related topics and one will cover four (4) chapters and related topics. The exams will each weight 100 points. The final will be comprehensive and weight 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse.

Banquet/Catering Service: You will be required to perform one outside service event dealing with banquet service or catering. You will be required to submit a two page paper on the event. The report will be worth 50 points. See "Alternate Assignments" for specific requirements of the paper.

Inspections: There will be an inspection of staff before each food service event and each lodging lab. The inspection will be performed by the dining room manger(s) and/or the instructor prior to the beginning of lab. A strict code of cleanliness, neatness and overall appearance will be adhered too. Refer to "Required Uniform" section of this syllabus and to the handout for personal hygiene expectations.

Management and Service Preparation: Since we may have a limited time frame to ready the Williamson Dining Room for service, some pre-service duties may need to be performed on the day prior to service. You will receive a separate pre-service responsibilities handout will outline pre-service duties and responsibilities. This class will require more involvement than other classes and may require you to do work outside the hours listed in this syllabus.

Attitude: Since this is a service course, you must administer a professional look and attitude at all times. At the discretion of the instructor, you may be asked to leave the dining room or lodging lab facility and return at a later date for improper attitude. The instructor reserves the right to deduct points (up to 50 per lab) as deemed appropriate for disciplinary reasons. Attitude and appearance are both reasons for point deductions. **Positive attitudes are contagious.........catch one!**

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For projects/papers the following guidelines shall be adhered too: Cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled spaced.

Methods of Evaluations:

4 Exams @ 100 points	= 400 points
Lab Reports 10 @ 50 points each	= 500 points
Management Reports 1 @ 50 points	= 50 points
Banquet/Catering Report 1 @ 50 points	= 50 points
Inspections 10 @ 50 points each	= 500 points
Comprehensive Final Exam	= 200 points
Total Points	**= 1700 points**

Grading Scale: A = 90% or above
B = 80-89%
C = 70-79%
D = 60-69%
F = 595 or below

Remember: The Guest Services Management class and the Quantity Food Production class will work together as a team. Front of the House (FOH) and Back of the House (BOH) together make a successful dining experience. This class will be unique and challenging. This class may require you to attend at times not listed on the following schedule of classes. Bonus points will be given for your volunteer work on dates to be announced later. Please note that signing up for volunteer work and then not showing up will cause you to lose the same number of points that are being offered to those who do show up. This schedule is subject to change without prior written notice from the instructor.

TEAM = Together Everyone Accomplishes More

ATU Attendance Policy: 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. **NOTE: points will be given for class attendance.**

NOTE: Points are given for attendance on lecture dates and lab dates are mandatory attendance with no make-ups allowed.

Extra Credit: The instructor will offer extra credit or bonus points throughout the semester. Methods and point valuation of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.

Week By Week Breakout

Week 1   A Historical Overview of Service

Week 2   The Importance of Guest Service to Your Business

Week 3   Basic Concepts for High-Quality Guest Service

Week 4   Identifying Guest Expectations

Week 5   Ensuring Consistent Guest Service Value

Week 6   Exceeding People's Needs

Week 7   Service in Various Industry Segments

Week 8   The Legacy of Table Service

Week 9   Methods of Table Service

Week 10   Guest Relations & "People Skill" Techniques

Week 11   The Dynamics of Leadership

Week 12   Legal Issues in Service

Week 13   Bar & Beverage Service

Week 14   Service in Various Industry Segments

Week 15   Management's Role in Service

Comprehensive Final To Be Announced

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Parks, Recreation and Hospitality Administration (PRHA)

Date submitted: August 18, 2008

Request for: Catalog description change

Submitted by: Theresa Herrick

Approved by: Department Head: _____

Dean of School: _____

Reviewed by: Registrar: _____

Vice President: _____

I. **Catalog description**: Prerequisite: HA 1923. Corequisite(s) HA 2813 and CHEM 1114. Upon completion of this course the student will be able to demonstrate skills in basic cooking techniques and methods, recipe conversion, and professional food preparation and handling. Additionally, the student will be able to recognize and safely operate common foodservice equipment used in commercial kitchens and demonstrate proficient culinary knife skills. This course is two hour lecture and a minimum three hour lab depending upon special event requirement(s). $100 lab fee required. Additional costs: professional uniforms and knives are required and are to be considered additional out-of-pocket expenses to the student.

Number: HA 2913

Title for Catalog: Principles of Food Preparations

Title for Inventory: Food Preparation

Effective date or term: Fall 2009

app CC 9/19/08   1
app FS 10/6/08

II. Justification and feasibility of course:

A. **What is the need for this course? Who will take it?**

1. The student will demonstrate fundamental cooking techniques and methods and proficient knife skills. The student will adapt an understanding of diversity and teamwork within the hospitality work environment
2. The student will adapt to varied food production settings and build on areas of personal interests

After initiating HA 1923, Intro to Food and Beverage there was a need to change the focus of this class to reflect new learning outcomes within the course. The addition of knife skills as a learning outcome was seen as a missing element in the learning outcomes for this course. Hospitality students will be the primary consumers.

B. **How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?**

This course is a requirement for the food and beverage emphasis. The text that will be used for this course will also be used in HA 4983 Advanced Food Production. This course will be the second of three courses in the food and beverage emphasis area which focuses on food and beverage preparation and production.

C. **Is this course part of any general plan of development within your department? Explain.**

The Hospitality Administration Program was recently accredited. During the accreditation visit, the visiting team felt there were too many required core courses and not enough options for the students to select areas of specialization within the hospitality curriculum. The HA program is preparing to divide the curriculum into 3 emphases; food and beverage management; lodging and club management; and tourism and event management. The HA faculty and the HA Advisory

board felt the need for a catalog change to reflect the new learning outcome associated with this course.

D. How often will the course be offered.

This course will be offered once each semester.

E. How will the course be staffed?

Current full time or adjunct faculty will teach the course.

F. When applicable, state with which departments you have specifically coordinated this change?

None. This course affects only the hospitality students.

G. How does this course integrate with the assessment process of the department?

This course will help students in their knowledge and understanding of the ACPHA accreditation standards listed below which are part of the Hospitality Administration Assessment Plan:
- The operation relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services
- Provision of sufficient areas of specialization to allow students to develop individual interests and talents

Assessment methods will include special projects, special events, meals and/or event preparation, lab reports/reflections and exams.

Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
CUL/HA 2913 Principles of Food Preparations
Fall 2009

Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: Prerequisite: HA 1923. Corequisite(s) HA 2813 and CHEM 1114. Upon completion of this course the student will be able to demonstrate skills in basic cooking techniques and methods, recipe conversion, and professional food preparation and handling. Additionally, the student will be able to recognize and safely operate common foodservice equipment used in commercial kitchens and demonstrate proficient culinary knife skills. This course is two hour lecture and a minimum three hour lab depending upon special event requirement(s). $100 lab fee required. Additional Costs: professional uniforms and knives are required and are to be considered additional out-of-pocket expenses to the student.

HA Course Number	HA Course Title	ACPHA Standard(s)	Learning Outcome(s)	Artifact(s)
HA 2913	Principles of Food Preparations	The operation relat` `e to the provision of hospitality goods and/or services, including foodservice management and/or lodging	The student will *demonstrate* fundamental cooking techniques and methods and proficient knife skills. The student will	Lab reports/reflections, special projects, special events, exams

		management and related services	*adapt* an understanding of diversity and teamwork within the hospitality work environment	
		Provision of sufficient areas of specialization to allow students to develop individual interests and talents	The student will *adapt* to varied food production settings and *build* on areas of personal interests	Special projects, special events, meals and/or event preparation

Instructor: Donna Mitchell
968-5422 Area Career and Technical Center
968-0378 PRHA Office
donna.mitchell@rsdmail.k12.ar.us

Office Hours: By Appointment

Class Times: Section 01
Lecture Monday 4:00-5:30
Section 01 Lab Tuesday 4:00 – 7:00
Section 02 Lab Wednesday 4:00-7:00
Event assignments included in this document

Location of Class: Williamson Dining Room and kitchen

Required Text(s): *Professional Cooking,* Sixth Edition, John Wiley & Sons, Inc., Wayne Gisslen, ISBN 0-471-66374-3
Knife Skills for Chefs, 2007, Pearson Prentice Hall, Christopher P. Day with Brenda R. Carl~~, ISBN 0-13-118018-5

Required Uniforms: Professional uniforms, appropriate head wear and safe shoes will be required for the lab portion of this class (available at the ATU Bookstore). A strict uniform policy will be observed. Improper dress can endanger the safety of others and is disrespectful of the profession. Anyone who does not arrive in the proper uniform will lose points and may be asked to leave. Personal hygiene is critical. Painted and/or acrylic nails must be gloved, and loose jewelry removed. A professional knife kit will be required for this course (available at the ATU Bookstore).

Special Needs: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises.

Academic Honesty: Students are expected to be honest and truthful in and out of the classroom. Students will be required to submit their own original work. Students will be expected to:
- Present written work that is theirs alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or material for an examination and no copying from other student's papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one's own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports identified as plagiarism will be reported. Any student found cheating would receive severe penalty, including expulsion from the University.

Classroom Procedure: Classroom procedure for this class may include all of the following formats. Lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a research project may be required to be completed by the student not attending the field trip. Please see "Alternate Assignments" for the requirements of the paper. The instructor will determine the length of the paper and the topic of the paper.

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For reports/papers the following guidelines shall be adhered too: Cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled-spaced.

Field Trip Etiquette: The instructor expects all students to dress in a professional manner. Proper undergarments must be worn on all field trips. No shorts or tank tops will be accepted. Shoes must be clean and polished. Please note personal hygiene guidelines on page 213 of your text for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourselves; you only get one chance to make a first impression.

Attitude: Since this is a service course, each student must administer a professional attitude at all times. At the discretion of the instructor, a student may be asked to leave the kitchen and return at a later date. The instructor has the right to deduct points (up to 50 per lab) as deemed appropriate for disciplinary reasons. Attitude and appearance are both reasons for point deductions.

Course Requirements: The following are course requirements for Principles of Food Preparations:

- Attendance and participation in each class lecture and lab meeting. Students are required to participate in all labs and be present and prepared at the required time. Since this is a performance-based class, <u>no make-ups will be allowed</u>. Be prompt for lectures and labs, includes having reviewed assigned materials and being properly attired as outlined previously.
- Rotate through various positions in the kitchen.
- Completion of all assignments in a timely manner. All late work will decrease in value by 10% each day the assignment is late. Management reports are due on the next class meeting following the food service lab.
- Completion of exams and final over all materials covered in class as well as assigned readings and lab, independent and group work. Students are required to take the exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified before the exam.
- It may be necessary to require all students be present at a mandatory pre-planning conference with the BOH/FOH managers and faculty. This is unlikely, but not impossible.
- No smoking during class times or during breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.
- Food or beverage consumption during lectures, food and beverage consumption during labs will take place at the discretion of the instructor and/or the dining room manager. NOTE: STUDENTS ENROLLED AND WORKING IN THIS CLASS ARE ENTITLED TO ONE FREE MEAL OR PRODUCT FROM EACH CLASS. ANY LEFT OVER FOOD FROM CLASSES MUST BE PURCHASED AT THE GOING PER MEAL RATE FOR EACH FOOD CARTON PURCHASED. SEE MEMO ON BULLETIN BOARD IN KITCHEN.
- **<u>CELL PHONES WILL BE TURNED OFF DURING LECTURES OR LABS</u>**.
- Failure to do so may result in a deduction or points for that event.
- Participate in assigned special events.

ATU Attendance Policy: 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. **NOTE: points will be given for class attendance.**

Exams: Test material will cover assigned text materials, lecture information, and information learned in labs. Possible points will be unique to each test.

Special Projects: Special projects will be used to allow students to demonstrate understanding. Students will be given ample time and support to complete these assignments. Written projects will be presented in a professional manner, typed, include a cover page, table of contents where applicable, and appendix of materials necessary to support written work.

Lab Reports: Students will turn in a report at the end of each lab. A formatted form will be provided. This report is part of the lab grade. No make up work for missed labs.

Lab Reflections: Written reflection after each lab provides an opportunity for you to think about the process, your learning's, and thoughts about the experience. These will be placed in a "Reflections" section in your course notebook

Inspections: There will be an inspection of staff before each lab or food service event. The inspection may be performed by the Fellowship Scholar, dining room manager(s), and/or the instructor, prior to the beginning of work or food service. A strict code of cleanliness, neatness and overall appearance will be adhered too, as will beginning and ending on time.

Meal and/or Event Preparation: Since we may have a limited time frame to prepare for a meal or event, some prep duties may need to be performed on the day prior to service. You will receive a separate pre-service responsibilities handout which will outline prep duties.

Methods of Evaluation:

Attendance will be recorded at each lecture and lab. Being tardy will be noted.

Appropriate dress, possessing necessary materials for work.

Homework assignments will have an assigned grade known to all students.

Exam points value will be indicated on each exam.

Special projects, rubric provided.

Course notebook, rubric provided.

Labs 50 points, rubric provided.

Bonus credit for work performed outside of assignments.

Assigned Event Dates:

Sign up on event sheet for one the week of September 24, 27, and one September 28 or November 12.

1. September 24, Monday, Agriculture Etiquette Dinner, need 15, 4 p.m.,

2. September 27, Thursday, Lions Club, 70 guests, need 17 students, 4 p.m.

3. September 28, Tuesday, Luncheon for 30, need 12 students, 9:30 a.m (See Mr. Moll) <u>LABS</u> this week

   September 24 and 27 are your lecture and labs this week <u>NO LABS</u>

   Complete homework assignment for this week to turn in Oct. 8

4. November 12, Monday, Norman Career Center Etiquette Dinner, need 17, 4 p.m.

Work will be weighted:

55% Assignments, labs, attendance, attitude, safety, professionalism

45% Exams and projects, test weeks on provided schedule.

Grading Scale:

A= 90% or above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% or below

Remember: Culinary Students, Dining Service Management class and Quantity Food Production classes work together as a team. FOH and BOH together make a successful dining experience. These classes are unique and challenging. These classes may require you to attend at times not listed on the following schedule of classes. Bonus points will be given for your volunteer work on dates to be announced later. Please note that signing up for volunteer work and then not showing up will cause you to lose the same number of points that are being offered to those who do show up. This schedule is subject to change without prior written notice from the instructor.

"Every project is a self-portrait of the person who did it."– *Norman Rockwell*

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Department of Parks, Recreation & Hospitality Administration

Date submitted: August 18, 2008

Request for: Course change__X_____Course deletion_____Course addition_____
(Excluding course credit hour changes)

Submitted by: Theresa Herrick

Approved by: Department Head:

               Dean of School:

Reviewed by: Registrar:

               Vice President:

If this is a deletion or other minor change, describe and give rationale.

I.   **Catalog description**:   Prerequisites: Senior standing or permission of instructor.
        Examination of the laws regulating the hospitality industry. Development of an
        appreciation of the interrelationship between the law and the hospitality industry.
        Exploration of how legal principles apply in the global environment of the hospitality
        industry.

        | Number: HA 4033 |

        Title for Catalog: Legal Aspects of Hospitality Administration

        *Title for Course Inventory (24 characters): Legal Aspects of HA

        Description: Drop prerequisite " BUAD 2033."

        Accreditation Commission for Hospitality Administration Programs (ACPHA) indicated
        that two law courses in the core curriculum were not needed, much of the content was
        redundant. Recommended dropping Legal Environment of Business (BUAD 2033) and
        keeping HA 4033 Legal Aspects of Hospitality Administration.

        Effective date or term: Fall 2009

        *Course fees: None

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Dr Kevin Mason Management/Marketing	Yes	
2.		
3.		
4.		
5.		

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

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

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

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Parks, Recreation and Hospitality Administration (PRHA)

Date submitted: August 18, 2008

Request for: Course ~~addition~~ Change

Submitted by: Theresa Herrick

Approved by: Department Head: _Theresa Herrick_

                     Dean of School: _Willy Hoefler_

Reviewed by: Registrar: _Tammy Rhodes_

                     Vice President: _____

I.   **Catalog description**: An examination of the tourism planning process and techniques. Topics include tourism as a system, levels of planning, environmental, cultural and economic components, attractions, transportation, infrastructure and marketing.

This course currently exists as RP 4033 Tourism Planning with the current catalog description for RP 4033. However, the PRHA faculty wanted to cross list the course with Hospitality Administration and renumber it to fit a series of courses in the new Tourism and Event Management emphasis in Hospitality Administration. Hospitality already had a course with the number HA 4033 Legal Aspects of Hospitality Administration.

Number: HA/RP 3133

Title for Catalog: Tourism Planning

Title for Inventory: Tourism Planning

Effective date or term: Fall 2009

app CC 9/19/08

app FS 10/8/08

1

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

1. Students will *describe* the tourism resources of a region or destination.
2. Students will *define* a market for a region or destination.
3. Students will *plan* a regional destination tourism model.
4. Students will *define* a tourism system.

Hospitality students will be the primary consumers. However, this class would be an excellent elective for other majors.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

This course is the second of two tourism courses offered to majors in Parks, Recreation and Hospitality Administration. Tourism is an important component of the recreation and hospitality industries. Tourism is the second largest industry in Arkansas and there is a growing market for graduates with knowledge and expertise in the tourism business. Tourism is identified as a career path for Parks, Recreation and Hospitality majors in their introductory courses and the department offers several planning courses, but there is no other course with this specific content.

C. Is this course part of any general plan of development within your department? Explain.

This course is part of a new emphasis being proposed in Tourism and Event Management. The Hospitality Administration Program recently became accredited. During the accreditation process, members of the visiting team indicated there were too many required core courses in the degree program and not enough flexibility for the students to choose career areas of interest within the degree program. Following their recommendation, the HA Program is

preparing to divide the curriculum into 3 emphases to offer hospitality students some options in their major.

D. How often will the course be offered. Once each academic year.

E. How will the course be staffed? Current Parks, Recreation and Hospitality faculty.

F. **When applicable, state with which departments you have specifically coordinated this change?** None, but there are no prerequisites and the Parks, Recreation and Hospitality faculty would welcome other majors desiring to take the course as an elective.

G. How does this course integrate with the assessment process of the department?

This course will cover the following standards adopted by the Accreditation Commission for Programs in Hospitality Administration listed in the Hospitality Administration Assessment Plan. Students will have "knowledge and understanding of the general principles of the following areas and specific applications in hospitality management:
- marketing of hospitality goods and services,
- administrative processes, including the integration of analysis and policy determination at the overall management level,
- provision of sufficient areas of specialization to allow student to develop individual interests and talents.

Learning outcomes will be measured through exams questions, class projects and case study.

HA/RP 3133 Tourism Planning

Hospitality Mission Statement

The mission of the Hospitality Administration Program is to provide quality education in hospitality administration and provide a foundation for professional growth and development.
This is achieved by:

- Providing knowledge and skills through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education encouraging life-long learning.

Recreation and Park Administration Mission Statement

The mission of the Recreation and Park Administration Program is to educate Recreation and Park professionals for self, community and society.

Catalog Description

An examination of the tourism planning process and techniques. Topics include tourism as a system, levels of planning, environmental, cultural and economic components, attractions, transportation, infrastructure and marketing.

Learning Outcomes and Assessment Methods

Course number	Course title	ACPHA Standards	Learning Outcomes	Artifacts
HA/RP 3133	Tourism Planning	Marketing of hospitality goods and services.	Students will *describe* the tourism resources of a region or destination	Case study
			Student will *define* a market for a region or destination	Class project
		Administrative processes, including the integration of analysis and policy determination at the overall management level.	Students will *plan* a regional destination tourism model.	Class project
		Provision of sufficient areas of specialization to allow student to develop individual interests and talents.	Students will *define* a tourism system	Exam questions

Text

Gunn, C. A. and Var, T. (2002). *Tourism planning: basics, concepts, cases* (4th ed.). New York: Routledge. Additional reading may be assigned.

Course Outline

Week	Topic	Reading	Assignment
1	Tourism and Tourism Planning	Chapter 1	
2	The Tourism System and Ecotourism	Chapters 2 and 3	Region or Destination Presentation Assigned
3	Policy	Chapter 4	Test 1
4	Regional Planning Concepts	Chapter 5	Study region chosen
5	Regional Planning Concepts	Chapter 5 and 6	Regional Tourism Factor Paper Assigned
6	Destination Planning Concepts	Chapter 7	
7	Destination Planning Concepts	Chapter 7 and 8	Destination Zone Paper Assigned.
8	Site Planning Concepts	Chapter 9 and 10	
9	Field Trips		Test 2
10	Field Trips		
11			Regional Tourism Factor Paper Due. Regional Tourism Plan Assigned.
12	Region or Destination Presentations		Work on Tourism Plans
13	Region or Destination Presentations		Work on Tourism Plans
14	Region or Destination Presentations		Work on Tourism Plans
15	Tourism Plans Presented		Tourism Plans Due
16	Tourism Plans Presented		

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Department of Parks, Recreation & Hospitality Administration

Date submitted: August 18, 2008

Request for: Course change_____Course deletion___X___Course addition_____
(Excluding course credit hour changes)

Submitted by: Theresa Herrick

Approved by: Department Head:
Dean of School

Reviewed by: Registrar:
Vice President:

If this is a deletion or other minor change, describe and give rationale.

I. **Catalog description:** The cross listing

> **Number: HA 3043**

RP3043 will remain
in the course descriptions.

Title for Catalog: Work Experience

*Title for Course Inventory (24 characters): Menu Analysis and Purchasing

Description: Delete the course. The Hospitality curriculum is being reorganized. Course content will be covered in new course HA 2053.

Effective date or term: Fall 2009

*Course fees: None

When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. None		
2.		

app CC 9/19/08
app TS 10/8/08

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Department of Parks, Recreation & Hospitality Administration

Date submitted: August 18, 2008

Request for: Course change_____Course deletion__X__Course addition_____
(Excluding course credit hour changes)

Submitted by: Theresa Herrick

Approved by: Department Head:
                 Dean of School

Reviewed by: Registrar:
                 Vice President:

If this is a deletion or other minor change, describe and give rationale.

I.   Catalog description:

II   **Number**: HA 4043

       Title for Catalog: Menu Analysis and Purchasing

       *Title for Course Inventory (24 characters): Menu Analysis and Purchasing

       Description: Drop course from curriculum. The Hospitality curriculum is being reorganized. Course content will be covered in several courses related to food and beverage and cost controls.

       Effective date or term: Fall 2009

       *Course fees: None

          A. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. None		

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Department of Parks, Recreation & Hospitality Administration

Date submitted: August 18, 2008

Request for: Course change_____Course deletion__X__Course addition_____
(Excluding course credit hour changes)

Submitted by: Theresa Herrick

Approved by: Department Head:
                Dean of School

Reviewed by: Registrar:
                Vice President:

If this is a deletion or other minor change, describe and give rationale.

I.   Catalog description:

> Number: HA 4074

Title for Catalog: Quantity Food Production

*Title for Course Inventory (24 characters): Quantity Food Production

Description: Delete the course. The Hospitality curriculum is being reorganized. Most of the content will be covered in HA 4983 Advanced Food Production.

Effective date or term: Fall 2009

*Course fees: $100 lab

A. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. None		
2.		

app CC 9/19/08

app FS 10/8/08

PROPOSAL FOR CURRICULUM CHANGE

To: Curriculum Committee

From: Department of Parks, Recreation & Hospitality Administration

Date Submitted: August 18, 2008

Type of Curriculum Change Requested:

Addition of new program. option, or major   **Addition of 3 emphases in Hospitality Administration**
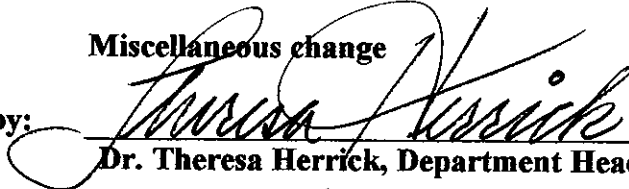
Program or option deletion

Program or option modification
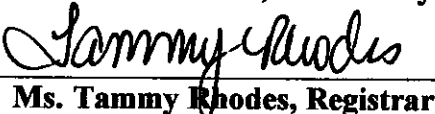
Miscellaneous change

Approved by: _Theresa Herrick_
Dr. Theresa Herrick, Department Head

Willie Hoefler
Dr. Willie Hoefler, Dean of Systems Science

Reviewed by: _Tammy Rhodes_
Ms. Tammy Rhodes, Registrar

_____
Dr. John Watson, Vice President-Academic Affairs

I. Describe and give rationale for the requested change:

The Hospitality Program was granted discipline accreditation in 2007 by the Accreditation Commission for Programs in Hospitality Administration (ACPHA). During the accreditation process the ACPHA team indicated to the Hospitality faculty that there were too many required core courses in the curriculum and not enough flexibility for Hospitality majors to choose areas of interest within the curriculum.

In order to respond to this concern by ACPHA the Hospitality faculty are proposing to reduce the number of required core courses from 17 (54 credit hours) to 14 (43 credit hours) and add three (3) emphases of 18 credit hours each: Food and Beverage Management; Tourism and Event Management; Lodging and Club Management.

app CC 9/19/08
app FS 10/8/08

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The ACPHA team also felt there were some deficits in the Hospitality curriculum in cost management and controls. So the Hospitality faculty are proposing to <u>add a new course to the core curriculum HA 2003 Cost Controls.</u>

Another deficit area in the Hospitality curriculum that the ACPHA felt needed to be addressed was supervision and leadership of employees and team members so the Hospitality faculty are proposing to <u>add a new course to the core curriculum HA 2013 Hospitality Supervision and Leadership</u> to address this concern.

The Hospitality faculty are also proposing to <u>delete BUAD 2033 Legal Environment of Business and BUAD 2053 Business Statistics from the list of required support courses for Hospitality baccalaureate degree program.</u> The ACPHA team felt requiring two law courses (BUAD 2033 and HA 4033 Legal Aspects of Hospitality Administration) was redundant. What legal issues must be addressed in the HA curriculum could be covered in one law course HA 4033. The HA faculty felt BUAD 2053 Business Statistics did not provide the foundation for problem solving and critical thinking needed for degree program and elected to <u>add HA 4203 Hospitality Operational Problem Solving</u> to better address this area of the curriculum.

The HA faculty are also proposing to <u>delete SPH 2003 Public Speaking as a required support course and add SPH 2173 Business and Professional Speaking to the list of required courses for the Hospitality baccalaureate degree program.</u>

The HA faculty would also propose <u>to add GEOG 2103 Regional Geography of the World as a required course for all Hospitality majors.</u> Tourism and Event Management is a new emphasis and students need working knowledge of geography to understand issues in travel and tourism from an international perspective.

II. Program or curriculum change as it appears in the catalog:

See three (3) attached 9-semester curricula.

The *Lodging and Club Management Emphasis* prepares students for management careers in hotels, lodging, resorts, and public and private clubs. This emphasis will analyze competitive strategies, leadership styles, teamwork, and technology in this dynamic and ever-changing hospitality industry.

Lodging and Club Management Emphasis
Suggested Sequence of Courses

Freshman				Sophomore			
Fall		**Spring**		**Fall**		**Spring**	
ENGL 1013[1]	3	ENGL 1023[1]	3	HA 2003	3	HA ~~2013~~ 2023	3
BIOL 1014	4	CHEM 1114	4	HA 2043	3	HA 3143	3
COMS 1003	3	MATH 1113	3	ACCT 2003	3	ACCT 2013	3
HA 1043	3	HA 1063	3	HA 2063	3	SPH 2173	3
Physical Activity[1]	2	Approved Electives[2]	2	ECON 2003	3	PSY 2003	3
Total Hours	**15**	**Total Hours**	**15**	**Total Hours**	**15**	**Total Hours**	**15**

Junior				Senior			
Fall		**Spring**		**Fall**		**Spring**	
BUAD 3023	3	HA 4093	3	HA 4113	3	HA 4243	3
Humanities[1]	3	Fine Arts[1]	3	HA 4073	3	HA 4023	3
Social Sciences[1]	3	GEOG 2013	3	HA 4063	3	HA 4203	3
Approved Electives[2]	3	HA 4033	3	HA 4013	3	HA 4001	1
HA 2053	3	MGMT 3003	3	Approved Electives[2]	3	HA 4253	3
Total Hours	**15**	**Total Hours**	**15**	**Total Hours**	**15**	**Total Hours**	**13**

Senior 9th Semester	
HA 4116[3]	6

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[1] See appropriate alternatives or substitutions in "General Education Requirements" on page 83.
[2] See Department Advisor.
[3] Internship must be completed in last semester after all course work has been completed.

The *Tourism and Event Management Emphasis* prepares students for careers in tourism, convention and visitors bureaus and sport and event management. This emphasis will provide a background in commercial recreation, recreational sport and event management in Arkansas' second leading industry and the world's largest industry. Tourism and Event Management is a collection of industries under the larger umbrella of hospitality management.

Tourism and Event Management Emphasis
Suggested Sequence of Courses

Freshman				Sophomore			
Fall		**Spring**		**Fall**		**Spring**	
ENGL 1013[1]	3	ENGL 1023[1]	3	HA 2003	3	HA ~~2013~~ 2023	3
BIOL 1014	4	CHEM 1114	4	HA 2133	3	HA 3133	3
COMS 1003	3	MATH 1113	3	ACCT 2003	3	ACCT 2013	3
HA 1043	3	HA 1063	3	HA 2063	3	SPH 2173	3
Physical Activity[1]	2	Approved Electives[2]	3	ECON 2003	3	PSY 2003	3
Total Hours	**15**	**Total Hours**	**16**	**Total Hours**	**15**	**Total Hours**	**15**

Junior				Senior			
Fall		**Spring**		**Fall**		**Spring**	
BUAD 3023	3	RP 3503	3	HA 4023	3	Approved Electives[2]	3
Humanities[1]	3	Fine Arts[1]	3	HA 4073	3	HA 4053	3
Social Sciences[1]	3	GEOG 2013	3	HA 4113	3	HA 4203	3
RP 3033	3	HA 4033	3	HA 4013	3	HA 4001	1
HA 2053	3	MGMT 3003	3	Approved Electives[2]	2	HA 4093	3
Total Hours	**15**	**Total Hours**	**15**	**Total Hours**	**14**	**Total Hours**	**13**

Senior 9th Semester	
HA 4116[4]	6

10-28-08
KR

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[1] See appropriate alternatives or substitutions in "General Education Requirements" on page 83.
[2] See Department Advisor.
[3] Internship must be completed in last semester after all coursework has been completed.

The Food and Beverage Management Emphasis prepares students for management careers in the food and beverage industries as well as managed foodservice. This emphasis will provide the knowledge and skills necessary for a comprehensive management background in this dynamic and ever-changing hospitality industry. Restaurants are the nation's largest private-sector employer.

Food and Beverage Management Emphasis
Suggested Sequence of Courses

Freshman				Sophomore			
Fall		**Spring**		**Fall**		**Spring**	
ENGL 1013[1]	3	ENGL 1023[1]	3	HA 2003	3	HA 2053	3
BIOL 1014	4	CHEM 1114	4	HA 2013 2023	3	HA 1923	3
COMS 1003	3	MATH 1113	3	ACCT 2003	3	ACCT 2013	3
HA 1043	3	HA 1063	3	HA 2063	3	SPH 2173	3
Physical Activity[1]	2	HA 1013	3	ECON 2003	3	PSY 2003	3
Total Hours	**15**	**Total Hours**	**16**	**Total Hours**	**15**	**Total Hours**	**15**

Junior				Senior			
Fall		**Spring**		**Fall**		**Spring**	
BUAD 3023	3	Approved Electives[2]	3	HA 4023	3	HA 4033	3
Humanities[1]	3	Fine Arts [1]	3	HA 4073	3	HA 4113	3
Social Sciences[1]	3	GEOG 2013	3	HA 4063	3	HA 4203	3
HA 2813	3	Approved Electives[2]	2	HA 4013	3	HA 4001	1
HA 2913	3	MGMT 3003	3	HA 4983	3	Approved Electives[2]	3
Total Hours	**15**	**Total Hours**	**14**	**Total Hours**	**15**	**Total Hours**	**13**

Senior 9th Semester

HA 4116[3]	6

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[1] See appropriate alternatives or substitutions in "General Education Requirements" on page 83.
[2] See Department Advisor.
[3] Internship must be completed in last semester after all coursework has been completed.

III. Justification and feasibility of the requested change:

A. What is the purpose of the change?

Responding to recommendations by the ACPHA accreditation team and suggestions from hospitality majors who wanted more flexibility in the curriculum. Hospitality faculty also felt a course in supervision, cost controls and problem solving/critical thinking were needed based on surveys of graduates, internship supervisors, advisory committee members and industry representatives.

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

1. Within the department requesting the change

PRHA will need another ½ FTE faculty to cover additional courses. No additional supplies and services, capital outlay or space allocation needed at this time.

2. Outside the department.

No change. Additional electives for non-majors and minors.

C. Effective date or term. Fall 2009

D. With which departments have you specifically coordinated this change?

List Department Head/ Program Director Consulted	Indicate Support for Proposal Yes/No	Date
1. Dr. Kevin Mason	Yes	Aug 18, 208
2. Dr. Donna Vocate	Yes	Aug 22, 2008
3. Dr. Michael Tarver	Yes	Aug 18, 2008

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

Lodging and Club Management Emphasis

Fall Start	

Freshman Fall Semester
Add/Change: 1 credit Physical Activity
 	
Delete:
 	
Total Hours: 15
	Freshman Spring Semester
	Add/Change: HA 1063 Hospitality Technology
	               Approved Electives 2
	
	Delete: HA 1013 Sanitation Safety
	              Elective 2; Physical Activity 1
	Total Hours: 15

Sophomore Fall Semester Add/Change: HA 2003 Cost Controls; HA 2043 Front Office Management Delete: HA 2813 Basic Human Nutrition in HA; HA 2913 Principles of Food Preparation; Total Hours: 15	**Sophomore Spring Semester** Add/Change: HA 2013 Hospitality Supervision and Leadership; HA 3143 Executive Housekeeping; SPH 2173 Business and Professional Speaking Delete: HA 2043 Front Office Management; BUAD 2033 Legal Environment of Business; SPH 2003 Public Speaking Total Hours: 15
Junior Fall Semester Add/Change: Approved Electives 3; HA 2053 Work Experience Delete: HA 4043 Menu Analysis/Purchasing; HA 4073 Hospitality Financial Analysis Total Hours: 15	**Junior Spring Semester** Add/Change: GEOG 2013 Regional Geography; HA 4033 Legal Aspects of Hospitality Administration; HA 4093 Resort Management Delete: BUAD 2053 Business Statistics; Social Sciences 3; Elective 3 Total Hours: 15
Senior Fall Semester Add/Change: HA 4073 Hospitality Financial Analysis; HA 4063 Beverage Management; Approved Electives 3 Delete: HA 4001 Internship Preparation; Elective 2; Elective 3 Total Hours: 15	**Senior Spring Semester** Add/Change: HA 4243 Advanced Lodging Operations; HA 4203 Hospitality Operational Problem Solving; HA 4001 Internship Preparation; HA 4253 Club Management Delete: HA 4074 Quantity Food Production; HA 4033 Legal Aspects of Hospitality Administration; HA 4053 Meetings and Conventions Management; HA 4093 Resort Management Total Hours: 13
Senior 9th Semester Fall HA 4116	

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

Tourism and Event Management Emphasis

Fall Start	

Freshman Fall Semester
Add/Change: Physical Activity 2
 	
Delete: Physical Activity 1
 	
Total Hours: 15
	Freshman Spring Semester
	Add/Change: HA 1063 Hospitality Technology
	               Approved Electives 2
	
	Delete: HA 1013 Sanitation Safety
	             Elective 2; Physical Activity 1
	Total Hours: 15

Sophomore Fall Semester Add/Change: HA 2003 Cost Controls; HA 2133 Introduction to Travel and Tourism Delete: HA 2813 Basic Human Nutrition in HA; HA 2913 Principles of Food Preparation; Total Hours: 15	Sophomore Spring Semester Add/Change: HA 2013 Hospitality Supervision and Leadership; HA 3133 Tourism Planning; SPH 2173 Business and Professional Speaking Delete: HA 2043 Front Office Management; BUAD 2033 Legal Environment of Business; SPH 2003 Public Speaking Total Hours: 15
Junior Fall Semester Add/Change: RP 3033 Commercial Recreation; HA 2053 Work Experience Delete: HA 4043 Menu Analysis/Purchasing; HA 4073 Hospitality Financial Analysis Total Hours: 15	Junior Spring Semester Add/Change: GEOG 2013 Regional Geography; HA 4033 Legal Aspects of Hospitality Administration; RP 3503 Recreational Sport Management Delete: BUAD 2053 Business Statistics; Social Sciences 3; Elective 3 Total Hours: 15
Senior Fall Semester Add/Change: HA 4023 Hospitality Facilities Management and Design; HA 4073 Hospitality Financial Analysis; Approved Electives 3 Delete: HA 4001 Internship Preparation; Elective 2; Elective 3 Total Hours: 15	Senior Spring Semester Add/Change: Approved Electives 3; HA 4203 Hospitality Operational Problem Solving; HA 4001 Internship Preparation; Delete: HA 4074 Quantity Food Production; HA 4033 Legal Aspects of Hospitality Administration Total Hours: 13
Senior 9th Semester Fall HA 4116	

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

Food and Beverage Management Emphasis

Fall Start	
Freshman Fall Semester Add/Change: Physical Activity 2 Delete: Physical Activity 1 Total Hours: 15	Freshman Spring Semester Add/Change: HA 1063 Hospitality Technology Delete: Elective 2; Physical Activity 1 Total Hours: 16
Sophomore Fall Semester Add/Change: HA 2003 Cost Controls; HA 2013 Hospitality Supervision and Leadership; Delete: HA 2813 Basic Human Nutrition in HA; HA 2913 Principles of Food Preparation; Total Hours: 15	Sophomore Spring Semester Add/Change: HA 2053 Work Experience; HA 1923 Introduction to Food and Beverage Management; SPH 2173 Business and Professional Speaking Delete: HA 2043 Front Office Management; BUAD 2033 Legal Environment of Business; SPH 2003 Public Speaking Total Hours: 15
Junior Fall Semester Add/Change: HA 2813 Basic Human Nutrition in HA; HA 2913 Principles of Food Preparations; Delete: HA 4043 Menu Analysis/Purchasing; HA 4073 Hospitality Financial Analysis Total Hours: 15	Junior Spring Semester Add/Change: GEOG 2013 Regional Geography; Approved Electives 2 Delete: BUAD 2053 Business Statistics; Social Sciences 3; Elective 3 Total Hours: 14
Senior Fall Semester Add/Change: HA 4023 Hospitality Facilities Management and Design; HA 4073 Hospitality Financial Analysis; HA 4063 Beverage Management; HA 4983 Advanced Food Production Delete: HA 4001 Internship Preparation; Elective 2; Elective 3; HA 4113 Personnel Management Total Hours: 15	Senior Spring Semester Add/Change: Approved Electives 3; HA 4203 Hospitality Operational Problem Solving; HA 4001 Internship Preparation; HA 4113 Personnel Management Delete: HA 4074 Quantity Food Production; HA 4023 Hospitality Facilities Management and Design; HA 4053 Meetings and Conventions Management; HA 4093 Resort Management Total Hours: 13
Senior 9th Semester Fall HA 4116	

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Theresa Herrick

From:	kmason [kmason@atu.edu]
Sent:	Monday, August 18, 2008 3:35 PM
To:	'Theresa Herrick'
Cc:	'tom tyler'
Subject:	RE: Curriculum Changes for Hospitality Administration

Theresa;

In terms of our course offerings, that would not be a problem. BUAD 2053 and BUAD 2033 are part of the business core and we will need to offer multiple sections each semester regardless of whether HA students take the courses or not. However, if HA students are planning to take UD business classes (e.g., Mgmt 3003, Mkt 3043, etc.) we may have an issue with whether HA students have the necessary background to take those UD courses.

Kevin

From: Theresa Herrick [mailto:therrick@atu.edu]
Sent: Monday, August 18, 2008 2:56 PM
To: kmason@atu.edu
Subject: Curriculum Changes for Hospitality Administration

Kevin,

We have totally reorganized the hospitality curriculum. In the process, we are proposing dropping BUAD 2053 Business Statistics and BUAD 2033 Legal Environment of Business. Let me know if this poses a problem.

Theresa Herrick Ph.D.

Professor & Department Head
Department of Parks, Recreation & Hospitality Administration
Arkansas Tech University
1205 N. El Paso
Russellville, AR 72801
479-968-0386 office
479-968-0600 fax

From:	Donna Vocate [dvocate@atu.edu]
Sent:	Friday, August 22, 2008 3:01 PM
To:	'Theresa Herrick'
Subject:	RE: Curriculum Changes for Hospitality Administration

Theresa—

I think you will find that SPH 2173-Business & Professional Speaking will be a better fit for your majors. The emphasis is upon presentations, interviewing, and effective communication with superiors and subordinates in an organizational/business setting. Consequently, it seems like it would be more helpful for your students than the traditional Public Speaking course.

Let me know if you need any further information.

Donna

From: Theresa Herrick [mailto:therrick@atu.edu]
Sent: Monday, August 18, 2008 3:36 PM
To: dvocate@atu.edu
Subject: Curriculum Changes for Hospitality Administration

Donna,

I am sending you the proposed curriculum changes for your comment. Hospitality will now require SPH 2173 Business and Professional Speaking rather than SPH 2003.

Let know your thoughts.

Theresa Herrick Ph.D.

Professor & Department Head
Department of Parks, Recreation & Hospitality Administration
Arkansas Tech University
1205 N. El Paso
Russellville, AR 72801
479-968-0386 office
479-968-0600 fax

From:	Dr. H. Micheal Tarver [mtarver@atu.edu]
Sent:	Monday, August 18, 2008 3:44 PM
To:	Theresa Herrick
Subject:	Re: Curriculum Changes for Hospitality Administration

Theresa,

The proposed plan looks fine to me. Please list my name as supporting your proposal.

Micheal

--

Dr. H. Micheal Tarver
Professor of History & Department Head - Social Sciences and Philosophy Arkansas Tech
University Witherspoon 255
407 West Q Street
Russellville, AR 72801-2222

Tel: 479.968.0265
Fax: 479.356.2189

mtarver@atu.edu

LETTER OF NOTIFICATION – 3

NEW EMPHASIS

(Maximum 18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request: <u>Arkansas Tech University</u>

2. Contact person/title: <u>Dr. Theresa Herrick, Head, Department of Parks, Recreation and Hospitality Administration</u>

3. Phone number/e-mail address: <u>479-968-0386, therrick@atu.edu</u>

4. Proposed effective date: <u>Fall 2009</u>

5. Title of degree program: <u>Hospitality Administration</u>

6. CIP Code: <u>52.0901</u>

7. Degree Code: <u>2760</u>

8. Proposed emphasis name: <u>Tourism and Event Management Emphasis</u>

9. Reason for proposed action: <u>Give students more flexibility in hospitality curriculum. Hospitality is a broad industry with various areas of expertise. Rather than all hospitality majors taking the same curriculum, students can select an emphasis of study within hospitality administration. Recommended by Accreditation Commission for Programs in Hospitality Administration (ACPHA) during the accreditation review in 2007.</u>

10. New emphasis objective: <u>Provide a curriculum in Tourism and Event Management for those hospitality majors desiring an emphasis in this area of the hospitality industry.</u>

11. Provide the following:

   a. List of required courses

      HA/RP 2133 Introduction to Travel and Tourism
      HA/RP 3133 Tourism Planning
      HA 4053 Meeting and Event Management

RP 3033 Commercial Recreation
RP 3503 Recreational Sports Management
HA/RP 4093 Resort Management

b. New course descriptions
c. **HA/RP 2133. Introduction to Travel and Tourism.** A thorough overview of the travel and tourism industry, the social, cultural, political, environmental, and economic impacts and implications of travel and tourism.
(New name and course number for an existing course HA/RP 4003)

HA/RP 3133. Tourism Planning. An examination of the tourism planning process and techniques. Topics include tourism as a system, levels of planning, environmental, cultural and economic components, attractions, transportation, infrastructure and marketing.
(New number for existing course in Recreation and Park Administration RP 4033 and cross list with HA)

HA 4053. Meeting and Event Management. Prerequisites: Junior standing plus nine hours of HA courses or by permission. Planning, managing, and executing meetings and events in the hospitality industry.
(Change the title of course to "Meeting and Event Management" rather than "Meetings and Conventions Management.")

d. Program goals and objectives

Hospitality Administration Program Goals	Expected Student Learning Outcomes for *Tourism and Event Management*
Students will have an historical overview of the hospitality industry and the profession.	Students will *identify* and *compare* the role history plays in the development of meetings, conventions and event planning (HA 4053 Meeting and Event Management).
	Students will *relate* the historical development of resorts from past to present (HA/RP 4093 Resort Management).
Students will learn the marketing of hospitality goods and services.	Students will *analyze* marketing principles as they relate to a commercial recreation or hospitality business concept (RP 3033

	Commercial Recreation).
Students will develop knowledge and understanding of the provision of sufficient areas of specialization to allow student to develop individual interests and talents.	Students will *analyze* the components of the travel and tourism systems (HA/RP 2133 Introduction to Travel and Tourism).
	Students will *analyze* the basic concepts of tourism planning for public and private sector community and regional tourism development, with an emphasis on ecotourism and nature-based tourism (HA/RP 3133 Tourism Planning).
	Students will *evaluate* the issues and concerns of travel and tourism development in Arkansas, the United States, and the world (HA/RP 2133 Introduction to Travel and Tourism).
	Students will *incorporate* planning, organizing and scheduling sporting events in collegiate, public and private settings (RP 3503 Recreational Sport Management).
	Students will *critique* resorts with respect to their organization, management, target markets, visitor characteristics, and niches (HA/RP 4093 Resort Management).
Students will develop knowledge and understanding of the operations relative to provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services.	Student will *understand* the organization of the travel and tourism industry and how services are administered statewide, nationally, and internationally (HA/RP 2133 Introduction to Travel and Tourism).
	Students will *analyze* the interrelationships between resource management and tourism planning and development (HA/RP 3133 Tourism Planning).
	Students will *analyze* the interrelationships between economic, social, and environmental considerations in the planning and development of resorts (HA/RP 4093 Resort Management)
	Students will *conceptualize* the ability to think critically and problem solve by executing events (HA 4053 Meeting and

	Event Management).
	Students will *apply* management concepts in developing a commercial recreation or hospitality business concept (RP 3033 Commercial Recreation).
	Students will *assess* the nature, scope and importance of recreational sports in the total recreation program and hospitality services (RP 3503 Recreational Sport Management).
Students will acquire knowledge of accounting procedures/practices.	
Students will develop knowledge of quantitative methods and management information systems, including computer applications.	
Student will develop an understanding of organization theory, behavior, and interpersonal communication.	Students will *demonstrate* professional communication skills (RP 3033 Commercial Recreation).
	Students will *relate* basic sports terminology, the theories of competitive and cooperative play and *recognize* the philosophical basis and values of recreational sports to the individual and industries (RP 3503 Recreational Sport Management).
Students will learn how to plan for, utilize and manage personnel, including the improvement of student understanding of human behavior.	
Students will develop an understanding of financial management of hospitality goods and services.	
Students will acquire knowledge of the economic environment of profit and non-profit organizations.	

Students will understand the ethical considerations and socio-political influences affecting organizations.	Students will *evaluate* the behavioral foundations, motivations, and constraints affecting tourism behavior (HA/RP 2133 Introduction to Travel and Tourism).
Student will understand administrative processes, including the integration of analysis and policy determination at the overall management level.	
Students will develop knowledge and understanding of the legal environment of profit and non-profit organizations.	
Students will have relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic program.	

12. Will the new emphasis be offered via distance delivery? <u>No</u>

13. Mode of delivery to be used: <u>Classroom lecture and laboratories</u>

14. Explain in detail the distance delivery procedures to be used: <u>None</u>

15. Is the degree approved for distance delivery? <u>No</u>

16. List the courses in the emphasis. Include course descriptions for new courses. <u>See #11 above</u>

17. Specify the amount of the additional costs required, the source of funds, and how funds will be used. <u>All of the courses in the proposed Tourism and Event Management Emphasis are currently being taught by full time or adjunct faculty.</u>

Board of Trustees Approval Date:

Chief Academic Officer:

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LETTER OF NOTIFICATION – 3

NEW EMPHASIS

(Maximum 18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request: <u>Arkansas Tech University</u>

2. Contact person/title: <u>Dr. Theresa Herrick, Head, Department of Parks, Recreation and Hospitality Administration</u>

3. Phone number/e-mail address: <u>479-968-0386, therrick@atu.edu</u>

4. Proposed effective date: <u>Fall 2009</u>

5. Title of degree program: <u>Hospitality Administration</u>

6. CIP Code: <u>52.0901</u>

7. Degree Code: <u>2760</u>

8. Proposed emphasis name: <u>Lodging and Club Management Emphasis</u>

9. Reason for proposed action: <u>Give students more flexibility in hospitality curriculum. Hospitality is a broad industry with various areas of expertise. Rather than all hospitality majors taking the same curriculum, students can select an emphasis of study within hospitality administration. Recommended by Accreditation Commission for Programs in Hospitality Administration (ACPHA) during the accreditation review in 2007.</u>

10. New emphasis objective: <u>Provide a curriculum in Lodging and Club Management for those hospitality majors desiring an emphasis in this area of the hospitality industry.</u>

11. Provide the following:

   a. List of required courses

      HA 2043 Front Office Management
      HA 3143 Executive Housekeeping
      HA 4063 Beverage Management

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HA/RP 4093 Resort Management
HA 4243 Advanced Lodging Operations
HA 4253 Club Management

b. New course descriptions

HA 3143 Executive Housekeeping. Prerequisite HA 2043. This course evaluates the role of housekeeping, the planning and organization of various organizing tasks, and the importance of maintaining and training quality housekeeping staff. This course will evaluate managing inventories, controlling expenses and monitoring safety and security functions. This class is 2 hour lecture and 1 hour lab and will require student to have a minimum of 15 contact hours throughout the semester under supervision in a hotel housekeeping environment.

HA 4253. Club Management. Prerequisites: Junior standing and nine hours of HA courses, or permission of instructor. This course analyzes the organizational diversity of clubs exploring governance, management and operations of profit and non-profit clubs.

c. Program goals and objectives

Hospitality Administration Program Goals	Expected Student Learning Outcomes for *Lodging and Club Management*
Students will have an historical overview of the hospitality industry and the profession.	Students will *relate* the historical development of resorts from past to present (HA/RP 4093 Resort Management).
Students will learn the marketing of hospitality goods and services.	The student will *discover* the contributions of the club market on the hospitality industry (HA 4253 Club Management)
Students will develop knowledge and understanding of the provision of sufficient areas of specialization to allow student to develop individual interests and talents.	Students will *critique* resorts with respect to their organization, management, target markets, visitor characteristics and niches (HA/RP 4093 Resort Management).
Students will develop knowledge and understanding of the operations relative to provision of hospitality goods and/or services, including foodservice	Students will *analyze* lodging operations and related services (HA 2043 Front Office Management).

management and/or lodging management and related services.	Students will *analyze* the interrelationships between economic, social, and environmental considerations in the planning and development of resorts (HA/RP 4093 Resort Management).
Students will acquire knowledge of accounting procedures/practices.	
Students will develop knowledge of quantitative methods and management information systems, including computer applications.	Students will *demonstrate* computer applications relevant to lodging operations (HA 2043 Front Office Management).
Student will develop an understanding of organization theory, behavior, and interpersonal communication.	Students will *differentiate* organization theory, behavior, and interpersonal communication needed for lodging operations (HA 2043 Front Office Management).
	Students will *identify* behaviors for establishing a multi-cultural and nonnative speaking staff (HA 3143 Executive Housekeeping).
	Students will *incorporate* "people skills" and communication skills to help prepare them to be an effective beverage manager (HA 4063 Beverage Management).
Students will learn how to plan for, utilize and manage personnel, including the improvement of student understanding of human behavior.	
Students will develop an understanding of financial management of hospitality goods and services.	Students will *demonstrate* computer applications relevant to lodging operations (HA 4243 Advanced Lodging Operations).
	Students will *identify* the basics of mixing cocktails and the importance of standard recipes and measurements to an establishment's profitability (HA 4063 Beverage Management).
	Students will *assess* why and how beverages are a major profit center for most food and beverage operations (HA 4063 Beverage Management).

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Students will acquire knowledge of the economic environment of profit and non-profit organizations.	The student will *analyze* and contrast the establishment, hierarchy, governance and management of clubs (HA 4253 Club Management).
Students will understand the ethical considerations and socio-political influences affecting organizations.	Students will *evaluate* lodging industry theory relative to factors in "real world" business (HA 4243 Advanced Lodging Operations).
Student will understand administrative processes, including the integration of analysis and policy determination at the overall management level.	Students will *assess* the tools needed in the lodging industry to become an effective leader (HA 4243 Advanced Lodging Operations).
	Students will *develop* a method of policy implementation for an efficient housekeeping staff (HA 3143 Executive Housekeeping).
Students will develop knowledge and understanding of the legal environment of profit and non-profit organizations.	Students will *differentiate* local, state, and federal laws regarding alcohol service and how they affect an establishment (HA 4063 Beverage Management).
	Students will *analyze* how alcohol works; and the effects on the human body (HA 4063 Beverage Management).
Students will have relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic program.	Students will *apply* understanding of organization of housekeeping procedure (HA 3143 Executive Housekeeping).

12. Will the new emphasis be offered via distance delivery? No

13. Mode of delivery to be used: Classroom lecture and laboratories

14. Explain in detail the distance delivery procedures to be used: None

15. Is the degree approved for distance delivery? <u>No</u>

16. List the courses in the emphasis. Include course descriptions for new courses. <u>See #11 above</u>

17. Specify the amount of the additional costs required, the source of funds, and how funds will be used. <u>Another ½ time faculty member ($25,000) or 2 adjunct faculty ($3,600) will be needed. Source of funds: base budget.</u>

Board of Trustees Approval Date:

Chief Academic Officer:

LETTER OF NOTIFICATION – 3

NEW EMPHASIS

(Maximum 18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request: Arkansas Tech University

2. Contact person/title: Dr. Theresa Herrick, Head, Department of Parks, Recreation and Hospitality Administration

3. Phone number/e-mail address: 479-968-0386, therrick@atu.edu

4. Proposed effective date: Fall 2009

5. Title of degree program: Hospitality Administration

6. CIP Code: 52.0901

7. Degree Code: 2760

8. Proposed emphasis name: Food and Beverage Management Emphasis

9. Reason for proposed action: Give students more flexibility in hospitality curriculum. Hospitality is a broad industry with various areas of expertise. Rather than all hospitality majors taking the same curriculum, students can select an emphasis of study within hospitality administration. Recommended by Accreditation Commission for Programs in Hospitality Administration (ACPHA) during the accreditation review in 2007.

10. New emphasis objective: Provide a curriculum in Food and Beverage Management for those hospitality majors desiring a emphasis in this area of the hospitality industry.

11. Provide the following:

   a. List of required courses

      HA 1013 Sanitation Safety
      HA 1923 Introduction to Food and Beverage Management
      HA 2813 Basic Human Nutrition in Hospitality Administration

HA 2913 Principles of Food Preparations
HA 4063 Beverage Management
HA 4983 Advanced Food Production

b. New course descriptions

HA 4983. Advanced Food Production. Prerequisites: HA 2913.
Standards, techniques and practices that include organizing, purchasing,
costing, preparing and serving of food in a quantity food production setting.
Menu development and marketing applications are utilized in lab. Three
hours lecture and four hour lab. $100 lab fee required.

This is a reorganization of an existing course HA 4074 Quantity Food
Production. Changes include new course name, change in number of credit
hours from 4 to 3 and some changes in the course description.

c. Program goals and objectives:

Hospitality Administration Program Goals	Expected Student Learning Outcomes For *Food and Beverage Courses.*
Students will develop knowledge and understanding of the historical overview of the hospitality industry and the profession.	Students will *identify* the role history has played in food and beverage development (HA 1923 Introduction to Food and Beverage Management).
	Students will *identify* the basic components associated with Front–of-the-House operations (HA 1923 Introduction to Food and Beverage Management).
Students will develop knowledge about the marketing of hospitality goods and services.	Students will *distinguish* how nutritional food values impact market choices (HA 2813 Basic Human Nutrition in Hospitality Administration).
Students will acquire knowledge of accounting procedures/practices.	
Students will develop knowledge and understanding of the provision of sufficient areas of specialization to allow students to	Students will *discover* particular areas of the food and beverage industry which hold an interest to the student (HA 1923 Introduction to Food and Beverage

develop individual interests and talents.	Management).
	Students will *adapt* to varied food production settings and *build* on areas of personal interests (HA 2913 Principles of Food Preparations).
	Students will *identify* the impact of nutrition on a healthy lifestyle (HA 2813 Basic Human Nutrition in Hospitality Administration).
Students will acquire knowledge of financial management of hospitality goods and services.	Student will *identify* the basics of mixing cocktails and the importance of standard recipes and measurements to an establishment's profitability (HA 4063 Beverage Management).
	Student will *assess* why and how beverages are a major profit center for most food and beverage operations (HA 4063 Beverage Management).
Students will develop knowledge and understanding of the operations relative to the provision of hospitality goods and/or services, including foodservice management.	Students will *demonstrate* fundamental cooking techniques and methods and proficient knife skills (HA 2913 Principles of Food Preparations).
	Students will *adapt* an understanding of diversity and teamwork within the hospitality work environment (HA 2913 Principles of Food Preparations).
	Students will *create* and *execute* a meal(s) from menu conception, recipe conversion and costing, through marketing, production, personnel management and evaluation (HA 4983 Advanced Food Production).
Students will develop knowledge of relevant operational and/or management experience in some facet of the hospitality industry.	Students will *plan* and *produce* meals and/or special events using effective planning, implementation and management skills (HA 4983 Advanced Food Production).

	The student will *utilize* and manage personnel in a foodservice operation (HA 4983 Advanced Food Production).
Students will develop knowledge and understanding of the legal environment of profit and non-profit organizations.	The student will *identify* and *demonstrate* critical food safety knowledge and risk management associated with safe food handling and storage (HA 1013 Sanitation Safety).
	The student will *differentiate* local, state, and federal laws regarding alcohol service and how they affect an establishment (HA 4063 Beverage Management).
	The student will *analyze* how alcohol works; the effects on the human body (HA 4063 Beverage Management)
Students will develop knowledge and understanding of the ethical considerations and socio-political influences affecting organizations.	The student will *illustrate* and *contrast* ethical issues related to food safety and risk management (HA 1013 Sanitation Safety).
	Students will *analyze* the impact of food choices on lifestyles, which affect societal issues and health costs (HA 2813 Basic Human Nutrition in Hospitality Administration).
Students will acquire knowledge of the economic environment of profit and non-profit organizations.	
Students will acquire knowledge of quantitative methods and management information systems, including computer applications.	
Students will learn how to plan for, utilize and manage personnel, including the improvement of student understanding of human behavior.	

Students will learn organizational theory, behavior, and interpersonal communication.	Student will *incorporate* "people skills" and communication skills to help prepare he/she be an effective beverage manager (HA 4063 Beverage Management).
Students will become acquainted with the administrative processes, including the integration of analysis and policy determination at the overall management level.	

12. Will the new emphasis be offered via distance delivery? No

13. Mode of delivery to be used: Classroom lecture and laboratories

14. Explain in detail the distance delivery procedures to be used: None

15. Is the degree approved for distance delivery? No

16. List courses in emphasis. Include course descriptions for new courses. See #11 above

17. Specify the amount of the additional costs required, the source of funds, and how funds will be used. All of the courses in the proposed Food and Beverage Management Emphasis are currently being taught by full time or adjunct faculty.

Board of Trustees Approval Date:

Chief Academic Officer:

I.   Call to Order
     A.   Approval of the minutes of the October 8, 2008, meeting

II. Old Business
     A.   Free Speech Policy (*Student Handbook*)
     B.   Campus Security Symposium/Security Issues
     C.   Criteria for Promotion (Scholarly/Creative Activity)

III. New Business
     A.   Curricular Items
          1.   Undergraduate Research
               (a) add EAM and PS 4951-4, Undergraduate Research, to the course descriptions; add ANTH, ART, CJ, ENGL, FR, GEOG, GER, HIST, JOUR, MUSM, MUS, PHIL, POLS, PSY, RS, SOC, SPAN, SPH, and TH 4951-4, Undergraduate Research, to the course descriptions; add AGBU, COMS, ELEG, HA, MATH, and RP 4951-4, Undergraduate Research, to the course descriptions; and add BIOL, CHEM, FW, GEOL, HIM, NUR, and PHYS 4951-4, Undergraduate Research, to the course descriptions.

          2.   Department of Social Sciences and Philosophy
               (a) add HIST 3803, History of the Middle East, to the course descriptions;
               (b) change the title for HIST 3603, The Modern Far East, to HIST 3603, History of Modern East Asia, and modify the course description;
               (c) modify the course description for PHIL 2003, Introduction to Philosophy;
               (d) add the cross-listing of PHIL to POLS 3253, Classical Political Thought;
               (e) delete PHIL 4053, Social Philosophy, from the course descriptions; and
               (f) add PHIL 3253, Classical Political Thought, to the list of course options for the Minor in Philosophy.

          3.   Department of Speech, Theatre and Journalism
               (a) modify the prerequisite for JOUR (ART) 4163, Advanced Photography and Video, from prerequisite: JOUR (ART) 1163, Basic Photography, or JOUR 3163, News Photography, or consent of instructor, to JOUR (ART) 1163, Basic Photography, or consent of instructor, and modify the course description.

          4.   Department of Agriculture
               (a) change the title for AGPS 1003, Principles of Crop Science, to AGPS 1003, Introduction to Agronomy; and modify the course description; and
               (b) modify the Curriculum in Agriculture Business Horticulture Option as follows: delete BIOL 4044, Dendrology, and add AGPM 3104, Introduction to Entomology, OR AGPS 3053, Weed Ecology, and AGBU 4991, Special Problems in Agriculture.

5.   Department of Computer and Information Science (b – y: one proposal)
(a) add COMS 4710, Heterogeneous Networks Lab, to the course descriptions;
(b) modify the course description for COMS 1003, Introduction to Computer Based Systems;
(c) add the prerequisite: COMS 1003, Introduction to Computer Based Systems, or BUAD 2003, Business Information Systems, to COMS 1333, Web Publishing I, and modify the course description;
(d) modify the prerequisite for COMS 2003, Microcomputer Applications, as follows: change prerequisite: COMS 1003, Introduction to Computer Based Systems, or pass entrance exam, to prerequisite: COMS 1003, Introduction to Computer Based Systems, or BUAD 2003, Business Information Systems, and modify the course description;
(e) modify the prerequisite for COMS 2104, Foundations of Computer Programming I, as follows: change prerequisite: COMS 1403, Orientation to Computing, Information, and Technology; COMS 1411, Computer and Information Science Lab; or consent of instructor; and corequisite: MATH 1113, College Algebra, to prerequisite: either COMS 1403, Orientation to Computing, Information, and Technology; and COMS 1411, Computer and Information Science Lab; or consent of instructor; and prerequisite: MATH 1113, College Algebra; and modify the course description;
(f) modify the course description for COMS 2203, Foundations of Computer Programming II;
(g) modify the prerequisite for COMS 2213, Data Structures, as follows: change prerequisite: COMS 2203, Foundations of Computer Programming II, and either COMS 2903, Discrete Structures for Technical Majors, or MATH 2703, Discrete Mathematics, to prerequisite: COMS 2203, Foundations of Computer Programming II, and COMS 2903, Discrete Structures for Technical Majors;
(h) modify the prerequisite for COMS 2223, Computer Organization and Programming, as follows: prerequisite: COMS 2203, Foundations of Computer Programming II, and ENGR 2134, Digital Logic Design, to prerequisite: COMS 2203, Foundations of Computer Programming II, and ELEG 2134, Digital Logic Design;
(i) modify the course description for COMS 2803, Programming in C;
(j) change the title of COMS 2853, File Processing in COBOL, to Business Application Programming using COBOL, and modify the course description;
(k) modify the prerequisite for COMS 3603, Principles of Management Science, as follows: prerequisite: MATH 4003, Linear Algebra I, or equivalent, to prerequisite: BUAD 2053, Business Statistics, and junior standing, and modify the course description;
(l) add the prerequisite: COMS 2703, Computer and Networks and Architecture, and junior standing, to COMS 3903, Systems Software and Architecture, and modify the course description;
(m) change the title for COMS 4013, Operations Research, to COMS 4013, Quality Management in Information Technology; change the prerequisite: MATH 3153, Applied Statistics I, as follows: prerequisite: BUAD 2053, Business Statistics, and COMS 4203, Database Concepts; and modify the course description;
(n) change the co-requisite for COMS 4033, Systems Analysis and Design I, from co-requisite: COMS 4203, Database Concepts, to prerequisite: COMS 4203, Database Concepts; and modify the course description;
(o) change the prerequisite for COMS 4043, Systems Analysis and Design II, from prerequisite: COMS 4033, Systems Analysis and Design I, and COMS 4133,

Application Program Development, to prerequisites: COMS 4033, Systems Analysis and Design I, and either COMS 4133, Application Program Development, COMS 4163, Personal Software Engineering, or COMS 4313, Web Server Administration; and modify the course description;

(p) change the prerequisite for COMS 4053, Information Systems Resource Management, from prerequisite: COMS 3803, Computer Applications in Accounting and Business, and junior standing in information science or business, to prerequisite: junior standing in information systems, information technology, or computer science; and modify the course description;

(q) add the prerequisite: junior standing in information technology, information systems, or computer science, to COMS 4063, IT Project Administration; and modify the course description;

(r) change the prerequisite for COMS 4103, Organization of Programming Languages, from prerequisite: COMS 2213, Data Structures; COMS 2223, Computer Organization and Programming, or COMS 3903, Systems Software and Architecture, to prerequisites: COMS 2213, Data Structures, and COMS 2223, Computer Organization and Programming;

(s) modify the course description for COMS 4133, Application Program Development;

(t) add the prerequisite: COMS 3213, Advanced Data Structures and Algorithm Design, to COMS 4163, Personal Software Engineering;

(u) modify the prerequisite for COMS 4603, System Programming, from COMS 4033, Systems Analysis and Design I, and COMS 3703, Operating Systems, or COMS 3903, Systems Software and Architecture, to prerequisites: COMS 2213, Data Structures, and either COMS 3703, Operating Systems, or COMS 3903, Systems Software and Architecture;

(v) change the title for COMS 4700, Networking Laboratory, to COMS 4700, Data Communications and Networks Lab; change the co-requisite from upper-level networking course, to co-requisite: COMS 4703, Data Communications and Networks; and modify the course description;

(w) modify the co-requisite for COMS 4713, Heterogeneous Networks, from co-requisite: COMS 4700, Networking Laboratory, to co-requisite: COMS 4710, Heterogeneous Networks Lab; and modify the course description;

(x) change the title for COMS 4981-3, Seminar in Computer Science, to COMS 4981-3, Seminar in Computer and Information Science; and modify the course description;

(y) change the title for COMS 4991-4, Special Problems in Computer Science, to COMS 4991-4, Special Problems in Computer and Information Science; and modify the course description;

(z) modify the Curriculum in Information Systems as follows: replace three hour Elective 3000-4000 with COMS 3053, Implications of Technology on Society;

(aa) modify the Curriculum in Computer Science as follows: delete BUAD 1003, Introduction to Business Systems, and three hours Elective 3000-4000; add Management Elective and COMS 3053, Implications of Technology on Society; and add footnote; and

(ab) modify the Curriculum in Information Technology as follows: replace three hours of social science with ECON 2003, Principles of Economics I, and add COMS 4710, Heterogeneous Networks Lab.

6. Department of Electrical Engineering
(a) modify the prerequisite and co-requisite for ELEG 3131, Electronics Laboratory, from prerequisite: ELEG 2111, Electric Circuits Laboratory, and co-requisite: ELEG 3103, Electronics I, to prerequisite: ELEG 2111, Electric Circuits Laboratory, and ELEG 3103, Electronics I;
(b) modify the co-requisite for ELEG 3143, Electromagnetics, from co-requisite: ELEG 3123, Signals and Systems, to prerequisite or co-requisite: ELEG 3123, Signals and Systems;
(c) modify the prerequisite for ELEG 4113, Digital Signal Processing, from prerequisite: ELEG 3123, Signals and Systems, and ELEG 3133, Microprocessor Systems Design, to prerequisite: ELEG 3123, Signals and Systems;
(d) modify the course description for ELEG 4133, Advanced Digital Design; and
(e) add a Computer Engineering Option to the Curriculum in Electrical Engineering.

7. Department of Recreation, Parks, and Hospitality (a – c: one proposal)
(a) add the Associate of Science Degree in Culinary;~~ *Not added this year*
(b) add the following courses to the course descriptions:
CUL 2903, Garde Manger;
CUL 2923, Sauces, Stocks, and Soups;
CUL 2933, Advanced Food Preparations;
CUL 2943, Introduction to Baking and Pastry; and
CUL 2996, Externship;
(c) add the Culinary cross-listing to the following Hospitality courses:
CUL (HA) 1013, Sanitation Safety;
CUL (HA) 1923, Introduction to Food and Beverage Management;
CUL (HA) 2003, Cost Controls;
CUL (HA) 2023, Hospitality Supervision and Leadership;
CUL (HA) 2053, Work Experience;
CUL (HA) 2063, Guest Services Management;
CUL (HA) 2813, Basic Human Nutrition in Hospitality Administration; and
CUL (HA) 2913, Principles of Food Preparations;
(d) modify the title for RP 1031, Introduction to Mountain Biking, to RP 1031, Introduction to Cycling, and modify the course description; and
(e) modify the course description for RP 4042, Field Seminar in Interpretive Methods.

B. Job Placement for Work Study Students
C. General E...

IV. Ope.

V. Annc
A.

VI. Adjou

Make HA course descriptions Same as CUL per Dr. Herrick

To: Curriculum Committee

From: Undergraduate Research Office

Date Submitted: August 15, 2008

Request for: Course Addition/change of title as indicated

Submitted by: Mostafa Hemmati, Director of Undergraduate Research *Mostafa Hemmat*

Approved by: Vice President for Academic Affairs

Reviewed by: Registrar: *Tammy Rhodes*
                 Vice President:

I. **Number:** For the following the course number will be (dept prefix) 4951-4

<u>School of Community Education</u>: EAM, PS

<u>School of Liberal and Fine Arts</u>: ENGL, SOC, PSY, ANTH, CJ, RS, SPH, JOUR, TH, MUS, SPAN, FR, GER, HIST, POLS, PHIL, GEOG, ART, MUSM

<u>School of Systems Science:</u> MATH, RP, HA, COMS, ME, *ELEG* *(new)* AGBU

For the <u>School of Physical and Life Sciences</u>, the course number will be:
~~CHEM 4991-4~~ ~~GEOL 4991-2~~ ~~HIM 4991-4~~ ~~NUR 4991-4~~ ~~PHYS 4991-4~~
GIOL, FW 4951-4 *TR*

Title: Undergraduate Research in (respective area, e.g.: Undergraduate Research in Chemistry). ~~This will constitute new courses in all areas with the exception of CHEM, GEOL, and PHYS where the existing title of "Special Problems in ..." should be changed to "Undergraduate Research in ..."~~

Catalog description: On demand. Requires departmental approval. Advanced students carry out independent research activity relating to a significant problem in a major field of study. Supervised by faculty member. Formal report and presentation required. One to four credits depending on problem selected and effort made.

Description: Varies with the research activity.

app CC 8/24/08
app FS 11/12/08

Sample course syllabus:

Phys ~~4991-4~~ 4951-4
Undergraduate Research
Mostafa Hemmati

1. OFFICE HOURS: My office is in McEver 32 and the designated office hours are
Monday: 8:00-10:00 and 2:00-5:00;
Tuesday: 4:00-5:00;
Wednesday: 8:00-10:00;
Thursday: 2:00-5:00;
Friday: 8:00-10:00
Phone: (479) 968-0340;
E-mail: mhemmati@atu.edu

2. CATALOG DESCRIPTION: Catalog description: On demand. Requires departmental approval. Advanced students carry out independent research activity relating to significant problems in physics and astronomy. Supervised by faculty member. Formal report and presentation required. One to four credits depending on problem selected and effort made.

3. COURSE MATERIALS: Journal articles

4. COURSE RATIONALE: This course is a graduation requirement for students enrolled in the Engineering Physics program and also two degree options in the physical science program.

5. COURSE OBJECTIVES: Upon completion of the course students will be able to collect information relevant to the research activity through a literature search; investigate different models, specially the fluid model; collect data; analyze data; prepare graphs; prepare research presentations; prepare reports, including a research article for publication; and make presentations in scientific conferences.

6. GENERAL EDUCATION OBJECTIVES: Students taking this course, will receive a more detailed coverage of some of the concepts in physics. This course will particularly help students to "show competence in reasoning and handling of abstract and quantitative ideas and be able to create mathematical models and use mathematical techniques to solve the problems which they encounter."

7. ASSIGNMENTS: Students will be required to complete an extensive literature search for relevant journal articles, read journal articles and make oral presentations on weekly basis, collect data, analyze data, prepare graphs, prepare a journal article for publication, and prepare research presentations.

8. ASSESSMENT: Students' assessment will be based on the quality of their weekly reports, data collection, data analysis, preparation of research articles, and their research presentations.

9. GRADING: The grading criteria are as follows:

90% or better = A
80% or better = B
70% or better = C
60% or better = D

10. POLICY ON ABSENCES AND CHEATING: Students will be required not to miss more than three meetings/appointments during the semester. Those cheating will be reported to the appropriate university authorities.

.**end of sample syllabus**

Effective date or terms: Fall 2009

Course fees: No additional fees will be required.

II.   Justification and feasibility of course
Currently, all university departments have their own "Special Problems" courses. The proposed course will

1. More accurately reflect the nature of the course than the title "Special Topics" or "Independent Study".
2. Reflect research accomplishments of our graduates in their transcripts and provide them better opportunities when applying to graduate schools or jobs requiring research background.
3. Provide additional strength to our accredited programs during their accreditation visits.
4. Make our programs more attractive to high school graduates wishing to attend college.
5. Reflect students' work and also assessment of their activities as required by research grant proposals.
6. Make research activities uniform across the campus.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Social Sciences and Philosophy Department

Date submitted: 15 September 2008

Request for: Course Addition

Submitted by: Alexander Mirkovic, Assistant Professor of History

Approved by: Department Head: *[signature]*

Dean of School *[signature]* Duncan

Reviewed by: Registrar: *[signature]*

Vice President:

[handwritten: ✓ 11-14-08]

a. **Catalogue Description**: Political, social, and cultural survey of the history of the Middle East from the rise of Islam to modern times.
b. **Number:** HIST 3803
c. **Title for Catalogue:** History of the Middle East
d. **Title for Course Inventory:** The Middle East
e. **Description**: Political, social, and cultural survey of the history of the Middle East from the rise of Islam to modern times.
f. **Effective date or term**: Summer I 2009

II. **Justification and feasibility of course**:

a. What is the need for this course? Who will take it?
   In the modern global world, especially after 9/11/2001, it has become necessary to know and understand the history of the Middle East and the role of Islam. A good part of the course, especially in the beginning is devoted to Islam and its ambitions to create a "community" of believers. This is particularly significant in the modern world, when Islamic societies are still struggling with this issue. The course was already offered as Social Science Seminar and it drew a considerable number of students. It is geared primarily to history majors, but there were couple of students from other related areas that enrolled and have been able to successfully complete the course.

b. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?
   Social science and Philosophy department has been trying to develop a stronger curriculum in non-European (World History). Since there are very few courses in the catalogues that cover this area (World History) there is no overlap. Most other courses in the area of World History are offered by Dr. Micheal Tarver, who teaches Latin American and Asian history. Dr. Georgena Duncan offers course on Africa, which also do not overlap with the proposed course. There is nothing offered in the geographical area of the Middle East and the proposed course would be the first one.

c. Is the course part of any general plan of development in your department? *[handwritten: app CC 10/24/08]*
[handwritten: app FS 11/12/08]

The department is trying to strengthen the curriculum in World History and move beyond the traditional areas of US and European history. As a major center of activities of the World History Association, the department is ideally suited to achieve this goal. As mentioned before, Dr. Georgena Duncan already offers courses on Africa, and Dr. Micheal Tarver does so for Latin America. Because of their administrative obligations as dean and department head, there is a need to add to this part of the department's curriculum.

d. How often will the course be offered?

The course will be offered on **bi-annual** basis, following the usual course rotation within the department.

e. How will the course be staffed?

The course will be taught by Dr. Alexander Mirkovic, who has already taught it as Social Science Seminar. Dr. Peter Dykema would also be able to teach this course in case of an unforeseen emergency.

f. When applicable, state with which departments you have specifically coordinated this change?

I have worked with the department of Foreign Languages and International Studies.

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Dr. Ramon Magrans	YES	Early September 2008
2.		

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

Assessment Note: *While this course does not directly relate to any specific departmental assessment goal, it does provide an additional course through which the department can continue to assess its students, both majors and non-majors. In specific, the course could be used to assess verbal and written communication skills and the ability to analyze, critique, and synthesize primary and secondary sources. The Departmental Assessment Committee will evaluate the course with the instructor to determine how best to incorporate the class into the Department's efforts at assessment.*

History of the Middle East
Instructor: Dr. Alexander Mirkovic
Office: Witherspoon 263
Office Hours: M 10-12 and 2-4pm, W 10-12 and 2-4pm, R 2-4pm and also by appointment.
Phone: (479) 968-0455
Email: amirkovic@atu.edu

Course Objectives: This course covers social, cultural, and political history of Islamic societies, from the beginning (Muhammad) to the modern times. The geographical focus is on the Near East. Chronologically, the course is divided in four sections: 1) The Rise of Islam; 2) The Emergence of the Islamic World System 1000-1500; 3) The Islamic World in the Age of European Expansion 1500-1800; and 4) The Islamic World in the Era of Western Domination after 1800.

- Making students familiar with the main events and processes in the history of Islamic societies in the Middle East.
- Acquiring the knowledge of basic facts with regard to the emergence and development of Islamic societies,
- understanding the causes and effects of major changes,
- familiarizing students with the tools of historical research, especially reading and analyzing the primary sources (in translations).
- A more general goal is to help students acquire a historical understanding of the Islamic world, by emphasizing diversity, change, and continuity in human society, as well as understanding of how and why Islamic societies develop and change.

Rationale/Justification for the Course:

In the contemporary world as it is today, the course does not need much justification. Islamic and Arabic speaking societies of the Middle East interacted with their neighbors in Africa and Asia for centuries and served as a major cultural and economic link between them. The Middle East is located at the crossroads of three continents, Europe, Africa, and Asia, and its role in World History is central. In the contemporary world, the Middle East acquired even greater significance, first because of oil and second due to the creation of the state of Israel in 1948 and the subsequent Arab-Israeli conflict, which marks the World history to this day.

Textbooks:

Francis Robinson, *The Cambridge Illustrated History of the Islamic World* (Cambridge University Press, 1999) # ISBN-10: 0521669936 # ISBN-13: 978-0521669931

Bernard Lewis, *A Middle East Mosaic: Fragments of Life, Letters and History* (Modern Library; 2001) # ISBN-10: 0375758372 # ISBN-13: 978-0375758379

James L. Gelvin, *The Modern Middle East: A History* (Oxford University Press, 2004) # ISBN-10: 0195167899 # ISBN-13: 978-0195167894

Attendance: Regular attendance is expected and necessary for the successful completion of the course. Attendance will be checked regularly. Absences can be justified and unjustified. Participation in regularly

scheduled university events also justifies an absence. In case of a missed exam (justified only!), a make-up session will be organized at mid-term and at the end of the semester. There will be no make-up exams during the course of the semester, regardless of whether the absence is justified or unjustified.

Evaluation: Students' work is evaluated by three in-class exams, and three shorter papers (3-4 pages)
- Three in-class exams consist of identifications and an essay. The study guides will be distributed a week ahead of the exam
- The First Paper topic is "Caliph and Imam: the Understanding of the Concept among Various Islamic Groups"
- The Second Paper topic on the role of trade and commerce in the Islamic world. It must cover the era before 1800s and you will focus on a food item that originated or was widely used in the Islamic world. Possible choices include: apricots, arak, coffee, frankincense, hashish, sugar cane, cardamom, falafel, cinnamon, saffron, and so on. A good place to start your research is Kenneth F. Kiple, *The Cambridge World History of Food* (New York: Cambridge University Press, 2000).
- The Third Paper is on an issue or personality from the modern Middle East (after 1800s) and possible topic include: "Michel Aflaq: The Founder of the Baath Party", "Sykes-Picot Agreement", "Theodore Hertzl", "The Founding of the Islamic Brotherhood", "The Assassination of King Abdullah I", "Camp David Accords", "Sharif Hussein bin Ali", and so on. This paper requires using primary sources.

Extra credit assignments are at the sole discretion of the instructor, but the students are encouraged to request extra credit assignments, having in mind that extra credit should represent an effort above and beyond the ordinary requirements of the class. The grades for extra credit are "merits extra credit" or "insufficient for extra credit."

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

Other Issues: Discrete use of tape-recorders is permitted. Cell-phone should be turned-off or put in the silent mode before the start of the class. In case of tardiness, students should proceed to the nearest available chair with least possible interruption of the class.

University Calendar:
- Last day to officially drop courses with full refund: August 23
- Labor Day: September 3
- Last day to drop course with 80% refund: September 26
- Mid-term: October 11
- Thanksgiving: November 21-26
- Last day to drop courses with a "W": November 26
- Last day of classes: Dec 6
- Final Examinations: December 10-14 (che_: university calendar for the schedule)

Additional Readings:

M. G. S. Hodgson, *The Venture of Islam*, 3 vols. (Chicago: University of Chicago Press, 1972)
Ira Lapidus, *A History of Islamic Societies* (Cambridge: Cambridge University Press, 1988)
A. Hourani, *Islam in European Thought* (Chicago: University of Chicago Press, 1991)
P. Crone, *Roman, Provincial, and Islamic Law* (Cambridge: Cambridge University Press, 1987)
P. Crone, *Slaves on Horses: The Evolution of the Islamic Polity* (Cambridge: Cambridge University Press, 1980)
S. D. Goitein, *A Mediterranean Society: The Jewish Communities of the Arab World as Portrayed in the Cairo Geniza*, 5 vols. (Berkley and Los Angeles: University of California Press, 1967-1988)

M. C. Lyons and D. E. P. Jackson, *Saladin, the Politics of Holy War* (Cambridge: Cambridge University Press, 1982)

H. Inalcik, *The Ottoman Empire: The Classical Age 1300-1600* (London: 1973)

B. Lewis, *Istanbul and the Civilization of the Ottoman Empire* (Norman, OK: University of Oklahoma Press, 1963)

A. Hourani, *A History of the Arab Peoples* (Cambridge, MA: Harvard University Press, 1991)

B. Lewis, *The Emergence of Modern Turkey*, 2nd edition (London: 1968)

David Fromkin, *A Peace to End All Peace* (New York: Henry Holt, 1989)

Schedule

Date	Topic	Examination
Week 1: Aug 23, 28	Introduction **The Rise of Islam: Pre-Islamic Arabia** Read: Robinson, *The Cambridge Illustrated History*, Chapter 1, The Rise of the Islamic World Movie Analysis: *The Messenger*	
Week 2: Aug 30, Sep 4	**The Rise of Islam: Prophet, Tradition (Hadith), and the Qur'an** Robinson, *The Cambridge Illustrated History* Movie Analysis: *The Messenger*	
Week 3: Sep 6, 11	**The Rise of Islam: Development of the Umma and the Companions of the Prophet** Robinson, *The Cambridge Illustrated History* Movie Analysis: *The Messenger*	
Week 4: Sep 13, 18	**The Rise of Islam: Diversity within Islam: Sunni, Shia, Karajites, Ismailis** Robinson, *The Cambridge Illustrated History* Movie Analysis: *The Messenger*	
Week 5: Sep 20, 25	**1000-1500: Philosophers and (or) Sufis?** Read: Robinson, *Cambridge History:* Chapter 2, The Emergence of the Islamic World System Read: Robinson, *Cambridge History:* Chapter 7, Knowledge and its Transmission	**First Exam: September 20** The Rise of Islam **First Paper due: September 20** Topic: Caliph and Imam
Week 6: Sep 27, Oct 2	**1000-1500 The Role of Trade and the Islamic World System** Read: Robinson, *Cambridge History:* Chapter 5, The Economy in Muslim Societies	
Week 7: Oct 4, 9	**1500-1800** Read: Robinson, *Cambridge History:* Chapter 3, The Islamic World in the Age of European Expansion.	

Week 8: Oct 11, 16	**1500-1800** The Islamic World in the Age of European Expansion Read: Robinson, *Cambridge History*: The Ordering of Muslim Societies.	
Week 9: Oct 18, 23	**1500-1800** The Islamic World in the Age of European Expansion Read: Robinson, *Cambridge History*: Artistic Expression of Muslim Societies	
Week 10: Oct 25, 30	**1800 to the Present** The Islamic World in the Era of Western Domination Read: Robinson, *Cambridge History*: The Islamic World in the Era of Western Domination	Second Paper due: October 25 Topic: An Islamic Trading Post
Week 11: Nov 1, 6	**1800 to the Present** The Islamic World in the Era of Western Domination Read: Pierre Bourdieu: Honor and Shame in Kabyle Society (will be provided!)	**Second Exam: October 30** The Emergence of the Islamic World System
Week 12 Nov 8, 13	**1800 to the Present** The Islamic World in the Era of Western Domination Read: Gelvin, *Modern Middle East*, Part II: The Question of Modernity	
Week 13: Nov 15, 20	**1800 to the Present** The Islamic World in the Era of Western Domination Read: Gelvin, *Modern Middle East*, Part III: World War I and the Middle East State System	
Thanksgiving: Nov 21-5		
Week 14: Nov 27, 29	**1800 to the Present** The Islamic World in the Era of Western Domination Read: Gelvin, *Modern Middle East*, Part III: World War I and the Middle East State System	
Week 15: Dec 4, 6	**1800 to the Present** The Islamic World in the Era of Western Domination Read: Gelvin, *Modern Middle East*, Part IV: The Contemporary Era	Third Paper Due: December 6th. Topic: A Contemporary Issue or Personality in the Middle East
Final Exam Week : December 10-14		**Final Exam** (check the university calendar for the actually day, place, and time

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Social Sciences and Philosophy Department

Date submitted: 15 September 2008

Request for: Course Change – Course Title and Description Modification

Submitted by: H. Micheal Tarver

Approved by: Department Head: *N. Mc Tm*

                    Dean of School *W Duncan*

Reviewed by: Registrar: *Tammy Ruedis*

                    Vice President:

This request is to have the Course Title and Course Description of HIST 3603 *modified as follows:*

Current: The Modern Far East. This course deals primarily with the history of Asia after 1800. The major stress is placed upon the history of China, India, and Japan.

Requested: History of Modern East Asia. This course deals with the history of East Asia after 1800. The major stress is placed upon the history of China, Korea, and Japan.

Rationale: The proposed course title would make the title more in line with similar Department course titles (History of Modern Africa, History of Middle East, History of Russia, etc.). The revised course description is to reflect the reality of the course content, as India is not in East Asia. The course has been taught for several years with the content correct (China, Korea, Japan) although the description has been in error.

app CC 10/24/08

app FS 11/12/08

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Social Sciences and Philosophy Department

Date submitted: 15 September 2008

Request for: Course Change – Minor Modification of Catalog Description

Submitted by: Jeff Mitchell, Professor of Philosophy

Approved by: Department Head: *N. Ma Ja*

Dean of School *B. Duncan*

Reviewed by: Registrar: *Jammy Rwode*

Vice President:

This request is to have the Catalog description of PHIL 2003: *Introduction to Philosophy modified as follows:*

Current: A survey of basic problems in the major areas of epistemology, ethics, esthetics, philosophy of religion, and philosophical inquiry-metaphysics.

Requested: A survey of basic problems in the major areas of philosophical inquiry-metaphysics, epistemology, ethics, esthetics, and philosophy of religion.

app CC 10/24/08
app FS 11/12/08

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Social Sciences and Philosophy Department

Date submitted: 15 September 2008

Request for: Course Change – Creation of Cross-Listing Only

Submitted by: Jeff Mitchell, Professor of Philosophy

Approved by: Department Head: *N. Mae Jn*

                     Dean of School *H. Duncan*

Reviewed by: Registrar: *Tammy Rude*

                     Vice President:

11-14-08

If this is a deletion or other minor change, describe and give rationale.

This request is to have POLS 3253: *Classical Political Thought cross-listed as* PHIL 3253. *Political theory is a field shared by the disciplines of philosophy and political science, and the plan is for the class to be taught on an alternate basis by a Political Science faculty member and by a Philosophy faculty member. This action would be consistent with the cross-listing of Modern Political Thought (PHIL/POLS 3063).*

I.   Catalog description: An examination of the major contributions to political thought during the Classical Age, the Medieval Era, and the Renaissance. Completion of POLS 2253 recommended.

        Number: PHIL 3253 *(POLS)*

        Title for Catalog: Classical Political Thought

        *Title for Course Inventory (24 characters): Classical Political Thought

        Description: An examination of the major contributions to political thought during the Classical Age, the Medieval Era, and the Renaissance.

        Effective date or term: Summer I 2009

        *Course fees: None

App CC 10/24/08

App FS 11/12/08

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Social Sciences and Philosophy Department

Date submitted: 15 September 2008

Request for: Course Deletion

Submitted by: Jeff Mitchell, Professor of Philosophy

Approved by: Department Head: *signature*

                                 Dean of School *signature*

Reviewed by: Registrar: *signature*

                                 Vice President:

11-14-08

Course Deletion: PHIL 4053: Social Philosophy.

Rationale: The Philosophy faculty have recommended that the course be deleted as it has been years since the class was last offered, and there is currently no plan to offer it again anytime in the near future.

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1.		
2.		

app CC 10 24/08

app FS 11/12/08

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Social Sciences and Philosophy

Date Submitted: 15 September 2008

Type of Curriculum Change Requested: Minor Modification

Submitted By: H. Micheal Tarver

Approved By: Department Head: *N. Mh Sm*

Dean of School: *S Duncan*

Reviewed By: Registrar: *Tammy Woods*

Vice-President for Academic Affairs

Add PHIL 3253 to list of course options for <u>Philosophy Minor</u>, as follows:

The minor in philosophy is designed for those students who wish to broaden their study of the nature of knowledge. This minor is particularly well suited for students who wish to prepare for graduate work or law school. In addition to the academic benefits, the study of philosophy can make an important contribution to the well-lived life. Students can tailor the curriculum of the minor to meet their specific interests. Students must have a minimum 2.00 grade point in their Philosophy courses to be eligible for a Philosophy minor. The minor in philosophy requires 18 hours of courses:

    PHIL 3103 Logic

    and 6 hours selected from the following:
        PHIL 2013 Religions of the World
        PHIL 3023 Ethics
        PHIL 3033 Esthetics
        PHIL 3053 Philosophy of Religion
        PHIL 3063 Modern Political Thought
        PHIL 3253 Classical Political Thought
        PHIL 4103 Advanced Logic

    and 6 hours selected from the following:
        PHIL 3003 Ancient Philosophy
        PHIL 3013 Modern Philosophy
        PHIL 3113 Contemporary Philosophy
        PHIL 3203 Medieval Philosophy
        PHIL 4093 American Philosophy

    and 3 hours in any additional Philosophy courses

Rationale: The creation of the cross-listing for POLS 3253 as PHIL 3253 offers the possibility of students taking the new PHIL class. As such, this course should be added to the possible courses applicable towards the Philosophy Minor.

app CC 10/24/08
app FS 11/12/08

ATTACHMENT B

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Speech, Theatre & Journalism

Date Submitted: Sept. 15, 2008

Type of Curriculum Change Requested: Miscellaneous change- Change in prerequisites and catalog description wording for JOUR/ART 4163.

Submitted By: Dr. Hanna E. Norton, Associate Professor of Journalism *Hanna E. Norton*

Approved By: Dr. Donna Vocate, Department Head- Speech, Theatre & Journalism *Donna R. Vocate*

                  Dr. Georgena Duncan, Dean of School of Liberal and Fine Arts *G. Duncan*

Reviewed By: Ms. Tammy Rhodes, Registrar *Tammy Rhodes*

                  Dr. John Watson, Vice-President for Academic Affairs

I.   Program or curriculum change as it will appear in the catalog.
Areas highlighted would be removed from the course description and pre-requisites.

Updates √ title and course description for Art 4163 phc

> JOUR(ART) 4163 Advanced Photography and Video
> Prerequisite: JOUR(ART) 1163 or
> JOUR 3163 or consent of instructor. An
> introduction to advanced photographic
> techniques including color film processing,
> digital photography and nonlinear editing.
> Various historic and current theories of
> visual journalism provide a substantive
> base for the application of techniques.

11-19-08

II.   Course Information

A.   Rational For the Requested Change
The Advanced Photography and Video course utilizes darkroom techniques in its exploration of mastering advanced photographic skills. In recent years the News Photography course (JOUR 3163) has switched to digital submissions for assignments as is the industry standard. Without darkroom experience gained in the Basic Photography class (JOUR/ART 1163), students are at a great disadvantage when attempting to take the Advanced Photography class. The overall quality of submitted work and discussions on darkroom techniques are also hampered by enrolling students without previous experience.

We will remove the mention of color film processing from the catalog description because we currently do not have the equipment, nor plans to purchase the equipment necessary for color film processing.

app CC 10/24/08
app FS 11/12/08

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

1. Within the department requesting the change.
None

2. Outside the department.
None

C. Effective date or term.
Fall 2009

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Dr. Cathy Caldwell, Department Head- Art	Yes	9/11/08
2.		
3.		
4.		
5.		

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

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

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

*Updated 8/1/04
**Updated 9/1/05
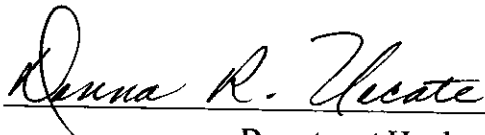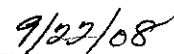
CURRICULUM CHECKLIST
FOR EDITING CURRICULAR CHANGE PROPOSALS

1. The course number should be checked against the current catalog to see if the course number is currently being used.

2. The course number should be checked against recent catalogs. In general, re-using the course numbers should be avoided for three to five years.

3. The course number selected should be appropriate for the course. The level of the course and the sequencing of the course should be considered.

4. Pre/co-requisites in the course description should be verified as correct by checking the current catalog.

5. The curricular change should be applied to appropriate current programs of study (usually in the current catalog) to ensure proper sequencing of pre/co-requisites.

6. General Education requirements should be checked carefully to ensure compliance.

7. The number of upper division hours should be checked to ensure that 40 or more are required.

8. The number of credit hours required for the degree must be at least 124. Hours required beyond 124 for a new program require a justification.

9. If the number of credit hours in a program of study is being increased, a justification should be included in the proposal.

10. *If unable to identify coordinating departments that proposed change affects, Academic Affairs can offer assistance in identifying courses.

11. The proposal should be made available to departmental faculty and other interested parties via electronic distribution at least five business days prior to submission for approval.

All of the above items have been checked.

Denna R. Ucate _____   ____9/22/08____
Department Head   Date

*Added 9/1/05

JOUR-ART 4163/5163 - Advanced Photography & Video - Fall 2008

Dr. Hanna Norton
E-mail: hnorton@atu.edu
Office: T2A Phone: 498-6025
Office Hours: M 3-5; T 12:15--2:15; W 3-5; Th 4-6 (and by appointment)

Course Objectives:

This course has been designed to advance your photographic knowledge to include the zone system, color photography, special effects, and digital photography. In addition, you will be learning about shooting and editing moving images both using non-linear methods.

We will be examining the work of traditional artistic photographers, photojournalists, and filmmakers to study the most effective visual element for various journalistic and artistic goals. To do this, you will learn about and experiment with various techniques and will be asked to share your observations both in class discussions and written observations.

Text:

Barbara London, Jim Stone, and John Upton, *Photography*, Ninth Edition (Upper Saddle River, NJ: Prentice-Hall, 2008).

Expectations:

Because this class requires "hands-on" experience and meets only once a week, I expect you to come to class on time and be prepared to discuss readings or prepared for your presentations. Two absences will be allowed during the semester. After the second absence, your overall grade will automatically be lowered by half a letter grade.

Grading:

Your grade will be based on your performance on assignments and class attendance/participation. Your grade on assignments will reflect your understanding of the course's photographic topics and your ability to produce images (both moving and still) that are original, appealing, and of high quality. Completion of assignment criteria, effort of work, and neatness of presentation will also be counted toward your assignment grades. Failure to meet project deadlines will result in a one letter grade reduction per assignment. Grades will be based on:
A=90-100, B=80-89, C=70-79, D=60-69, F=59 or below.

Helpful Links:

As you continue your exploration of photography, you might find these Internet Web sites of use for inspirational ideas.
* www.aphotoaday.org
* www.nyip.org (New York Institute of Photography)
* www.kodak.com
* www.ilfordphoto.com
* creative.gettyimages.com

Undergraduate Assignments:

Assignments 1, 2, 3, 4, 5	55%
Assignment 6 (Non-Linear ATU Video)	15%
Final Portfolio	20%
Class Attendance/Participation	5%
Mini Assignments	5%

Graduate Assignments:

Assignments 1, 2, 3, 4, 5	45%
Assignment 6 (Non-Linear ATU Video)	10%
Final Portfolio	15%
10 minute video	20%
Class Attendance/Participation	5%
Mini Assignments	5%

Requirements For All Assignments:

1. All assignments (both photographic and video) will require a short 1 page paper to accompany the visual work.
   a. This paper must be typed.
   b. It should discuss the thoughts you had going into the project and any problems you had during the project.
   c. The paper should also highlight what you learned as a photographer/videographer from the assignment.
   d. These papers should be concise but interesting, coherent, and without typographical or grammatical errors. Remember, as an artist you must be able to express your thoughts regarding your work.
   e. See assignments for more specific requirements of each paper.

Requirements For Video Assignments:

1. Assignments are to be turned in on VHS tapes.
   a. S-VHS and Mini-DV tapes can be purchased at the campus bookstore. For Mini-DV, use only **Panasonic** brand tapes.
2. For video assignments the procedure to check out cameras will be as follows:
   a. Cameras can be checked out from George Cotton in CRA 106 (968-0347) Monday – Friday 7 a.m. to 4 p.m. (Times are subject to change.)
   b. Cameras can be checked out for 2 hours at a time during the day. After 3 p.m. cameras can be checked out overnight. All cameras checked out overnight must be returned no later than 8:30 a.m. the next business day.
3. To check out a camera you must follow these procedures:
   a. Know when you will need the camera.
      i. Cameras must be reserved 24 hours in advance.
      ii. Check to see when the cameras are available.
      iii. Go to the Engineer's office (CRA 106) and look in the camera book on the counter.
      iv. Find the date you would like to check out a camera.
      v. If the camera is available, fill in the time slot for which you will need the camera. Cameras can be checked out overnight after 3 p.m. Cameras checked out overnight on Friday must be returned on Monday morning by 8:30 a.m.
      vi. Locate the clipboard and fill in the camera reservation form. Make sure you fill in all the information and that it is legible and correct.
      vii. Place the sheet in the red box.
   b. On the day you have reserved your camera for, be on time to pick it up. You will need to sign a form saying what you have picked up.
      i. Make sure you have everything you need/requested:
         1) Camera
         2) Tripod
         3) Batteries
         4) Microphone
   c. Be sure to return all equipment on time, failure to do so could result in your not being able to check out equipment in the future.
4. Do not leave the cameras or equipment in your vehicle overnight. Condensation develops causing the equipment to rust.
5. Do not smoke around the cameras or leave them in smoky environments.
6. If a piece of equipment fails to function properly or is damaged in your possession, it must be reported to Mr. Cotton, engineer, or Mr. Anthony Caton, director of broadcasting, upon its return.
7. Equipment must be returned at the scheduled time. If an individual returns equipment late, s/he may be unable to borrow equipment when s/he may need it again.
8. An authorized person must sign out all equipment before it is to be taken from TV6.

Requirements For Photo Assignments:

1. To complete some of your photo assignments you must have access to a manual 35mm single lens reflex (SLR) film camera. There are cameras that can be checked out from Tommy Mumert in T4A. His office number is 968-0284.
   a. The cameras require a 24 hour advance reservation.
   b. The cameras are available for 24 hours at a time, with the exception of a Friday afternoon check-out and Monday morning return.
   c. Cameras are to be returned to Mr. Mumert and not myself.
   d. <u>Failure to return the cameras on time will result in a one letter grade reduction on the upcoming assignment.</u>
2. Use an exposure log sheet to record the f stop, shutter speed, subject and any comments when you are taking your photographs. <u>These will be provided.</u>
3. If utilizing black and white film for the assignment, a contact sheet will be required along with the submission of your negatives.
4. If using color film, please provide an index print of the roll of film as well as your negatives.
5. If using a digital camera, please send me the original, uncropped and/or unedited image.
6. Turn in two 8x10 enlargements of your final selected images (unless otherwise noted).

Assignment #1

1. Select a famous photographer and present four photos of their work describing <u>why</u> you think it is important or significant to photography. I also want you to be familiar with <u>how</u> they achieved the "look" of their photography.
2. Now that you are familiar with the photographers' work, you are to create two 8x10 photographs in the style and manner matching your selected photographer.
   a. You can attempt to recreate specific pictures which you like or admire, create your own interpretation of selected photographs, or simply attempt to recreate the photographer's style.
      i. Regardless of your approach, the subject you select should be one that would also be of interest to your photographer.
      ii. You may shoot either film or digital for this assignment.
3. Your paper should discuss why you selected the original photographer, why each of the four photos was selected and why you think it is representative of the photographer's work. Additionally, you need to discuss your adaptation of the photographer's work including subject, lighting, and compositional considerations.
4. **Due 9/4**

Assignment #2

1. <u>Using black and white film,</u> I want you to capture three distinct emotions in whatever manner you select (11-12 shots).
   a. You want to go beyond a simple portrait with different facial expressions.
      i. Instead, think of objects, sensations, places, lighting, textures, patterns, that help to portray each selected mood.
      ii. The most creative attempts will present distinct "subjects" for each image.
   b. Keep in mind that when you are shooting this portion of the roll, the 8x10 <u>you will print in the darkroom</u> will need to demonstrate either high key or low key qualities in the enlargement. This means the enlargement should demonstrate contrast as presented in all levels of the Zone System.
2. On the remainder of the roll, you are to consider a landscape you are fond of.
   a. Present this landscape or portions of this landscape using extremes in depth of field.
   b. Create an 8x10 enlargement <u>you have personally printed in the darkroom</u> of your best landscape image.
3. Your paper should discuss all of the considerations you faced with both portions of the assignment, especially why you chose your emotions and landscape, how you visualized capturing each on film, and why you selected the shallow or deep depth of field for the landscape portion of your assignment.
4. **Due 9/18**

Assignment #3

1. Shoot a 12 exposure roll of color film of a <u>single subject</u> to create an essay "What Would Otherwise Go Unseen."
   a. The idea is to invite the viewer to look more carefully and closely at the unique qualities of something.
   b. You must have accompanying captions/comments for each photo, discussing the unique quality captured in that particular photograph.
      i. By all means, you can be creative and write a poem or short story that is broken up and visually presented in the images.
2. Have the film C-41 processed at your photo development shop of choice and printed in a 4x6 size.
3. Mount the 12 exposures together with the associated comments below.
4. Your paper should include why the subject/object was selected, why each particular shot was included, and what you learned about the subject through the in-depth visual analysis.
5. Turn in your negatives with your enlargements and paper.
6. **Due 10/9**

Assignment #4

1. To expand your photographic "comfort zone," you are to prepare <u>two distinct</u> photographic special techniques.
   a. Examples include pinhole photography, hand-tinting black/white photography, cropping images under the enlarger, double exposure, solarization.
      i. Many more ideas will be discussed in class.
2. Your written paper should explain why each technique was selected and the process used to create each print.
3. **Due 10/30**

Assignment #5

1. To tie into our photojournalism discussions, you will be asked to capture/document one event that could appear in *The Courier*.
   a. From a photographic and journalistic perspective you want your image to do your talking for you.
   b. You may shoot the event with either a film or digital camera.
2. Select six images that you would submit to the publisher.
   a. **Submit those six images to hnorton@atu.edu by November 3.**
3. Your paper should discuss the event(s), why it was selected, why each particular selected image represents the event, and technical or social issues you encounter while attempting to document the event.
4. **Due 11/6**

Portfolio

1. Select six prints to represent your work this semester.
   a. The selected prints can utilize any format or technique from the semester.
   b. These prints can be work you have already done for an assignment or can represent skills you have learned during the semester with new photographs.
2. These six photographs need to be mounted and/or matted.
3. A typed explanation of each individual image (including technical information and why it was selected to be part of your portfolio) should be secured to the back of each image.
4. **Due 11/20**

Assignment #6

1. Working with two other students (groups of three), check out an S-VHS or Digital Video camera from CRA 106 (detailed check out instructions given above) or use your own.
2. Your group has been "hired" to make a promotional video to entice high school seniors to attend Arkansas Tech University.
   a. The video needs to be two minutes long or less and present the best attributes of the university according to your artistic "vision."
   b. You may choose to present this message in any manner you wish, including musical accompaniment, footage of campus activities and events, interviews with members of the Tech community, etc.
   c. Edit the material together using non-linear editing techniques. This can be either Adobe Premiere, AVID, or your personal non-linear editor (if applicable).
      i. If you are familiar with non-linear editing, please feel free to use special techniques to enhance your video as long as they are still meeting the needs of your client.
      ii. Transfer to a standard VHS tape.
3. Your individual paper should discuss your planning process, shooting and editing experiences and why you and your group chose to present the university in the manner you did.
4. **Due Final Exam Period**

Course Schedule:
(Subject to change)
Week of:

August 21:   Course Introduction   Group Photo Workshop/Discussion
(What do you see in these images?)

August 28:   History of Photography   *Chapter 18* (Workshop)
**Hand out Zone System Readings
- *Be prepared to turn in a one page typed paper on 9/4 that discusses specifically (subjects, composition, etc.) how you could or plan to use the Zone System in your photography.*

September 4:   Zone System   *Chapter 16, Outside Readings* (Assignment #1)
**Hand out Photojournalism readings
- *Be prepared to turn in a one page typed paper on 9/11 that discusses specifically what you learned as a photographer from the Photojournalism readings and how you could apply that knowledge to covering 9/11 as a photojournalist.*

September 11:   Video Equipment Check-Out Procedures
Photojournalism Group Workshop/Discussion (Covering an event)
                    Pgs. 34-35, 64-65, 360-364, Outside Readings
- *Be prepared to turn in a team paper that presents your group's plans for the presented Workshop concept.*

September 18:   Color   *Chapter 7* (Assignment # 2)

September 25:   Non-Linear Editing   *Outside Readings*

October 2:   No Class

October 9:   Special Techniques   *Chapter 14* (Assignment #3)

October 16:   Guest Lecture   Photojournalism

October 23:   Digital Darkroom   *Chapter 8*
Image Editing   *Chapter 9*

October 30:   Special Effects   (Assignment #4)

November 6:   Photojournalism Due   (Assignment #5)

November 13:   Photojournalism Cont'd   (Assignment #5)

November 20:   Portfolios Due and Portfolio Presentations Begin

November 27:   **Thanksgiving Holiday**

December 4:   Complete Portfolio Presentations

Final Exam: Arkansas Tech Video Presentations (Assignment #6)
Graduate Film Presentations

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: **Agriculture Department**

Date submitted: **August 28, 2008**

Request for: Course change___**X**__Course deletion_____Course addition_____
(Excluding course credit hour changes)

Submitted by: **Mike W. Fairbanks**

Approved by: Department Head:
              Dean of School:

Reviewed by: Registrar:
              Vice President:

If this is a deletion or other minor change, describe and give rationale.

It is proposed that AGPS 1003 Principles of Crop Science be changed to AGPS 1003 Introduction to Agronomy. The course will remain functionally identical as it is currently being taught. The change in title will better represent current agronomic principles (soil, crop management, cropping systems, tillage, harvesting etc....) without an emphasis given solely to crops.

Catalog description:

A study of important agronomic practices associated with crop production, including classification of crops, the role of soil and the environment, crop management, cropping systems, integrated pest management and harvest methods. Lecture three hours.

Number: **AGPS 1003**

Title for Catalog: **Introduction to Agronomy**

Effective date or term: **Spring 2009**

Course fees: **None**

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee or Graduate Council (as appropriate)

From: (Initiating Department) Agriculture Department

Date Submitted: September 26, 2008

Type of Curriculum Change Requested:

	(*Addition of new program, option, or minor)
	(*Program, option, or minor deletion)
X	(*Program, option, or minor modification)
	(Course credit hour change)
	(Miscellaneous change)

Submitted By: James Collins

Approved By: Department Head:

Dean of School:

Reviewed By: Registrar:

Vice-President for Academic Affairs

11-19-08

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

II. Course Information

A. Rationale for the requested change. BIOL 4044 has BIOL 2134 as a prerequisite. The horticulture option does not have the ability to add the four hours without exceeding the 124 hour degree requirement. Allowing the student to take either (AGPM 3104) or (AGPS 3053 and AGBU 4991) will enable them to meet the 124 hour degree requirement, obtain the beneficial plant and science background, and have an option to focus their program to more hands-on learning.

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

1. Within the department requesting the change. AGPM 3104, which is taught by Mike Fairbanks, should have no change as it is already taught and is not currently at full capacity. AGPS 3053, taught by Mike Fairbanks, and AGBU 4991, taught by Molly Brant, are not at capacity and are already offered.

2. Outside the department. None

C. Effective date or term.

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments

app CC 10/24/08
app FS 11/12/08

that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1.		
2.		
3.		
4.		
5.		

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

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

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

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

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

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: AGPM 3104 or (AGPS 3053 and AGBU 4991) Delete: BIOL 4044 Total Hours: 4 hour adjustment, no deletion/addition	**Senior Spring Semester** Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	**Freshman Fall Semester** Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	**Sophomore Fall Semester** Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	**Junior Fall Semester** Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	**Senior Fall Semester** Add/Change: Delete: Total Hours:
Total Program Hours	

Curriculum in Agriculture Business
(Horticulture Business Option)
Degree Completion Plan Beginning in Fall Semester

Freshman

Fall		Spring	
ENGL 10131	3	ENGL 10231	3
BIOL 1014	4	AGPS 1024	4
AGAS 1014	4	AGBU 1013	3
MATH 1113	3	Physical Activity1	1
AGPS 1003	3	COMS 1003	3
Total Hours 17		Total Hours 14	

Junior

Fall		Spring	
AGPS 3093	3	Elective3	1
AGPS 3244	4	Physical Activity1	1
Elective3	3	AGPS 3064	4
AGBU 3213	3	AGPS 3044	4
Humanities1	3	Social Sciences1	6
Total Hours 16		Total Hours 16	

Sophomore

Fall		Spring	
BUAD 2033	3	AGBU 2073	3
AGBU 2063	3	AGSS 2014	4
ACCT 2003	3	MATH 2163	3
SPH 2173	3	Social Sciences1	3
CHEM 1114	4	Fine Arts1	3
Total Hours 16		Total Hours 16	

Senior

Fall		Spring	
AGBU 4003	3	AGBU 4033	3
Social Sciences1	3	AGBU 4023	3
AGPM 3104 or (AGPS 3053 and ABGU 4991)	4	AGPS 4103	3
AGPS 3074	4	AGPS 3083	3
AGBU 4013	3		
Total Hours 17		Total Hours 12	

Degree Completion Plan Beginning in Spring Semester

Freshman

Spring		Fall	
ENGL 10131	3	ENGL 10231	3
COMS 1003	3	AGAS 1014	4
AGPS 1024	4	BIOL 1014	4
Physical Activity1	1	MATH 1113	3
AGBU 1013	3	AGPS 1003	3
Total Hours 14		Total Hours 17	

Junior

Spring Fall Spring Fall

Elective3	1	AGPS 3093	3
AGPS 3044	4	AGPS 3244	4
Physical Activity1	1	Elective3	3
AGPS 3064	4	AGBU 3213	3
Social Sciences1	6	Humanities1	3
Total Hours 16		Total Hours 16	

Sophomore

Spring		Fall	
AGBU 2073	3	BUAD 2033	3
AGSS 2014	4	AGBU 2063	3
MATH 2163	3	ACCT 2003	3
Fine Arts1	3	SPH 2173	3
Social Sciences1	3	CHEM 1114	4
Total Hours 16		Total Hours 16	

Senior

Spring		Fall	
AGPS 3083	3	AGBU 4003	3
AGBU 4023	3	AGBU 4013	3
AGBU 4033	3	AGPM 3104 or (AGPS 3053 and ABGU 4991)	4
AGPS 4103	3	AGPS 3074	4
		Social Sciences1	3
Total Hours 12		Total Hours 17	

1See appropriate alternatives or substitutions in "General Education Requirements" on page 79 (Except ECON 2003).
2Must be 3000 - 4000 level.
3Recommended electives are SPAN 1014 and SPAN 1024.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Computer and Information Science

Date submitted: September 29, 2008

Request for: Course change_____Course deletion_____Course addition_____X_____
(Excluding course credit hour changes)

Submitted by: Ron Robison

Approved by: Department Head: Ron Robison
                Dean of School: Dr. Willy Hoefler

Reviewed by: Registrar: Jammy Rhodes
                Vice President:

If this is a deletion or other minor change, describe and give rationale.

We are proposing the addition of an additional zero-credit lab (COMS 4710) for
networking course COMS 4713 Right now, we only have one network lab course
(COMS 4700) which is shared among multiple courses. Each semester, students and
advisors are confused regarding which 4700 lab section is reserved for a given network
course.

I.   COMS 4710   Heterogeneous Networks Lab

        Proposed Course Description: Co-requisite: COMS 4713. Students will complete
                                        network lab exercises in support of COMS 4713.

        Effective date or term: Spring 2009

        *Course fees:

     II.   Justification and feasibility of course:

        A. What is the need for this course? Who will take it?

            Students need hands-on experience with networking. Students co-enrolled in

            COMS 4713 will take the course.

        B. How does it relate to other work being offered by your department? Is there an

            overlap with other courses in the department?

app CC 10/24/08
app FS 11/12/08

See above. No.

C. Is this course part of any general plan of development within your department?
    Explain.

    Yes. Stronger mix of theory and practice.

D. How often will the course be offered?

    Fall semester.

E. How will the course be staffed?

    Current faculty.

F. When applicable, state with which departments you have specifically coordinated
    this change? (If unable to identify coordinating departments that change affects,
    Academic Affairs can offer assistance in identifying course use.)

    N/A

COMS 4713 01:
Heterogeneous Networks

Spring 2009

ARKANSAS TECH UNIVERSITY
Computer and Information Science Department

Instructor: Lucas Moody
Office Hours: Monday-Friday, 8:00-5:00 (By Appointment)
Office: Corley 115A
Phone: 692-9274
Email: lmoody@atu.edu

Textbook: NETWORK+ GUIDE TO NETWORKS

Software Requirements: All needed software will be provided through the Department's MSDNAA membership program.

Course Description: Prerequisite: COMS 4703. *Co-requisite: COMS 4710*. The student will design, develop, implement, and manage numerous heterogeneous networking operating system environments. Required policies and procedures are examined and developed Networking tools required for the development of a seamless heterogeneous networking environment are studied and applied.

Objectives: Students will, upon course completion, be able to design, implement, and administer a mixed-OS network.

General Education Requirements: This course is a required offering for IT majors.

Cheating Policy: Please refer to the Catalog for a list of possible disciplinary actions. All written assignments will be scanned through Turnitin.com for comparison purposes.

Assessment Method: Multiple exams based on topical progression. Homework/projects will be given per-topic, with a final project assigned. There will be 3 tests given, with the equivalent of a 4th test in lab work. This will be a combined 75% of your grade, and your final project will be the remaining 25%.

Obtaining Help: Students can request help via phone (692-9274), or Instant Messenger (lbmoody@hotmail.com is the appropriate contact e-mail through Messenger). Help is also available in-person at Corley 115A, or via e-mail (lmoody@atu.edu).

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Computer and Information Science

Date submitted: October 1, 2008

Request for: Course changes__X__Course deletion_____Course Addition_____
(Excluding course credit hour changes)

Submitted by: Ron Robison

Approved by: Department Head: Ron Robison
               Dean of School   Dr. Willy Hoefler _Willy Hoefler_

Reviewed by: Registrar: _Tammy Ruodio_
               Vice President:

I.   **These changes are being proposed in order to update the catalog so that it more accurately reflects the intentions and objectives of the department.**

a.   **COMS 1003 Introduction to Computer-Based Systems**

      Proposed change: Rewrite last three sentences for clarification.

Old Description: Provides students with both computer concepts and hands-on applications. Although little or no prior computer experience is required for this course, keyboarding proficiency is assumed. Topics include PC basics, file maintenance, and hardware and software components. Students will also gain experience in the use of several popular software applications including Windows, e-mail, Internet, word processing, spreadsheets, databases, presentation packages, and integration of these applications. May not be taken for credit after completion of COMS 2003 or BUAD 2003. Advanced placement and credit by examination are available to students who have previously studied Computer Science. Students may sit for the exam a maximum of three times.

Proposed Catalog Description: Provides students with both computer concepts and hands-on applications. Although little or no prior computer experience is required for this course, keyboarding proficiency is assumed. Topics include PC basics, file maintenance, and hardware and software components. Students will gain experience in the use of Windows, e-mail, the Internet, word processing, spreadsheets, databases, and presentation packages. The integration of software packages will also be covered. This course may not be taken for credit after completion of COMS 2003 or BUAD 2003. Credit by examination is offered to students who have notable experience with computers and MS Office applications. Information regarding this examination can be found at cs.atu.edu/coms1003.

app CC 10/24/08

app FS 11/12/08

b.   COMS 1333 Web Publishing I

> **Proposed change: Add prerequisite;**
> **Rewrite description for clarification.**

Old Description: This course introduces the student to the
World Wide Web and design and development of web pages. Topics covered include HTML,
images, style sheets, multimedia, CGI and forms, and other topics as appropriate. The students
will learn how to publish a web site to a server and maintain the site. This course will focus on
design issues.

Proposed Catalog Description: Prerequisite: COMS 1003 or BUAD 2003. This course
focuses on how to develop web pages for display on the World Wide Web. Topics covered
include markup languages, style sheets, links, images, multimedia, tables, forms, design issues,
and other topics as appropriate. Students will learn how to publish a web site to a server and
maintain the site.

c.   COMS 2003 Microcomputer Applications

> **Proposed change: Change prerequisite;**
> **Rewrite last sentence.**

Old Description: Prerequisite: COMS 1003 or pass entrance exam. This course provides
hands-on experience with several software applications. Topics include intermediate and
advanced word processing and desktop publishing features; spreadsheet design, formulas, and
charts; database design principles and implementation; presentation design and techniques; and
integration among these applications.Students will be required to apply each package on a
semester project relation to their major.

Proposed Catalog Description: Prerequisite: COMS 1003 or BUAD 2003. This course
provides hands-on experience with several software applications. Topics include intermediate
and advanced word processing and desktop publishing features; spreadsheet design, formulas,
and charts; database design principles and implementation; presentation design and techniques;
and integration among these applications. Students will be required to apply each package on a
semester project related to their major.

d.   COMS 2104 Foundations of Computer Programming I

> **Proposed change: Change co-requisite to co/prerequisite;**
> **Rewrite description to clarify meaning.**

Old Description: Prerequisite: COMS 1403, 1411 or consent of instructor. Corequisite:
MATH 1113. An introduction to structured programming using C++. This is the beginning course
in programming for majors in computer science, information systems and information
technology. Programming principles taught in lecture are practiced in lab. Sequential, alternative,
and iterative processing. Procedural abstraction and parameter mechanisms. Introduction to
arrays, files, classes and records.

Proposed Catalog Description: Prerequisite: Either COMS 1403 and COMS 1411 or consent of instructor. ~~Pre~~Prerequisite: MATH 1113. An introduction to structured programming using C++. This is the beginning programming course for students majoring in computer science, information systems, and information technology. Programming principles covered in lecture are practiced in lab. Major topics include sequential, selection, and iterative control structures, functions, parameter passing, and file processing. Arrays are introduced as a structured data type.

e.   COMS 2203   Foundations of Computer Programming II

Proposed change: Rewrite description for clarification.

Old Description: Prerequisite: MATH 1113 and passed COMS 2104 with a C or better. Topics include multi-dimensional arrays, functions, string processing, and an introduction to object-oriented programming.

Proposed Catalog Description: Prerequisite: MATH 1113 and completion of COMS 2104 with a grade equal to or greater than a C. Topics include multi-dimensional arrays, functions, string processing, classes, and records. Students are introduced to object-oriented programming using C++.

f.   COMS 2213   Data Structures

Proposed change: Change prerequisite

Old Description: Prerequisite: COMS 2203, and either COMS 2903 or MATH 2703. This course involves a study of abstract data structures and the implementation of these abstract concepts as computer algorithms.

Proposed Catalog Description: Prerequisite: COMS 2203 and COMS 2903. This course involves a study of abstract data structures and the implementation of these abstract concepts as computer algorithms.

g.   COMS 2223   Computer Organization and Programming

Proposed change: Update prerequisite

Old Description: Prerequisite: COMS 2203 and ENGR 2134. Covers computer architecture and machine-level programming in assembly language. Considerable practical experience will be gained through programming projects. Topics include internal data representation and manipulation, physical, and logical level input-output macros

Proposed Catalog Description: Prerequisite: COMS 2203 and ELEG 2134. This course covers computer architecture and machine-level programming in assembly language. Considerable practical experience will be gained through programming projects. Topics include internal data representation and manipulation as well as physical and logical level input-output macros.

h.   COMS 2803   Programming in C

Proposed change: Rewrite description for clarification

Old Description: Corequisite: MATH 1113. Not for majors. Design, coding, debugging, and implementation of C programs. Introduction to the UNIX operating system.

Proposed Catalog Description: Co-requisite: MATH 1113. Not for majors. This course involves the design, coding, debugging, and implementation of programs using the C language. The UNIX operating system is introduced. May not be taken for credit after the successful completion of COMS 2104.

i.   COMS 2853

  Proposed change: Change title;
  Rewrite/update description

Old Title: COMS 2853 File Processing in COBOL
Old Description: Prerequisites: COMS 2203. Program design, development, testing, implementation, and maintenance in COBOL. Topics include file structures, batch file processing, and index file processing.

New Title: Business Application Programming using COBOL
Proposed Catalog Description: Prerequisite: COMS 2203. This course involves the analysis, design, development, testing, implementation, and maintenance of business application programs using the COBOL language. Topics include traditional data file organization, access, and processing methodologies. Additional topics include data validation, tables, sorting, searching, screen I/O, and report-based output. Programs are developed in PC and IBM mid-range computing environments.

j.   COMS 3603   Principles of Management Science

  Proposed change: Change prerequisite;
  Rewrite/update description

Old Description: Prerequisite: MATH 4003 or equivalent. Simplex method of linear programming, dual problem and sensitivity analysis, and integer programming. Emphasis is on application of these linear systems with case studies and examples from the areas of finance, marketing, and production. Large problem applications are run on the computer.

Proposed Catalog Description: Prerequisite: BUAD 2053 and junior standing. An introduction to management science analytical techniques, including such topics as the simplex method of linear programming, dual problem and sensitivity analysis, and integer programming. Emphasis is placed on the application of these methods using case studies and examples from the area of finance, marketing, and production. Applicable management science software will be used.

k.   COMS 3903   Systems Software and Architecture

Proposed change: **Add prerequisite;**
                        Rewrite description to clarify purpose

Old Description: This course covers the implementation of production operating systems along with the fundamentals of digital logic and machine architecture.

Proposed Catalog Description: Prerequisite: COMS 2703 and junior standing. This course covers the implementation of production operating systems, the fundamentals of digital logic, and machine architecture. This course does not count as credit toward a degree in Computer Science.

l.   COMS 4013

Proposed change: **Change title;**
                        Change prerequisite;
                        Change description to reflect different focus of course

Old Title: Operations Research

Old Description: Prerequisite: MATH 3153. A general coverage of the field of operations with discussion of the planning and control aspects of an OR study. Concentration of the basic models and analytical techniques of operations research, including mathematical programming and probabilistic models.

New Title: Quality Management in Information Technology

Proposed Catalog Description: Prerequisites: BUAD 2053 and COMS 4203. The study of quality management and quality assurance with regard to the analysis, design, development, and implementation of information systems and information technology. Topics include measurement techniques and standards, including ISO 9001 and other associated best practices regarding process management and process improvement.

m.   COMS 4033   Systems Analysis and Design I

Change the

Proposed change: Rewrite description for readability

Old Description: Corequisite: COMS 4203. Students in this course will apply the concepts, tools, procedures, and techniques involved in the development of information systems. Emphasis is placed on the systems approach to problem-solving, user involvement, the management of quality, project control, and teamwork.

per

Proposed Catalog Description: Co Prerequisite: COMS 4203. The application of concepts, tools, procedures, and techniques involved in the development of information systems. Emphasis is placed on the systems approach to problem solving, user involvement, the management of quality, project control, and teamwork.

n.   COMS 4043   Systems Analysis and Design II

> **Proposed change: Change prerequisite;**
> **Rewrite description to clarify course focus**

Old Description: Prerequisite: COMS 4033 and COMS 4133. A continuation of COMS 4033, with emphasis on the application of the theory and techniques of the previous course. Students will program, implement, and thoroughly document a complete system.

Proposed Catalog Description: Prerequisites: COMS 4033 and either COMS 4133, 4163, or 4313. A continuation of COMS 4033, with emphasis on the application of the theory and techniques covered in the previous course. Students will research, analyze, design, implement, test, and document a complete system. Students will complete and present their final system project as a team.

o.   COMS 4053   Information Systems Resource Management

> **Proposed change: Change prerequisite;**
> **Rewrite description for readability**

Old Description: Prerequisite: COMS 3803 and Junior standing in Information Science or Business. A study of the principles and concepts involved in the management of organizational maintenance of all information resources, including hardware, software, and personnel. Includes coverage of departmental functions within computer/information services, as well as legal, ethical, and professional issues, quality management, and the strategic impact of information systems.

Proposed Catalog Description: Prerequisite: Junior standing in information systems, information technology, or computer science. A study of the principles and concepts involved in the management of organizational maintenance of all information resources, including hardware, software, and personnel. Includes coverage of departmental functions within computer services and information systems. Additional topics include legal, ethical, and professional issues, quality management, and the strategic impact of information systems.

p.   COMS 4063   IT Project Administration

> **Proposed change: Add prerequisite;**
> **Rewrite description to improve readability**

Old Description: This course will provide a thorough introduction to the art and science of Project Management, as it is applied in the Information Technology industry. The course studies the theories and practices of project management, incorporating the practices used by the Information Technology Project Manager during the project life cycle, while exposing future analysts, developers, team leaders and IT managers to the needs and requirements of such functional areas of the organization as Finance, Marketing and Production.

Proposed Catalog Description: Prerequisite: Junior standing in information technology, information systems, or computer science. This course provides a thorough introduction to the art and science of project management, as applied in the domain of information technology. Theories, best practices, and tools of project management are studied in relation to the completion of a successful project life cycle.

q. **COMS 4103** **Organization of Programming Languages**

Proposed change: Change prerequisite

Old Description: Prerequisite: COMS 2213; COMS 2223 or COMS 3903. This course emphasizes the comparative structures and capabilities of several programming languages. Major emphasis will be placed on language constructs and the run-time behavior of programs.

Proposed Catalog Description: Prerequisites: COMS 2213 and COMS 2223. This course emphasizes the comparative structures and capabilities of several programming languages. Major emphasis will be placed on language constructs and the run-time behavior of programs.

r. **COMS 4133** **Application Program Development**

Proposed change: Rewrite description for clarification

Old Description: Prerequisite: COMS 2213 and COMS 2853. Methods for individual development of application programs. Metrics for measuring the quality of software products and processes. Verification of application programs.

Proposed Catalog Description: Prerequisites: COMS 2213 and COMS 2853. Object-oriented application development. Topics include OO Programming, three-tier design, and model-driven development. The course involves a major individual programming project. Students will develop and present their own large-scale application program.

s. **COMS 4163** **Personal Software Engineering**

Proposed change: Add prerequisite

Old Description: Formal methods for software specification. Program analysis, verification, and testing. Principles of software design. Objectoriented program implementation. Personal software process and product measurements. Program documentation. Software tools. Each student will implement a large application.

Proposed Catalog Description: Prerequisite: COMS 3213. Formal methods for software specification, program analysis, verification, and testing. Principles of software design are applied during the development and implementation of object-oriented programs. Topics include personal software process and product measurements, program documentation, and software tools. Each student will implement a large-scale application.

t.   **COMS 4603   System Programming**

Proposed change: Change prerequisite

Old Description: Prerequisite: COMS 4033 and COMS 3703 or COMS 3903. This course is intended to give the student practical experience in the implementation, modification, and maintenance of system software.

Proposed Catalog Description: Prerequisites: COMS 2213 and either COMS 3703 or COMS 3903. This course is intended to give the student practical experience in the implementation, modification, and maintenance of system software.

u.   **COMS 4700**

Proposed change: Change course title;
Change description

Old Title for Catalog: COMS 4700 Networking Laboratory
Old Description: Corequisite: Upper-level networking course. Laboratory exercises configuring computer networks.

New Title for Catalog: Data Communications and Networks Lab
Proposed Catalog Description: Co-requisite: COMS 4703 Students will complete network lab exercises in support of COMS 4703.

v.   **COMS 4713   Heterogeneous Networks**

Proposed change: Change co-requisite lab course
Rewrite description to improve readability

Old Description: Prerequisite: COMS 4703. Corequisite: COMS 4700. The student will design, develop, implement and manage numerous heterogeneous networking operating system environments. The evaluation and development of needed policies and procedures are examined and developed, including the networking tools required for the development of a seamless heterogeneous networking system and environment.

Proposed Catalog Description: Prerequisite: COMS 4703. Co-requisite COMS 4710. The student will design, develop, implement, and manage numerous heterogeneous networking operating system environments. Required policies and procedures are examined and developed Networking tools required for the development of a seamless heterogeneous networking environment are studied and applied.

w.   COMS 4981-3:   Seminar in Computer and Information Science

　　　　　Proposed change: Change course title;
　　　　　　　　　　　　　　　 Change description to reflect title change

Old Title: COMS 4981-3 Seminar in Computer Science
Old Description: Prerequisite: Permission of department. A directed seminar in an area of computer science. Seminars will focus on topics relating to emerging technologies which are beyond the scope of other computer science courses. This course may be repeated for credit if course content differs

New Title: Seminar in Computer and Information Science
Proposed Catalog Description: Prerequisites: Permission of department. A directed seminar in an area of computer and information science. Seminars will focus on topics relating to emerging technologies which are beyond the scope of other computer and information science courses. This course may be repeated for credit if course content differs.

x.   Number: COMS 4991-4

　　　　　Proposed change: Change course title

Old Title: Special Problems in Computer Science
Old Description: Prerequisite: Permission of department. This course will allow the student to work individually or as part of a small team to study and design practical computerized systems to solve problems of particular interest to the student(s). This course may be used to offer a variety of computer science related course work to strengthen the student's knowledge in areas not covered in other course offerings.

New Title: Special Problems in Computer and Information Science
Proposed Catalog Description: Prerequisites: Permission of department. This course will allow the student to work individually or as part of a team to study and design practical computerized systems in order to solve problems of a particular interest. This course may be used to offer a variety of subjects that strengthen the student's knowledge in areas not covered by other course offerings.

　　　　　Effective date or term: Spring 2009

　　　　　*Course fees:

II.   Justification and feasibility of course:

A.   Completion of degree requirements? Who will take it?

　　　　　　　To provide currency in the field of computer and information science. Students majoring in information systems, computer science, and information technology

will take these courses.

B.   How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

All courses are intended to be part of an integrated curriculum. No overlap.

C.   Is this course part of any general plan of development within your department? Explain.

All curriculum changes are part of a departmental plan to better communicate the objectives of the department.

D.   How often will the course be offered?

As needed

E.   How will the course be staffed?

Current faculty

F.   When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

N/A

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Computer and Information Science

Date Submitted: September 29, 2008

Type of Curriculum Change Requested: (*Program, option, or minor modification)

Changes to *Bachelor of Science in Computer Science*

Submitted By: Ron Robison

Approved By: Department Head: Ron Robison

Dean of School: · Dr. Willy Hoefler

Reviewed By: Registrar:

Vice-President for Academic Affairs

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

a. Fall start: *Delete BUAD 1003 in Freshman Fall.*
Add Fine Arts to Freshman Fall.
Delete Fine Arts in Senior Spring.
Add "Management Elective" to Senior Spring.

Delete COMS (3000-4000) elective in Senior Fall.
Add COMS 3053 to Senior Fall.

Delete ENGL 2053 in Sophomore Fall.
Add ENGL 2053 to Sophomore Spring.
Delete ELEG 2134 in Sophomore Spring.
Add ELEG 2134 to Sophomore Fall.
Delete ELEG 2130 in Sophomore Spring.
Add ELEG 2130 to Sophomore Fall.

b. Spring start: *Delete BUAD 1003 in Senior Fall.*
Add Social Sciences in Senior Fall.
Delete Social Sciences in Senior Spring.
Add "Management Elective" in Senior Spring.

Delete COMS (3000-4000) Elective in Senior Fall.
Add COMS 3053 to Senior Fall.

c. Add Footnote # 4: This management elective is to be selected from COMS 4053, COMS 4063, or a MGMT course approved jointly by the Department of

Management and Marketing and the Department of Computer and Information Science.

II. Course Information

    A. Rationale for the requested change.

Compliance with ABET accreditation and schedule alignment.

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

        1. Within the department requesting the change.

Depending upon the elective chosen, the department is likely to experience an increase in enrollment in COMS 4053 and COMS 4063. There will also be an increase in the enrollment of COMS 3053.

        2. Outside the department.

Computer Science majors will no longer enroll in BUAD 1003. Depending upon the course agreed upon by the two departments, the Department of Management and Marketing is likely to experience an increase in enrollment in the selected management course(s).

    C. Effective date or term.

Spring 2009

    D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/ Program Director Consulted (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. *Dr. Kevin Mason*	*yes*	*9/26/08*
2.		
3.		
4.		
5.		

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

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

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

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

Computer Science

Fall Start	
Freshman Fall Semester Add/Change: Fine Arts ✓ Delete: BUAD 1003 ✓ Total Hours: 16	Freshman Spring Semester Add/Change: Delete: Total Hours: 15

Sophomore Fall Semester
Add/Change: ELEG 2134 ✓
        ELEG 2130 ✓
 	
Delete: ENGL 2053 ✓
 	
Total Hours: 17
	Sophomore Spring Semester ✓
	Add/Change: ENGL 2053 ✓
	
	Delete: ELEG 2134 ✓
	      ELEG 2130
	
	Total Hours: 16

Junior Fall Semester Add/Change: Delete: Total Hours: 16	Junior Spring Semester Add/Change: Delete: Total Hours: 16
Senior Fall Semester ✓ Add/Change: COMS 3053 Delete: COMS (3000-4000) Elective ✓ Total Hours: 16	Senior Spring Semester ✓ Add/Change: Management Elective [4] Delete: Fine Arts ✓ Total Hours: 15
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours: 15	Freshman Fall Semester Add/Change: Delete: Total Hours: 16
Sophomore Spring Semester Add/Change: Delete: Total Hours: 16	Sophomore Fall Semester Add/Change: Delete: Total Hours: 16
Junior Spring Semester Add/Change: Delete: Total Hours: 16	Junior Fall Semester Add/Change: Delete: Total Hours: 16

Senior Spring Semester ✓
Add/Change: Management Elective [4]
 	
Delete: Social Sciences ✓
 	
Total Hours: 16
	Senior Fall Semester ✓
	Add/Change: Social Sciences ✓
	      COMS 3053
	
	Delete: BUAD 1003 ✓
	     COMS (3000-4000) Elective
	
	Total Hours: 16

Total Program Hours 127	

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Computer and Information Science

Date Submitted: September 29, 2008

Type of Curriculum Change Requested: (*Program, option, or minor modification)

Changes to *Bachelor of Science in Information Systems*

Submitted By: Ron Robison

Approved By: . Department Head: Ron Robison

                 Dean of School: Dr. Willy Hoefler

Reviewed By: Registrar:

                 Vice-President for Academic Affairs

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

a.   *Fall start: Replace Elective 3000-4000 level in Senior Fall with COMS 3053.*

b.   *Spring start: Replace Elective 3000-4000 level in Senior Fall with COMS 3053.*

II. Course Information

     A.   Rationale for the requested change.

     Compliance with ABET accreditation.

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

          1.   Within the department requesting the change.

          There will be an enrollment increase in COMS 3053.

          2.   Outside the department.

          None to a specific department.

     C.   Effective date or term.

     Spring 2009

     app CC 10/24/08
     app FS 11/12/08

     11-24-08

Information Systems

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:16	Freshman Spring Semester Add/Change: Delete: Total Hours:17
Sophomore Fall Semester Add/Change: Delete: Total Hours:16	Sophomore Spring Semester Add/Change: Delete: Total Hours:16
Junior Fall Semester Add/Change: Delete: Total Hours:15	Junior Spring Semester Add/Change: Delete: Total Hours:16
Senior Fall Semester Add/Change: COMS 3053 Delete: Elective 3000-4000 level Total Hours:15	Senior Spring Semester Add/Change: Delete: Total Hours:15
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours:17	Freshman Fall Semester Add/Change: Delete: Total Hours:16
Sophomore Spring Semester Add/Change: Delete: Total Hours:15	Sophomore Fall Semester Add/Change: Delete: Total Hours:16
Junior Spring Semester Add/Change: Delete: Total Hours:15	Junior Fall Semester Add/Change: Delete: Total Hours:16
Senior Spring Semester Add/Change: Delete: Total Hours:16	Senior Fall Semester Add/Change: COMS 3053 Delete: Elective 3000-4000 level Total Hours:15
Total Program Hours 126	

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Computer and Information Science
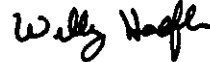
Date Submitted: September 29, 2008

Type of Curriculum Change Requested: (*Program, option, or minor modification)

Change to ***Bachelor of Science in Information Technology***

Submitted By: Ron Robison

Approved By: Department Head: Ron Robison

               Dean of School: Dr. Willy Hoefler

Reviewed By: Registrar:

               Vice-President for Academic Affairs

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

a. Fall start: ***Delete Social Sciences in Freshman Spring.***
               Add ECON 2003 to Freshman Spring.

               ***Add COMS 4710 as new course directly under COMS 4713
in Senior Fall***

b. Spring start: ***Delete Social Sciences in Junior Spring.***
               Add ECON 2003 to Junior Spring.

               ***Add COMS 4710 as new course directly under COMS 4713
in Junior Fall.***

II. Course Information

    A. Rationale for the requested change.

    Make registration easier and prevent errors in scheduling.

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

       1. Within the department requesting the change.

       None

App CC 10/24/08
App FS 11/14/08

Information Technology

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours: 16	Freshman Spring Semester Add/Change: Econ 2003 Delete: Social Sciences Total Hours: 17
Sophomore Fall Semester Add/Change: Delete: Total Hours: 15	Sophomore Spring Semester Add/Change: Delete: Total Hours: 16
Junior Fall Semester Add/Change: Delete: Total Hours: 15	Junior Spring Semester Add/Change: Delete: Total Hours: 16
Senior Fall Semester Add/Change: COMS 4710 Delete Total Hours: 15	Senior Spring Semester Add/Change: Delete: Total Hours: 16
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours: 17	Freshman Fall Semester Add/Change: Delete: Total Hours: 16
Sophomore Spring Semester Add/Change: Delete: Total Hours: 15	Sophomore Fall Semester Add/Change: Delete: Total Hours: 16
Junior Spring Semester Add/Change: Econ 2003 Delete: Social Sciences Total Hours: 15	Junior Fall Semester Add/Change: COMS 4710 Delete: Total Hours: 16
Senior Spring Semester Add/Change: Delete: Total Hours: 15	Senior Fall Semester Add/Change: Delete: Total Hours: 16
Total Program Hours 126	

Ok to remove per Dr. Hoefler
11-24-08

Remove?

Curriculum in Information Technology
Degree Completion Plan Beginning in Spring Semester

Freshman				Sophomore			
Spring		Fall		Spring		Fall	
COMS 1403	3	COMS 2003	3	COMS 1333	3	COMS 2333	3
COMS 1411	1	COMS 2104	4	COMS 2203	3	COMS 2903	3
MATH 2243	3	COMS 2700	0	COMS 2713	3	ENGL 2053	3
Social Sciences[1,3]	3	COMS 2703	3	COMS 2733	3	BUAD 2053	3
Science with Lab[3]	4	Social Sciences[1,3]	3	SPH 2173	3	Science with Lab[3]	4
ENGL 1013[3]	3	ENGL 1023[3]	3				
Total Hours	**17**	**Total Hours**	**16**	**Total Hours**	**15**	**Total Hours**	**16**

Junior				Senior			
Spring		Fall		Spring		Fall	
COMS 3523	3	COMS 3903	3	COMS (3000-4000)[2] Elective	3	COMS (3000-4000)[2] Elective	3
COMS 4063	3	COMS 4033	3	COMS 3053	3	COMS 4213	3
COMS 4700	0	COMS 4203	3	COMS 4043	3	COMS 4313	3
COMS 4703	3	COMS 4713	3	Elective (3000-4000)[2]	3	Humanities[3]	3
ECON 2003	3	Social Sciences[1,3]	3	Fine Arts[3]	3	Elective (3000-4000)[2]	3
Elective	3	Physical Activity[3]	1			Physical Activity	1
		COMS 4710	0				
Total Hours	**15**	**Total Hours**	**16**	**Total Hours**	**15**	**Total Hours**	**16**

[1]The following course is required: ECON 2003.
[2]One elective must be in the area of networking.
[3]See appropriate alternatives or substitutions in "General Education Requirements" on page 83.

Associate of Science in Information Technology

The Associate of Science in Information Technology program enables students to develop skills in the areas of web processing, databases, networking, programming, and various operating systems. These skills enable students to seek positions within the information technology industry.

Curriculum in Information Technology Associate of Science Degree
Suggested Sequence of Courses

Freshman				Sophomore			
Fall		Spring		Fall		Spring	
COMS 1403	3	COMS 1333	3	COMS 2203	3	SPH 2173	3
COMS 1411	1	COMS 2104	4	COMS 2703	3	COMS Elective[3]	9
COMS 2003	3	COMS 2233	3	COMS Elective[3]	3	General Elective	3
MATH 1113[2]	3	ENGL 1023[1]	3	PHSC 1013	3		
ENGL 1013[1]	3	Social Sciences[1]	3	PHSC 1021	1		
Social Sciences[1]	3			ENGL 2053	3		
Total Hours	**16**	**Total Hours**	**16**	**Total Hours**	**16**	**Total Hours**	**15**

[1]See appropriate alternatives or substitutions in "General Education Requirements" on page 83.
[2]The mathematics requirement may be fulfilled by taking MATH 1113 or any higher level mathematics course.
[3]1000-level courses may not be used to satisfy this requirement.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Electrical Engineering

Date submitted: 09/25/2008

Request for: Course change – change of pre-requisite
(Excluding course credit hour changes)

Submitted by: Dr. Ronald E. Nelson

Approved by: Department Head: Ronald E. Nelson
               Dean of School: W. Hoefler

Reviewed by: Registrar:
               Vice President:

Eleg 3131, Electronics Laboratory, allows the student to verify, in the laboratory, theory taught in Eleg 3103, Electronics I. The catalog description of Eleg 3131 currently lists Eleg 3103 as a co-requisite. In order to provide the most useful educational experience, it is highly desirable for the students to have covered all of the theory in Eleg 3103 before seeing it in the laboratory. In order to ensure that this happens, the Eleg3103 co-requisite for Eleg 3131 will be changed to a pre-requisite. This change will also require a change in the 8-semester sequence for students entering the program in the fall semester. A request for this change is being submitted concurrently.

The catalog description for Eleg 3131 will be changed to read:

Prerequisites: ELEG 2111, ELEG 3103. Experiments paralleling ELEG 3103 emphasizing the applications and limitations of discrete electronic devices, circuit modeling, and applications of integrated circuits. Laboratory three hours per week.

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

app CC 10/24/08
app TS 11/12/08

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Electrical Engineering

Date submitted: Sept. 30, 2008

Request for: Course change – change of pre-requisite
(Excluding course credit hour changes)

Submitted by: Ronald E. Nelson

Approved by: Department Head:
Dean of School

Reviewed by: Registrar:
Vice President:

Remove the requirement that ELEG 3123, Signals and Systems, be a co-requisite for ELEG 3143, Electromagnetics. Replace this requirement by the requirement that ELEG 3123 be either a prerequisite or co-requisite for ELEG 3143. The intent was always to allow ELEG 3123 to be taken before or concurrently with ELEG 3143. There is no need to take these two concurrently.

With this change, the catalog description will read:

ELEG 3143 Electromagnetics
Prerequisite or corequisite ELEG 3123. An introduction to static and dynamic electromagnetic fields using vector methods. Transmission lines, electrostatic fields, magnetostatic fields, Maxwell's equations, plane electromagnetic wave propagation, reflection, refraction, attenuation, antennas, reciprocity and gain. Lecture 3 hours.

app cc 10/24/08
app FS 11/12/08

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Electrical Engineering

Date submitted: Sept. 30, 2008

Request for: Course change- change of pre-requisite
(Excluding course credit hour changes)

Submitted by: Ronald E. Nelson

Approved by: Department Head:
             Dean of School

Reviewed by: Registrar:
             Vice President:

Remove the requirement that ELEG 3133, Microprocessors, be a prequisite for ELEG 4113, Digital Signal Processing. The material in ELEG 3133 is not needed as preparation for ELEG 4113.

With this change, the catalog description will read:

ELEG 4113 Digital Signal Processing
Prerequisite ELEG 3123. The study of discrete-time signals and systems, convolution, correlation, z-transform, discrete-time Fourier transform, analysis and design of digital filters. Lecture 3 hours.

app cc 10/24/08
app FS 11/12/08

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Electrical Engineering

Date submitted: September 26, 2008

Request for: Course change____X____Course deletion_____Course addition_____
(Excluding course credit hour changes)

Submitted by: Carl Greco

Approved by: Department Head: _____

               Dean of School: _____

Reviewed by: Registrar: _____

               Vice President: _____

If this is a deletion or other minor change, describe and give rationale.

> The existing course catalog description does not adequately reflect the course content.
> There is no change to the syllabus or assessment.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I.   Catalog description:

> Prerequisites: ELEG 2134. Principles of digital systems design and the use of hardware description languages (HDL) are targeted toward the development of programmable logic devices in this project oriented course. The basic tenets of HDL will be presented including design flow, structural and behavioral descriptions, data types, concurrent and sequential statements, processes, procedures, functions, and packages. Approximately one hour per week will be devoted to supervised project development.

Number: [ELEG 4133]

Title for Catalog: Advanced Digital Design

*Title for Course Inventory (24 characters): Advanced Digital Design

Description: See above.

app CC 10/24/08
app FS 11/12/08

Effective date or term: Fall 2009

*Course fees: None

II.   Justification and feasibility of course:

        A. What is the need for this course? Who will take it?

        Elective for electrical engineering majors.

        B. How does it relate to other work being offered by your department? Is there an
            overlap with other courses in the department?
            Advanced digital design is an elective.

        C. Is this course part of any general plan of development within your department?
            Explain.

            Digital design course sequence.

        D. How often will the course be offered?

        Annually.

        E. How will the course be staffed?

        Departmental faculty.

        F. When applicable, state with which departments you have specifically coordinated
            this change? (If unable to identify coordinating departments that change affects,
            Academic Affairs can offer assistance in identifying course use.)
        None required.

***Note: Each new course proposal must include a short explanation describing how the new
course integrates with the assessment process of the department in which the course will be
taught.**

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

CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Department of Electrical Engineering

Date Submitted: September 30, 2008

Type of Curriculum Change Requested: Addition of new option

Submitted By: Carl Greco

Approved By: Department Head: _~~~~~~~~~ 10/1/08_

Dean of School: _Wally Haefler_

Reviewed By: Registrar: _Tammy Quadio_

Vice-President for Academic Affairs: _____

I. Program or curriculum change as it will appear in the catalog.

(see page 3 of this Attachment)

II. Course Information

    A. *Rationale for the requested change.*

The Computer Engineering (CE) option in Electrical Engineering will provide the educational background for engineers to work in an integrated hardware and software design and development cycle in a variety of industries from aerospace to medical systems.

    B. *What impact will the change have on staffing, on other programs, budget, and space allocation?*

       1.   *Within the department requesting the change.* The Computer Engineering option will require minimal additional resources. There are no additional courses, space allocation nor additional staffing required. The anticipated increased number of engineering students will produce a mi..imal increase in the class sizes which would be expected to be adequately accommodated within existing courses without any additional sections. The additional overhead required to administer the CE option will not be excessive.

       2. *Outside the department.* The Computer Engineering students will increase the class sizes in the Computer Science courses in common with in the CE curriculum. These additional CE students are not anticipated to be sufficient to increase the staffing, space allocation nor number of sections offered in the required Computer Science courses within the CE curriculum.

app CC 1δ/24/08
app FS 11/12/18

C. *Effective date or term.* Fall 2009.

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)*

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Ron Robison, Computer and Information Science	yes	9/10/08

No new courses are required for the Computer Engineering option. The courses currently offered by the Electrical Engineering and the Computer and Information Science Departments meet the curriculum recommended by the Joint IEEE Computer Society / ACM Task Force [2].

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

A program outcomes and assessment plan is attached.

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

Outline in specific detail how your proposal will alter the program (include course number and title): The proposed Computer Engineering curriculum will not alter the courses currently offered in Electrical Engineering or Computer Science.

Catalog Statement for Department of Electrical Engineering:

The Department of Electrical Engineering offers a four-year program leading to the Bachelor of Science in Electrical Engineering (BSEE) degree. This program is accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET). The computer engineering option was added in 2009-2010. ✓

The mission of the Department of Electrical Engineering at Arkansas Tech University is to maintain an accredited program leading to the Bachelor of Science degree. The Department is committed to providing its students with a positive atmosphere in which to learn the fundamentals of engineering practice including engineering science and design. In order to fulfill its mission, the Department has established the following educational objectives.

Engineers who graduate from Arkansas Tech University with a BSEE degree will be:

1. Intellectuals - with a commitment to ethics, social and environmental responsibility, and lifelong learning.
2. Team Players - communicating, planning, coordinating, and managing projects and personnel with efficiency and effectiveness.
3. Problem solvers - learning new concepts, techniques, skills, and tools to aid in analyzing and designing electrical and computer engineering systems.
4. Professionals - trained and competent in the fundamentals of engineering science, applied mathematics, laboratory practice, and principles of electrical and computer engineering.

The first two years of curriculum contain the needed mathematics, science and engineering science basics to prepare the student for the upper level electrical and computer engineering courses. The junior and senior years include 12 hours of electives (6 for the computer engineering option) which allow students to concentrate their studies in an area of specialization such as electric power, computers, robotics, or communications.

Prior to enrolling in any 3000 or 4000-level engineering courses, students must successfully complete a pre-professional curriculum containing preparatory courses normally taken during the first three semesters. The pre-professional curriculum is composed of the following courses:

- ENGL 1013 and ENGL 1023 (or equivalent)
- MATH 2914 and 2924
- CHEM 2124
- PHYS 2114

Satisfactory completion of the pre-professional curriculum is defined as a grade of "C" or better in each course. Students should meet with their advisor during the semester in which they anticipate completing the pre-professional curriculum to complete the procedure for admittance to upper-level engineering courses.

The following curriculum represents the program of study and a suggested sequence for the Bachelor of Science in Electrical Engineering degree. The student should be aware that not all courses are offered each semester and that the ordering of courses is subject to change. In order to minimize scheduling difficulties, each student should schedule a special session with their advisor at the beginning of their junior year to plan the remaining coursework.

The existing Bachelor of Science in Electrical Engineering curricula for Fall and Spring admittance will remain unchanged. The proposed additional Computer Engineering option Fall/Spring curricula follow:

FALL START

Course Name	Course Number	Credits		Course Name	Course Number	Credits
First Semester				**Second Semester**		
Intro Engr	ELEG 1012	2		Digital Logic Des	ELEG 2134	4
Foundations I (C++)	COMS 2104	4		Digital Logic Lab	ELEG 2130	0
Engl Comp I	ENGL 1013	3		Engl Comp II	ENGL 1023	3
Calculus I	MATH 2914	4		Calculus II	MATH 2924	4
Biological Sci	-	4		Foundations II (C++)	COMS 2203	3
		17		PE	-	1	15
Third Semester				**Fourth Semester**		
Elec Circuits I	ELEG 2103	3		Elec Circuits II	ELEG 2113	3
Fine Arts	-	3		Elec Circuits Lab	ELEG 2111	1
Social Science	-	3		Chem	CHEM 2124	4
Diff Eq	MATH 3243	3		Calculus III	MATH 2934	4
Phys I	PHYS 2114	4		Phys II	PHYS 2124	4
		16		PE	-	1	17
Fifth Semester				**Sixth Semester**		
Electronics I	ELEG 3103	3		Electronics II	ELEG 4103	3
MicroProc Sys Des	ELEG 3133	3		Electronics Lab	ELEG 3131	1
Engr Modeling & Design	ELEG 3003	3		Computer Organization	COMS 2223	3
Discrete Structures	COMS 2903	3		Signals and Systems	ELEG 3123	3
Applied Statistics	MATH 3153	3		Data Structures	COMS 2213	3
Humanities	-	3	18	Electromagnetics	ELEG 3143	3	16
Seventh Semester				**Eighth Semester**		
Engineering Design	ELEG 4202	2		Econ	ECON 2003	3
Soc Sci	-	3		Operating Systems	COMS 3703	3
Communications I	ELEG 4143	3		Social Science	-	3
Digital Signal Proc	ELEG 4113	3		Senior Design Proj	ELEG 4193	3
Control Systems	ELEG 4303	3		Engr Elective	-	3
Adv Digital Design	ELEG 4133	3	17				15

Total   131

SPRING START

Course Name	Course Number	Credits
First Semester		
Intro Engr	ELEG 1012	2
Fine Arts	-	3
Engl Comp I	ENGL 1013	3
Calculus I	MATH 2914	4
Biological Sci	-	4
		16
Third Semester		
Elec Circuits I	ELEG 2103	3
Foundations II (C++)	COMS 2203	3
Social Science	-	3
Diff Eq	MATH 3243	3
Phys I	PHYS 2114	4
		16
Fifth Semester		
Computer Organization	COMS 2223	3
MicroProc Sys Des	ELEG 3133	3
Signals and Systems	ELEG 3123	3
Discrete Structures	COMS 2903	3
Applied Statistics	MATH 3153	3
Electromagnetics	ELEG 3143	3 18
Seventh Semester		
Engineering Design	ELEG 4202	2
Operating Systems	COMS 3703	3
Econ	ECON 2003	3
Electronics II	ELEG 4103	3
Engr Elective	-	3
Electronics Lab	ELEG 3131	1 15

Course Name	Course Number	Credits
Second Semester		
Digital Logic Des	ELEG 2134	4
Digital Logic Lab	ELEG 2130	0
Engl Comp II	ENGL 1023	3
Calculus II	MATH 2924	4
Foundations I (C++)	COMS 2104	4
PE	-	1 16
Fourth Semester		
Chem	CHEM 2124	4
Elec Circuits Lab	ELEG 2111	1
Elec Circuits II	ELEG 2113	3
Calculus III	MATH 2934	4
Phys II	PHYS 2124	4
PE	-	1 17
Sixth Semester		
Electronics I	ELEG 3103	3
Humanities	-	3
Engr Modeling & Design	ELEG 3003	3
Data Structures	COMS 2213	3
Soc Sci	-	3
Communications I	ELEG 4143	3 18
Eighth Semester		
Digital Signal Proc	ELEG 4113	3
Control Systems	ELEG 4303	3
Social Science	-	3
Senior Design Proj	ELEG 4193	3
Adv Digital Design	ELEG 4133	3
		15

Total 131

1. Program Outcomes and Assessment

A joint task force formed by the IEEE Computer Society and the Association for Computing Machinery (ACM) defined Computer Engineering as follows:

> Computer engineering is concerned with the design and construction of computers and computer-based systems. It involves the study of hardware, software, communications, and the interaction among them. Its curriculum focuses on the theories, principles, and practices of traditional electrical engineering and mathematics and applies them to the problems of designing computers and computer-based devices.
>
> Computer engineering students study the design of digital hardware systems including communications systems, computers, and devices that contain computers. They study software development, focusing on software for digital devices and their interfaces with users and other devices. CE study may emphasize hardware more than software or there may be a balanced option. CE has a strong engineering flavor.
>
> Currently, a dominant area within computing engineering is embedded systems, the development of devices that have software and hardware embedded in them. For example, devices such as cell phones, digital audio players, digital video recorders, alarm systems, x-ray machines, and laser surgical tools all require integration of hardware and embedded software and all are the result of computer engineering. [1]

The IEEE Computer Society is the largest the society within the Institute of Electrical and Electronic Engineers with 85,000 world wide members, and the ACM is an educational and scientific society for computer professionals with more than 82,000 member world wide.

The joint IEEE Computer Society/ACM task force developed a recommended curriculum [2] which became the model for the Computer Engineering option in Electrical Engineering at Arkansas Tech University.

The level of success in reaching the Program Objectives for the Computer Engineering option is measured in the attainment of a set of Program outcomes. These outcomes serve to satisfy and support the achievement of the Program Objectives. An assessment plan has been developed to measure the level of attainment of these outcomes and has provisions for utilizing the assessment results for further improvements to the program.

The program outcomes were derived from the required outcomes stipulated by the Accreditation Board for Engineering and Technology, ABET, and additional Electrical Engineering Program criteria. The program outcomes listed in Table 2 serve as the basis for the program educational objectives in Table 1. Each program outcome in Table 2 supports the achievement of two or more program objectives and each objective is supported by several outcomes. Table 1 shows the interrelationships between program outcomes and the program educational objectives.

Table 1: Program outcomes related to program educational objectives. Outcomes are listed in Table 2.

Electrical and Computer Engineering Program Objectives	Outcomes	Outcome Indicator
Graduates from Arkansas Tech University with a BSEE degree will be:		
1. Intellectuals – with a commitment to ethics, social and environmental responsibility, and lifelong learning.	(f), (h), (i), (j)	• Employer/alumni survey • Exit interview
2. Team Players – communicating, planning, coordinating, and managing projects and personnel with efficiency and effectiveness.	(d), (g), (h), (i), (j)	• Capstone design course jury • Employer/alumni survey • Exit interview
3. Problem solvers – learning new concepts, techniques, skills, and tools to aid in analyzing and designing electrical and computer engineering systems.	(a), (b), (c), (e), (g), (k), (l), (m), (n)	• Individual course assessments • Capstone design course jury • Employer/alumni survey
4. Professionals – trained and competent in the fundamentals of engineering science, applied mathematics, laboratory practice, and principles of electrical and computer engineering.	(a), (b), (c), (e), (f), (k), (l), (m), (n)	• Individual course assessments • Professional Exam results • Employer/alumni survey

The program outcomes were established by the faculty of the Electrical Engineering Department based on the program educational objectives and input from the Engineering Advisory Board[1]. The achievement of each outcome is assessed by multiple methods under the department's assessment plan. A total of nine assessment methods have been identified by the department and each outcome is assessed by multiple methods. Table 3 shows the relationship of the assessment methods currently used by the Department for the existing program outcomes and extended to include the Computer Engineering option. Table 3 was originally developed by a committee consisting of faculty members from the Electrical Engineering Department.

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1   The Engineering Advisory Board has received the a copy of the proposed Computer Engineering curriculum option.

Table 2: Electrical and Computer Engineering Program Outcomes

Electrical and Computer Engineering Program Outcomes	
The Electrical and Computer Engineering degree program will demonstrate that their graduates have:	
a.	An ability to apply knowledge of mathematics, science, and engineering.
b.	An ability to design and conduct experiments, as well as to analyze and interpret data.
c.	An ability to design a system, component, or process to meet desired needs including recognition of applicable codes and standards, economic and societal impact.
d.	An ability to function on multidisciplinary teams.
e.	An ability to identify, formulate, and solve engineering problems.
f.	An understanding of professional and ethical responsibility, including professional licensure.
g.	An ability to communicate effectively.
h.	The broad education necessary to understand the impact of engineering solutions in a global and societal context.
i.	A recognition of the need for, and an ability to engage in lifelong learning.
j.	A knowledge of contemporary issues.
k.	An ability to use the techniques, skills and modern engineering tools necessary for engineering practice.
l.	A knowledge of probability and statistics.
m.	A knowledge of basic sciences, computer science, and engineering sciences necessary for analysis and design of devices, software, and systems.
n.	A knowledge of advanced mathematics, including differential equations, linear algebra, complex variables and discrete mathematics.

Assessment Metrics

For each of the program outcomes in Table 2 a set of metric goals was established to allow the department to measure the level of attainment of each of the outcomes by the department's graduates. Not all assessment methods have metric goals for each outcome. The goals established are, primarily, external measures that are not directly related to a student's grade in a particular course. External measures used in establishing these assessment goals include such items as student scores on a professional certification exam, exit interviews conducted with graduating seniors, alumni and employer surveys and other statistics related to the program's graduates.

The computer engineering option students will be required to take the Fundamentals of Engineering practice exam which is administered by Professional Publications, Inc. (PPI) [3]. The content of the PPI exam is customizable and can be scheduled at any time during the year which is convenient for the student and the department. Students take the exam online with test results returned to the student and the department.

Exit interviews, conducted by the department head, are held with each graduating senior. These interviews take the form of a survey questionnaire, but are normally conducted orally with the student. In the past, greater than 90% participation rate has been achieved on the exit interviews.

Alumni and employer surveys are conducted on a regular basis in accordance with the assessment plan. The last such survey was mailed to students who had graduated since the establishment of concentration areas within the Bachelor of Science in Engineering degree.

Other internal measures used in establishing metric goals for the program outcomes include faculty ratings of achievement of course technical objectives and ratings on senior design project reports and presentations.

The achievement of these metric goals illustrates the level of attainment of the program educational objectives. Although a expected high success rate in achievement of the metric is the goal, it is realized that it may not be a practically obtainable result in any given year. However, setting the goals to this lofty level provides a target for improvement for the department and its programs.

Assessment Data

The assessment measures used by the department are listed in Table 3. Each of these measures is discussed together with the assessment data gained from each.

Fundamentals of Engineering (FE) Practice Exam – Unlike the Fundamentals of Engineering Exam administered biannually by the Arkansas Board of Registration for Professional Engineers and Land Surveyors, the FE Practice Exam from Professional Publications, Inc. [3] can be scheduled for the convenience of the student. The FE exam is voluntary and not all students choose to take it. The FE Practice exam administered by PPI will be require for all students in their senior year. The PPI exam results provide detailed performance scores for resolution down to the individual question level which are not available for the FE exam. In addition, the PPI exam content can be customized to include topics within a specific degree option. The target score for the assessment metric is 85 percent average exam score for all students with no individual student scores below 60%.

Coursework Technical Objectives – A list of technical objectives is maintained for each course taught in the Electrical Engineering and Computer and Information Science departments. At the end of each semester, faculty make an overall assessment of how well each class met the objectives for their individual courses. These scores, rated on a 1 (low) to 5 (high) scale, are recorded in a database for each course and semester. All course technical objectives are linked to departmental educational objectives. The target metric for assessment will be an average score of 4 for all courses with no individual course below a score of 3. As an example, see the objectives for ELEG 2134 and COMS 2213 in the appendices.

Team Projects – The assessment of student outcomes related to teamwork is carried out primarily by input from courses and projects that require teams of two or more students. The department continues to provide students with a number of team project opportunities. A project grade constitutes a major contribution to the overall course grade in a number of courses. The teamwork assessment will be developed at two levels. A comprehensive assessment will be comprised of both a self-assessment performed by each team member as well as a faculty supervisor assessment for each team. Since this level of assessment is not feasible or practical for each laboratory and project oriented course, it will be

applied to the senior design projects. The target metric will be an average rating of 4 for all teams. See attached self assessment teamwork questionnaire. Teamwork within other project and laboratory courses will be assessed under coursework objectives.

Laboratory Coursework – Assessment data from laboratory coursework is composed primarily of student performance in laboratory courses. Laboratory coursework will be assessed under the coursework objectives listed above.

Senior Design Projects – Assessment of Senior Design Projects is carried out in three levels. A committee composed of all available faculty members submits comments on project final reports and presentations to the faculty member assigned the Senior Design course. A Senior Design Committee reviews all projects and makes an assessment of the level of achievement of the technical objectives for each project. Finally, the faculty member responsible for the course assigns grades for the course, taking into account the above listed input from other faculty members. In addition to the assessment metrics already covered, the faculty review committee will find that 90% or greater of the projects met or exceeded their design goals.

Exit Interviews – The Electrical Engineering Department Head conducts Exit Interviews each semester with graduating seniors. These interviews are voluntary, but a 90% (or greater) participation rate has been achieved over the past several semesters in the electrical engineering program. A number of metric goals in the outcomes assessment (Table 3) are linked to this exit interview. Students are asked to rate the program and the knowledge they acquired on a scale of 1 to 5 where is strongly agree. The topic rated are listed in the appendices. The target metric for the exit interview is average rank of 4 for all students.

Enrollment in Graduate School – Enrollment in graduate school is another assessment method that is used sparingly as a metric goal. The department has established a goal that 10% of graduating students apply for graduate school and 100% of those applying will be accepted.

Alumni Surveys – Surveys will be sent to all program alumni who have graduated within the previous ten years. The assessment metric will be that 80% of the graduates will be employed in their discipline and of those graduates who are employed within their area of study 90% will indicate that their educational training provided the required training, information and knowledge for their jobs.

Employer Surveys – An employer survey will be included with each of the alumni surveys noted above. The assessment metric will be that 100% of all employers will, given the opportunity and need, hire another graduate from the computer engineering program.

Table 3: Methods used to assess student outcomes. The capital "X" represents a directly measurable results where the lower case "x" may be inferred.

	Methods Used to Assess Student Outcomes	Electrical and Computer Engineering Outcomes													
		a	b	c	d	e	f	g	h	i	j	k	l	m	n
1	F.E. Practice Exam [3]	X				X	X					x	X		X
2	Coursework Technical Objectives	X	X	X		X		x				x	X		X
3	Team Projects	x		x	X			x							
4	Laboratory Coursework	x	X	X	x	x		X				X			
5	Senior Design Projects	X	X	X	X	X		X			X	x		X	x
6	Exit Interviews	x	x	X	x	X	X	x	X	X	X	x	x		
7	Enrollment in Graduate School	x	x	x		x		x		x		x		x	x
8	Alumni Surveys	X	X	X	X	x	x	x	X	X	X	X		X	
9	Employer Surveys	x	x	x	X	x	X	X	X	x	x	X	x	X	

2. Endorsement

Date: 9/11/08
From: Mike Hill (MikeHill@decraneaerospace.com)
Hello Carl,
Thank you for contacting me. I do see a need for this type of education and I encourage ATU to move forward with this degree. In my field of work, it would be very beneficial to have an engineer that could perform a design around a processor that can run open source Linux and allow development with the open source tools. ARM processors are the big thing now and many of the media processors are dual core with an ARM and a DSP. Most, if not all, of the processors from companies like Freescale, Texas Instruments, ADI, Atmel, etc. will have a Board Support Package for Linux.

uClinux has ports for Coldfire, DragonBall, Blackfin, ARM, etc. I can see these being very useful for a student design project. If you are interested, here is a link:

http://www.uclinux.org

I'm not just advocating Linux. Embedded platforms like WinCE, Windows Mobile, and Windows XP Embedded are also very pertinent to these applications, but these platforms can be cost prohibitive.

You can probably tell from my email that I'm focused mostly on Media processing and Operating Systems for smaller, mobile devices, but that is where processing is at in today's market. Ethernet, USB, and wireless interfaces are the big thing for portable media devices, and in the home, with the advent of digital television and shared media, media processing is huge. Consumers want to be able to take their media stored at a single location and distribute that to the whole house. Powerful processing, but small form factor is required.

I see us losing our competitive edge as a country, with a lot of engineering being outsourced to China and India. I would very much like to see this change and to see our students getting more involved in video processing, which is definitely an application related to computer engineering, because of the processors that must be used.

Please let me know if I can be of any assistance to you.

Best Regards,

Mike Hill
Electrical Engineering Group Leader
Decrane Aerospace - Audio International
501.801.8147 office
501.765.1120 cell

References:

1) Computing Curriculum 2005, The Overview Report, The Joint Task Force for Computing Curricula 2005, September 2005, [http://www.computer.org/portal/cms_docs_ieeecs/ieeecs/education/cc2001/CC2005-March06Final.pdf].

2) Computer Engineering 2004, Curriculum Guidelines for Undergraduate Degree Programs in Computer Engineering, Joint Task Force on Computer Engineering Curricula, December 2004, [http://www.computer.org/portal/cms_docs_ieeecs/ieeecs/education/cc2001/CCCE-FinalReport-2004Dec12-Final.pdf]

3) Professional Publications, Inc., Exam Cafe [http://ppi2pass.com/ppi/ECMain].

Appendix:

ELEG 2134/2130 Digital Logic Design Technical Objectives and Assessment Criteria:

1. Ability to use and convert between different number systems including binary, hexadecimal and octal. [1][2]
2. Ability to apply Boolean algebra to digital system.
3. Development of combinational design techniques at the gate and medium-scale integration (MSI) level. [1,3]
4. Development of sequential logic design techniques at the gate and MSI level. [1,3]
5. Introduce the student to digital electronic hardware design at the medium and large scale integrated circuit level using a Hardware Description Language, for example VHDL or Verilog. [1, 3]
6. Preparation of formal written lab reports. [1,2,3]

COMS 2213 Data Structures
At the conclusion of the course the student will be able to:
1. Design, write and test programs using lists, stacks, queues, and binary search trees.
2. Employ advanced features of programming languages such as templates, classes, inheritance, polymorphism and operator/function overloading.
3. Analyze the running time of typical $O(n)$ and $O(n**2)$ algorithms.

Team self assessment topics rated from 1 to 5 with 1 – disagree and 5 – full agreement.
1. Team mission and purposes are clear and consistent; attainable.
2. Team mission addresses the customer's needs.
3. Respect has been built within the team for diverse points of view.
4. Team environment is characterized by honesty, trust, mutual respect, and team work.
5. Team objectives are challenging and the work is necessary.
6. Team climate is comfortable and relaxed; there are no obvious tensions or signs of boredom.
7. There is little evidence of conflict between team members.
8. Team treats every member's ideas as having potential value.
9. Team encourages individual differences.
10. Conflicts within the team are dealt with swiftly and resolved to satisfaction of those involved.
11. Team members are open and non-confrontational when communicating among themselves.
12. Team process stimulates creativity and brings fresh perspectives to problems.
13. Team takes time to develop consensus by discussing the concerns of all members to arrive at an acceptable solution.
14. Other class members (outside of my team) have a high level of trust and confidence in the team.
15. Team performance is evaluated fairly and on an ongoing timely basis.
16. Our team has a cooperative climate – team members supporting each other and working together to pursue mutual goals and also confident about speaking their minds and expressing opinions.
17. The Team Director provides clear roles and work assignments.
18. Team Director deals with dysfunctional behavior in an appropriate manner.

Exit interview questions used in assessment rated from 1 to 5 with 1 – strongly disagree and 5 – strongly agree:

1. I feel that my Tech education has been sufficiently broad to allow my understanding of the impact of engineering solutions on society.
2. I feel that I can design a component or system.
3. My engineering education has provided me an understanding of professional ethics and responsibility.

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2   Refers to the number of the educational objective(s) of the program leading to the BSEE degree at Arkansas Tech University that applies to course objective.

4. As my career develops, I recognize a need to continue my education through professional development courses or advanced studies.
5. I feel that my education has given me an appreciation for contemporary issues.
6. I feel that my education has prepared me to be able to formulate and solve problems as needed for my job.
7. I am familiar with professional engineering registration (EIT and PE license).
8. Overall, I am pleased with the quality of education provided in Electrical Engineering.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Parks, Recreation & Hospitality Administration

Date submitted: Sept 29, 2008

Request for: Course change____X____Course deletion_____Course addition_____
(Excluding course credit hour changes)

Submitted by: Dr. Theresa Herrick

Approved by: Department Head: _Theresa Herrick_
               Dean of School: _Wally Hoepler_

Reviewed by: Registrar: _Tammy Rhodes_
               Vice President:

If this is a deletion or other minor change, describe and give rationale.

Change in course name from RP 1031 *Introduction to Mountain Biking* to RP 1031 *Introduction to Cycling*. Also, minor changes in the course description to reflect a change in course emphasis from mountain biking to cycling. Addition of a course fee of $50 per student to cover transportation to area trails.

I.   Catalog description: Introduction to Cycling is designed to introduce the beginner
      biker to the basics needed for lifelong enjoyment of this recreation activity and sport.
      Students will be introduced to techniques of road cycling and off-road cycling. Emphasis
      on choosing clothing and equipment, maintenance, and riding skills. Students will have
      riding opportunities at area trails, as well as classroom instruction. Participants are
      expected to provide their own bikes and associated gear and equipment. $50 fee required
      to cover transportation to area trails.

      Number: RP 1031

      Title for Catalog: Introduction to Cycling

      *Title for Course Inventory (24 characters): Introduction to Cycling

      Effective date or term: Fall 2009

      *Course fees: $50

App CC 10/24/08
App FS 11/12/08

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Parks, Recreation and Hospitality Administration

Date submitted: September 29, 2008

Request for: Course change__X____Course deletion_____Course addition_____
(Excluding course credit hour changes)

Submitted by: Dr. Theresa Herrick

Approved by: Department Head:
               Dean of School

Reviewed by: Registrar:
               Vice President:

If this is a deletion or other minor change, describe and give rationale.

Some changes to the course description including "...conducted at recreation and park facilities in Arkansas and the nearby region."   The fee for the class has been listed in the course description, but not specified at any given amount. The amount will now be specified at $100 per student. "The fee will be used for transportation, food and entry fees to some sites."

I.   Catalog description: This off campus course will be of one-week duration conducted at recreation and park facilities in Arkansas and the nearby region. The course will center on discussion of interpretive facilities, techniques, problems and innovations with leading professionals on site. A fee of $100 will be assessed to cover transportation, food and entry fees for some sites. Lodging is usually provided by park agencies at the site free or at a very low cost.

Number: RP 4042

Title for Catalog: Field Seminar in Interpretive Methods

*Title for Course Inventory (24 characters): Interpretive Seminar

Effective date or term: Spring 2009

*Course fees: $100

app CC 10)>4/0 8
app FS 11/12/08

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Parks, Recreation and Hospitality Administration

Date Submitted: October 10, 2008

Type of Curriculum Change Requested: Addition of new <u>Associate of Science in Culinary</u>

Submitted By: Theresa Herrick

Approved By: Department Head:

                  Dean of School: Wally Hoefler

Reviewed By: Registrar:

                  Vice-President for Academic Affairs

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

II. Course Information

A.   Rationale for the requested change.

<u>The Associate of Science degree in Culin-</u>   ⁿ and
<u>specialized study of the culinary</u>   iences and
<u>field experiences for stu</u>   cooking
<u>and foodservice</u>   taurants,
<u>clubs. h</u>   reas of
                                                             may
                                                             ιt

Culinary degree

Approved + put in 2010-2011
Catalog   2-23-10 KR

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The   ville region. The
area h   ...ges and conference centers
in the ι   ...iter and Marriott hotel, built by
J.Q. Ha   ...ussellville by spring 2010. These
propertie   ...is for their foodservice operations.

App CC (15) 24/08
App FS 11/12/08

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

    1.   Within the department requesting the change.

Many of the required Culinary courses will be cross listed with Hospitality courses. Only 5 new culinary courses will be added to the required list of courses for the Associate's degree. The existing fourth full time faculty position, to be filled in January 2009, will be dedicated to food, beverage and culinary. The HA faculty want to utilize chefs to teach as adjunct professors for the specialty courses in baking, pastry, sauces, soups, stocks, club and regional cuisine. There are a number of chefs from central Arkansas who serve on the Culinary Advisory Committee for the Program and have indicated an interest in teaching courses in the Program. The Associate degree will require 4 additional adjunct professors per year for various specialty courses.

ATU is fortunate to have a commercial food lab in Williamson Hall and a full service dining facility. Lake Point Conference Center, which was added to the ATU campus in 2006, also has a full service kitchen and dining facility. These facilities can be more fully utilized by adding an Associate's degree in Culinary. At the present time the Williamson Food Lab and Dining Room receive little use during the summer months. Most of the Hospitality students are enrolled in general education, web courses, work experience and internship. The Culinary Program will have students enrolled on campus during the summer and utilize the food lab and dining room for culinary classes and labs.

There will be only a small addition to the department budget, mostly for additional pots, pans, bake ware and utensils. Culinary students will have course lab fees to cover food costs

    2.   Outside the department.

Students enrolled in the culinary program will also be enrolled in general education and support courses as part of the Associate of Science degree requirements which will run year round for two years (See Culinary Program on page 3).

C.   Effective date or term. Fall 2009

D.   This Program does not affect any other outside of the Hospitality Administration Program

built by J.Q. Hammons, will be completed in Russellville by spring 2010. These properties will need culinarians for their foodservice operations.

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

   1. Within the department requesting the change.
      Many of the required Culinary courses will be cross listed with Hospitality courses. Only 5 new culinary courses will be added to the required list of courses for the Associate's degree. The existing fourth full time faculty position, to be filled in January 2009, will be dedicated to food, beverage and culinary. The HA faculty want to utilize chefs to teach as adjunct professors for the specialty courses in baking, pastry, sauces, soups, stocks, club and regional cuisine. There are a number of chefs from central Arkansas who serve on the Culinary Advisory Committee for the Program and have indicated an interest in teaching courses in the Program. The Associate degree will require 4 additional adjunct professors per year for various specialty courses.

      ATU is fortunate to have a commercial food lab in Williamson Hall and a full service dining facility. Lake Point Conference Center, which was added to the ATU campus in 2006, also has a full service kitchen and dining facility. These facilities can be more fully utilized by adding an Associate's degree in Culinary. At the present time the Williamson Food Lab and Dining Room receive little use during the summer months. Most of the Hospitality students are enrolled in general education, web courses, work experience and internship. The Culinary Program will have students enrolled on campus during the summer and utilize the food lab and dining room for culinary classes and labs.

      There will be only a small addition to the department budget, mostly for additional pots, pans, bake ware and utensils. Culinary students will have course lab fees to cover food costs

   2. Outside the department.
      Students enrolled in the culinary program will also be enrolled in general education and support courses as part of the Associate of Science degree requirements which will run year round for two years (See Culinary Program on page 3).

C.   Effective date or term. Fall 2009

D.   This Program does not affect any other outside of the Hospitality Administration Program

E.   Assessment Plan- This program will fit the department's assessment process by addressing the following objectives:

1. Students will understand the historical overview of the hospitality industry and the culinary profession;

2. Students will be provided sufficient areas of specialization to allow them to develop individual interests and talents;

3. Students will be provided knowledge of operations relative to the provision of hospitality goods and/or services, including foodservice management and related services;

4. Students will learn to communicate effectively;

5. Students will learn to apply scientific and quantitative reasoning;

6. Students will develop ethical perspectives.

ASSOCIATE OF SCIENCE – CULINARY

CURRICULUM PROPOSAL

New Courses

CUL 2903 Garde Manger
CUL 2923 Sauces, Stocks and Soups
CUL 2933 Advanced Food Preparations
CUL 2943 Introduction to Baking and Pastry
CUL 2996 Externship

Existing Hospitality Courses Cross-Listed with Culinary

CUL/HA 1013 Sanitation Safety
CUL/HA 1923 Introduction to Food and Beverage Management
CUL/HA 2003 Cost Controls
CUL/HA 2023 Hospitality Supervision & Leadership
CUL/HA 2053 Work Experience
CUL/HA 2063 Guest Services Management
CUL/HA 2813 Basic Human Nutrition in Hospitality Administration
CUL/HA 2913 Principles of Food Preparations

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

Associate of Science in Culinary

Freshman				Sophomore			
Fall		Spring		Fall		Spring	
ENGL 1013	3	ENGL 1023	3	CUL 2903	3	CUL 2053	3
CHEM 1114	4	COMS 1003	3	SPH 2173	3	CUL 2063	3
MATH 1003	3	PSY 2003	3	CUL 2913	3	ELEC	3
CUL 2813	3	CUL 1013	3	CUL 2023	3	CUL 2933	3
CUL 1923	3	CUL 2003	3				
Total Hours	16	Total Hours	15	Total Hours	12	Total Hours	12
SUMMER BETWEEN 1 AND 2ND YEAR						SUMMER AFTER 2ND SPRING	
CUL 2923	3					CUL 2996	
CUL 2943	3						

Total Program Hours 67

ARKANSAS TECH UNIVERSITY
DEPARTMENT OF PARKS, RECREATION AND HOSPITALITY ADMINISTRATION
CUL/HA 1013 SANITATION SAFETY
FALL 2008

Hospitality Administration Mission Statement:

The mission of the Hospitality Administration Program is to provide quality education in hospitality administration and provide a foundation for professional growth and development. This is achieved by:

- Providing knowledge and skills through a comprehensive academic curriculum;
- Demonstrating professionalism, leadership, and high ethical standards by a competent faculty and administration;
- Promoting community service and outreach;
- Emphasizing the importance of research and continuing education;
- Encouraging life-long learning.

CATALOG DESCRIPTION: This course provides knowledge of food safety, potable water, bioterrorism and risk management particularly in the areas of food service and storage. ~~You will~~ The student gain knowledge on safe food handling from; receiving and storage through preparing and serving foods. This course will also analyze ethical considerations with regards to food and water safety and food service. **ServSafe** certification from the NRAEF will result upon successful completion of standardized exam.

HA Course Number	HA Course Title	ACPHA Standard(s)	Learning Outcome(s)	Artifact(s)
HA 1013	Sanitation and Safety	The legal environment of profit and non-profit organizations;	The student will *identify* and *demonstrate* critical food safety knowledge and risk management associated with safe food handling and storage.	NRAEF ServSafe Certification, unit exams
		Ethical considerations and socio-political influences affecting organizations;	The student will *illustrate* and *contrast* ethical issues related to food safety and risk management.	Case studies

PROFESSOR: Brenda G. Montgomery, Ph.D.
OFFICE: 100 Williamson
CLASS: Etech BLACKBOARD
TELEPHONE: 479-964-0893
E-MAIL: bmontgomery@atu.edu
OFFICE HOURS: MW 10-12 TTR 1:00-4:00 pm
OTHER TIMES ARRANGEMENT BY APPOINTMENT

REQUIRED TEXT: <u>ServSafe Coursebook 4th Edition</u> (2006). **{Needs to be new and shrink-wrapped which contains class's final scantron}.** The National Restaurant Association Educational Foundation. [Wiley Coursebook with Exam either with electronic or paper]. ISBN 0-471-77569-X

SPECIAL NEEDS: Anyone who has documented special needs or assistance in the educational setting, please contact the professor as soon as possible. Confirmation of special needs are communicated and addressed by ATU Learning Assistance and Testing Center, Dr. Carolyn Crawford, at 479-968-0302.

GRADING SCALE IN PERCENTAGE OF TOTAL POINTS:
> 100-90- A
> 89-80 - B
> 79-70 - C
> 69-60 - D
> 59↓ - F

COURSE EVALUATION	POINTS
Exams 4 @ 100 percentage points	400
Quizzes	100
Final Exam (Certification Test – on Campus)	*100*
Assignments	250
Plagiarism Paper	100
Written and Foodservice Communication	100
Personal Philosophy Paper	100
TOTAL POINTS	**1,050**

COURSE OBJECTIVE: The student will comprehend the foundation for managing a sanitary and safe foodservice outlet and relate "reasonable care" of consumers to societal expectations, with ethical and monetary dimensions

DEADLINES:
> ➢ All work will be turned on the given due date by 11:55 pm CST.
> ➢ If an assignment is submitted after the allotted time it is due, even one minute then it is considered "late", and 10% is deducted per every 24 hours after.
> ➢ If a student submits any materials for this course on Blackboard, please utilize the Digital Drop Box, and submit it as an attachment.
> ➢ Everything done on Blackboard is time and dated.

EVALUATION METHODS/ASSESSMENT TOOLS:
Exams
There will be four exams. Exams will include multiple choices, true/false, matching, and/or open-ended questions. The final exam will count as any other exam. You will have one chance to take the exam and it will be timed.

COMPREHENSIVE FINAL: The final exam will be comprehensive. The **Servsafe** Comprehensive Exam and will be given during assigned time during the finals schedule. In order to become certified the student must have a 75% on this exam, which is scored by the NRA in Illinois. Upon passing with a 75% a certificate will be awarded renewable every five years in the student's name. If you are an HA major the certificate will be placed in your student folder in the office. The certificates normally arrive in four weeks after the exam is graded. 100 points

Quizzes: The professor may have quizzes that will contribute to the class grades. Quizzes cannot be made up if you miss the deadline. However, from time to time Blackboard is down, a power outage or a student gets locked out of the quiz before completion. Please contact the professor immediately by email, or phone. 100 percentage points.

Blackboard Assignment Guidelines:
- ON THE SUBJECT LINE, PLEASE PLACE YOUR NAME AND THE TOPIC ON THE LINE.
- Any assignments submitted and uploaded as an attachment, be sure to place your name and the contents of the attachment on the subject line.
- When assignments are turned in on Blackboard, use the Digital Drop Box (in Course Information) and upload the attachment document in Microsoft Word.
- On the first page of all documents, be sure to place your full name and the date it is turned in to the professor.

Paper/Reports: For reports/papers the following guidelines shall be adhered to:
1. Typed in a 12 point font, one inch margins and double spaced in APA format. Format will be in accordance with the Publication Manual of the American Psychological Association, Fourth Edition, ISBN 1-55798-241-4, available at the ATU bookstore and/or the ATU library.

Reading Assignments: It is expected that all students will read the assigned information. There will be lectures notes and power point visuals for each chapter in folders.
Content Areas – Chapter materials are in "Documents" section on Blackboard.

PLAGARISM: Plagiarism is copying someone's work and turning it in as your own. Appropriate actions will be taken if plagiarism or cheating is suspected. Doing one's work is absolutely expected to pass this course. ATU allows professors to check student's work under suspicion to turn-it-in.com

ACADEMIC DISHONESTY: Academic dishonesty or misconduct is not condoned nor tolerated at Arkansas Tech University. Unless stated otherwise all assignments for this course are to be completed independently without assistance from or in collaboration with others. Please refer to the Regulations and Procedures Section in the 2007-08 ATU (Tech) Undergraduate Catalog.

COURSE EXPECTIONS:

- Be proficient in recognizing how to maintain human safety and accident prevention.
- Recognize how the HACCP (Hazard Analysis Critical Control Point) system effectively works.
- Synthesize critical food safety concepts with International Food Safety Icons.
- Create a personal hygiene philosophy with knowledge expectations of professionalism with realistic and acceptable procedures and practices.
- Evaluate a commercial foodservice outlet.
- Identify ethical issues.
- Recognize how dollars are lost,
- Distinguish contributions to failed businesses.

REFLECTIVE QUESTIONS WHILE STUDYING

1. Did I do my assigned reading?
2. Was I a good student today?
3. Did I learn relevant concepts and ideas today?
4. What talents did I observe in myself during today's experience?
5. Is there anything that I do not understand and need clarified?
6. What do I need to improve upon?

Developing professionalism and completing assigned tasks, papers, and assignments are an integral part of this course. A paper on plagiarism will be expected to be completed before you can begin with Chapter One.

PLEASE KEEP A COPY OF ALL WORK TURNED IN FOR THIS COURSE.
YOU MAY USE IT IN YOUR SENIOR-YEAR PORTFOLIO.

IN ADDITION, IF THERE IS ANY DOUBT THAT YOU HAVE TURNED AN ASSIGNMENT IN YOU WILL HAVE A BACK-UP COPY FOR YOUR PROTECTION. ALL DOCUMENTS IN MICROSOFT "WORD" DOCUMENTS.

SPECIAL DATES IN HOSPITALITY:

1. Class Starts – January 14, 08
2. Martin Luther King Holiday –January 16, 08
3. Hospitality Days, February 17-19,08, OSU, Stillwater, Oklahoma
4. Career Opportunity Day, March 05, TECH campus
5. SPRING BREAK, March 24-28, 08
6. Reading Day, May 02, 08
7. FINALS WEEK, MAY 05-09, 2008
8. GRADUATION, MAY 10, 2008

Hospitality Administration Mission Statement

The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:

- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: Pre-requisite CUL/HA 1013. This course introduces the practical skills and knowledge necessary for the effective management of food and beverage operations encompassing the historical timeline of food & beverage, non-alcoholic beverages, the identification of meats, fishes, fruits, vegetables, dairy products and proteins. This course also introduces the front-of-the-house essentials for food and beverage operations encompassing glassware, service ware and other front-of-the-house equipment.

Class Times MWF 11:00-11:50 AM

Location of Class: Room 125 and Dining Hall

Instructor Susan West
106 Williamson
479-356-6205 Office
Email: swest7@atu.edu

Office Hours

Monday	8:30 am -	10:00 am
Tuesday	9:00 am -	12:00 pm
Wednesday	8:30 am -	10:00 am
Thursday	9:00 am -	12:00 pm
AND	3:30 pm -	5:30 pm

**or by appointment

Course Materials
Required Text:

- *Management of Food and Beverage Operations (4th Edition)*
  Ninemeir; ISBN: 978-0-86612-268-9
- *Prentice Hall Dictionary of Culinary Arts, The (Trade Version), 2/E*
  Ingram, Labensky, Labensky; ISBN-10: 0131716735
- *Case Studies in Commercial Food Service Operations* (1st Edition) Fisher, Ashley ISBN: 978086612248

Learning Outcomes and Artifact

CUL/HA Course Number	CUL/HA Course Title	ACPHA Standard(s)	Learning Outcome(s)	Artifact(s)
CUL/HA 1923	Introduction to Food & Beverage Management	Historical overview of the hospitality industry and the profession	*Identify* the role history has played in Food & Beverage development. Be able to *identify* the basic components associated with Front of House operations.	Exams, Paper, Oral Presentation
		Provision of sufficient areas of specialization to allow student to develop individual interests and talents	*Discover* particular areas of the food and beverage industry which hold an interest to the student.	Special meals and/or events

Course Format
Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

EVALUATION AND GRADING
Methods of Evaluation:

2 Exams @ 100 points	200 points
Case Studies	100 points
Projects	200 points
Vocabulary	200 points
Participation	300 points
Total Points	**1000 points**

Grading Scale:

A = 90% and above	<920 points to 1000>
B = 80-89%	<840 points to 919>
C = 70-79%	<760 points to 839>
D = 60-69%	<680 points to 759>
F = 59% or below	<579 points and below>

Exams
There will be 2 exams worth 100 points given in this course, including the final which is cumulative. They will be taken from your text as well as discussion and lecture. The exams will include: multiple choice, true/false, fill-in-the-blank, short answer or essay. Total available points will be 200.

Case Studies
Additional reading assignments will be included as part of your grade. This will include case studies to be read and analyzed. You will answer discussion questions and turn in typed responses. Total points available are 100.

Vocabulary
Every Monday you will have a list of vocabulary terms, these will be due every **Friday.** They will be typed and either emailed to me or brought into class. Total points available are 200 points.

Projects
To be discussed worth 200 points

Participation

This class is unique in that is very much hands-on, meaning you will be representing yourself and demonstrating knowledge as you move through the course. There will be special events that you will need to look professional. You will be required to purchase a pair of black pants, NOT jeans and either a black shirt, or a T-shirt with Williamson Hall logo on it. Shoes should be closed-toed and no flip-flops. I will send you home from class if you are not dressed appropriately.

Extra Credit

I may offer extra credit or bonus points throughout the semester. Including, but not limited to, assistance with special events, papers, newscasts and other opportunities that will arise throughout the semester.

CLASS POLICIES

Field Trips

It is Arkansas Tech University policy that students are NOT required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip.

Field Trip Etiquette

I expect you to dress in a professional manner and carry yourself as professionals. No shorts or tank tops will be accepted. Shoes must be cleaned and polished. You are representing Arkansas Tech University, the Hospitality Department and yourself.

Course Requirements

The following are course requirements for Introduction to Hospitality Management:

- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams as well as assigned readings. You will also be responsible for journals and readings.
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- Please turn cell phones to VIBRATE or SILENT-phones are a great tool for communication, but within a class environment, it is extremely disrespectful to me and your peers to have your phones ring during class time. Please do not text during lecture or group work.

Special Needs

Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with special needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty

Academic dishonesty or misconduct is not condoned nor tolerated at Arkansas Tech University. Unless stated otherwise all assignments for this course are to be completed independently without assistance from or in collaboration with others. Please refer to the Regulations and Procedures Section in the 2008-09 ATU (Tech) Undergraduate Catalog.

Be advised that any of your work including papers/reports may be reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

ATU Attendance Policy

2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. Therefore, I will give 1 (one) point per class that the student is present.

Your Role as a Student

I request that you not come in late as it is disruptive to me as well as your peers. If you leave class before time is up and have not informed me, I will count it as an absence. Discussions will be held periodically in class and I encourage all to participate. However, I will not tolerate inappropriate language including negative terms regarding ones ethnicity, gender, sexual preference or physical difference. I will expect you to keep up with the readings, assignments, quizzes and test dates. In return for your cooperation, I will treat you with mutual respect, try to help and encourage you in any way possible and together we can have a wonderful semester!! Welcome to the Hospitality Industry!!!

Schedule**Subject to change if needed**

August 20	Welcome and Expectations
August 22	Luncheon
August 25	Luncheon
August 27	Chapter 1 The Food Service Industry
August 29	Event
Sept 1	LABOR DAY NO CLASS
Sept 3	Chapter 2 Organization of Food and Beverage Operations
Sept 5	Chapter 3 Fundamentals of Management
Sept 8	Luncheon
Sept 10	LUNCH for public

Sept 12	Chapter 4 Food and Beverage Marketing
Sept 15	Chapter 5 Nutrition for Food Service Operations
Sept 17	LUNCH (Work with Ray-Susan out of town business)
Sept 19	Chapter 6 The Menu
Sept 22	Chapter 7 Standard Product Costs and Pricing Strategies
Sept 24	LUNCH
Sept 26	Exam 1 over Chapters 1 thru 7
Sept 29	Chapter 8 Preparing for Production
Oct 1	LUNCH
Oct 3	Chapter 9 Production
Oct 6	Chapter 10 Food and Beverage Service
Oct 8	LUNCH
Oct 10	Luncheon
Oct 13	Chapter 11 Sanitation and Safety
Oct 15	LUNCH
Oct 17	Review
Oct 20	Review
Oct 22	LUNCH
Oct 24	Chapter 12 Facility Design, Layout and Equipment
	Chapter 13 Financial Management
Oct 29	LUNCH
Oct 31	Case Studies
Nov 3	Vocabulary
Nov 5	LUNCH
Nov 12	LUNCH
Nov 19	LUNCH
Nov 21	Guest Speaker
Nov 24	Film
Nov 26	THANKSGIVING HOLIDAY **NO CLASS

Nov 28   THANKSGIVING HOLIDAY **NO CLASS

Dec 1   Review for final

Dec 3   LUNCH

Dec 5   Review for CUMULATIVE FINAL

Dec 8   Last Day of class

Dec 10-16

FINALS WEEK

***LUNCH donates regular Wednesdays in Williamson for the public
Luncheon is for outside venue

Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
CUL/HA 2003 Cost Controls
Fall 2009

Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: This course will study of the role of cost control management on the overall profitability of hospitality entities. Basic principles of purchasing food, beverage, and non-food items with regards to maintaining an operation's competitive advantage within the industry will be covered.

CUL/HA Course Number	CUL/HA Course Title	ACPHA Standard(s)	Learning Outcome(s)	Artifact(s)
CUL/HA 2003	Cost Controls	Financial management of hospitality goods and services;	The student will *recognize* the importance of purchasing and cost controls on profitability, and will *explain* management's role in cost control.	Exams, Comprehensive Final and Special Projects
		Administrative processes, including the integration of analysis and policy	The student will *differentiate* among various formulas used for cost control	Exams, Comprehensive Final and Special Projects

		determination at the overall management level;	management and will *interpret* the methods used to efficiently and effectively control costs within the hospitality industry.	

Instructor: Ray Moll, MBA
105 Williamson
479-968-0607 Office
501-977-4258 Cell
Email: rmoll@atu.edu

Office Hours: By Appointment

Class Times: TBA

Location of Class: TBA

Required Text: Food and Beverage Cost Control, 4th Edition, John Wiley & Sons, Lea Dopson, David Hayes, Jack Miller, ISBN 978-0-471-69417-5, Managerial Accounting, Competency Guide, National Restaurant Association Educational Foundation, ISBN 978-0-13-241462-3

Student Accommodations: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty: You are expected to be honest and truthful in and out of the classroom. You will be required to submit your own original work. You will be expected to:
- Present written work that is yours alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or materials for an examination and no copying from other student's papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one's own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports may be

reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

Classroom Procedure: Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip. Please see "Alternative Assignments" for the requirements of the project/paper. The instructor will determine the length of the paper and the topic of the paper.

Field Trip Etiquette: The instructor expects you to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be cleaned and polished. Please note personal hygiene guidelines on separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get one chance to make a good first impression.

Course Requirements: The following are course requirements for Cost Controls:
- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned readings. You are required to take exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam. You will also be responsible for the timely completion of a special project(s).
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.
- No food or beverage consumption during lectures (unless you share with me).

Exams: There are four (4) exams for this course and one (1) comprehensive final exam. The exams will each weigh 100 points. The final will be comprehensive and weigh 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.

ATU Attendance Policy: 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from

three courses in a semester for unsatisfactory class attendance may be immediately suspended. **NOTE: points will be given for class attendance.**

Extra Credit: The instructor may offer extra credit or bonus points throughout the semester. Methods of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For projects/papers the following guidelines shall be adhered too: cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled spaced.

Methods of Evaluation:

4 Exams @ 100 points	= 400 points
Homework/Projects	= 200 points
2 Special Projects @ 100	= 200 points
Comprehensive Final	= 200 points
Total Points	**= 1000 points**

Grading Scale: A = 90% or above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or below

Week By Week Breakout

Week 1   Managing Revenue & Expenses

Week 2   Determining Sales Forecasts

Week 3   Managing the Cost of Food

Week 4   Managing the Cost of Beverage

Week 5   Managing the Cost of Furniture, Fixtures & Sundries

Week 6   Managing the Food & Beverage Production Process

Week 7   Managing Food, Beverage & Rooms Pricing

Week 8   Managing the Cost of Labor

Week 9   Controlling Other Expenses

Week 10   Analyzing Results using the Income Statement

Week 11   Planning for Profits

Week 12   Maintaining & Improving the Revenue Control System

Week 13   Global Dimensions of Management & the Role of Technology

Week 14   Managing Payables & Receivables

Week 15   The Capital Budget

Comprehensive Final To Be Announced

Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
CUL/HA 2023 Hospitality Supervision and Leadership
Fall 2009

Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills and abilities through a comprehensive academic curriculum.
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: This course provides comprehensive coverage of the principles, theories, human-relations techniques, leadership styles, and decision-making skills that are required to manage a team to profitable results in the foodservice and lodging industries.

CUL/HA Course Number	CUL/HA Course Title	ACPHA Standard(s)	Learning Outcome(s)	Artifact(s)
CUL/HA 2023	Hospitality Supervision and Leadership	The planning for and utilization and management of personnel; including the improvement of student understanding of human behavior;	*Identify* and *demonstrate* leadership characteristics relevant to the hospitality industry.	Exams, Comprehensive Final, Role Playing Exercises

		Organization theory, behavior, and interpersonal communication;	*Differentiate* supervision methods and their overall relevance to the hospitality industry. *Appraise* the relationship that exists between supervision and leadership styles within the hospitality industry.	Exams, Comprehensive Final, Role Playing Exercises

Instructor: Ray Moll, MBA
105 Williamson
479-968-0607 Office
501-977-4258 Cell
Email: rmoll@atu.edu

Office Hours: By Appointment

Class Times: TBA

Location of Class: TBA

Required Text(s): Supervision in the Hospitality Industry, Applied Human Resources, 5th Edition, John Wiley & Sons, Jack Miller, John Walker, Karen Drummond, ISBN 0-471-65748-4, The Essential Wooden, A Lifetime of Lessons on Leaders and Leadership, McGraw-Hill, ISBN 978-0-07-148435-0, The Difference Maker, Making Your Attitude Your Greatest Asset, Nelson Business, ISBN 0-7852-6098-6

Student Accommodations: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty: You are expected to be honest and truthful in and out of the classroom. You will be required to submit your own original work. You will be expected to:

- Present work that is yours alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or material for an examination and no copying from other student's papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one's own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that nay of your work including paper/reports may be reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

Classroom Procedure: Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip. Please see "Alternate Assignments" for the requirements of the project/paper. The instructor will determine the length of the paper and the topic of the paper.

Field Trip Etiquette: The instructor expects all students to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be clean and polished. Please note personal hygiene guidelines on separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get one chance to make a good first impression.

Course Requirements: The following are course requirements for Hospitality Supervision and Leadership:

- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned readings. You are required to take exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.
- No food or beverage consumption during lectures (unless you share with me).

Exams: There are four (4) exams for this course and one (1) comprehensive final exam. The exams will each weigh 100 points. The final will be comprehensive and weigh 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.

ATU Attendance Policy: 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. **NOTE: points will be given for class attendance.**

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For projects/papers the following guidelines shall be adhered too: cover page, references listed on reference page, typed in 12 point Time Roman font, with 1-inch margins and doubled-spaced.

Methods of Evaluation:

4 Exams @ 100 points	= 400 points
Homework/Role Playing exercises	= 400 points
Comprehensive Final	= 200 points
Total Points	**=1000 points**

Grading Scale:

A = 90% and above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or below

Extra Credit: The instructor may offer extra credit on bonus points throughout the semester. Methods of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.

Week By Week Breakout

Week 1   The Supervisor as a Manager

Week 2   The Supervisor as a Leader

Week 3   Equal Opportunity in the Workplace

Week 4   Creating a Positive Work Climate

Week 5   Developing Performance Standards

Week 6   Recruiting and Selecting Applicants

Week 7   Teamwork and Teambuilding

Week 8   Employee Training and Development

Week 9   Evaluating Performance

Week 10   Discipline and Employee Assistance Programs

Week 11   Planning and Organizing

Week 12   Communicating Effectively

Week 13   Delegating

Week 14   Decision Making and Control

Week 15   Private Communications

Comprehensive Final To Be Announced

ARKANSAS TECH UNIVERSITY
HOSPITALITY ADMINISTRATION and CULINARY
CUL/HA 2053 WORK EXPERIENCE
FALL 2009

HOSPITALITY ADMINISTRATION MISSION STATEMENT:

The mission of the Hospitality Administration Program is to provide quality education in hospitality administration and provide a foundation for professional growth and development. This is achieved by:

- Providing knowledge and skills through a comprehensive academic curriculum;
- Demonstrating professionalism, leadership, and high ethical standards by a competent faculty and administration;
- Promoting community service and outreach;
- Emphasizing the importance of research and continuing education; and
- Encouraging life-long learning.

CATALOG DESCRIPTION: Pre-requisites: HA Major, HA Minor or Culinary student. Sophomore standing or permission of instructor. Placement in selected hospitality settings as a student worker under professional guidance of both agency and faculty. Students are given the opportunity to take part in meaningful work experiences in actual work situations and managerial observation. Minimum of 200 clock hours of work experience.

LEARNING OUTCOMES and ASSESSMENT METHODS

HA Number	HA Title	ACPHA Standards	Learning Outcomes	Artifacts
HA/CUL 2053	Work Experience	Student will have relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic program.	The student will participate in a pre-professional hospitality or culinary working environment.	Student Agency Evaluation, Participation in events, Final Student Evaluations

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PROFESSOR: Brenda G. Montgomery, Ph.D.
OFFICE: 100 Williamson, 1205 North El Paso Avenue
TELPHONE: 479-964-0893 **Fax:** 479-968-0600
E-MAIL: bmontgomery@atu.edu
OFFICE HOURS: MWF 1-4 PM; TR 9:30-11:30 AM
CLASS TIME: Web-based course
LOCATION: One-Tech Student Email Account @ blackboard
Final Oral presentation and papers announced two weeks before Finals Week.

REQUIRED TEXTS: "HA/CUL Work Experience Manual". This manual is available on
   blackboard and should be copied by the student for the site supervisor and himself.

GRADING SCALE IN PERCENTAGE OF TOTAL POINTS:
100-90 A
89-80   B
79-70   C
69-60   D
59↓   F

Reading Assignments:
Each student is expected to read the assigned information before it is discussed in class.

Class Communications:
   The class will interact with the instructor primarily via Arkansas Tech's Blackboard web
   site. There are specific times when you should be logged into the site. If you will not
   have regular access to a computer at the location where you will be completing the
   requirements for this class, you may submit assignments by regular mail or fax.
   Students are welcome to contact the instructor through (1) email, (2) phone, (3) fax,
   (4) regular mail etc. to turn in assignments. The student needs to contact the
   professor and decide the best mode of delivery of the weekly reports. In addition, on
   the course Blackboard web site, there will be a forum set up in the Discussion Board
   area for comments and questions. Web address is http://onetech.atu.edu.

*Late Work Policy: Late work will be reduced by a letter grade for each day (24 hours), it
   is late by ten percent (10%).*

ACADEMIC DISHONESTY: Academic dishonesty or misconduct is not condoned nor
   tolerated at Arkansas Tech University. Unless stated otherwise all assignments for this
   course are to be completed independently without assistance from or in collaboration
   with others. Please refer to the Regulations and Procedures Section in the 2007-08
   ATU (Tech) Undergraduate Catalog.

PLAGARISM: In the event that the professor believes that the work you submit is not your
   own, ATU has authorized any professor permission to utilize the website

www.turnitin.com be so advised, permission is not needed from the student if there is a questionable document.
"Plagiarism is using the thoughts or words of somebody else and claiming them as your own"
(T. Herrick, personal communication, August 16, 2002).

SPECIAL SERVICES: Any student with a disability whose special accommodations are registered with the ATU Learning Assistance and Testing Center {Student Services} in the 2008-09 Catalog. Please advise the professor if accommodations are needed as soon as possible.

Final's Class Etiquette Requests:
- Please be on time for class and avoid leaving class if possible for the final.
- When the professor is talking, it is the student's turn to listen – then the professor will do so in kind when questions are asked or discussions.
- Please turn off any and all electrical advices while in class.
- If you need to leave class for a reason, please sit in the back of room to avoid disturbing others.

CUL/HA 2053 WORK EXPERIENCE DOCUMENTS AND FORMS

Students are required to turn in the forms listed below in a timely manner. You can download these forms under assignment menu on blackboard found in http://onetech.atu.edu

(1) Memorandum of Understanding
Students should turn in the Memorandum of Understanding before beginning their "Work Experience."

Hours cannot begin until the Memo of Understanding and the Student's Initial Report has been turned into the professor on record.

(2) Student's Initial Report
Students should turn in the initial report the day after beginning their "Work Experience."

(3) Weekly Reports
Students should turn in a report of their week's activities immediately following the week for which the report is being made.

(4) Final Student Evaluation and Counseling

Students should complete with their work supervisor the Final Student Evaluation and Counseling near the end of their "Work Experience." The evaluation form should be turned in immediately following completion of the "Work Experience."

Class Objectives: Completing this course will allow students to participate in a "pre-professional" activity, which will:

1.   Give the student opportunities for correlating theory and practice.

2.   Introduce the student by direct experience to:
   a. Aspects of leadership, responsibility, purpose, organization, and operation of hospitality and/or parks, and recreation organizations.
   b. Procedures for planning, organizing, and directing hospitality or recreation organizations.
   c. Motivation, behavior, and interpersonal relations of people at play and in professional settings.

3.   Test the student's hospitality or culinary professionalism.

Evaluation Methods

Students can check their grades and class progress under grade book on ATU blackboard.

Resume
Students are required to submit a well-thought-out, error free resume. Advice on writing good resumes can be found at Career Services, on numerous websites, and in books available in libraries and bookstores. You may choose to utilize the Resume Wizard in the "other word documents" as well. Most employers take the presence of errors in your resume as an indication of the care with which you would approach your work if they were to hire you.

Weekly Report
Students are required to submit weekly reports on their work experience. **Your supervisor's signature is required.** These reports may be faxed or traditionally mailed, or dropped off at the office. Weekly reports need to be timely and turned in on a weekly basis. You are strongly encouraged to keep copies of all weekly reports sent to the instructor in case they are lost or misplaced. Weekly reports should provide a brief synopsis of your work related activities for each day of the week. Work hours reflected by your weekly reports must total a minimum of 200 hours.

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> **Please be sure to make several copies before filling out the first one out, because more than one Weekly Report is needed.**

Agency Grade

Agency grade will be the grade recommended by your agency supervisor. In the event your agency supervisor does not recommend a grade, the agency grade will be based on the average rating of the items in the final evaluation of the student by the agency.

Daily Journal (10%)

Students have the opportunity to keep a journal during their work experience describing in detail the work being carried out each day. Entries should be made on a daily basis immediately after ending work for the day. Descriptions should include the activities conducted that day, memorable people, unusual occurrences, your activities and investigations related to preparing to write and writing the final report. In addition reflect on the experiences you are having and how they may relate to your future as a recreation and park professional. Include thoughts of how you could improve your performance at work and back at school and how Tech could improve the educational experiences it provides. Record your thoughts in the journal about the agency or organization with which you are working. Reflection is thinking about your work experience in order to draw deeper personal meaning and value from the experiences you encounter. At the end of each week, complete the weekly report in the "Work Experience Manual," with your supervisor's signature before turning it in.

DELIVERY: The department secretary, Ms. Vicki Duvall, may receive faxes if you send them to our department at (479) 968-0600 or make sure your documents have arrived safely. If you would like to call our departmental office, the telephone number is 479-968-0378. Please make these to the addition of the supervising professor.

Final Written Report

This paper is to examine the agency or organization with which you are completing your field experience. The report is to be typed, double-spaced, and a minimum of 10-pages long. The report will be evaluated on both content and format. Format includes proper report writing style, grammar, and spelling. The report should conform to the recommendations found in the *Publication Manual of the American Psychological Association*, 5th edition (APA). Copies of this book can be purchased at the Tech Bookstore, the Ross Pendergraft Library Tech libraries, and on the APA website a link to which can be found on the Tech library website (www.library.atu.edu) or www.APA.org.

Please remember to include a title page, to title your paper, and to use headings and subheadings. References from which you have drawn ideas or information should be cited in your paper as well as listed in a "References" section at the end of the paper. References should be formatted according to APA style. You must include a minimum of three references in your reference list. You may wish to schedule some time with your agency/organization supervisor or other knowledgeable person to learn information which you will then be able to include in your report.

Work Completion Date: The 200 work hours must be completed by 5:00 pm, December 15, 2009. Final grades will be based on the weighting percentage points received of the total points. The scale is as follows:

	Weight	Grading Scale
Resume	5%	Weighted average between 90 – 100% = A (4.0)
Journal	10%	Weighted average between 80 - 89% = B (3.0)
Weekly Reports	10%	Weighted average between 70 - 79% = C (2.0)
Agency Grade	45%	Weighted average between 60 - 69% = D (1.0)
Final Written Report	20%	Weighted average between 0 - 59% = F (0.0)
Presentation	10%	
Total Percent	100%	

An outline for a supervisor-student conference is included in the *HA/CUL 2053 Work Experience Manual.* When in doubt, include more rather than less information.

FINAL REPORT

❑ Title Page (Does not count towards 10 pages.)

❑ Table of contents (including page numbers) (Does not count towards 10 pages.)

❑ Chapter I
- o Introduction to the agency and the field experience, one or two paragraphs.

❑ Chapter II
- o History and background of the agency or organization, including administration, organizational design and structure including an organizational chart, budget, sources of funding, legal basis for the agency, organization philosophy, goals, and objectives, planning systems, policy and procedure formulation, governance and oversight, program planning, ethical philosophy or code of conduct, resources available for professional development, professional development practices, information technology management, etc.

❑ Chapter III
- o Summary of daily work experiences; a short paragraph for each work period. Include a synopsis of a particular program, project, or problem.

❑ Chapter IV
- o Conclusion; summarize the field experience and include your personal views and reflections about the experience and the agency.

❑ References
- o Use at least three (3) references such as professional journals, agency manuals, brochures, personal interviews, etc. Cite these sources of information according to APA format in the body of the paper and at the end in a "References" section. The "References" section does not count toward your 10 pages. Although you may include more, only one personal interview will count towards the minimum number of references.

❑ Appendices
- o Reports, commendations, charts, maps, and other supplemental information referred to in the body of your paper. To be included in the appendices, you must mention that item in the report. Appendices do not count towards your 10 pages.

POCKET FOLDER
The instructor strongly recommends placing the "Final Written Report" in a folder or binder with pockets to hold materials that are not easily placed with the body of the paper. The body of the paper should be bound in a three ring binder. The instructor also strongly recommends submitting your final report in electronic form.*

Final Report - PowerPoint Presentation

Put together a PowerPoint presentation that illustrates the organization with which you worked, the worked you performed, and the meaning of this experience to you. There will be a 10 slide limit. Incorporate pictures and diagrams where appropriate. Turn in a paper and an electronic version of this assignment.

Grading of the "Final Written Report." The final written report should reflect professional quality preparation.

Criteria	Weight	Description
Proper format, length, spelling, organization, grammar, professional writing style reference list format, etc.	20%	3 = No typographical or grammatical errors. Above outline followed. References cited APA style. 2 = No more than an average of 1 error per page. Above outline followed. References cited APA style. 1 = More errors or outline not followed.
Minimum Number of References	10%	3 = At least 6 references, 3 of which are books or journal articles. 2 = At least 3 references. 1 = Fewer than 3 references.
Appendices	10%	3 = At least 3 appendices with material pertinent to the work experience. 2 = At least 2 appendices 1 = At least 1 appendix
Content and organization of Chapters I through IV	60%	3 = Exceeds expectations 2 = Meets expectations 1 = Does not meet expectations
Total	100%	

CUL/HA 2053 COURSE OUTLINE

Week	Date	Required Forms to Turn In	Assignments
2-3		(1) Memo of Understanding between Arkansas Tech University and Hospitality Property or organization (2) Student's Initial Report	
4		(1) Resume – September 28, 2009	(1) Daily Journal (2) Resume
6-8		(1)Weekly report (2) Mid-Term Evaluation	(1) Daily Journal
9-11		(1) Weekly report	(1) Daily Journal
12-14		(1) Weekly report	(1) Daily Journal
15-16		(1) Finalize 200 work hours (2) Final Student Evaluation (3) Final Agency Report	(1) Daily Journal (2) Final Written Report (3) Oral Report 5-7 minutes with (4) PowerPoint Presentation – 10 slides
		Oral reports will be given Friday afternoon, on December 15, 2009 at 3:00 pm. **All written work must be completed and turned in by 5:00 pm, December 05, 2009.**	

*The more assignments you have in electronic form, the easier it will be to put your portfolio together in HA 4001, Internship Preparation if you are majoring in hospitality.

Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
CUL/HA 2063 Guest Services Management
Fall 2009

Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
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- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: Prerequisite: CUL/HA1063. The analysis and development of guest services management skills including leadership behavior, motivation, communication, training, staffing, etiquette, and professional service. Lecture two hours, lab minimum of three hours depending on the special event requirements. $100 lab fee which helps to cover your meal costs and/or travel.

CUL/HA Course Number	CUL/HA Course Title	ACPHA Standard(s)	Learning Outcome(s)	Artifact(s)
CUL/HA 2063	Guest Services Management	The planning for and utilization and management of personnel, including the improvement of student understanding of human behavior;	*Identify* and *implement* professional service and etiquette as they relate to the hospitality industry.	Exams, Comprehensive Final, Practical applications during labs/special events
		Quantitative methods and management information	*Assess* the quantitative implications of poor guest	Exams, Comprehensive Final

		systems, including computer applications;	service on establishment profitability.	
		Organization theory, behavior, and interpersonal communication;	*Incorporate* "people skills" and communication skills to help prepare you to be an effective hospitality professional.	Exams, Comprehensive Final, Practical applications during labs/special events, role playing exercises

Instructor: Ray Moll, MBA
105 Williamson
479-968-0607 Office
501-977-4258 Cell
Email: rmoll@atu.edu

Office Hours: By Appointment

Class Time(s): TBA

Location of Class: TBA

Required Text(s): *Life Beyond the Line, A front-of-the-house companion for culinarians;* Prentice Hall, Noel C. Cullen, ISBN 0-13-907585-2. Customer Service, Prentice Hall, National Restaurant Association Educational Foundation, ISBN 0-13-158913-X, *The Nordstrom Way to Customer Service Excellence: A Handbook for Implementing Great Service in Your Organization,* Third edition, John Wiley and Sons, Inc., ISBN 9780471702863

Required Uniforms: Uniforms will be required for the lab portion of this class. The dining service staff will be required to obtain and wear a black shirt, black pants or skirt, black socks, black belt, and black non-skid shoes. Shoes for this class must not expose the toes. For the front desk staff will be required to dress professionally for all labs. It is not my desire to burden you with more than deemed necessary; however, a strict uniform policy will be adhered t in this class. A.. garments must be cleaned and pressed. Bistro-style aprons will be provided for your use during the dining service labs and will be washed and cared for by the manager for each event. Anyone that does not present oneself in the proper uniform will not receive points for that lab/meal. Uniforms will only be required attire when meals are being served or when we are conducting labs at hotel front desks. A separate detailed handout will be presented at a later date with information regarding uniforms and personal hygiene.

Student Accommodations: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty: Students are expected to be honest and truthful in and out of the classroom. Students will be required to submit their own original work. Students will be expected to:
- Present written work that is theirs alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or material for examinations and no copying from other student's papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one's own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports may be reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

Classroom Procedure: Classroom procedure for this class my include all of the following formats: Lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, varying lab formats, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip. Please see "Alternate Assignments" for the project/paper. The instructor will determine the length of the paper and the topic of the paper.

Field Trip Etiquette: The instructor expects all students to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be clean and polished. Please note personal hygiene guidelines indicated on a separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get once chance to make a "good" first impression.

Course Requirements: The following are course requirements for Guest Services Management:
- Attendance and participation in each class lecture and lab meeting. You are required to participate in all labs and be present and prepared at the required time. Since this is a performance-based class no make-ups will be permitted. Be prompt for lectures and labs, this includes begin properly attired as outlined previously.

- Rotate through various positions in the dining room and lodging facilities during labs, including but not limited to dining room manager, host/hostess, beverage manager, server, expediter, front desk, night audit, housekeeping.
- Completion of all assignments in a timely manner. All late work will decrease in value by 10% each day the assignment is later. Management reports are due on the next class meeting following the food service lab or the lodging lab.
- Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned outside readings and labs. You are required to take exams at the designated time and will only be allowed to make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.
- No smoking during class times or during breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.
- No food or beverage consumption during lectures, food and beverage consumption during labs will take place at the discretion of the instructor and/or the dining room manager. **NOTE: STUDENTS ENROLLED AND WORKING IN THIS CLASS ARE ENTITLED TO ONE FREE MEAL OR PRODUCT FROM EACH CLASS. ANY LEFT OVER FOOD FROM CLASSES MUST BE PURCHASED AT THE GOING PER MEAL RATE FOR EACH FOOD CARTON PURCHASED. SEE MEMO ON BULLENTIN BOARD IN KITCHEN.**
- **ALL CELL PHONES WILL BE TURNED OFF DURING LECTURES AND LABS.**
- One lab requirement must be from outside this class and in the area of banquet service or catering. The instructor will provide additional details of this requirement at a later date.

Exams: There are four (4) exams for this course and one (1) comprehensive final exam. Three of the exams will cover three (3) chapters and related topics and one will cover four (4) chapters and related topics. The exams will each weight 100 points. The final will be comprehensive and weight 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse.

Banquet/Catering Service: You will be required to perform one outside service event dealing with banquet service or catering. You will be required to submit a two page paper on the event. The report will be worth 50 points. See "Alternate Assignments" for specific requirements of the paper.

Inspections: There will be an inspection of staff before each food service event and each lodging lab. The inspection will be performed by the dining room manger(s) and/or the instructor prior to the beginning of lab. A strict code of cleanliness, neatness and overall appearance will be adhered too. Refer to "Required Uniform" section of this syllabus and to the handout for personal hygiene expectations.

Management and Service Preparation: Since we may have a limited time frame to ready the Williamson Dining Room for service, some pre-service duties may need to be performed on the day prior to service. You will receive a separate pre-service responsibilities handout will outline pre-service duties and responsibilities. This class will require more involvement than other classes and may require you to do work outside the hours listed in this syllabus.

Attitude: Since this is a service course, you must administer a professional look and attitude at all times. At the discretion of the instructor, you may be asked to leave the dining room or lodging lab facility and return at a later date for improper attitude. The instructor reserves the right to deduct points (up to 50 per lab) as deemed appropriate for disciplinary reasons. Attitude and appearance are both reasons for point deductions. **Positive attitudes are contagious.........catch one!**

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For projects/papers the following guidelines shall be adhered too: Cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled spaced.

Methods of Evaluations:

4 Exams @ 100 points	= 400 points
Lab Reports 10 @ 50 points each	= 500 points
Management Reports 1 @ 50 points	= 50 points
Banquet/Catering Report 1 @ 50 points	= 50 points
Inspections 10 @ 50 points each	= 500 points
Comprehensive Final Exam	= 200 points
Total Points	**= 1700 points**

Grading Scale: A = 90% or above
B = 80-89%
C = 70-79%
D = 60-69%
F = 595 or below

Remember: The Guest Services Management class and the Quantity Food Production class will work together as a team. Front of the House (FOH) and Back of the House (BOH) together make a successful dining experience. This class will be unique and challenging. This class may require you to attend at times not listed on the following schedule of classes. Bonus points will be given for your volunteer work on dates to be announced later. Please note that signing up for volunteer work and then not showing up will cause you to lose the same number of points that are being offered to those who do show up. This schedule is subject to change without prior written notice from the instructor.

TEAM = Together Everyone Accomplishes More

ATU Attendance Policy: 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. **NOTE: points will be given for class attendance.**

NOTE: Points are given for attendance on lecture dates and lab dates are mandatory attendance with no make-ups allowed.

Extra Credit: The instructor will offer extra credit or bonus points throughout the semester. Methods and point valuation of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.

Week By Week Breakout

Week 1	A Historical Overview of Service
Week 2	The Importance of Guest Service to Your Business
Week 3	Basic Concepts for High-Quality Guest Service
Week 4	Identifying Guest Expectations
Week 5	Ensuring Consistent Guest Service Value
Week 6	Exceeding People's Needs
Week 7	Service in Various Industry Segments
Week 8	The Legacy of Table Service
Week 9	Methods of Table Service
Week 10	Guest Relations & "People Skill" Techniques
Week 11	The Dynamics of Leadership
Week 12	Legal Issues in Service
Week 13	Bar & Beverage Service
Week 14	Service in Various Industry Segments
Week 15	Management's Role in Service

Comprehensive Final To Be Announced

ARKANSAS TECH UNIVERSITY
CUL/HA 2813 BASIC HUMAN NUTRITION IN HOSPITALITY ADMINISTRATION
FALL 2008 COURSE

Hospitality Administration Mission Statement: The mission of the Hospitality Administration Program is to provide quality education in hospitality administration and provide a foundation for professional growth and development. This is achieved by:

- ❖ Providing knowledge and skills through a comprehensive academic curriculum;
- ❖ Demonstrating professionalism, leadership, and high ethical standards by a competent faculty and administration;
- ❖ Promoting community service and outreach;
- ❖ Emphasizing the importance of research and continuing education;
- ❖ Encouraging life-long learning.
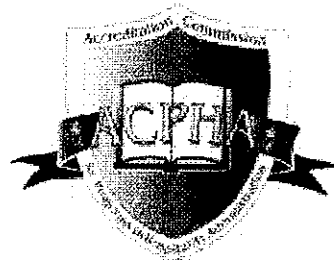
COURSE DESCRIPTION: Study of the relationship between nutrition and health as a basis for food choices of all ages; the application of nutrient functions in human life processes and cycles; how balanced eating promotes healthy lifestyles. Current concepts and controversies are highlighted.

CUL/HA Course	CUL/HA Course Title	ACPHA Standards	Learning Outcomes	Artifact(s) Methods student will synthesize learning outcomes
CUL/HA 2813	Basic Human Nutrition	Ethical considerations and socio-political influences affecting organizations	*Analyze* the impact of food choices on lifestyles, which affect societal issues and health costs.	Exam questions, personal dietary analysis, menu and recipe evaluations, fad diet essay, and chronic disease research

PROFESSOR: Brenda Montgomery, Ph.D.
OFFICE: Williamson 100
PHONE: 479-964-0893
E-MAIL ADDRESS: bmontgomery@atu.edu
OFFICE HOURS: Summer I: 8:00 -12 noon MW; Tues 9:00 -11:00 am
and arranged for additional appointment
PREREQUISITE: none

REQUIRED TEXTBOOK: <u>Nutrition Concepts and Controversies, 11th Edition,</u> Sizer, and Whitney. Thomson-Wadsworth; 2008. ISBN: 978-0-495-39065-7

METHODS OF EVALUATION: Chapter power points and lecture notes, interactive web participation, exam questions, chapter media menu, and self-checks quizzes.

TOTAL POINTS:

Chapter Quizzes (10X50)	**500**
Chapter 01 worksheets	**100**
Research Paper	**100**
Discussion Paper	**100**
Assignments	**<u>200</u>**
	1,000

GRADING SCALE IN PERCENTAGE OF TOTAL POINTS:

100-90- A

89-80 - B

79-70 - C

69-60 - D

59↓   - F

ASSESSMENT GUIDELINES

Quiz Expectations

- Quizzes are graded on number of points correct which then is graded on a percent of the total. Therefore, the total amount of points for the grading system may be altered accordingly.
- The only way an exam or quiz may be made up is with a doctor's note or judicial excuse. The professor needs to be notified before the exam. The professor's discretion will be used for the make-up work.
- Quizzes may be on-line or on Blackboard for this course.
    1. Late will NOT be accepted. Everything is graded according to Central Standard Time, CST.
    2. Please contact the professor by email immediately if there is a problem.
    3. Quizzes are timed; every minute you go over on your time, a percentage of total points will be deducted per quiz or exam.

Assignment Guidelines

On-line Assignments

- Any assignments submitted and uploaded an attachment; please place your name and the contents of the attachment on the subject line.
- When assignments are in please use the Digital Drop Box (under Course Information) and upload the attachment document in Microsoft
- On the first page of any document be sure to place <u>your full name</u>, date and course number, HA 2813.

Late Work Policy: Late work is reduced by ten percent 10% each day (24 hours); it is subtracted from the total points possible.

Reading Assignments: Each student is expected to read the assigned information. There will be in-depth power point visuals presenting chapter documents in folders **Information on Blackboard** and occasionally lecture notes in chapter information to assist students' understanding basic human nutrition.

MAKE SURE TO ALWAYS KEEP A COPY OF EVERYTHING YOU SEND IN THE EVENT IT GETS LOST OR NEVER ARRIVES.

THE PROFESSOR'S ADVICE IS TO KEEP EVERY ASSIGNMENT YOU SEND IN YOUR DIGITAL DROP BOX UNTIL THE GRADES ARE TURNED IN

IF YOU NEED CLARIFICATION ON ANY COURSE TOPIC PLEASE FEEL FREE TO COMMUNICATE THOSE NEEDS EMAIL OR WITH A SCHEDULED APPOINTMENT

ACADEMIC DISHONESTY: Academic dishonesty or misconduct is not condoned nor tolerated at Arkansas Tech University. Unless stated otherwise all assignments for this course are to be completed independently without assistance from or in collaboration with others. Please refer to the Regulations and Procedures Section in the 2008-09 **Tech Undergraduate Catalog.**

PLAGIARISM: In the event that the professor believes that the work you submit is not your own, ATU has authorized any professor permission to utilize the website **www.turnitin.com** be so advised, permission is not needed from the student if there is a questionable document.

SPECIAL SERVICES: Any student with a disability whose special accommodations are registered with the ATU Learning Assistance and Testing Center {Student Services} in the 2008-09 Catalog, pages 35-36. Please advise the professor if accommodations are needed as soon as possible.

The professor reserves the right to make changes to the class schedule.

IT IS A GIVEN THAT STUDENTS WILL READ THE ASSIGNED CHAPTERS. LECTURE NOTES AND POWER POINTS FOR EACH CHAPTER CAN BE FOUND IN THE COURSE INFORMATION SECTION OF BLACKBOARD

SUMMER 2008 CUL/HA 2813 BASIC NUTRITION CLASS SCHEDULE

Chapter 1 ....Food Choices and Human Health

Chapter 2 .... Nutrition Tools—Standards and Guidelines

Chapter 3 ....The Remarkable Body

Chapter 4 .... The Carbohydrates: Sugar, Starch, Glycogen, and Fiber

Chapter 5 .... The Lipids: Fats, Oils, Phospholipids, and Sterols

Format will be in accordance with the Publication Manual of the American Psychological Association, Fifth Edition, ISBN 1-55798-241-4, available at the ATU bookstore and/or the ATU library. You may also pick up some reference materials at the TECH library.

PAPERS

CHAPTERS 11, 13, & 14 WILL BE A SOURCE USED TO FIND YOUR TOPIC FOR A RESEARCH PAPER THAT YOU MIGHT BE INTERESTED IN. FOR A DISCUSSION OR DEBATE PAPER. IT SHOULD BE DOUBLE SPACED, 12 FONT AND IT SHOULD BE FIVE FULL PAGES IN LENGTH. YOU WILL NEED TO HAVE A COVER PAGE AND A REFERENCE PAGE WITH AT SIX REFERENCES (ONE MAY BE YOUR TEXTBOOK).

DISCUSSION PAPER - 100 points. For this particular paper, the student will be required to write on a topic that is included in chapters 11, 13, & 14. This paper should support an opinion based on six references that you find on internet websites. This paper should support an area on interest to you. This paper will need to be written in APA style and format. The introduction of the paper should explain why the interest in the topic you chose.

RESEARCH PAPER: Based on a topic that is covered in chapters 10, 12, or 15. It should include the following:
- ❖ A cover page,
- ❖ 12 font, double spaced, and APA format
- ❖ Why you chose your topic
- ❖ Six to eight pages in length and numbered.
- ❖ A reference page.

THE FOLLOWING CHAPTERS ARE TO BE USED TO FIND YOUR TOPIC FOR THE SECOND NUTRITION PAPER...

CUL/HA 2813 BASIC HUMAN NUTRITION CLASS SCHEDULE

CHAPTERS		DUE DATE
All assignments & quizzes due:		**11:55 PM CST**
CLASS BEGINS		**JUNE 02**
Chapter 01 -	ASSIGNMENT 01 IN PLACE OF QUIZ website or line quiz	JUNE 05
Chapter 02 –	Website on-line quiz	JUNE 10
Chapter 03 –	Blackboard quiz	JUNE 17
	ASSIGNMENT 02 DUE	JUNE 23
Chapter 04 -	Blackboard quiz	JUNE 25
Chapter 05 -	Blackboard quiz	JUNE 27

HOLIDAY – 4TH OF JULY CAMPUS CLOSED

Chapter 06 –	WEB QUIZ	JULY 07
Chapter 07 -	Blackboard QUIZ	JULY 12
	ASSIGNMENT 03 DUE	JULY 15
Chapter 08 -	WEB QUIZ	JULY 17
Chapter 09 –	BLACKBOARD QUIZ	JULY 22
	ASSIGNMENT 04 DUE	JULY 25
Chapter 13 –	Blackboard Quiz	JULY 28
Chapter 14 -	WEB QUIZ	AUG 04
Chapter 15	WEB QUIZ	AUG 06

Quizzes will be either marked on Blackboard or WEB

Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
CUL 2903 Introduction to Garde Manger
Fall 2009

Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: Prerequisite CUL/HA 1013: This course is an introduction to three main areas of the cold kitchen: reception foods, plated appetizer and buffet arrangements. Students will learn to prepare canapés, hot and cold hors d'oeuvre, appetizers, forcemeats, pates, galantines, terrines, roulades, salads and sausages. Curing and smoking techniques for meat, seafood and poultry items are will be covered. Cheese identification, production, presentation and service will be studied. The student will also explore contemporary styles of presenting foods and buffet preparation. Lecture 1 hour, Lab 3 hour minimum. $100 lab fee required. Additional Costs: professional uniforms and knives are required and are to be considered additional out-of-pocket expenses to the student.

Learning Outcome(s)	Measurement
The student will learn cold food preparations, including salads and salad dressings, cold appetizers, charcuterie items and similar dishes.	Class assignments, examinations and lab exercises
The student will prepare hot and cold appetizers and canapés, hors d'oeuvres.	Class assignments, examinations and lab exercises

Instructor: Ray Moll, MBA
105 Williamson
479-968-0607 Office
501-977-4258 Cell
Email: rmoll@atu.edu

Office Hours: By Appointment

Class Times: TBA

Location of Class: TBA

Required Text(s): *Garde Manger, The Art and Craft of the Cold Kitchen,* Second Edition, The Culinary Institute of America, John Wiley & Sons, Inc., ISBN 0-471-46849-5.

Optional Text(s): *The Prentice Hall Dictionary of Culinary Arts,* Second Edition, Labensky, Steven, Ingram, Gaye, Labensky, Sarah. *The Book of Hors d'Oeuvres and Canapes,* Schmidt, Arno, Nam, Inja, John Wiley & Sons, Inc., ISBN 0-471-28700-8.

Required Uniform(s) and/or Other Material(s): Chef coat, chef pants, kitchen appropriate shoes, appropriate hair restraint and basic culinary knife and garnish kit.

Student Accommodations: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty: You are expected to be honest and truthful in and out of the classroom. You will be required to submit your own original work. You will be expected to:

- Present written work that is yours alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or materials for an examination and no copying from other student's papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one's own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports may be reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

Classroom Procedure: Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip. Please see "Alternative Assignments" for the requirements of the project/paper. The instructor will determine the length of the paper and the topic of the paper.

Field Trip Etiquette: The instructor expects you to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be cleaned and polished. Please note personal hygiene guidelines on separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get one chance to make a good first impression.

Course Requirements: The following are course requirements for Stocks, Sauces and Soups:
- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned readings. You are required to take exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam. You will also be responsible for the timely completion of a special project(s).
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.

Exams: There are four (4) exams for this course and one (1) comprehensive final exam. The exams will each weigh 100 points. The final will be comprehensive and weigh 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.

ATU Attendance Policy: 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. **NOTE: points will be given for class attendance.**

Extra Credit: The instructor may offer extra credit or bonus points throughout the semester. Methods of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For projects/papers the following guidelines shall be adhered too: cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled spaced.

Methods of Evaluation:

4 Exams @ 100 points	= 400 points
Homework/Projects	= 200 points
2 Special Projects @ 100	= 200 points
Lab Reports 15 @ 50 points	= 750 points
Comprehensive Final	= 200 points
Total Points	**= 1750 points**

Grading Scale:

A = 90% or above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or below

4

Arkansas Tech University
Parks, Recreation and Hospitality Administration
CUL/HA 2913 Principles of Food Preparations
Fall 2008

Hospitality Administration Mission Statement:
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- Providing knowledge. skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism. leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: Prerequisite: CUL/HA 1013. Corequisite(s) CUL/HA 2813 and CHEM 1114.
Upon completion of this course the student should be able to demonstrate skills in basic cooking techniques and methods. recipe conversion. and professional food preparation and handling. Additionally, the student should be able to recognize and safely operate common food service equipment used in commercial kitchens and demonstrate proficient culinary knife skills. This course is two hour lecture and a four hour lab depending upon special event requirement(s). $100 lab fee required. Additional Costs: Professional uniforms and knives are required and are to be considered additional out-of pocket expenses to the student.

Instructional Philosophy: Every student is entitled to the best educational experience I have the ability to provide. Students should view my class as a safe, happy place where they are valued and respected. I will treat every student with dignity. I will facilitate learning so each student pursue activities which interests them while developing self confidence and the skills needed to be successful in the 21 st Century.

HA Course	HA Course	ACPHA Standard(s)	Learning Outcome(s)	Artifact(s)
CUL/HA 2913	Principles of Food Preparations	The operation relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services;	The student will *demonstrate* fundamental cooking techniques and methods and proficient knife skills. The student will *adapt* an understanding of diversity and teamwork within the hospitality work environment.	Lab reports/reflections, special projects, special events, exams, special projects, special events, meals and/or event preparation
		Provision of sufficient areas of specialization to allow students to develop individual interests and talents;	The student *will adapt* to varied food production settings and *build* on areas of personal interests.	Lab reports/reflections, special projects, special events, exams, special projects, special events, meals and/or event preparation

Instructor: Donna Mitchell

      968-5422 Area Career and Technical Center 968-0378
      PRHA Office donna.mitchell@rsdmail.k12.ar.us

Office Hours: By Appointment

Class Times: Section 01
      Lecture Monday 4:00-5:30
      Lab Monday 5:30 - 8: 00
      Beginning Thursday, September 18 lab will be held
      with Quantity 4074 3:30 until 8:50 Event
      assignments included in this document

Location of Class: Williamson Dining Room and kitchen

Required Text(s): Introduction to Culinary Arts, Culinary Institute of America, ISBN 0-13117140-2, Prentice Hall
Knife Skills for Chefs, 2007, Pearson Prentice Hall, Christopher P. Day with Brenda R. Carlos,

Required Uniforms: Professional uniforms, appropriate head wear and safe shoes will be required for the lab portion of this class (available at the A TU Bookstore). A strict uniform policy will be observed. Improper dress can endanger the safety of others and is disrespectful of the profession. Anyone who does not arrive in the proper uniform will lose points and may be asked to leave. Personal hygiene is critical. Painted and/or acrylic nails must be gloved, and loose jewelry removed. A professional knife kit will be required for this course (available at the ATU Bookstore).

Special Needs: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises.

Academic Honesty: Students are expected to be honest and truthful in and out of the classroom. Students will be required to submit their own original work. Students will be expected to:
- Present written work that is theirs alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or material for an examination and no copying from other student's papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one's own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports identified as plagiarism will be reported. Any student found cheating would receive severe penalty, including expulsion from the University.

Classroom Procedure: Classroom procedure for this class may include all of the following formats. Lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a research project may be required to be completed by the student not attending the field trip. Please see "Alternate Assignments" for the requirements of the paper. The instructor will determine the length of the paper and the topic of the paper.

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For reports/papers the following guidelines shall be adhered too: Cover page, references listed on reference page, typed in 12 point Times Roman font, with I-inch margins and doubled-spaced.

Field Trip Etiquette: The instructor expects all students to dress in a professional manner. Proper undergarments must be worn on all field trips. No shorts or tank tops will be accepted. Shoes must be clean and polished. Please note personal hygiene guidelines on page 213 of your text for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourselves; you only get one chance to make a first impression.

Attitude: Since this is a service course, each student must administer a professional attitude at all times. At the discretion of the instructor, a student may be asked to leave the kitchen and return at a later date. The instructor has the right to deduct points (up to 50 per lab) as deemed appropriate for disciplinary reasons. Attitude and appearance are both reasons for point deductions.

Course Requirements: The following are course requirements for Principles of Food Preparations:

- Attendance and participation in each class lecture and lab meeting. Students are required to participate in all labs and be present and prepared at the required time. Since this is a performance-based class, no make-ups will be allowed. Be prompt for lectures and labs, includes having reviewed assigned materials and being properly attired as outlined previously.

- Rotate through various positions in the kitchen.

- Completion of all assignments in a timely manner. All late work will decrease in value by 10% each day the assignment is late. Management reports are due on the next class meeting following the food service lab.

- Completion of exams and final over all materials covered in class as well as assigned readings and lab, independent and group work. Students are required to take the exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified before the exam.

- It may be necessary to require all students be present at a mandatory pre-planning conference with the BOH/FOH managers and faculty. This is unlikely, but not impossible.

- No smoking during class times or during breaks.

- No use of any other type of tobacco products.

- No chewing of gum or use of candy.

- Food or beverage consumption during lectures, food and beverage consumption during labs will take place at the discretion of the instructor and/or the dining room manager. NOTE: STUDENTS ENROLLED AND WORKING IN THIS CLASS ARE ENTITLED TO ONE FREE MEAL OR PRODUCT FROM EACH CLASS. ANY LEFT OVER FOOD FROM CLASSES MUST BE PURCHASED AT THE GOING PER MEAL RATE FOR EACH FOOD CARTON PURCHASED. SEE MEMO ON BULLETIN BOARD IN KITCHEN.

- CELL PHONES WILL BE TURNED OFF DURING LECTURES OR LABS.

    Failure to do so may result in a deduction or points for that event.

- Participate in assigned special events.

ATU Attendance Policy: 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. NOTE: points will be given for class attendance.

Exams: Test m...erial will cover assigned text materials, lecture information, and information learned in labs. Possible points will be unique to each test.

Special Projects: Special projects will be used to allow students to demonstrate understanding. Students will be given ample time and support to complete these assignments. Written projects will be presented in a professional manner, typed, include a cover page, table of contents where applicable. and appendix of materials necessary to support written work.

Lab Reports: Students will turn in a report at the end of each lab. A formatted form will be provided. This report is part of the lab grade. No make up work for missed labs.

Lab Reflections: Written reflection after each lab provides an opportunity for you to think about the process. your learning's, and thoughts about the experience. These will be placed in a "Reflections" section in your course notebook

Inspections: There will be an inspection of staff before each lab or food service event. The inspection may be performed by the Fellowship Scholar, dining room manager(s), and/or the instructor, prior to the beginning of work or food service. A strict code of cleanliness, neatness and overall appearance will be adhered too, as will beginning and ending on time.

Meal and/or Event Preparation: Since we may have a limited time frame to prepare for a meal or event, some prep duties may need to be performed on the day prior to service. You will receive a separate pre-service responsibilities handout which will outline prep duties.

Methods of Evaluation:

Attendance will be recorded at each lecture and lab. Being tardy will be noted.

Appropriate dress, possessing necessary materials for work.

Homework assignments will have an assigned grade known to all students.

Exam points value will be indicated on each exam.

Special projects, rubric provided.

Labs 50 points, rubric provided.

Bonus credit for work performed outside of assignments.

Work will be weighted:

55% Assignments, labs, attendance, attitude, safety, professionalism

45% Exams and projects, test weeks on provided schedule.

Grading Scale:

A= 90% or above   B = 80-89% C = 70-79% D = 60-69% F = 59% or below

Assigned Event Dates:
* Denotes event/lab dates for 2913 Basic Food Preparation

Events listed are those scheduled at the time of this syllabus printing. Events will be added as reservations are made. Students are asked to understand.

*August 25   First class and lab
August 28   First A TV home game. (1) Catering order to stadium for 50 (2)
                  Pre,pare for 70 guests luncheon held Friday, Aug. 29. Make _
                  pasta salads, grill chicken, set up dining room Counselors
August 29   meeting and luncheon our dming room.

* September 8   Class and Lab.
September 11   Second A TV home game. Catering order to stadium for 50
* September 15   Class Test - IdentifY kitchen equipment, smallwares, knives
*September 18   **Management begins. 2913 students will join 4074 Quanti~ class.**
                  *Beginning this date, 2913 labs will be Thursdays with 4074 labs. Class
                  lecture will remain on Mondays at 4 p.m.*
* September 25   Some form of meal preparation as practice.
                  Kiwanis Civic Organization Awards Dinner.
                  Approximately 70 guests. Dining at 6:30
                  Menu not determined at this writmg.

* October 2   Lab
October 4   Third home A TV game. Catering to stadium for 50 game at 6 p.m.
                  Saturday event.
*October 9   Lab
*October 16   Class Test
October 16   Lab. National Boss'Day
October 23   Lab
October 25   Fourth home A TV game. Catering to stadium for 50, game @ 7
                  Saturday event
October 30   Lab

*November 6   Lab
November 8   Homecoming. Catering to stadium for 50. Game @ 3
                  Luncheon for PRHA Alums in Williamson Homecoming
November 17   Dinner at Lake Point for Alums Etiquette Dinner.
November 18   Monday
November 24   Etiquette Dinner. Tuesday
*November 20   Class Test
November 25   Lab
                  PRHA Department Thanksgiving Dinner. Tuesday

* December 4   Lab. Probably CLL Dinner
*December 8   Cleaning Day. Managers responsible for cleaning.
                  Duties will be assigned to 4074 managers to direct 2913 students. Mrs.
                  Mitchell will provide supper.
Final Exam   Per A TV Final Schedule for Monday 4 p.m. Classes

* These day/dates/times may need to be adjusted throughout the semester. Lab dates may become special events or be open to the public for reservations.

Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
CUL 2923 Stocks, Sauces, and Soups
Fall 2009

Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: Corequisite: 2913 This course is an introduction to the basic stocks, sauces and soups and is based on the classical model by Escoffier. Fundamental elements covered include the entire classic French repertoire of hot sauces; the five leading sauces; béchamel, velouté, espagnole (also known as brown), tomato and hollandaise as well as small compound sauces, cold sauces, compound butter, court bouillon and marinades, roux and other thickening agents. Clear soups, thick soups and specialty soups will be introduced and expanded upon. Lecture 1 hour, Lab 3 hour minimum. $100 lab fee required. Additional Costs; professional uniforms and knives are required and are to be considered additional out-of-pocket expenses to the student.

Learning Outcome(s)	Measurement
Explain the functions of sauces and list five qualities that a sauce adds to food. Prepare basic mirepoix. Identify and prepare the five mother or leading sauces. Identify and prepare five simple butter sauces. Prepare compound butters and list their uses. Prepare other miscellaneous hot and cold sauces and marinades.	Class assignments, examinations and lab exercises
Discuss and prepare the three basic categories of soups. Prepare clarified consommé. Prepare vegetable and other clear soups, cream soups and purées. Prepare bisques, chowders, specialty soups, and national soups.	Class assignments, examinations and lab exercises

Instructor: Ray Moll, MBA
105 Williamson
479-968-0607 Office
501-977-4258 Cell
Email: rmoll@atu.edu

Office Hours: By Appointment

Class Times: TBA

Location of Class: TBA

Required Text(s): *Professional Cooking,* Sixth Edition, Gisslen, Wayne, John Wiley & Sons, Inc., ISBN 0-471-66374-3. *The Prentice Hall Dictionary of Culinary Arts,* Second Edition, Labensky, Steven, Ingram, Gaye, Labensky, Sarah.

Required Uniform(s) and/or Other Material(s): Chef coat, chef pants, kitchen appropriate shoes, appropriate hair restraint and basic culinary knife and garnish kit.

Student Accommodations: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty: You are expected to be honest and truthful in and out of the classroom. You will be required to submit your own original work. You will be expected to:

- Present written work that is yours alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or materials for an examination and no copying from other student's papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one's own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports may be reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

Classroom Procedure: Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations outside readings, field trips, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip. Please see "Alternative Assignments" for the requirements of the project/paper. The instructor will determine the length of the paper and the topic of the paper.

Field Trip Etiquette: The instructor expects you to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be cleaned and polished. Please note personal hygiene guidelines on separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get one chance to make a good first impression.

Course Requirements: The following are course requirements for Stocks, Sauces and Soups:

- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned readings. You are required to take exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam. You will also be responsible for the timely completion of a special project(s).
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.

Exams: There are four (4) exams for this course and one (1) comprehensive final exam. The exams will each weigh 100 points. The final will be comprehensive and weigh 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.

ATU Attendance Policy: 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. **NOTE: points will be given for class attendance.**

Extra Credit: The instructor may offer extra credit or bonus points throughout the semester. Methods of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For projects/papers the following guidelines shall be adhered too: cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled spaced.

Methods of Evaluation:

4 Exams @ 100 points	= 400 points
Homework/Projects	= 200 points
2 Special Projects @ 100	= 200 points
Lab Reports 15 @ 50 points	= 750 points
Comprehensive Final	= 200 points
Total Points	**= 1750 points**

Grading Scale: A = 90% or above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or below

Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
CUL 2933 Advanced Food Preparations
Fall 2009

Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: Prerequisite: HA/CUL 2913. This course reviews basic cooking methods and techniques and refines the understanding of\and application of culinary terminology, proper care and use of tools and equipment as well as safety and sanitation techniques. Students will gain an advanced knowledge of the correct procedures for the following methods: poach, fry, bake, broil, boil, roast, stew, sauté, grill and steam. Students will gain an advanced knowledge of vegetable, pasta, grain, and potato cookery as well as preparation of game, fish, shellfish, lamb, and veal. Lecture 1 hour, Lab 3 hour minimum. $100 lab fee required. Additional Costs: professional uniforms and knives are required and are to be considered additional out-of-pocket expenses to the student.

Learning Outcome(s)	Measurement
The student will select appropriate cooking methods for the most important meat cuts, based on the meat's tenderness and other characteristics. Identify the characteristics of game meats and select the appropriate cooking methods for each. Cook meats by roasting, baking, broiling, grilling, pan-broiling, sautéing, pan-frying, simmering, and braising.	Class assignments, examinations and lab exercises
Cook poultry by roasting, baking, broiling, grilling, sautéing, pan-frying and deep-frying, simmering, poaching and braising. Cook fish and shell fish by baking, broiling, sautéing pan-frying, deep-frying and poaching. Prepare and cook vegetables, pastas, grains and potatoes in a variety of ways. Prepare and cook game, lamb and veal.	Class assignments, examinations and lab exercises

Instructor: Ray Moll, MBA
105 Williamson
479-968-0607 Office
501-977-4258 Cell
Email: rmoll@atu.edu

Office Hours: By Appointment

Class Times: TBA

Location of Class: TBA

Required Text(s): *Professional Cooking,* Sixth Edition, Gisslen, Wayne, John Wiley & Sons, Inc., ISBN 0-471-66374-3. *The Prentice Hall Dictionary of Culinary Arts,* Second Edition, Labensky, Steven, Ingram, Gaye, Labensky, Sarah.

Required Uniform(s) and/or Other Material(s): Chef coat, chef pants, kitchen appropriate shoes, appropriate hair restraint and basic culinary knife and garnish kit.

Student Accommodations: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty: You are expected to be honest and truthful in and out of the classroom. You will be required to submit your own original work. You will be expected to:
- Present written work that is yours alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or materials for an examination and no copying from other student's papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one's own ideas or words those of another.

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Classroom Procedure: Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip. Please see "Alternative Assignments" for the requirements of the project/paper. The instructor will determine the length of the paper and the topic of the paper.

Field Trip Etiquette: The instructor expects you to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be cleaned and polished. Please note personal hygiene guidelines on separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get one chance to make a good first impression.

Course Requirements: The following are course requirements for Stocks, Sauces and Soups:
- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned readings. You are required to take exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam. You will also be responsible for the timely completion of a special project(s).
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.

Exams: There are four (4) exams for this course and one (1) comprehensive final exam. The exams will each weigh 100 points. The final will be comprehensive and weigh 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.

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Extra Credit: The instructor may offer extra credit or bonus points throughout the semester. Methods of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For projects/papers the following guidelines shall be adhered too: cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled spaced.

Methods of Evaluation:

4 Exams @ 100 points	= 400 points
Homework/Projects	= 200 points
2 Special Projects @ 100	= 200 points
Lab Reports 15 @ 50 points	= 750 points
Comprehensive Final	= 200 points
Total Points	**= 1750 points**

Grading Scale: A = 90% or above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or below

Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
CUL 2943 Introduction to Baking & Pastry
Fall 2009

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- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: **Prerequisite: CHEM 1114.** This course introduces basic methods used in baking and pastry. Methods introduced include, creaming, thickening for custards, pre-cooked, foaming, cut-in/rubbing, straight dough, blending and lamination. This course will focus on the range of baking ingredients in original, modified, and prepared forms as well as the theory and operation of large and small equipment used in bakeries and pastry shops. Through preparing, tasting and testing, students will learn to identify and select quality grains, dairy products, baking spices, flours, chocolates, fats, and oils used in baking. Lecture 1 hour, Lab 3 hour minimum.$100 lab fee required. Additional Costs: professional uniforms and knives are required and are to be considered additional out-of-pocket expenses to the student.

Learning Outcome(s)	Measurement
The student will examine the science of baking: ingredients, mixing, thickeners and stabilizers, eggs as thickeners and leaveners, yeasts, cookies, chocolates, and frozen desserts. The student will prepare, taste and peer critique their creations.	Class assignments, examinations and lab exercises
The students will learn the importance of mise en place with regards to baking, the correct tools to measure ingredients, how to measure ingredients, proper preparation of pans before baking, the importance of gluten in baking.	Class assignments, examinations and lab exercises

Instructor: Ray Moll, MBA
105 Williamson
479-968-0607 Office
501-977-4258 Cell
Email: rmoll@atu.edu

Office Hours: By Appointment

Class Times: TBA

Location of Class: TBA

Required Text(s): *About Professional Baking,* Sokol, Gail, Thomson Delmar Learning, ISBN: 0-4018-4922-9. *The Prentice Hall Dictionary of Culinary Arts,* Second Edition, Labensky, Steven, Ingram, Gaye, Labensky, Sarah.

Required Uniform(s) and/or Other Material(s): Chef coat, chef pants, kitchen appropriate shoes, appropriate hair restraint and basic culinary knife and garnish kit.

Student Accommodations: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

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Classroom Procedure: Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

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Course Requirements: The following are course requirements for Stocks, Sauces and Soups:
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- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned readings. You are required to take exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam. You will also be responsible for the timely completion of a special project(s).
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.

Exams: There are four (4) exams for this course and one (1) comprehensive final exam. The exams will each weigh 100 points. The final will be comprehensive and weigh 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.

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Extra Credit: The instructor may offer extra credit or bonus points throughout the semester. Methods of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For projects/papers the following guidelines shall be adhered too: cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled spaced.

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Total Points	**= 1750 points**

Grading Scale: A = 90% or above
B = 80-89%
C = 70-79%
D = 60-69%
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ARKANSAS TECH UNIVERSITY
PARKS, RECREATION & HOSPITALITY ADMINISTRATION
CUL 2996 EXTERNSHIP
FALL 2009

Course Syllabus

COURSE
DESCRIPTION

CUL 2996. Externship. Fall, spring and summer semesters. Culinary majors only. Prerequisites: Sophomore standing, current certifications in CPR, Standard and Advanced First Aid, consent of department head and completion of all other courses applicable to degree. This course provides industry experience for students in cooperating businesses, agencies and organizations under professional guidance of both agency supervisor and faculty. While enrolled in this course, a student must work a minimum of 600 hours and a minimum of 15 weeks in an approved position in the hospitality industry. Student cannot document more than 40 hours of work experience per week. No prior experience credit will be given. A written report is required within two weeks of externship completion. $100 supervisor travel fee is required.

INSTRUCTORS: *PRHA Office*   *124 Williamson 479-968-0378*
                 Fax 479-968-0600   *vduvall2@atu.edu*

CUL 2996 Externship

Learning Outcome	Measurement
Student will exhibit knowledge of subject matter.	Final written report; Agency evaluation
Student will conduct themselves in a professional manner.	Agency evaluation
Student will exhibit dedication to profession.	Agency evaluation
Student will exhibit effectiveness in verbal and written communication.	Agency evaluation; final written report
Student will interact or deal effectively and appropriately with customer or clients.	Agency evaluation
Student will exhibit effectiveness in current technology.	Agency evaluation; final written report
Students will plan, implement and evaluate a recreation program.	Agency evaluation; final written report
Student will learn to allocate time.	Agency evaluation
Student will complete assignments on time.	Agency evaluation; weekly reports
Student will learn to use practical judgment.	Agency evaluation
Student will demonstrate their decision-making skills.	Agency evaluation; final written report
Student will adapt to new situations and responsibilities.	Agency evaluation
Student will demonstrate problem-solving skills.	Agency evaluation; final written report
Students will follow through with tasks on their own initiative.	Agency evaluation
Student will accept and follow directions.	Agency evaluation; weekly reports
Student will report to work on time.	Agency evaluation
Student will maintain a satisfactory attendance record.	Agency evaluation
Student will accept and implement constructive criticism.	Agency evaluation
Student will adapt to the physical demands of the job.	Agency evaluation
Student will demonstrate leadership skills.	Agency evaluation
Student will become familiar with agency policies and procedures.	Agency evaluation
Student will become familiar with agency operations and maintenance manuals.	Agency evaluation; final written report; special project
Student will develop area of specialization that supports individual interest and talent.	Final written report

TEXT: *Externship Manual for Culinary.* (available on PRHA website or Blackboard under CUL 2996).

American Psychological Association. (2001). *Publication manual of the American Psychological Association.* (5th ed). Washington, D.C. or APA.org.

WEEKLY REPORTS:

Student externs must complete and submit a weekly report, signed by the agency supervisor at the end of each week, to the university supervisor. Students are encouraged to discuss experiences and problems with the agency supervisor and the university supervisor.

FINAL REPORT: Student externs are required to complete and submit a final written report within two weeks of the completion of the externship. The outline for the final report can be found on page 8 of the manual.

EXTERNSHIP PROJECT:

Each student extern must complete an externship project. This assignment is required by the University in addition to the general assignments and responsibilities to be completed during the semester. The externship supervisor and the university supervisor will approve the externship project before the externship begins. The finished project is to be something that can be implemented or used by the agency. A chapter of the final report will be devoted to the externship project. A copy of both paper and the project will remain on file at the university and will be made available to the agency.

PROJECT IDEAS: Public Relations Brochure/Video
Volunteer Manual
Training Manual
Agency Externship Manual
Major Special Event

GRADING   **Externship grade will be based on:**
♦ **Agency evaluation of extern (60% of final grade)**
♦ **Student's final written report (40% of final grade) (includes all completed required reports)**

Note: The agency externship supervisor is responsible for evaluating the extern halfway through the externship and again at the completion of the externship. The final evaluation of the extern is used to compute the agency grade. Externship evaluation forms are attached.

LATE POLICY   Assignments and papers are due in the instructor's office by 4:30 pm on the day assigned. There will be a penalty of **10 percent per day** of total points for any late reports, projects, or assignments.

CHEATING   Students caught cheating will receive an "F" on the project or assignment. Students may be asked to provide proof of original work such as working notes and earlier drafts if there is a question of cheating or plagiarism. Additional action may be taken by the university. See the student handbook.

PLAGIARISM   Plagiarism is using the words or work of another without giving credit to the original author. Students caught plagiarizing will receive an "F" for the assignment. Additional action may be taken by the university. See the student handbook.

The externship experience is a three-way partnership among the student, the university, and the agency hosting the extern.

UNIVERSITY ROLES AND RESPONSIBILITIES

The University will be the focal point for the externship experience because it is through the coordinating efforts of the university that the students are screened, processed, placed, monitored, and evaluated. The responsibilities of the university shall include, but not be limited to:

1. Assessing potential externship settings in relation to students' professional goals.

2. Continually reviewing, updating and maintaining a list of potential externship sites for students.

3. Establishing a knowledgeable working relation with the agency.

4. Completing and signing Memo of Agreement for externship.

5. Supervising, evaluating, advising and observing students (when possible) during the externship.

6. Maintaining regular contact with the student and the site supervisor via phone or correspondence.

7. Evaluating the completed externship experience with the student.

8. Evaluating the agency or institution providing the externship experience.

9. Providing written policies and procedures regarding externships.

10. Providing a copy of the college/university Externship Manual to the agency supervisor.

AGENCY'S ROLES AND RESPONSIBILITIES

The agency person supervising the student extern shall be responsible for:

1. Coordinating with the academic externship supervisor the total externship experience.

2. Providing education through practical experiences that broaden the student's knowledge, skills and expertise.

3. Involving the student in his or her own assessment, as well as goals and action plans for improvement.

4. Providing supervisory conferences and mid-term and final evaluation sessions on a regular scheduled basis and as needed.

5. Involving the student in a formalized orientation program and in-service training programs for staff.

6. Orienting the student to the community in which the externship is being provided.

7. Providing direct supervision to the student throughout the externship.

STUDENT'S ROLES AND RESPONSIBILITIES

The student's responsibilities shall include:

1. Receiving, knowing and following the externship course syllabus/outline and manual, including purpose, goals and objectives.

2. Following up and contacting the approved site supervisor to make arrangements for the externship and providing any additional documentation needed.

3. Maintaining contact as agreed upon with the externship supervisor.

4. Completing and submitting records, reports, and reading assignments to the agency supervisor and faculty supervisor, on time, during the externship.

5. Completing a self-evaluation, as well as evaluating the externship experience and the college/university program.

6. Familiarizing himself or herself with and following the agency's policies and procedures.

7. Maintaining confidentiality.

8. Providing quality guest service in a professional manner.

9. Maintaining a positive attitude, open mind and willingness to learn.

10. Seeking opportunities to learn beyond the externship requirements (i.e., volunteer work, attending professional meetings/conferences, discussions with professionals, reading, etc.)

11. Evaluating self, identifying strengths and limitations, and developing action plans for improving areas of weaknesses and strengths. This action plan is Chapter VI of the final written report.

12. Reading professional journals, manuscripts and books, on or related to your profession.

13. Keeping abreast of local, state, regional, and national issues and concerns.

REPORT SCHEDULE

_____ Resume
_____ Externship proposal   }   Six weeks prior to
_____ Agency Data Sheet

_____Current Certification in CPR
_____Current Certification in First Aid
_____Initial Student Self Evaluation
_____ Memo of Understanding   }   Two weeks prior to
_____ Student Personal Data Sheet

Weekly reports (each signed by Agency Supervisor)

_____ Week 1

_____ Week 2
_____ Schedule site visit with faculty

_____ Week 3

_____ Week 4

_____ Week 5

_____ Week 6

_____ Week 7
_____ Student's Mid Term Evaluation

_____ Week 8

_____ Week 9

_____ Week 10

_____ Week 11

_____ Week 12

_____ Week 13

_____ Week 14

_____ Week 15

_____ Agency Final Evaluation
_____ Student's Final Report
_____ Student's Evaluation of Externship   }   Due 2 weeks after completing work
_____ Student's Final Self Evaluation

FINAL REPORT

The final report will highlight the agency with which the student completes his/her externship experience. It should be a minimum of 15 pages long. The report should be typed, paged and double-spaced. The student is to keep a field notebook with dated entries to cover each work period (a more in-depth and detailed version of the weekly reports). The externship final report should include:

TABLE OF CONTENTS

CHAPTER I   Introduction to the agency and the externship; your responsibilities (one or two paragraphs to one or two pages or more)

CHAPTER II   History and background of the agency, including administration organizational chart, budget, mission statement, goals, inclusion policy, etc. Information should include the larger parent agency as well as the individual unit at which the student extern is stationed.

CHAPTER III Field experience; day-by-day summary of your work experiences; a short paragraph for each work period. Weekly summaries are not acceptable.

CHAPTER IV   Detailed description of the externship project (see page 2 of this manual).

CHAPTER V   Conclusion; summarize the externship. Include your personal/professional views and reflections about the experience and the agency.

CHAPTER VI   Action plan for self improvement; review mid-term and final evaluations and discuss how you can improve areas of weaknesses and strengths.

REFERENCES   Three references must be cited in the body of the paper and a references section at the end. The references section should come after the body of the paper, but before any appendices. These may be agency handbooks, brochures, training manuals, informational literature, etc.

APPENDICES   Only that supplemental information (maps, charts, etc.) referred to directly in the body of the paper, but of a nature to make them unwieldy, should be placed in appendices. Each appendix should be labeled, following APA format.

STYLE   The organization and style of the externship final report should follow APA format style (APA.org) also found in the *Publication Manual of the American Psychological Association*, 5th ed. A percentage of the final report grade will be based on spelling, grammar, form and organization of material.

FORMS

AGENCY DATA SHEET

Agency:_____

Address:_____

City:_____State_____Zip:_____

Designated Supervisor:_____

E-mail: _____Telephone: _____

Type of Agency: _____

Days of operation: _____ Hours of operation: _____

Staff: _____

_____

Salary, or stipend, provided to student: _____

Liability Insurance (student coverage):   Yes ( )   No ( )

Initial Student Self Evaluation

Please rate your present level of ability in the following areas. Circle the number that most closely represents your status within these guidelines:

1	Poor	4	Above Average
2	below Average	5	Superior
3	Average	6	Unknown

	Initial
Knowledge of your client/consumers	1 2 3 4 5 6
Confidence in initiating new programs	1 2 3 4 5 6
Skill in planning activities	1 2 3 4 5 6
Creativity	1 2 3 4 5 6
Communication Skills	1 2 3 4 5 6
Ability to deal with constructive criticism	1 2 3 4 5 6
Leadership Skills	1 2 3 4 5 6
Emotional Stability	1 2 3 4 5 6
Physical Condition	1 2 3 4 5 6
Adaptability	1 2 3 4 5 6
Decision-Making Skills	1 2 3 4 5 6
Organizational Skills	1 2 3 4 5 6
Problem Solving Skills	1 2 3 4 5 6
Time Management Skills	1 2 3 4 5 6
Seeking Help When Necessary	1 2 3 4 5 6
Accepting Supervision	1 2 3 4 5 6

Final Evaluation Only

Based on your externship experience, in what areas do you feel you have developed and in what areas do you feel lack strength.

_____

_____

_____

_____

MEMORANDUM OF UNDERSTANDING
ARKANSAS TECH UNIVERSITY AND AGENCY

<u>Instructions</u>: After each interview with a student candidate, please return a copy of this and
following form to: Dept. of Parks, Recreation & Hospitality Administration
Arkansas Tech University
1205 North El Paso
Williamson Hall
Russellville, AR 72801

Agency: _____

Address: _____

City: _____ State: _____ Zip: _____

Student Interviewed: _____

Date of Interview: _____

On the basis of the interview, (Check One)

____ I accept the individual as an externship student should he/she select this agency. My
decision is explained below.

____ I cannot accept this individual as an externship student. My decision is explained below.

Outline briefly the causes for acceptance or rejection on back of this page.

This agency also agrees to supervise and evaluate students accepted by the agency and
approved by Arkansas Tech University. Further, The University agrees to provide appropriate
academic and personal interest information by periodic consultation with the agency supervisor
and the student.

The Agency will schedule a minimum of 600 clock-hours of supervised field externship and
(   ) will or (   ) will not provide student liability insurance. Stipend, or pay, provided to the
student will be _____ for the duration of the program.
                    (Specify)

This agreement is effective from _____ to _____.
                                 (date)   (date)
Signed
_____ for _____
                                              (Agency)
_____ for _____
                                              (University)
_____ for _____
                                              (Student)

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Student Personal Data Sheet

NAME:_____

MAILING ADDRESS:_____

CITY:_____ STATE:_____ZIP:_____

E-MAIL ADDRESS:_____

 PHONE # (INCLUDE AREA CODE):_____

STUDENT CELL PHONE # (INCLUDE AREA CODE):_____

You must provide below the names, addresses and phone numbers (including cell phone numbers) for 2 emergency contacts.

1st CONTACT
NAME:_____RELATIONSHIP:_____

MAILING ADDRESS:_____

CITY:_____STATE:_____ZIP:_____

HOME PHONE # (INCLUDING AREA CODE):_____

CELL PHONE# (INCLUDING AREA CODE):_____

2ND NAME:_____RELATIONSHIP:_____

MAILING ADDRESS:_____

CITY:_____STATE:_____ZIP:_____

HOME PHONE # (INCLUDING AREA CODE):_____

CELL PHONE# (INCLUDING AREA CODE):_____

This form must be completed and submitted to the externship instructor before externship work begins.

WEEKLY REPORT

<u>Instructions</u>: To be completed by the student extern at the end of each week and returned to the University Supervisor. Reports should be reviewed and signed by the Agency Supervisor. Students are encouraged to discuss experiences and problems with Agency Supervisor and incorporate any suggestions offered.

Name _____ Report Number: _____

Dates _____

Signature of Agency Supervisor _____

This Week's Subject Matter: _____

Assignments: _____

DAILY EXPERIENCES

SUNDAY
Hours: _____
_____

MONDAY
Hours: _____
_____

TUESDAY
Hours: _____
_____

WEDNESDAY
Hours: _____
_____

THURSDAY
Hours: _____
_____

FRIDAY
Hours: _____
_____

SATURDAY
Hours: _____
_____

TOTAL HOURS FOR WEEK_____

MID-TERM EVALUATION

Name of Extern _____

Name of Supervisor _____

Dates of _____ to _____

This evaluation is to be conducted when completing half the total number of hours required for the externship. Conduct a 15-30 minute meeting with the extern after completing the evaluation to share positive aspects of the externship and suggestions for changes or improvement for the future. The completed form should be sent to the university advisor.

RATINGS: **3 = Always**
                 2 = Most of the time
                 1 = Seldom
                 N/A = Not applicable

PERFORMANCE	RATINGS (1-3)	COMMENTS
Exhibits knowledge of subject matter		
Conducts themselves professionally		
Exhibits dedication to profession		
Interacts effectively and appropriately with customers or clients		
Exhibits effectiveness in verbal and written communication		
Exhibits effectiveness in current technology		
Plans, implements and evaluates a recreation program		
Allocates time well		
Completes assignments on time		
Uses practical judgment		
Displays ability to make decisions		
Displays problem-solving skills		
Adapts to new situations and responsibilities		
Follows through with tasks on their own initiative		
Accepts and follows directions		
Reports to work on time		
Maintains a satisfactory attendance record		**Days absent:**

Continue next page

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PERFORMANCE	RATINGS (1-3)	COMMENTS
Accepts constructive criticism		
Adapts to the physical demands of the job		
Demonstrates leadership skills		
Is familiar with agency policies and procedures		
Is familiar with agency operations And maintenance manuals		
Develops area of specialization That supports individual interest and talent		

OVERALL EVALUATION _____

Suggest activities which the extern might undertake to strengthen his/her performance for the future.

_____
_____
_____
_____
_____
_____
_____
_____

Signature of Supervisor   **Signature of Extern**

Date of Evaluation

FINAL EVALUATION

Name of Extern _____

Name of Supervisor _____

Dates of _____ **to** _____

This evaluation is to be completed within one week after student extern completes the externship. Conduct a 15-30 minute meeting with the extern after completing the evaluation to share positive aspects of the externship and suggestions for changes or improvement for the future. The completed form should be sent to the university advisor.

RATINGS: **3 = Always**
            2 = Most of the time
            1 = Seldom
            N/A = Not applicable

PERFORMANCE	RATINGS (1-3)	COMMENTS
Exhibits knowledge of subject matter		
Conducts themselves professionally		
Exhibits dedication to profession		
Interacts effectively and appropriately with customers or clients		
Exhibits effectiveness in verbal and written communication		
Exhibits effectiveness in current technology		
Plans, implements and evaluates a recreation program		
Allocates time well		
Completes assignments on time		
Uses practical judgment		
Displays ability to make decisions		
Displays problem-solving skills		
Adapts to new situations and responsibilities		
Follows through with tasks on their own initiative		
Accepts and follows directions		
Reports to work on time		
Maintains a satisfactory attendance record		**Days absent:**

PERFORMANCE	RATINGS (1-3)	COMMENTS
Accepts constructive criticism		
Adapts to the physical demands of the job		
Demonstrates leadership skills		
Is familiar with agency policies and procedures		
Is familiar with agency operations And maintenance manuals		
Develops area of specialization That supports individual interest and talent		

OVERALL EVALUATION _____

Suggest activities which the extern might undertake to strengthen his/her performance for the future.

_____
_____
_____
_____
_____
_____
_____
_____

_____   _____
Signature of Supervisor   **Signature of Extern**

_____
Date of Evaluation

The amount of responsibility given was adjusted to your professional growth		
Supervisor was knowledgeable and possessed the needed skills to do the job		
Supervisor was sensitive to student and customer needs		
Supervisor possessed appropriate communication skills		
Supervisor demonstrated an interest in your learning experience		
Your final evaluation was a fair representation of your overall performance		
LEARNING EXPERIENCES	**RATING (1-3)**	**COMMENTS**
You were allowed to pursue individual interests in the field		
You were allowed input into the student program		
You were given adequate diversity in your experience		
The extern schedule made good use of your time		
Useful experiences with other professionals were provided		
Services provided were beneficial to the customer/client		
Equipment, supplies, and conditions were adequate to provide appropriate learning		
You were made to feel welcome and to become a part of the staff		
ACADEMIC BACKGROUND	**RATING (1-3)**	**COMMENTS**
The classroom learning experiences adequately prepared you for your		
The manual provided the information needed for you to complete your		
The University supervisor was approachable and accessible when you had a question		

ACTION PLAN FOR SELF IMPROVEMENT

Write up several paragraphs about what your plans for the future might be, what employment and life opportunities you might be seeking and how your education and externship might be part of your future plans.

AGENDA
FACULTY SENATE
Wednesday, December 3, 2008
4:00 p.m., Pendergraft 325

I.   Call to Order
        A.   Approval of the minutes of the November 12, 2008, meeting

II.   Old Business
        A.   Campus Security Symposium/Security Issues
        B.   Pedestrian Bridge
        C.   Free Speech Policy (*Student Handbook*)
        D.   Promotion and Tenure Criteria – report by subcommittee
        E.   General Education Committee

III.   New Business
        A.   Curricular Items
                1.   Department of Curriculum and Instruction
                        (a) delete SEED 3554, Adolescent Development and Exceptionalities, from the course descriptions and secondary education curricula; add SEED 3552, Adolescent Development, and SEED 4052, Adolescent Exceptionalities, to the course descriptions and the following curricula: Curriculum in Art for Teacher Licensure; Curriculum in Business Education for Teacher Licensure; Curriculum in Creative Writing for Teacher Licensure; Curriculum in English for Teacher Licensure; Curriculum in Foreign Language with Concentration in French for Teacher Licensure; Curriculum in Foreign Language with Concentration in German for Teacher Licensure; Curriculum in Foreign Language with Concentration in Spanish for Teacher Licensure; Curriculum in History and Political Science for Teacher Licensure; Curriculum in Mathematics for Teacher Licensure; Curriculum in Music Education for Teacher Licensure (Instrumental Music Option); Curriculum in Music Education for Teacher Licensure (Vocal Music Option); Curriculum in Music Education for Teacher Licensure (Keyboard Vocal Music Option); Curriculum in Music Education for Teacher Licensure (Keyboard Instrumental Music Option); Curriculum in Life Science and Earth Science for Teacher Licensure; Curriculum in Physical Science and Earth Science for Teacher Licensure; Curriculum in Speech for Teacher Licensure; and Curriculum in Health and Physical Education including Teacher Licensure Requirements.

                2.   Department of Art
                        (a) add ART 3243, Web Design, to the course descriptions;
                        (b) add ART 3253, Computer Illustration, to the course descriptions;
                        (c) add ART 4133, Art History, Native American, to the course descriptions;
                        (d) add ART 4143, Art History, Latin American, to the course descriptions;
                        (e) add ART 4623, Animation Techniques, to the course descriptions;
                        (f) modify the course description for ART 4243, Professional Portfolio Preparation for Graphic Designers;
                        (g) modify the course description for ART 4703, Senior Project and Exhibition;

(h) modify the prerequisites for ART 4823, Art Criticism and Aesthetics, from prerequisites: Sophomore Review, ART 3013, Art Education Practicum, and ART 3003, Concepts in Art Education or permission of instructor, to prerequisites: Sophomore Review, ART 2103, Art History I and/or ART 2113, Art History II, and modify the course description; and

(i) modify the Curriculum in Graphic Design as follows: delete three hours of Elective and add three hours of Art Elective with the footnote 5 as follows: choose: ART 3253, ART 3303, or ART 4233; delete three hours of Art Elective and add ART 3243, Web Design; and delete three hours Elective and add ART 4623, Animation Techniques.

3. Department of Biological Sciences

(a) modify the prerequisite for BIOL 1114, Principles in Biology, from prerequisite: scores of 19 or higher on the reading and science reasoning portions of the enhanced ACT; or a grade of "C" or high in a science course; or approval of the instructor; to prerequisite: scores of 19 or higher on the reading, science reasoning, and mathematics portion of the enhanced ACT or completion of MATH 0903, Intermediate Algebra, with a grade of "C" or higher, or a grade of "C" or higher in a science course;

(b) change BIOL 4116, Biology Internship, to BIOL 4112 and BIOL 4114;

(c) add HIM/AHS 2033, Coding Principles for Medical Office, to the course descriptions;

(d) change the course number for HIM 3024, Introduction to Health Information Management, to HIM 3023, Introduction to Health Information Management; change the course number for HIM 4033, Advanced Coding Principles, to HIM 4034, Advanced Coding Principles, and add a $10 lab fee; modify the Curriculum in Medical Assistant as follows: (1) delete HIM 3033, Basic Coding Principles; and (2) add HIM 2033, Coding Principles for Medical Office; and modify the Curriculum in Health Information Management as follows: (1) replace HIM 3024, Introduction to Health Information Management, with HIM 3023, Introduction to Health Information Management; and (2) replace HIM 4033, Advanced Coding Principles, with HIM 4034, Advanced Coding Principles; and

(e) delete HIM 2003, Fundamentals of Medical Transcription, from the course descriptions; delete HIM 3003, Advanced Medical Transcription, from the course descriptions; and delete the Certificate Program in Medical Transcription.

4. Department of Physical Sciences

(a) add CHEM 3423, Descriptive Inorganic Chemistry, to the course descriptions;

(b) add GEOL 3174, Computer Applications in Geology, to the course descriptions with a $20 course fee;

(c) add PHSC 1011, Orientation to Physical Science II, to the course descriptions, and add to all majors in the Physical Science Department; delete one hour of elective to all majors in the Physical Science Department;

(d) modify the course description for PHSC 1001, Orientation to Physical Science;

(e) modify the course description for PHSC 1013, Introduction to Physical Science;

(f) add the following statement to the course description for PHSC (BIOL) 3213, Science Education in the Elementary School: Note: To enroll in an internet section (TC1 or AT1) of this course, one of these prerequisite courses is required: COMS 1003, EDMD 3013, or equivalent;

(g) modify the Curriculum in Chemistry General Option and Curriculum in Chemistry Biochemistry Option, as follows: replace three hours of Elective with CHEM 3423, Descriptive Inorganic Chemistry; and

(h) modify the Curriculum in Physical Science and Earth Science for Teacher Licensure, as follows: add the co-requisite laboratory to the option for the entry level physics courses and modify the entry level physics courses as follows: PHYS 2014, Physical Principles I, or PHYS 2114, General Physics I, and PHYS 2000, Physics Laboratory I; and PHYS 2024, Physical Principles II, or PHYS 2124, General Physics II, and PHYS 2010, Physics Laboratory II.

5. Department of Mathematics

(a) add MATH 4343(5343), Introduction to Partial Differential Equations, to the course descriptions (graduate course to be considered by Graduate Council);

(b) modify the prerequisite for MATH 3033, Methods of Teaching Elementary Mathematics, from prerequisite: MATH 2043, Mathematical Concepts II, to prerequisite: MATH 2043, Mathematical Concepts II, and admission to Stage II;

(c) modify the co-requisite for MATH 3243, Differential Equations I, from co-requisite: MATH 2934, Calculus III, to prerequisite: MATH 2924, Calculus II;

(d) modify the Curriculum in Mathematics, as follows: change the computer science requirement from COMS 2104, Foundations of Computer Programming I, to COMS 2803, Programming in C, and one hour elective, or COMS 2104, Foundations of Computer Programming I; and

(e) modify the Curriculum in Mathematics for Teacher Licensure, as follows: change the computer science requirement from COMS 2104, Foundations of Computer Programming I, to COMS 2803, Programming in C, and one hour elective, or COMS 2104, Foundations of Computer Programming I.

B. Curriculum Proposal Forms

IV. Open Forum

V. Announcements and Information Items
A. Meeting date and time for spring, 2009
B. Elected Standing Committees webpage (links)

VI. Adjournment

CURRICULUM CHANGE PROPOSAL

To: Teacher Education Council
Curriculum Committee

From: Department of C&I,
School of Education

Date Submitted: October 1, 2008

Type of Curriculum Change Requested: Delete one 4-hour course
                                    Add two-2 hour courses
Submitted by: Dr. Patricia Roach
              Dr. Sid T. Womack

Approved by: Department Head: Dr. David Bell _David Bell_

Dean of School: Dr. Glenn Sheets _Glenn Sheets_

Reviewed by: Registrar: Ms. Tammy Rhodes _Tammy Rhodes_

I. Program or <u>curriculum</u> change as it will appear in the catalogue.

A. <u>Delete SEED 3554</u> Adolescent Development and Exceptionalities

B. <u>Add SEED 3552</u> Adolescent Development
    Course Description as it will appear in catalogue:
    The primary purpose of this course is to prepare teacher
    education candidates for classroom interaction by
    tracing influences of normal human development in all
    domains and showing how heredity and environmental
    factors affect the individuals' capacity to learn and
    function in a school environment. The teacher candidate
    will examine current research, concepts and issues related
    to normal adolescent development as well as exceptionalities
    that may be present. A range of cultural, social, and cognitive
    factors will be explored through reading, discussion,
    observation, literature search, interviews and case studies.
    (syllabus attached)

C. <u>ADD SEED 4052</u> Adolescent Exceptionalities
    Course description as it will appear in catalogue:
    Prerequisite: Admission to Stage II of the teacher
    education program. A study of the major areas of diversity
    including the mentally retarded, learning disabled, gifted,
    emotionally disturbed, children from economically disadvantaged

App TEC 10/23/08
app CC 11/14/08
app FS 12/3/08

homes, and of their special needs in a school program. May not be taken for credit after completion of EDFD5053, EDFD4052, or repeated for credit as EDFD5052 or equivalent.

II. Course Information

A. Rationale for requested change.

Approximately ten years ago, the Secondary Education Program combined two courses that were program requirements into one 4 hour course. At that time there was a 3-hour course focused on general human development from birth to adulthood and another focused on exceptionalities. The two courses were combined into one 4-hour course, SEED 3554, _Adolescent Development and Exceptionalities_, in the hope that pre-service secondary teachers would make the connections between normal development and exceptionalities more easily. Whether this has occurred or not as a result of combining the two courses has become increasingly questionable. It now seems to make more sense to divide the courses as they were before and have the faculty that have the expertise teaching the respective courses, i.e. development and special education. Dividing the courses will also help us with some problems that are occurring in the field experience that needs to be happening with the exceptionalities part. We believe that our students would be better served if there were again two separate courses—each focusing on one important aspect of adolescent development.

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

1. **Within the department requesting the change.**
   The proposal consists of taking one 4 hour course and breaking it down into two 2 hour courses. There will be no additional space required, no additional faculty required and no additional cost to the department. (Department will review)

2. **Outside the department.**
   Since this course is a requirement within Stage II for all students working toward secondary education certification, departments across campus must be aware and must consider the implication of scheduling

two 2 hour courses instead of one 4 hour course. The
traditional time slots for the course will be continued)

C. **Effective date or term.**
   Fall, 2008. Summer, 2009

D. **When applicable, state which departments you have**
   C&I will review, plus all departments across campus
   that are involved in teacher preparation. (All Schools
   will be notified through the Teacher Education Council)

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

SAMPLE:

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: SEED 3552/4052 Delete: SEED 3554 Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: SEED 3552/4052 Delete: SEED 3554 Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours	

SEED4052
Teaching Exceptional Learners

Dr. Sid Womack, Professor of Secondary Education
Crabaugh 302. 1-2 PM, Monday and Wednesday
Office: Cra 211   Phone: 968-0423
Office hours: MWF 8-10, 2-4
Email: swomack@atu.edu
Web page: http://education.atu.edu/people/swomack/4052news.html
Organizing theme: Professionals for the future.

Relation to the Conceptual Framework:

1. All human beings grow, develop, and learn.

2. Educational processes have key components.

3. Educational practices are systemically coherent and developmentally appropriate.

4. Educators are moral and ethical professionals.

5. Educators focus on maximizing growth, development, and learning opportunities for all students.

IV.   Catalog Description:

Prerequisite: Admission to Stage II of the teacher education program. A study of the major areas of diversity including learning disabilities, mental retardation, emotional disturbance, giftedness, children from economically disadvantaged homes, and of their needs in a school program. May not be taken for credit after completion of EDFD4052 or SEED3554 or repeated for credit as EDFD5052.

V.   Textbook: Kirk, S. A., Gallagher, J. J., Anastasiow, N. J., & Coleman, M. R. (2009). *Educating exceptional children, 12th ed.* NY: Houghton Mifflin. .

VI.   Supplemental Reading List

Allen, T. (2000). Creating community in your classroom. *The Education Digest, 65* (7), 23-27.

Anderson, C. (1997). By what token economy? *Teaching Exceptional Children, 29* (4), 65-67.

Andrews, J. F., Jordan, D. L. (1998). Multimedia stories for deaf children. *The Council for Exceptional Children, 30* (5), 28-33.

Andrews, S. (1998). Using inclusion literature to promote positive attitudes toward disabilities. *Journal of Adolescent and Adult literacy, 41* (6), 420-425.

Baker, L., & Stough, L. (1999). Identifying depression in students with mental retardation. *Teaching Exceptional Children, 31* (4), 62-66.

Beacon Press. (1998), *The real ebonics debate: power, language, and the education of African-American children.* Boston: Beacon Press.

Bemer, J., Haan, A., & Vander, J. (2000). Implications for computer-mediated communications for people who are visually impaired in dealing with complex visualizations tasks. *Journal of Visual Impairment & Blindness, 94* (7), 453-456.

Benson, S. H. (2000). Make mine an A. *Educational Leadership, 57* (5), 30-32.

Block, M. & Burke, K. (1999). Are children with disabilities receiving appropriate physical education? *Teaching Exceptional Children, 31* (3), 18-22.

Blough, L., & Rittenhouse, R. (1995). Gifted students with hearing impairments: suggestions for teachers. *Teaching Exceptional Children, 27* (4).

Costello, B. (2008). Leveraging gender differences to boost test scores. *The Education Digest, 73* (9), 32-35.

Culkin, J. (1970). *Summerhill: For and against.* New York: Hart Publishing.

Fueyo, V. (1997). Below the tip of the iceberg, teaching language-minority students. *Teaching Exceptional Children, 30_* (1), 61-65.

Fernandez, R. C. (2000). No hablo Ingles: bilingualism and multiculturalism in preschool settings. *Early Childhood Special Education, 27* (3), 159-163.

Gallucci, N. A., & Middletown, G. (1999). The independence of creative potential and behavior disorders in gifted children. *Gifted Child Quarterly, 43* (4), 194-200.

Garran, D. (2008). Implementing project-based learning to create "authentic" sources: The Egyptological Excavation and Imperial Scrapbook projects at the Cape Cod Light Charter School. *The History Teacher, 41* (3), 379-389.

Geary, D. (2004). Mathematics and learning disabilities. *Journal of Learning Disabilities, 37* (1), 4-15.

Ginsburg, H. P. (1997). Mathematics learning disabilities: a view from developmental psychology. *Journal of Learning Disabilities, 30* (1), 20-33.

Guptill, A. (2000). Using the internet to improve student performance. *Teaching Exceptional Children, 32* (4), 16-20.

Hutson, P. (2008). Growing local leaders through networking. *Choral Journal, 48* (11), 99-101.

Jones, D. (2000). Disclosure of child sexual abuse. *Child Abuse and Neglect, The International Journal, 24* (2), 269-271.

Junge, E. (1995). Mathematical self-efficacy gender differences in gifted/talented adolescents. *Gifted Child Quarterly, 39* (1), 22-26.

Kanaya, T., Ceci, S., & Scullin, M. (2003). This rise and fall of IQ in special ed: Historical trends and their implications. *Journal of School Psychology, 41* (6), 453-465.

Kauffman, J., & Smith, M. (2003). Appearances, stigma, and prevention. *Remedial & Special Education, 24* (4).

Lazarus, B. D. (1996). Flexible skeletons: guided notes for adolescents. *Teaching_*

Exceptional Children, 28 (3), 36-40.

Maroney, S., Finson, K., Beaver, J. & Jensen, M. (2003). Preparing for successful inquiry in inclusive science classrooms. *Teaching Exceptional Children, 36* (1), 18-25.

Mastropieri, M. (1995). Teaching science to students with disabilities in general education settings. *Teaching Exceptional Learners, 27* (4), 10-13.

McCray, A. D. (2001). Middle school students with reading disabilities. *The Reading Teacher, 55* (3), 298-300.

Mishna, F. (2003). Learning disabilities and bullying: double jeopardy. *Journal of Learning Disabilities, 36* (4), 336.

Mooree, P. (2007). Variety and preparation are keys to classroom management. *Teaching Music, 15* (3), 57.

Parette, H. P., & Petch-Hogan, B. (2000). Approaching families: facilitating culturally/linguistically diverse family involvement. *Teaching Exceptional Children, 33* (2), 4-9.

Pauker, G., & Pauker, P. (1994). Why is 35 a magic number? *The New England Journal of Medicine, 330* (16), 1151-1153.

Phyllis, L. (1995). Depression and anxiety in children and adolescents with learning disabilities. *Journal of Emotional and Behavioral Disorders, 3* (1), 27-39.

Pomplun, M. (1997). When students with disabilities participate in cooperative groups. *Exceptional Children, 64* (1), 49-58.

Prette, H. (1997). Family-centered practice and computers for children with disabilities. *Early Childhood Education Journal, 25* (1), 53-55.

Reiff, J. (1997). Bridging home and school through multiple intelligences. *Childhood Education, 72* (3), 164-167.

Rimm, S. B. (1999). *See Jane win : the Rimm report on how 1,000 girls became successful women.* New York: Crown Publishing.

Roderick, M., & Camburn, E. (1999). Risk and recovery from course failure in the early years of high school. *American Education Research Journal, 36* (2), 303-343.

Rothstein, R. (2008). Whose problem is poverty? *Educational Leadership, 65* (7), 8-13.

Scruggs, T., & Mastropieri, M. (2004). Science and schooling for students with LD. *Journal of Learning Disabilities, 37* (3), 270-276.

Seifert, K. L., & Hoffnung, R. J. (2000). Media influences on aggression. *Child and Adolescent Development,* (10), 308.

Simpson, R. (2004). Finding effective intervention and personnel preparation practices for students with Autism Spectrum Disorders. *Exceptional Children, 70* (2), 135-144.

Singh, D. (2007). General education teachers and students with physical disabilities. *The International Journal of Learning, 14* (7), 205-214.

Stevens, C. (1999). Is it really ADD? *Phi Delta Kappan, 41* (3), 33-37.

Thrailkill, C. (1998). Patrick's story: a gifted learning disabled child. *Gifted Child Today, 21* (3), 24-25, 45.

Vaughn, S., Elbaum, B., Schumm, J. (1996). The effects of inclusion on the social functioning of students with learning disabilities. *Journal of Learning Disabilities, 29* (6), 598-608.

Wadlington, E. (2000). Effective language arts instruction for students with dyslexia.

Preventing School Failure, 44 (2), 61-65.

Webb-Bussert, K. (2000). Did my holistic teaching help students' standardized test scores? *Journal of Adolescent and Adult Literacy, 43* (6), 572-574.

VII. Justification/rationale for the course. This course helps the student to become a more effective reflective decision-maker in the classroom. SEED4052 is a survey course designed to acquaint students with inclusion of both the handicapped and the gifted and talented. This course will focus on the following: the implications of legislation and litigations pertaining to exceptional learners, characteristics of exceptional learners, attitudes toward exceptional learners, assessment of exceptional learners' needs, learning environments, educational provisions and curricula, evaluation, Individualized Education Program, resources, teaching strategies, and uses of technology for exceptional learners.

VIII   Course objectives:

By the end of this course the student should be able to, in writing, with at least 75 percent accuracy,

1. State the criteria for classification into each category of diversity. State the criteria for classification into each category of exceptionality. **Standards 1.1.4, 2.1.6, 2.1.7, 2.2.1, 2.3.2, 3.1.1, 3.1.9, 3.1.10, 3.2.2, 3.2.4, 3.2.5, 3.2.6, 3.3.1, 3.3.6, 4.2.1, 4.3.3, 5.1.1, 5.1.3, 5.2.1; Pathwise B1, B2, B3, B5, C4, D1, D2, D3, D4; LD1, 2, 3, 4, 5, 6.**

2. Identify the various categories within each classification such as mildly, moderately, severely, and profoundly mentally handicapped. **Standards 1.1.4, 2.1.6, 2.1.7, 2.2.1, 2.3.2, 3.1.1, 3.1.9, 3.1.10, 3.2.2, 3.2.4, 3.2.5, 3.2.6, 3.3.1, 3.3.6, 4.2.1, 4.3.3, 5.1.1, 5.1.3, 5.2.1; Pathwise B1, B2, B3, B5, C4, D1, D2, D3, D4; LD1, 2, 3, 4, 5, 6.**

3. Recognize and comprehend specific vocabulary associated with exceptionalities such as inclusion, mainstreaming, attention deficit disorder, modality preference, dyslexia, dyscalculia, dysgraphia, Fernald method, Down's syndrome, rehearsal strategies, autism, schizophrenia, hyperopia, auditory reception, readability, and conduct disorder. **Standards 1.1.1 Standards 1.1.4, 2.1.6, 2.1.7, 2.2.1, 2.3.2, 3.1.1, 3.1.9, 3.1.10, 3.2.2, 3.2.4, 3.2.5, 3.2.6, 3.3.1, 3.3.6, 4.2.1, 4.3.3, 5.1.1, 5.1.3, 5.2.1; Pathwise B1, B2, B3, B5, C4, D1, D2, D3, D4; LD1, 2, 3, 4, 5, 6.**

4. Recognize valid and invalid applications of inclusive teaching methods such as mastery learning, multi-sensory approaches, re-written text, teaching to preferred modality, overlearning, language experience approach, and programmed instruction. **Standards 1.2.3, 1.3.6, 2.2.1, 2.3.2, 3.2.2, 3.2.4, 3.2.6, 3.3.1, 3.3.6, 4.1.1, 4.2.1, 4.3.3, 4.3.4, 5.1.1, 5.1.3, 5.2.1; Pathwise A1, A2, A4, A5, B1, B2, B3, B4, B5. LD1, 2, 3, 4, 5, 6.**

5. Recognize symptoms of each exceptionality that should alert a teacher to the need for referral for testing.

6. Recognize the two immediate major problems that parents face when they realize that their child is handicapped, the "symbolic death syndrome" and the need to provide for the needs of this child. **Standards 3.1.1, 3.2.4, 4.1.1, 4.1.2, 5.1.3, 5.1.7, 5.2.1;**

Pathwise A1, B5, D4

7. Analyze the legal reasons for the admission, review, treatment, and dismissal of students in special education according to relevant legislation and court cases. These reasons might include these acts or cases: PL 94-142, PL 93-380, *Brown I & II, In Re Gault, Goss v. Lopez, PARC, Mills v. Board of Educ., Wyatt v. Stickney, Larry P. v Riles,* and selected criteria and procedures from the *Arkansas Program Standards and Eligibility Criteria for Special Education.* **Standards 1.1.4, 2.1.6, 2.1.7, 2.2.1, 2.3.2, 3.1.1, 3.1.9, 3.1.10, 3.2.2, 3.2.4, 3.2.5, 3.2.6, 3.3.1, 3.3.6, 4.2.1, 4.3.3, 5.1.1, 5.1.3, 5.2.1; Pathwise B1, B2, B3, B5, C4, D1, D2, D3, D4; LD1, 2, 3, 4, 5, 6.**

8. Apply these principles of behavior management as they relate to classroom management with various types of exceptionalities: positive reinforcement, negative reinforcement, Premack principle, extinction, aversive stimuli, response cost, token economies, assertive discipline plans, ladder of drastics, reinforcement for alternative behaviors, reality therapy. **Standards 2.2.1, 2.2.2, 3.1.2, 3.1.3, 3.1.7, 3.1.9, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.3, 4.3.1, 4.3.3, 5.3.2**

9. Describe (synthesize or at least apply) an inclusive classroom with special adaptations for migrant children, bilingual, ESL, educationally deprived, children from minority cultures, and exceptional children. **Standards 2.2.1, 2.2.5, 2.3.1, 2.3.2, 2.3.8, 3.1.9, 3.1.10, 3.2.4, 3.3.2, 3.3.8, 4.1.1, 4.1.2, 4.2.1, 4.3.5**

10. To describe how curricula might be adapted or managed differently for gifted, retarded, learning disabled, partially sighted, hearing impaired, emotionally/behaviorally disturbed. **Standards 2.2.1, 2.2.5, 2.3.1, 2.3.2, 2.3.8, 3.1.9, 3.1.10, 3.2.4, 3.3.2, 3.3.8, 4.1.1, 4.1.2, 4.2.1, 4.3.5**

X. Assessment and evaluation methods:

The following are required in the course.
1. Regular class attendance and participation. See attendance policy below.
2. Satisfactory performance on the examinations
3. Reading of textbook and required activities
4. Research/Awareness Project *
5. Four one-page papers on readings from professional journals.

* The project represents a step toward completing program requirements. The project is an opportunity to demonstrate scholarship, literacy, and a command of subject material central to an understanding of the functioning of both normal learners and exceptional children. This project must be satisfactorily completed in order to fulfill course requirements and agency competencies. The course cannot be passed without satisfying the project requirement of 120 points out of 200 possible or without completing the ten clock hours of field experience.

Attendance Policy: Students are expected to attend all class meetings. Students are normally allowed no more than two absences. On the third absence the student will be sent a warning letter. On the fourth absence, the student is dropped from the course. For other information

about class attendance please refer to the *Arkansas Tech Student Handbook* .

Plagiarism and Other Academic Misconduct: Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to the disciplinary sanction outlined in *Arkansas Tech Student Handbook*. If in doubt about referencing or using certain material, ask the instructor.

Basis of the grade.

Examination I	100 Points	
Examination II	100	
Professional readings (4 x 25)	100	
Examination III	100	(an alternative assignment may be given in lieu of the third exam)
Research Awareness Project	200	
Examination IV	200	
Total possible points =	800	

A = 730-800   B = 660-729
C = 590-659
D = 520-589
F = 519 and below

Late assignments will be accepted with a penalty of one letter grade decrease the first day. Assignments will not be accepted more than one day late. Absence the due date is not considered an excuse. This policy applies to the Research Awareness Project and to the four tests of the course as well as the one-page readings.

XII.   Course content and schedule

Activities include lectures, demonstrations of methods and materials, simulations of handicapping conditions, guest speakers, films, videotapes, field trips, library activities, and clinical experiences with exceptional children. The flow of instructional activities goes from teacher-centered (lecture) in the early part of the course to simulations, small group work, and a field trip near the end (more student centered).

Week of   Schedule for Spring 2009

January 12   Read chapter one of Educating Exceptional Children (EEC). All field
experience placements are done through the office of Teacher Education Student
Services, Crabaugh 109.

Content for class: historical, social, and legal foundations for exceptionalities. First overview of each area of exceptionality. Overview.ppt

January 19   Legislation and case law related to exceptionalities. Read Chapter 2 of EEC. LI.ppt

January 26   Other laws related to disabilities such as Section 504, Title 34, Americans with Disabilities Act, and Arkansas Act 591. Discussion of Special Needs Population children such as migrant, homeless, culturally different, economically depressed. Working with parents who have handicapped children. Child abuse issues related to exceptional children. **Professional reading #1 due Wednesday.**

February 2   End of societal/historical/legal issues. **Test One over chapters 1, 2, and 3 is likely on Wednesday.** Please read the chapter on mental retardation.

February 9   Identification and assessment issues in retardation. Categories of retardation, educational expectations, memory processes for the retarded. Please read the chapter on mental retardation.

February 16   Methods of instruction and classroom management for the retarded. Etiological and sociological issues in retardation. Your six visits to a school should be under way by now. Begin writing RAP if you haven't already. **Professional reading #2 due Wednesday.** Effects of retardation upon usual applications of Bloom's Taxonomy. Read chapter 6 on learning disabilities.

February 23   Characteristics of children with learning disabilities. "Their Gestalt is off"—the classic explanation of what happens with learning disabilities.

March 2   Prevalence and severity of learning disabilities. Simulations of what it is like to be learning disabled. Skill and process approaches to remediating learning disabilities. Videotape-"The Mind's Eye: The Experience of Learning." Remember to work on that RAP.

March 9   Methods for inclusion of the learning disabled in regular education settings. Issues in teaching reading, spelling, and mathematics for LD students.

March 16   Characteristics of the gifted. Special challenges facing gifted women, GT/LD. Planning a differentiated curriculum for the gifted. Applications of Bloom's Taxonomy to gifted characteristics. Methods of enrichment and acceleration; advantages and disadvantages to each. **Professional reading #3 due Wednesday.**

March 23   Spring break. No classes.

March 30   **Test 2 over mental retardation, learning disabilities, and giftedness likely on Monday.** Also please read "Behavior Disorders," chapter 10 of EEC.

April 6   Characteristics of emotionally disturbed/behaviorally disordered children. Family and community characteristics. Tape on facilitated communication and autism. Do section VII of RAP. Drug education presentation by guest speaker likely. **Test III or its alternative will be given this week.** It will be due **one week** after the day it is given out. Tests not returned on the due date will not be graded. **Professional reading #4 is due this Wednesday.**

April 13   More on emotionally disturbed or behavior disordered students. Content applications of behavioral theory and counseling theory to behavior problems. Classroom management/discipline especially for inclusive settings. **Research Awareness Projects will be due on Wednesday of next week,**

April 20   Guest speakers likely this week on communication problems, hearing impairments, and visually impaired. Please read the chapters on communication disorders and hearing impairment.

              Research Awareness Projects are due no later than 5: 00 on Wednesday, April 22.

April 27   Field experience to a very inclusive education setting at Friendship Community Services on Monday. Monday, May 4, is the last class day for this class to meet.

May 4   **Comprehensive final** during this week, at a time later to be announced. The heaviest areas to be assessed on the final exam will be: special education administration (including legal), mental retardation, learning disabilities, giftedness, and emotional disturbance. There will be a relatively few items on vision, hearing, speech, and physical impairments.

SEED 3552 Adolescent Development
Course Syllabus

IV. Course Description: The primary purpose of this course is to prepare teacher education candidates for classroom interaction with developing adolescents by tracing influences of normal human development in all domains, and showing how hereditary and environmental factors affect the individual's capacity to learn and function in a school environment. The teacher candidate will examine current research, concepts, and issues related to normal adolescent development as well as exceptionalities which may be present. A range of cultural, social, and cognitive factors will be explored through reading, discussion, observation, literature research, interviews and case studies.

V.   Textbooks: Santrock, J.W. (2008). *Adolescence, 12th Ed.* Boston, MA: McGraw Hill

VI.   Supplemental Reading List:

Abel, T., & Kinder, E. (1952). *The subnormal adolescent girl.* New York: Columbia University Press.

Allen, T. (2000). Creating community in your classroom. *The Education Digest, 65* (7), 23-27.

Beacon Press. (1998), *The real ebonics debate: power, language, and the education of African-American children.* Boston: Beacon Press.

Benson, S. H. (2000). Make mine an A. *Educational Leadership, 57* (5), 30-32.

Bronfenbrenner, U. (1973). *Two worlds of childhood: US and USSR*

Cahill, B., & Theilheimer, R. (1999). Helping kids and teachers not to hate. *Young Children, 54,* 27-31.

Carstensen, K. D. (1999). *It's all about the girls: the essence of the single-sex school.* University of Nebraska-Lincoln.

Clinton, H. (1996). *It Takes a Village: and other lessons children teach us.* New York: Simon and Shuster.

Costello, B. (2008). Leveraging gender differences to boost test scores. *The Education Digest, 73* (9), 32-35.

Culkin, J. (1970). *Summerhill: for and against.* New York: Hart Publishing.

Delpit, Lisa (1995) *Other people's children: cultural conflict in the classroom.* New York: New Press.

Dobson, J. C. (1992). *The new dare to discipline (2nd ed).* Wheaton, Illinois: Tyndale House Publishers, Inc.

DuPraw, J. (1983). *Adoption: the facts, feelings, and issues of a double heritage.* New York: Simon & Shuster.

Fernandez, R. C. (2000). No hablo Ingles: bilingualism and multiculturalism in preschool settings. *Early Childhood Special Education, 27* (3), 159-163.

Gaffney, D. (1988). *The seasons of grief: Helping children grow through loss.* New York: New American Library.

Gil, E. (1983). *Outgrowing the pain: A book for and about adults abused as children.* New York: Dell.

Guptill, A. (2000). Using the internet to improve student performance. *Teaching Exceptional Children, 32* (4), 16-20.

Hoge, G., Dattilo, J. & Williams, R. (1999). Effects of leisure education on perceived freedom in leisure of adolescents with mental retardation. *Therapeutic Recreation Journal, 33* (4), 320-332.

Holt, J. (1995) *How children learn.* Reading, Mass.: Perseua Books.

Holt, J. (1995) *How children fail.* Reading, Mass.: Perseua Books.

Hutson, P. (2008). Growing local leaders through networking. *Choral Journal, 48* (11), 99-101.

Jones, D. (2000). Disclosure of child sexual abuse. *Child Abuse and Neglect, The International Journal, 24* (2), 269-271.

Kohlberg, L. (1994). *Kohlberg's original study of moral development.* New York: Garland.

Komro, K. A. (1999). Peer leadership in school and community alcohol use prevention activities. *Journal of Health Education, 30* (4), 202-208.

Kozol, J. (1992). *Savage Inequalities.* New York: Harper Trade.

Kozol, J. (2000). *Ordinary resurrections: children in the years of hope.* New York: Crown Publishers.

Lovelace, J., & Thompson, J. (2000). When a student dies. *Middle School Journal,* 31 (5), 19-22.

Mishna, F. (2003). Learning disabilities and bullying: double jeopardy. *Journal of Learning Disabilities, 36* (4), 336.

Mooree, P. (2007). Variety and preparation are keys to classroom management. *Teaching Music, 15* (3), 57.

McQuillan, J. (1998). Seven myths about literacy in the United States. *Practical Assessment, Research & Evaluation, 6* (1), 1-6.

Orenstein, Y. (1996). *Forging the new fathers: why contemporary fatherhood must change.* Woodacre, California: Harmonia Press.

Piaget, J. (1948). *The moral judgment of the child.* New York: Free Press.

Pipher, M. (1994). *Reviving Ophelia: Saving the selves of adolescent girls.* New York: Ballantine Books.

Puckett, M., Marshall. C. S., Davis, R. (1999). Examining the development of brain development research, the promises and the perils. *Childhood Education, 76* (1), 8-12.

Rimm, S. B. (1996). *How to parent so children will learn.* New York: Three Rivers Press.

Rimm, S. B. (1999). *See Jane win : the Rimm report on how 1,000 girls became successful women.* New York: Crown Publishing.

Roderick, M., & Camburn, E. (1999). Risk and recovery from course failure in the early years of high school. *American Education Research Journal, 36* (2), 303-343.

Rothstein, R. (2008). Whose problem is poverty? *Educational Leadership, 65* (7), 8-13.

Seifert, K. L., & Hoffnung, R. J. (2000). Media influences on aggression. *Child and Adolescent Development,* (10), 308.

Stevens, C. (1999). Is it really ADD? *Phi Delta Kappan, 41* (3), 33-37.

Webb-Bussert, K. (2000). Did my holistic teaching help students' standardized test scores? *Journal of Adolescent and Adult Literacy, 43* (6), 572-574.

VII.   Rationale:

This course helps equip the teacher candidate with an understanding of the physical, cognitive, and emotional characteristics of adolescent learners so that instruction can be adapted for the secondary age group.

VIII.   Course Objectives: Upon completion of this course, the student will:

1. To discuss the "nature vs. nurture" foundation for adolescent development. **Standards 3.1.1, 3.1.7, 3.2.5, 3.2.6, 4.1.1, 4.1.2, 5.1.1, 5.1.7, 5.2.1; Pathwise A1.**

2. To describe the physical, intellectual, social-emotional, and personality patterns of development during puberty for males and females including an analysis of the impact of early and late maturing on self-concept, intelligence and social relationships. **Standards 1.2.3, 1.3.3, 2.1.7, 3.1.1, 3.1.5, 3.1.6, 3.1.7, 3.2.4, 3.2.5, 3.2.6, 4.1.2, 4.2.1, 4.3.6, 5.2.1; Pathwise A1, A4, A5, B1, B2, B3, B4, B5**

3. To recognize the basic features of formal operational thought, highlighting the new conceptual skills that emerge and factors that promote the development of formal operational thought. **Standards 1.1.4, 1.2.2, 1.3.3, 2.1.6, 2.1.7, 2.2.1, 2.3.2, 3.1.1, 3.1.5, 3.1.6, 3.1.7, 3.2.2, 3.2.4, 3.2.5, 3.2.6, 4.1.3, 4.2.1, 4.3.3, 5.2.1; Pathwise A1, A2, A3, A4, A5, B1, B2, B3, B4, B5**

4. To examine some of the challenges of social life in early adolescence that may result in high-risk behaviors. **Standards 3.1.1, 3.1.8, 4.1.1, 4.1.2, 4.2.1, 4.3.6, 5.1.7, 5.2.1; Pathwise A2, B4, B5**

5. To be aware of the biological, cultural, psychological, and socioeconomic variables and their influence on self and self concepts of adolescents and describe the psychosocial crisis of early adolescence. **Standards 1.2.3, 3.1.1, 3.1.8, 3.2.4, 4.1.1, 4.1.2, 4.2.1, 4.3.3, 4.3.6, 5.1.7, 5.2.1; ; Pathwise A1, A5, B1, B2**

6. To describe the evolution of peer relations and to contrast the impact of parents and peers during this stage. **Standards 3.1.1, 3.1.8, 4.1.1, 4.1.2, 5.1.7, 5.2.1; Pathwise A1, A5, B1, B2, B3**

7. To understand the impact of chronic health problems on family members, community members, friends and classmates as well as on the adolescent's development in all domains. **Standards 3.1.1, 3.2.4, 4.1.1, 4.1.2, 5.1.3, 5.1.7, 5.2.1; Pathwise A1, B5, D4**

8. To characterize the development of sexuality, the formation of sexual orientation, and review factors associated with pregnancy and parenthood in adolescence. **Standards 3.1.1, 3.1.8, 4.1.1, 4.1.2, 5.1.7, 5.2.1; Pathwise A2, A4, D4**

9. To identify the educational implications of this stage of development and make meaningful application of the concepts in human development which impact teaching and learning. **Standards 1.1.4, 1.2.2, 1.3.3, 1.3.6, 2.1.7, 2.2.1, 2.3.2, 3.1.5, 3.1.6, 3.1.7, 3.2.2, 3.2.4, 3.2.5, 3.3.1, 3.3.6, 4.2.1, 4.3.3, 4.3.6, 5.1.1, 5.2.1; Pathwise A1, A2, A4, A5, B1, B2, B3, B4, B5**

10. Discuss various theories which explain the physical, intellectual, social-emotional, and personality patterns of adolescent development. **Standards 1.2.3, 1.3.3, 2.1.7, 3.1.1, 3.1.5, 3.1.6, 3.1.7, 3.2.4, 3.2.5, 3.2.6, 4.1.2, 4.2.1, 4.3.6, 5.2.1**

11. Discuss issues of cultural diversity as it impacts adolescent development. **Standards 4.1.2**

IX. Description of How the Course Meets the General Education Objectives:

This course is not a general education course and does not attempt to meet general education objectives.

X.   Assessment and evaluation methods:

Students will be evaluated using both traditional and performance assessment. Strategies will include examinations, readings from professional journals, and a research paper and class presentation on one aspect of adolescent development.

1.   **Library Research Paper and oral report on relevant topic focused on adolescent development.** Students will complete a formal research paper and make an in-class presentation of recent research findings relevant to adolescent development. Topics may include but not be limited to studies concerning puberty, cognitive development, identity, gender, sexuality, moral and ethical development, family dynamics, social policy issues focused on adolescents, peer groups, friendship groups, romantic relationships and the social context of high schools. The research paper will be 100 points.

2.   **Professional Readings.**   Students will be asked to complete ten readings focused on topics studied in the class. Readings will be from identified professional journals from the student's discipline area.   Each reading will be ten points for a total of 100 points.

4.   **Examinations.** A total of four exams will be administered and will cover text, discussions in class, films, and speakers. Each examination will be 100 points.

5.   **Quality and Timeliness of Work.** All work submitted should be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors.

Policy on Absences, Cheating, & Plagiarism:

1)   Attendance and participation is expected of all students.
2)   Students are expected to complete their own work. Reports and papers should be paraphrased rather than "copied" directly from the author.
        Proper credit should be given to authors.
3)   A late assignment will be accepted with a decrease in grade up to two weeks after the original due date.
4)   No assignment will be accepted after the final examination date/time.

Assignment of Grades:
        600 points will be possible. The final grade will be a percentage of the total number received.
        90%-100% A
        89%-80%   B
        79%-70%   C
        69%-60%   D
        Below 60% F

Course Content:

I. How do we study adolescent development?
    A. Ex post facto studies
        1. The problem of arriving after the fact
        2. The ethical dilemma of not being able to test for cause and effect directly
    B. Longitudinal (developmental studies)
    C. Descriptive studies
    D. Correlation studies
    E. Action, quasi-experimental, true experimental studies--long on structure, sometimes short on reality
    F. Qualitative, naturalistic, ethnographic case studies

II. What are the frameworks for conceptualizing adolescent development?
    A. Nature of developmental change
    B. History of developmental study
    C. Basic issues in developmental study
        1. The nature-nurture controversy
        2. Continuity and discontinuity
        3. Universal and context-specific development--the role of culture
        4. Deficit or difference--how does each culture interpret an observed difference?
    D. Theories of development
        1. Psychodynamic developmental theories
            A. Freudian theory
            B. Erickson's psychosocial theory
        2. Behavioral and social cognitive learning developmental theories
            A. Behavioral learning theories
            B. Social cognitive learning theory
        3. Cognitive developmental theories
            A. Piaget's cognitive theory
            B. Neo-Piagetian approaches
            C. Information-processing theory

III. How does a person develop a sense of identity during adolescence, the time of "sturm und drang" or storm and stress, 13 through 18?
    A. Physical changes in adolescence.
        1. Height and weight
        2. Puberty and sexual maturation
        3. Neurological maturation
    B. Adolescent health problems.
        1. Depression, suicide
        2. Sexually transmitted diseases.
        3. Drug abuse including alcohol.
        4. Tobacco.
    C. Cognitive development for the formal operations adolescent
        1. Implications of the information-processing viewpoint
        2. Fostering critical thinking

        3. Dealing with adolescent egocentrism
        4. Development of political beliefs
        5. Development of religious beliefs
        6. Development of belief systems--Rokeach
        7. Moral development--Lawrence Kohlberg
        8. Emotional disturbance and social maladjustment

D.   Identity development during adolescence.
        1. Relationships with parents
        2. Friendships
        3. Peer groups
        4. School and work

E.   Adolescent sexuality
        1. Early sexual experience
        2. Sexual attitudes
        3. Dating
        4. Non-heterosexual orientations
        5. Adolescent pregnancy and parenthood

F.   Teenage depression and suicide
G.   The emerging adult

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department ART

Date submitted: September 22, 2008

Request for: Course change_____Course deletion_____Course addition___X___
(Excluding course credit hour changes)

Submitted by: Edwin Cuenco

Approved by: Department Head: Dr. Cathy Caldwell *Cathy Caldwell*
                Dean of School: Dr. Georgena Duncan *Duncan*

Reviewed by: Registrar: *Tammy Hudson*
                Vice President:

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I.   Catalog description:

        Number: ART 3243

        Title for Catalog: Web Design

        *Title for Course Inventory (24 characters): Web Design

        Description: Prerequisite: ART 2213, 3203, and Sophomore Review. Introduce basic website planning, content editing and creation using graphic arts techniques. Screen-based color theory, web design aesthetics, use of graphic editors, and interface design are explored. Studio six hours. $36 course fee.

        Effective date or term: Fall Semester 2009

        *Course fees: $36

app CC 11/14/08
app FS 12/3/08

II.   Justification and feasibility of course:

a. What is the need for this course? Who will take it?
    Required for graphic design majors; and other art students interested in this course provided they meet the course prerequisites. The growth of the Internet over the last decade has been phenomenal. The number of web pages is growing at an extremely rapid rate. The ability to create pages that can be published over the web is a required technical skill in the graphics job market today. This course will prepare the student upon graduation to function as an entry-level web designer.

b. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? No

c. Is this course part of any general plan of development within your department? Explain. Department is developing the graphics area to meet accreditation standards.

d. How often will the course be offered? Once a year

e. How will the course be staffed? Current Faculty

f. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.) n/a

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1.		
2.		
3.		

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

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

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

Art Department Assessment Plan:
This course will help students meet department assessment objectives related to proficiency/currency in the use of technology and development of a professional portfolio in graphic design. The instructor was hired, in part, to develop curriculum in advanced digital techniques to meet market demands.

Web Design – Art 3243
E. Cuenco, Instructor
Office: Norman Hall 202
Phone: (479) 880-4042; ecuenco@atu.edu
Course Schedule: TBA
Office Hours: TBA

Course Description:
Prerequisite: ART 2213, 3203, and Sophomore Review. Introduce basic website planning, content editing and creation using graphic arts techniques. Screen-based color theory, web design aesthetics, use of graphic editors, and interface design are explored. Studio six hours. $36 course fee.

Required Text:
New Media Design by Tricia Austin and Richard Doust (2007)

Course Objectives:
This course simultaneously examine both the basic theory, design, and practice of web design. A significant amount of time is devoted to practical aspects of webpage development, but we will also investigate sociological, political, economic, artistic dimensions of our changing media landscape. It is important for students to cultivate a critically informed stance towards the Internet, Wi-Fi, PDAs, and other technologies that are transforming our understanding of society.

Course Content:
A basic introduction to HTML and webpage design, including the social, ethical, and legal issues related to the growth of the Internet. Topics include basic principles and protocols of the Internet, configuration and use of graphical web browsers, and the use of multimedia. Assignments include designing and publishing a webpage.

Course Requirements:
Class rolls will be taken daily at the start of class. Please read the Art Department's attendance policy. Projects must be submitted on time (before class) for critique following required specifications and professional standards. Absolutely no late projects will be accepted beyond designated due dates. It is the student's responsibility to be aware of any sudden schedule changes.

Grading System:
Final grades are determined by specific criteria, each assigned with a value between 1-4, and calculated equally per project to arrive at a final course grade at the end of the semester.

Grade Criteria:
a) Concept   Quality and originality of ideas, problem-solving techniques, creativity
b) Execution   Craftsmanship, neatness, presentation, exactitude
Grade Equivalent:
A (4.0) to A- (3.5)   Outstanding to Excellent Work
B (3.0) to B- (2.5)   Creative to Distinguished Work
C (2.0) to C- (1.5)   Satisfactory to Adequate Work
D (1.0)   Barely Acceptable Work
F (0)   Fail

Recommended Supplies:
USB flash drive, pens/markers, sketchpad, CD/DVD's, rulers, binder, etc.

Art Department Attendance Policy

1. For more than four missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level.

2. For more than seven classes missed (for studio this constitutes 21 contact hours) the student will receive a failing grade, unless the student drops within university guidelines/deadlines.

3. Up to four classes can be missed without penalty, except for assigned due dates and exams. These absences can cover car trouble, incidental illness, or personal business. Students will not be penalized for officially sanctioned University activities. It is the responsibility of the student to present to instructors notice and verification of authorized participation. It should be understood that some course work cannot be made up and a student will be held accountable for missed class content.

4. Tardiness is unacceptable and unprofessional. More than three tardy occurrences or leaving the class before the official or instructor determined end of class time will result in a recorded absence. Be on time and have all necessary supplies with you. You are responsible for any information or assignments missed. Lectures and demonstrations will be given at the beginning of class.

5. A working sketchbook containing the visual process of your work will be evaluated on a continuing basis. It should also include sketches done for individual work and notations on method, media, and any problems encountered. This will become a valuable reference.

6. You are responsible for cleaning up your work area every day. All projects are to be turned in on time.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department ART

Date submitted: September 22, 2008

Request for: Course change_____Course deletion_____Course addition_____X_____
(Excluding course credit hour changes)

Submitted by: Edwin Cuenco

Approved by: Department Head: Dr. Cathy Caldwell *Cathy Caldwell*
                Dean of School: Dr. Georgena Duncan *Duncan*

Reviewed by: Registrar: *Tammy Ruddy*
                Vice President:

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description:

    Number: 3253

    Title for Catalog: Computer Illustration

    *Title for Course Inventory (24 characters): Computer Illustration

    Description: Prerequisite: ART 2213 and Sophomore Review. This course will provide students with advanced conceptual skills in computer illustration and digital imaging. Students will acquire intermediate knowledge in vector and pixel-based drawing formats, digital painting effects, comic art/video game illustration, storyboarding and coloring through the completion of integrated design projects. Studio six hours. $36 course fee.

    Effective date or term: Fall Semester 2009

    *Course fees: $36

This course emphasizes the aesthetic, technical, and conceptual practices of digital image creation.

app CC 11/14/08
app FS 12/3/08

II.   Justification and feasibility of course:

a. What is the need for this course? Who will take it?
    For graphic design majors; and other art students interested in this course provided they meet the course prerequisites. According to *PriceWaterhouseCoopers*, the comics/video game industry worldwide is projected to grow from $25 billion in 2004 to $55 billion in 2009. Computer graphic artists and illustrators are in huge demand today, acknowledging the need for continued training in this area. This course will prepare the student upon graduation to function as an entry-level computer illustrator and digital imaging artist.

b. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? No

c. Is this course part of any general plan of development within your department? Explain. Department is developing the graphics area to meet accreditation standards.

d. How often will the course be offered? Rotation with other graphic courses

e. How will the course be staffed? Current Faculty

f. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.) n/a

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1.		
2.		
3.		

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

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be ta»ght.

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

Art Department Assessment Plan:
This course will help students meet department assessment objectives related to proficiency/ currency in the use of technology and development of a professional portfolio in graphic design. The instructor was hired in part, to develop courses in advanced digital techniques to meet market demands.

Computer Illustration -- Art 3253
E. Cuenco, Instructor
Office: Norman Hall 202
Phone: (479) 880-4042; ecuenco@atu.edu
Course Schedule: TBA
Office Hours: TBA

Course Description:
Prerequisite: ART 2213 and Sophomore Review. This course will provide students with advanced conceptual skills in computer illustration and digital imaging. Students will acquire intermediate knowledge in vector and pixel-based drawing formats, digital painting effects, comic art/video game illustration, storyboarding and coloring through the completion of integrated design projects. Studio six hours. $36 course fee.

Required Text:
The Complete Guide to Digital Illustration by Steve Caplin (2003)

Course Objectives:
The student will develop the skills to concentrate on the creation and manipulation of both vector and raster graphic images, as well as expand on the more highly evolved editing capabilities of various layout applications used in the industry. A variety of aesthetic concepts and compositional art forms use will be explored, while simulating real illustration jobs.

Course Content:
This course explores the basic issues of illustration and using the computer as a drawing tool. Students are introduced to both the creative and professional applications of digital technology to drawing, color theory and systems, and digital imaging production. The course examines the role of computer illustration in art and addresses the application of classroom knowledge to solving real-world problems in multimedia and desktop publishing.

Course Requirements:
Class rolls will be taken daily at the start of class. Please read the Art Department's attendance policy. Projects must be submitted on time (before class) for critique following required specifications and professional standards. Absolutely no late projects will be accepted beyond designated due dates. It is the student's responsibility to be aware of any sudden schedule changes.

Grading System:
Final grades are determined by specific criteria, each assigned with a value between 1-4, and calculated equally per project to arrive at a final course grade at the end of the semester.

Grade Criteria:
a) Concept   Quality and originality of ideas, problem-solving techniques, creativity
b) Execution   Craftsmanship, neatness, presentation, exactitude
Grade Equivalent:
A (4.0) to A- (3.5)   Outstanding to Excellent Work
B (3.0) to B- (2.5)   Creative to Distinguished Work
C (2.0) to C- (1.5)   Satisfactory to Adequate Work
D (1.0)   Barely Acceptable Work
F (0)   Fail

Recommended Supplies:
USB flash drive, pens/markers, sketchpad, CD/DVD's, rulers, binder, etc.

Art Department Attendance Policy

1. For more than four missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level.

2. For more than seven classes missed (for studio this constitutes 21 contact hours) the student will receive a failing grade, unless the student drops within university guidelines/deadlines.

3. Up to four classes can be missed without penalty, except for assigned due dates and exams. These absences can cover car trouble, incidental illness, or personal business. Students will not be penalized for officially sanctioned University activities. It is the responsibility of the student to present to instructors notice and verification of authorized participation. It should be understood that some course work cannot be made up and a student will be held accountable for missed class content.

4. Tardiness is unacceptable and unprofessional. More than three tardy occurrences or leaving the class before the official or instructor determined end of class time will result in a recorded absence. Be on time and have all necessary supplies with you. You are responsible for any information or assignments missed. Lectures and demonstrations will be given at the beginning of class.

5. A working sketchbook containing the visual process of your work will be evaluated on a continuing basis. It should also include sketches done for individual work and notations on method, media, and any problems encountered. This will become a valuable reference.

6. You are responsible for cleaning up your work area every day. All projects are to be turned in on time.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Art Department

Date submitted: August 24, 2008

Request for: Course change_____ Course deletion_____ Course addition__x____
(Excluding course credit hour changes)

Submitted by: Dr. Paul Niell

Approved by: Department Head: *Cathy Caldwell*
            Dean of School: *J. Duncan*

Reviewed by: Registrar: *Tammy Rhodes*
            Vice President:

I.   Catalog description: Prerequisites: ART 2113, sophomore review, or permission
of instructor. A survey of Native American art from ancient to modern times,
focusing on indigenous American worldview, the development of Native artistic
traditions, and the impact of colonialism and modernization on Native
American visual culture.

Number: ART 4133

Title for Catalog: ~~Native American Art~~ *Art History, Native American* [*put here*]

Title for Course Inventory (24 characters): Native American Art

Description: This course surveys the Native American arts of North American
from ancient to modern (and postmodern) times looking a various geographical
regions. Course content includes the relationship between indigenous American
worldview and Native artistic traditions and visual culture. The course also covers
the impact of colonialism and modernization or Native America _ culture and how
Native communities have negotiated, appropriated, and/or resisted these
pressures. We will also look at the adaptation of modernism to Native American
visual culture, both by Native and non-Native artists.

Effective date or term: August, 20, 2009; Fall 2009

Course fees:

appCC 11/14/08
appFS 12/3/08

II. Justification and feasibility of course:

A. This course offers a "non-Western" upper division art history survey to our program which will complement extant courses in "Western" (particularly European) art.

B. The course contributes to a regional understanding, given the historic presence of Native Americans in Arkansas history and our proximity to Oklahoma and the Southwest. Our fieldtrip to the Gilcrease Museum in Tulsa, Oklahoma, a museum with both ancient and contemporary holdings, will highlight our course theme of continuity and change, particularly Native American survival, adaptation, and cross-cultural exchange.

The course provides an upper level elective for all art majors. Currently, twelve hours of art history are required of all art majors with six hours of upper elective choice. The course will not alter program requirements.

C. The course exposes students to diverse literature on Native American art and culture, which will help them appreciate the diversity of this phenomenon along with gaining exposure to various arguments and approaches to the interpretation of art objects in general. An art history minor will be offered in the future.

D. The course will be offered on a revolving basis with other art history course work.

E. Art history faculty will teach this course.

F. NA

Assessment: The course will assist the program in meeting assessment objectives demonstrating understanding of contemporary trends and historical movements Assessment outcomes have indicated a continued need to provide more diversity in art history courses. Instructor was hired in part, to begin development of non western areas.

Art History,

Native American Art

ART 4133
Section 1: 11:00-12:20 TR

ARKANSAS TECH UNIVERSITY
FALL 2008

Location: Norman Hall 105

Instructor: Paul Barrett Niell, Ph.D.
Office 201 Norman Hall
Email: pniell@atu.edu
Phone: 356-1012 (office)
        229-0149 (home)

Office hours: 12:00-2:00 MWF
12:30-2:30 TR
and by appointment

REQUIRED TEXT: Janet Catherine Berlo and Ruth B. Phillips, *Native North American Art*. Oxford and New York: Oxford University Press, 1998. $16.47 (Additional readings will be assigned in a course reader).

COURSE DESCRIPTION: Prerequisites: ART 2113, sophomore review, or permission of instructor. A survey of Native American art from ancient to modern times, focusing on indigenous American worldview, the development of Native artistic traditions, and the impact of colonialism and modernization on Native American visual culture.

OBJECTIVES:

-To exercise skills of visual and spatial analysis
-To strengthen oral and written communication skills
-To formulate a research topic, develop a thesis, and complete a research paper
-To gain an understanding of the rich diversity of Native North American arts

COURSE REQUIREMENTS:

In order to absorb and comprehend all course material, students are required to attend the lectures and arrive on time (see departmental attendance policy below). Attendance will be taken by sign-in sheet. Your performance in the course will be measured by in-class exercises, three exams, a field-trip exercise, a research paper, and a final exam. In order to perform optimally on all assignments, students must complete all readings, review

them regularly, attend class, and take most careful notes. I will be posting handouts, grades, work samples, and other information on Blackboard which I will announce in class. Blackboard can be used by you to monitor your progress during the semester. In order to establish a productive learning environment, all cell phones and pagers must be either turned off or silenced during the class period.

Field Trip: Course requirements include a fieldtrip to the Gilcrease Museum in Tulsa, Oklahoma on Saturday, November 15th. There will be a research exercise to go along with this trip.

CLASS SCHEDULE:

Tuesday	Thursday
	Aug. 21 Introduction
Aug. 26 Indigenous Arts of North America Cosmology and the Nature of Spirit Read pp. 1-9	**Aug. 28** Dreams and Shamanism Read pp. 10-20
Sept. 2 Art and public celebration Read pp. 20-25 Read Heth, Introduction and pp. 10-25	**Sept. 4** Social Organization and Gender pp. 25-32
Sept. 9 **The Southwest** Ancient foundations Read pp. 37-45 Read Nabokov pp. 20-35 and Brody, Introduction	**Sept. 11** Pueblo people Read pp. 45-52 Read Swentzell, pp. 15-30
Sept. 16 Navajo and Apache Read pp. 52-60 Read Nabokov pp. 35-37	**Sept. 18** **EXAM #1**
Sept. 23 **The East** Early Woodlands Read pp. 71-76	**Sept. 25** Mississippian culture Read pp. 76-85 Read Nabokov pp. 42-54

Sept. 30	Oct. 2
Early European contact	**The West**
Read pp. 85-94	Great Plains
Read Jaimes, Introduction	Read pp. 107-114

Oct. 7	Oct. 9
Great Plains	Intermountain
Read pp. 114-120	Read pp. 120-127
Read Nabokov pp. 50-60	

Oct. 14	Oct. 16
Far West	**EXAM #2**
Read pp. 127-133	

Oct. 21	Oct. 23
The North	Arctic
Sub-arctic	Read pp. 146-152
Read pp. 139-146	

Oct. 28	Oct. 30
The Northwest Coast	Shamanism and Visual Culture
Early contact	Read pp. 184-190
Read pp. 173-184	Read Heth pp. 30-45
Read Nabokov pp. 62-72	

Nov. 4	Nov. 6
Crest art	The potlatch, commodity, and oral
Read pp. 190-196	tradition
	Read pp. 196-204

Nov. 11	Nov. 13
EXAM #3	**Twentieth Century: Modern Native Art**
	Definitions, Commoditization and
	Contemporary Art
	Read pp. 209-214

Nov. 18	Nov. 20
Southern Plains and Kiowe Five	The Southwest and 'Studio Style,'
Read pp. 214-220	Marketing
	Read pp. 220-226
	Read Swentzell, pp. 50-60

Nov. 25	Nov. 27

No class this week – sophmore reviews and Thanksgiving Holidays!

Dec. 2	Dec. 4
Native American Modernisms, 1950-80	Postmodernism and installation
Read pp. 226-230	Read pp. 230-234
Read Markovich, Introduction and pp. 1-30	**Research Papers due**

FINAL EXAM: Academic Affairs have assigned final exams to begin Wednesday, Dec. 10th through Tuesday, Dec. 16th. Specific dates and times TBA.

Reading list:

Brody, J.J. *Mimbres painted pottery.* Santa Fe: School of American Research Press, 2004.

Heth, Charlotte. *Native American dance: ceremonies and social traditions.* Washington, D.C.: National Museum of the American Indian, Smithsonian Institution, 1992.

Jaimes, M. Annette. *The State of Native America: genocide, colonization, and resistance.* Boston: South End Press, 1992.

Markovich, Nicholas C., Wolfgang F. E. Preiser, Fred Gillette Sturm. *Pueblo style and regional architecture.* New York: Van Nostrand Reinhold, 1990.

Nabokov, Peter and Robert Easton. *Native American architecture.* New York: Oxford University Press, 1989.

Swentzell, Rina and Bill Steen. *Children of clay: a family of Pueblo potters.* Minneapolis: Lerner Publications, 1992.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Art Department

Date submitted: August 24, 2008

Request for: Course change_____ Course deletion_____ Course addition_ X _____
(Excluding course credit hour changes)

Submitted by: Dr. Paul Niell

Approved by: Department Head: *Cathy Caldwell*
              Dean of School: *Duncan*

Reviewed by: Registrar: *Tammy Rhodes*
            Vice President:

I.   Catalog description: Prerequisites: ART 2113, sophomore review, or permission
of instructor. A survey of Latin American art from the Colonial to the Modern
period, emphasizing patronage, artistic training, materials, cross-cultural
exchange, and identity.

Number: ART 4143
                Art History, Latin American
Title for Catalog: ~~Latin American Art~~   *pac*

Title for Course Inventory (24 characters): Latin American Art

Description: This course surveys Latin American art from the Colonial to the
Modern period, covering a wide geographic region and emphasizing certain
patterns of colonialism, nationalism, modernism, and regionalism that give us a
glimpse of the cultural processes at work in this vast region in the early modern
Americas. The first half of the course is divided into such themes as the arts and
visual culture of indig nous Americans and its interplay with European
colonization, the consolidation of colonial power in viceroyalties, the work of
missionaries, the metropolitan church, and the colonial aristocracy. The class
then covers the development of national art in the nineteenth century, before
looking at Latin American arts in the twentieth century including the interplay
between modernism and regionalism.

app CC 11/14/08
app FS 12/3/08

Effective date or term: August, 20, 2009; Fall 2009

Course fees:

II.   Justification and feasibility of course:

A. This course offers a "non-Western" upper division art history survey to our program which will complement extant courses in "Western" (particularly European) art.

B. The course becomes an education in the workings of culture in examining the cross-cultural processes that produced the *hybridic* art of the early Colonial period. This art reveals to us not only the impact of European culture on indigenous Americans in the conquest, but also the impact of indigenous traditions on European culture as seen in the complex art of this period.
        The course provides an upper level elective for all art majors. Currently, twelve hours of art history are required of all art majors with six hours of upper elective choice. The course will not alter program requirements.

C. The course exposes students to diverse geographical regions of the Americas with which they may have limited familiarity. An art history minor will be offered in the future.

D. The course will be offered on a revolving basis with other art history course work.

E. Art history faculty will teach this course.

F. NA

Assessment: The course will assist the program and students in meeting assessment objectives related to demonstration of understanding of contemporary trends and historical movements. Assessment outcomes have indicated a need for more diversity in art history course offerings. The instructor was hired in part, to develop non western courses.

Art History,

Latin American Art

ART 4143
Section 1: 11:00-12:20 TR

ARKANSAS TECH UNIVERSITY
FALL 2008

Location: Norman Hall 105

Instructor: Paul Barrett Niell, Ph.D.
Office 201 Norman Hall
Email: pniell@atu.edu
Phone: 356-1012 (office)
        229-0149 (home)

Office hours: 12:00-2:00 MWF
12:30-2:30 TR
and by appointment

REQUIRED TEXT: Gauvin Alexander Bailey, *Art of Colonial Latin America*. London and New York: Phaidon, 2005. $18.21. and Edward Sullivan, ed. *Latin American Art in the Twentieth Century*. London: Phaidon Press, 1996. $45.00
(Additional readings will be placed on reserve).

COURSE DESCRIPTION: Prerequisites: ART 2113, sophomore review, or permission of instructor. A survey of Latin American art from the Colonial to the Modern period, emphasizing patronage, artistic training, materials, cross-cultural exchange, and identity.

OBJECTIVES:

-To exercise skills of visual and spatial analysis
- To strengthen oral and written communication skills
-To formulate a research topic, develop a thesis, and complete a research paper
-To gain exposure to the historical development and cultures of Latin America

COURSE REQUIREMENTS:

In order to absorb and comprehend all course material, students are required to attend the lectures and arrive on time (see departmental attendance policy below). Attendance will be taken by sign-in sheet. Your performance in the course will be measured by in-class exercises, three exams, a research paper, and a final exam. In order to perform optimally on all assignments, students must complete all readings, review them regularly, attend class, and take most careful notes. I will be posting handouts, grades, work samples, and

other information on Blackboard which I will announce in class. Blackboard can be used by you to monitor your progress during the semester. In order to establish a productive learning environment, all cell phones and pagers must be either turned off or silenced during the class period.

CLASS SCHEDULE:

Tuesday	Thursday
	Aug. 21
	Introduction
Aug. 26	Aug. 28
The Pre-Hispanic World and European Colonialism	
Read Bailey, Introduction, pp. 19-39	Read Bailey, pp. 39-68
Sept. 2	Sept. 4
Art in the Colonial Process – The Indigenous Response	
Read Bailey, pp. 69-89	Read Bailey, pp. 89-109
Sept. 9	Sept. 11
The Image of Power - Arts of the Viceroyalty	
Read Bailey, pp. 109-129	Read Bailey pp. 129-149
Sept. 16	Sept. 18
Read Bailey pp. 149-167	**EXAM #1**
Sept. 23	Sept. 25
Art Production – Guilds and Academies	Read Bailey pp. 187-207
Read Bailey pp. 167-187	
Sept. 30	Oct. 2
Arts of the Missions	Read Bailey pp. 237-261
Read Bailey pp. 207-237	
Oct. 7	Oct. 9
The Great Cathedrals – The Church in the Colonial City	Arts of the Colonial Aristocracy
Read Bailey pp. 261-311	Read Bailey pp. 311-331
Oct. 14	Oct. 16
Read Bailey pp. 331-355	**EXAM #2**

Oct. 21	Oct. 23
19th century Latin American Art	Read Widdifield (1996), Chapter 1
Read Widdifield (1996), Introduction	Read Niell (2008), pp. 1-16

Oct. 28	Oct. 30
Read Widdifield (1997), pp.1234-40	Latin American Art in the Twentieth Century, Read Sullivan's Introduction

Nov. 4	Nov. 6
Mexico	Cuba
Read Sullivan, pp. 17-51	Read Sullivan, pp. 81-103

Nov. 11	Nov. 13
EXAM #3	Dominican Republic
	Read Sullivan, pp. 103-119

Nov. 18	Nov. 20
Puerto Rico	Peru and Chile
Read Sullivan, pp. 119-137	Read Sullivan 191-201, 301-315

Nov. 25	Nov. 27
No class this week – Sophmore Reviews and Thanksgiving Holidays!	

Dec. 2	Dec. 4
Brazil	Chicano Art
Read pp. 201-233	Read pp. 315-330

FINAL EXAM: Academic Affairs have assigned final exams to begin Wednesday, Dec. 10th through Tuesday, Dec. 16th. Specific dates and times TBA.

BIBLIOGRAPHY:

Bailey, Gauvin Alexander. *Art of Colonial Latin America*. London and New York: Phaidon, 2005

Brown, David. *Santeria Enthroned: Art, Ritual, and Innovation in an Afro-Cuban Religion*. Chicago: UC Press, 2003.

Caneque, Alejandro. *The King's Living Image: The Culture and Politics of Viceregal Power in Colonial Mexico*. New York, NY: Routledge, 2004.

Curcio, Linda Ann, *The Great Festivals of Colonial Mexico City: Performing Power and Identity*. Albuquerque: UNM press, 2004.

Fane, Diana, ed. *Converging Cultures: Art and Identity in Spanish America*. New York: Harry N. Abrams, 1996.

Kasl, Ronda and Suzanne L. Stratton, *Painting in Spain in the Age of Enlightenment: Goya and His Contemporaries*. Indianapolis Museum of Art and New York: The Spanish Institute, 1997.

Katzew, Ilona. *Casta Painting: Images of Race in 18th century Mexico*. New Haven: Yale University Press, 2004.

Poupeye, Veerle. *Caribbean Art*. New York: Thames and Hudson, 1998.

Rishel, Joseph J. and Suzanne L. Stratton, *The Arts in Latin America, 1492-1820*. Philadelphia: Philadelphia Museum of Art, 2006.

Sullivan, Edward, ed. *Latin American Art in the Twentieth Century*. London: Phaidon Press, 1996

Umberger, Emily Good and Thomas B.F. Cummins, *Native Artists and Patrons in Colonial Latin America*. Tempe, AZ: Arizona State University, 1995.

Werner, Michael S. *Encyclopedia of Mexico: History, Society, and Culture*. Chicago: Fitzroy De...born Publishers, 1997.

Widdifield, Stacie. *The Embodiment of the National in Late Nineteenth-Century Mexican Painting*. Tucson: University of Arizona Press, 1996.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department ART

Date submitted: September 22, 2008

Request for: Course change_____Course deletion_____Course addition____X____
(Excluding course credit hour changes)

Submitted by: Edwin Cuenco

Approved by: Department Head: Dr. Cathy Caldwell *Cathy Caldwell*
                Dean of School: Dr. Georgena Duncan *Duncan*

Reviewed by: Registrar: *Tammy Rhodes*
                Vice President:

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I.   Catalog description:

Number: 4623

Title for Catalog: Animation Techniques

*Title for Course Inventory (24 characters): Animation Techniques

Description: Prerequisite: ART 2213, 2303, 3203, and Sophomore Review.
Introduce basic drawing/2D animation, and create movies/cartoons, motion graphics/ interactive content using multimedia tools and techniques. Time-based media, animation timing, use of audio-visual editors, and effective storyboard techniques are explored. Studio six hours. $36 course fee.

Effective date or term: Fall Semester 2009

*Course fees: $36

app CC 11/14/08
app FS 12/3/08

II.   Justification and feasibility of course:

   a. What is the need for this course? Who will take it?
       Required for graphic design majors; and other art students interested in this course
       provided they meet the course prerequisites. The students will learn to create
       animation and multimedia content from simple animations/videos, and dynamic user
       DVDs/Web applications. Multimedia design jobs are abundant and demand for
       animators is very high. This course will prepare the student upon graduation to
       function as an entry-level multimedia designer.

   b. How does it relate to other work being offered by your department? Is there an
       overlap with other courses in the department? No

   c. Is this course part of any general plan of development within your department?
       Explain. Department is developing the graphics area to meet accreditation standards.

   d. How often will the course be offered? Once a year

   e. How will the course be staffed? Current Faculty

   f. When applicable, state with which departments you have specifically coordinated this
       change? (If unable to identify coordinating departments that change affects,
       Academic Affairs can offer assistance in identifying course use.) n/a

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1.		
2.		
3.		

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

***Note: Each new course proposal must include a short explanation describing how the new
course integrates with the assessment process of the department in which the course will be
taught.**

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

Art Department Assessment Plan:
This course will help students meet department assessment objectives related to
proficiency/currency in the use of technology and development of a professional portfolio in
graphic design. The instructor was hired in part, to develop curriculum in advanced digital
techniques to meet market demands.

Animation Techniques – Art 4623

E. Cuenco, Instructor
Office: Norman Hall 202
Phone: (479) 880-4042; ecuenco@atu.edu
Course Schedule: TBA
Office Hours: TBA

Course Description:
Prerequisite: ART 2213, 2303, 3203, and Sophomore Review. Introduce basic drawing/2D animation, and create movies/cartoons, motion graphics/ interactive content using multimedia tools and techniques. Time-based media, animation timing, use of audio-visual editors, and effective storyboard techniques are explored. Studio six hours. $36 course fee.

Required Text:
Designing Interactions by Bill Moggridge (2008)

Course Objectives:
This course is designed to provide basic animation techniques as used in training, education, and multimedia commercial applications. Students will learn the essential aesthetic and technical training aimed at exposing them to the diversity and complexity of multimedia design; while providing an understanding in the fundamentals of design theory and practice relevant to graphic arts and research.

Course Content:
Multimedia production is the creative integration of animation, sound, and images within an interactive space. This combination is revolutionizing how people use and interact with information, especially on the Internet. This course will provide students with a solid foundation in the basics of the Flash application. Students will learn how to navigate the program interface, use the drawing and text tools, create animations, import sounds and graphics, optimize SWF movies, and upload DVD/Web projects.

Course Requirements:
Class rolls will be taken daily at the start of class. Please read the Art Department's attendance policy. Projects must be submitted on time (before class) for critique following required specifications and professional standards. Absolutely no late projects will be accepted beyond designated due dates. It is the student's responsibility to be aware of any sudden schedule changes.

Grading System:
Final grades are determined by specific criteria, each assigned with a value between 1-4, and calculated equally per project to arrive at a final course grade at the end of the semester.
Grade Criteria:

a) Concept	Quality and originality of ideas, problem-solving techniques, creativity
b) Execution	Craftsmanship, neatness, presentation, exactitude

Grade Equivalent:

A (4.0) to A- (3.5)	Outstanding to Excellent Work
B (3.0) to B- (2.5)	Creative to Distinguished Work
C (2.0) to C- (1.5)	Satisfactory to Adequate Work
D (1.0)	Barely Acceptable Work
F (0)	Fail

Recommended Supplies:
USB flash drive, pens/markers, sketchpad, CD/DVD's, rulers, binder, etc.

Art Department Attendance Policy
1. For more than four missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level.

2. For more than seven classes missed (for studio this constitutes 21 contact hours) the student will receive a failing grade, unless the student drops within university guidelines/deadlines.

3. Up to four classes can be missed without penalty, except for assigned due dates and exams. These absences can cover car trouble, incidental illness, or personal business. Students will not be penalized for officially sanctioned University activities. It is the responsibility of the student to present to instructors notice and verification of authorized participation. It should be understood that some course work cannot be made up and a student will be held accountable for missed class content.

4. Tardiness is unacceptable and unprofessional. More than three tardy occurrences or leaving the class before the official or instructor determined end of class time will result in a recorded absence. Be on time and have all necessary supplies with you. You are responsible for any information or assignments missed. Lectures and demonstrations will be given at the beginning of class.

5. A working sketchbook containing the visual process of your work will be evaluated on a continuing basis. It should also include sketches done for individual work and notations on method, media, and any problems encountered. This will become a valuable reference.

6. You are responsible for cleaning up your work area every day. All projects are to be turned in on time.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Art

Date submitted: September 23, 2008

Request for: Course change____x_____Course deletion_____Course addition_____
(Excluding course credit hour changes)

Submitted by: Dr. Cathy Caldwell

Approved by: Department Head: *Cathy Caldwell*
              Dean of School *J.S. Duncan*

Reviewed by: Registrar: *Tammy Rhodes*
              Vice President:

If this is a deletion or other minor change, describe and give rationale.

For advising clarity the word "Spring" will be added to the description
I.   Catalog description:

Number: Art 4243

Title for Catalog: Professional Portfolio Preparation for Graphic Designers *per Dr Caldwell*

*Title for Course Inventory (24 characters): Graphics Portfolio *per Dr Caldwell*

Description: Spring. Prerequisites: Art 1503, 2213, 3203, 3233, Sophomore Review. The
purpose of this course is to prepare the student for entry into the professional world through
development of a resume and the assembly of their work into a portfolio.

Effective date or term: 2009

*Course fees: $36 *(existing fee)* per*

II.   Justification and feasibility of course: This course is already in the catalog.

   A. What is the need for this course? Who will take it?

   B. How does it relate to other work being offered by your department? Is there an
       overlap with other courses in the department?

   C. Is this course part of any general plan of development within your department?

app CC 11/14/08
app FS 12/3/08

C. Is this course part of any general plan of development within your department? Explain.

D. How often will the course be offered? Spring

E. How will the course be staffed? Present faculty

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1.		
2.		
3.		
4.		
5.		

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

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

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

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Art

Date submitted: September 23, 2008

Request for: Course change____x_____Course deletion_____Course
addition_____
(Excluding course credit hour changes)

Submitted by: Dr. Cathy Caldwell

Approved by: Department Head: *Cathy Caldwell*
                Dean of School *signature*

Reviewed by: Registrar: *Tommy Rhodes*
                Vice President:

If this is a deletion or other minor change, describe and give rationale.

For advising clarity the word "Spring" will be added to the description and simplification of description.

I.   Catalog description:

        Number: Art 4703

        Title for Catalog: Senior Project and Exhibition

        *Title for Course Inventory (24 characters):

        Description: Spring. Prerequisite: Junior Review , Sophomore Review. This course is
required for all Graphic Design and Fine Arts Majors, an elective for Art Education majors.

        Effective date or term: 2009

        *Course fees: NA

    II.   Justification and feasibility of course: This course is already in the catalog.

        A. What is the need for this course? Who will take it?

        B. How does it relate to other work being offered by your department? Is there an
            overlap with other courses in the department?

App CC 11/14/08
App FS 12/3/08

C. Is this course part of any general plan of development within your department? Explain.

D. How often will the course be offered? Once a year

E. How will the course be staffed? Present faculty

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1.		
2.		
3.		
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5.		

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

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

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

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Art

Date submitted: September 23, 2008

Request for: Course change____x_____Course deletion_____Course addition_____
(Excluding course credit hour changes)

Submitted by: Dr. Cathy Caldwell *Cathy Caldwell*

Approved by: Department Head: *Cathy Caldwell*
               Dean of School *Duncan*

Reviewed by: Registrar: *Tommy Fuodus*
               Vice President:

If this is a deletion or other minor change, describe and give rationale.

The prerequisites of Art 3013, and 3003 will be deleted and Art 2103 and/or 2113 will be added as well as language for clarification for advising , the course is already a required course for art education major and an approved upper level art /art history elective for graphics and fine arts majors.

I.   Catalog description:

        Number: Art 4823

        Title for Catalog: Art Criticism and Aesthetics

        *Title for Course Inventory (24 characters): Art Criticism

        Description: Prerequisites: Sophomore Review, Art 2103 and/or 2113. Perspectives on analyzing and interpreting works of art required for art education majors. The course may be used as an art history elective for graphics and fine arts majors.

        Effective date or term: 2009

        *Course fees: NA

II.   Justification and feasibility of course: This course is already in the catalog.

        A. What is the need for this course? Who will take it?

app PC 11/14/08
app FS 12/3/08

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

C. Is this course part of any general plan of development within your department? Explain.

D. How often will the course be offered? Once a year

E. How will the course be staffed? Present faculty

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1.		
2.		
3.		
4.		
5.		

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

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

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

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Department of Art

Date Submitted: September 25, 2008

Type of Curriculum Change Requested: Program modification for Curriculum in Graphic
Design

Submitted By: Dr. Cathy Caldwell

Approved By: Department Head: *Cathy Caldwell*

                  Dean of School: *Duncan*

Reviewed By: Registrar: *Jammmy Rhodes*

                  Vice-President for Academic Affairs

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

    **In the Junior Fall Semester, delete 3 hours of Art Elective and add 3
    hours of Art Elective with the footnote 5 as follows: choose: ART 3253,
    ART 3303, or ART 4233;**

    **In the Senior Fall Semester, delete 3 hours of Art Elective and add ART
    3243; and**

    In the Senior Spring Semester, delete 3 hours Elective and add ART 4623.

II. Course Information

    A. Rationale for the requested change.

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

        1. Within the department requesting the change.

        2. Outside the department.

    C. Effective date or term.

    D. **When applicable, state with which departments you have specifically
        coordinated this change? (If unable to identify coordinating departments
        that change affects, Academic Affairs can offer assistance in identifying
        course use.)

        app CC 11/14/08
        app FS 12/3/08

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

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: 3 hrs Art Elective [5] ✓ (Footnote[5]: Choose ART 3253, 3303, or ~~4223~~) ✓ 4233 Delete: 3 hrs Art Elective ✓ Total Hours: 15	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: ART 3243 ✓ Delete: 3 hrs Art Elective ✓ Total Hours: 15	Senior Spring Semester Add/Change: ART 4623 ✓ Delete: 3 hrs Elective ✓ Total Hours: 15
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours 124	

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:

1.

2.

3.

4.

5.

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

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

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

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

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Biological Sciences

Date submitted: 17 September 2008

Request for: Course change___X___Course deletion_____Course addition_____

Submitted by: Drs. Ivan Still and Jackie Bowman

Approved by: Department Head:
               Dean of School

Reviewed by: Registrar:

               Vice President:

Proposed change to prerequisite for BIOL1114, Principles of Biology

Currently the prerequisites for this course require "scores of 19 or higher on the reading and science reasoning portions of the enhanced ACT; or a grade of "C' or higher in a science course". We propose the addition of a math requirement. The prerequisite would thus read: "scores of 19 or higher on the reading, science reasoning and mathematics portion of the enhanced ACT or completion of MATH0903, Intermediate Algebra, with a grade "C" or higher, or a grade "C" or higher in a science course". This math requirement is identical to that for the freshman non-majors science course CHEM1114 (Survey of Chemistry). Furthermore, national published studies[1] have linked success in science courses to the level of math preparation at school. Therefore, implementing this math requirement will ensure an improved preparation of the enrolling student, and thus increase their chance of finishing the course with a higher grade.

Reference;
1. Matt T. Harmston and Ann-Maureen Pliska ACT research
http://www.act.org/research/briefs/2002-2.html Accessed 10 Sept 2008

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I.   Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

      Number:

      Title for Catalog:

      *Title for Course Inventory (24 characters):

      appCC 11/14/08
      app FS 12/3/08

Description:

Effective date or term:

*Course fees:

II.   Justification and feasibility of course:

   A. What is the need for this course? Who will take it?

   B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

   C. Is this course part of any general plan of development within your department? Explain.

   D. How often will the course be offered?

   E. How will the course be staffed?

   F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Dr. Joe Stoeckel Fish & Wildlife	Yes	9/29/08
2. Ms. Phyllis Cox, HIM	Yes	9/29/08
3. Dr. David Bell, Education	Yes	9/29/08
4. Dr. Bruce Tedford, Biology	Yes	9/29/08
5. Dr. Tom Limperis, Mathematics	Yes	9/29/08
Dr. Jeff Robertson Physical Science	Yes	9/29/08

PROPOSAL FOR COURSE CHANGE

To: **Curriculum Committee**

From: **Biological Sciences, Biology Program**

Date submitted: **September 26, 2008**

Request for: **Course change**
(Excluding course credit hour changes)

Submitted by: **Dr. Tsunemi Yamashita, Associate Professor Biology Program**

Approved by: Program Director: **Dr. Bruce Tedford**   *Bruce Tedford*

               Department Head: **Dr. Charlie Gagen**   *Charlie Gagen*

               Dean of School: **Dr. Richard Cohoon**   *Cohoon*

Reviewed by: Registrar: **Ms. Tammy Rhodes**   *Tammy Rhodes*

               Vice President: **Dr. John Watson**

If this is a deletion or other minor change, describe and give rationale.

Conversion of existing six- credit hour course to two lower credit internship courses.

Biology internship (Biol 4116) is a six-credit course that traditionally consisted of a summer work experience in the Biological Sciences (i.e., a full-time summer job). This course has been well received by students, and students have conducted internships in Optometry, Emergency Medicine, Dentistry, Physical Therapy, and other professional areas associated with the biological sciences. The *minimum* number of hours allowed for that internship is 400. Part-time positions in potential internship areas are also available during the school year, but they do not currently qualify as internship opportunities. It would be beneficial to our students to accommodate these nontraditional types of internship/learning opportunities. To do this, we propose to break the Biol 4116 Internship to a 2-hour and a 4-hour credit course. This change, in addition to allowing our students the accumulation of internship credits for summer jobs, will allow our students to take advantage of student trainee programs and other part-time positions to earn college credit during the regular academic year.

This course assists with the goals of the assessment activities of the Biology program as it allows integration of classroom activities and course work with experiences gained from "real world" activities. For example, previous physical therapy internship experiences have allowed students to integrate muscle physiology learned in physiology and anatomy classes with individually specific strategies for patient rehabilitation.

Our proposal provides one hour of credit for every 100 hours of clock time. The credit-clock hour and the other requirements (proposal, log book, and reports) are in line with other internships on campus (Table 1).

app CC 11/14/08
app FS 12/3/08

In addition, the catalog description will be altered to include "permission of the internship program director" as a prerequisite for students to enroll in the course.

Table 1. Summary of internships on the ATU campus

FW 4112/4114 Internship 200/400 clock hours; requires internship proposal, log book, and final report	AGBU 3993 Internship I 300 clock hours, requires log book and final report	AGBU 4983 Internship II 300 clock hours; requires log book, seminar, and final report
HA (RP) 4116 Internship 600 clock hours; requires $100 supervisor travel fee and written report	FIN (MGMT) 4053 Internship I clock hours not specified; counts toward electives in major; requires log book, seminar, and term paper	FIN (MGMT) 4063 Internship II clock hours not specified; counts only toward general electives; requires log book, seminar, and term paper
BIOL 4116 Internship 400 clock hours; requires portfolio and written or oral report	EAM 4016 Practicum/Internship 400 hours; requires portfolio required	PSY 4234 Field Placement clock hours not specified; requires liability insurance
JOUR 4091-4 Internship credit hours based on clock hours on job, but not specified	ACCT 4083-6 Internship clock hours not specified; one semester, requires term paper	

Current course description:
BIOL 4116 Biology Internship
Each semester. Prerequisite: junior or senior standing. The course will allow students to gain experience in an occupational environment. Students will be placed in positions under the direction of a faculty advisor and work supervisor with approval of the program committee. The program will emphasize application of classroom knowledge to career goals. A minimum of 400 clock hours of supervision, a written or oral report, and a portfolio are required.

Proposed course descriptions:
BIOL 4112 Biology Internship Each semester, Prerequisites: Junior or senior standing and consent of internship program director. A supervised, practical experience providing BIOL majors with a hands-on, professional experience related to their career interests. The course will allow students to gain experience in an occupational environment. Students will be placed in positions under the direction of the internship program director and work supervisor. The program will emphasize application of classroom knowledge to career goals. Approximately 200 clock hours, a proposal, a log book or journal, a summary letter from the employment supervisor, and a written report are required. A maximum of four credit hours is allowed for BIOL internship.

BIOL 4114 Biology Internship Each semester, Prerequisites: Junior or senior standing and consent of internship program director. A supervised, practical experience providing BIOL majors with a hands-on, professional experience related to their career interests. The course will allow students to gain experience in an occupational environment. Students will be placed in positions under the direction of the internship program director and work supervisor. The program will emphasize application of

classroom knowledge to career goals. Approximately 400 clock hours, a proposal, a log book or journal, a summary letter from the employment supervisor, and a written report are required. A maximum of four credit hours is allowed for BIOL internship.

List Department Head/
Indicate Support   Yes_____No_____Date: 9/26/08

Program Director Consulted: Yes___✓___No_____Date: 26 Sept, 2008

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Biological Sciences

Date submitted: October 30, 2007

Request for: Course change_____Course deletion_____Course addition___X_____
(Excluding course credit hour changes)

Submitted by: Melinda Wilkins, HIM Program Director

Approved by: Department Head:
                Dean of School   11-30-07

Reviewed by: Registrar:
                Vice President:

I. Catalog description: HIM/AHS 2033 Coding Princ. for Med. Office - Prerequisites: AHS
2013, 1023, BIOL 2004, or permission of instructor. A study of medical coding using ICD-9-CM
and CPT codes in the medical office. Students will be taught to evaluate patients' medical
records to correctly assign both diagnostic and procedural codes required for healthcare
reimbursement in the medical office setting.

Effective date or term: Fall, 2008

*Course fees: None.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

    This course will fill a huge need in the Medical Assisting curriculum as well as
    offering an elective course for those Health Information Management students that
    are interested in a career in the medical office.

B. How does it relate to other work being offered by your department? Is there an
    overlap with other courses in the department?

    HIM/AHS 2033 Coding Principles for the Medical Office is to be an addition to the
    Medical Assisting Curriculum. This is an area identified through assessment,
    accreditation and certification testing as an area that requires additional training. The
    current courses taught on campus center on hospital coding for Health Information
    Management majors.

app CC 11/14/08
app FS 12/3/08

C. Is this course part of any general plan of development within your department?

Yes. The Medical Assisting Program is working to update curriculum that is in keeping with the present career environment in the field. This change will also aid in accreditation efforts by giving students the latest in ICD-9-CM and CPT coding, which they encounter routinely on the job. Medical Assisting majors are currently required to enroll in HIM 3033, the beginning coding course. However, this course focuses on hospital coding whereas medical assistants work in a medical office setting. Therefore, it is felt that the proposed course would be much more in keeping with the skills needed.

D. How often will the course be offered?

Each fall semester.

E. How will the course be staffed?

The course will be developed and taught by existing faculty. This faculty member has expertise both in the coding area as well as a Certified Medical Assistant. She previously taught Medical Transcription courses, which have been proposed for deletion due to availability on the ATU Ozark Campus. Therefore, no additional faculty are needed.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Phyllis Cox, Director Medical Assisting Program	Yes	October 1, 2007
2.		
3.		
4.		
5.		

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

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

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

Arkansas Tech University
Health Information Management Program

Course: AHS/HIM 2033 Coding Principles for the Medical Office

Instructor: Chris Merle, MS, RHIA, CMA
                Temporary Building #5
                Phone: 968-0364
                E-mail: cmerle@atu.edu
                Office Hours: MW 9-11, 12-1, 3-4
                                 F 9-11
                                 TR By appointment

Description: A study of the principles of disease coding using the ICD-9-CM classification system and procedural coding using CPT-4 for use in the physician office. Areas emphasized during the course include: the purpose of coding, the definition of key terms, accurate application of coding principles, and methods to assure quality data.

Texts: Step-by-Step Medical Coding, Carol J. Buck, Elsevier, current edition.
Physician version of the ICD-9-CM, 4th Edition, Any Publisher, current update.
Current Procedural Terminology, American Medical Association, current update.

Justification/Rationale: This course is designed to so that the student understands the purpose of coding and can correctly apply diagnosis and procedure codes in the medical office setting, ensuring quality data and keeping with the AHIMA and AAMT codes of ethics, as well as the Centers for Medicare & Medicaid Services (CMS) rules and regulations for coding and reimbursement.

Objectives:
  • Validate coding accuracy using clinical information found in the health record.
  • Assign diagnosis/procedure codes using ICD-9-CM.
  • Assign procedure codes using CPT/HCPCS.
  • Ensure office-wide adherence to compliance with regulatory requirements, including ICD-9-CM Cooperating Parties' Official Coding Guidelines, CMS Compliance Plan, and Correct Coding Initiative.

Evaluation: Grades for this course will be assigned as follows –
                Exams - 75%
                Lab Assignments/Homework - 25%

A PASSING GRADE MUST BE MADE IN BOTH CATEGORIES (Homework and Exams) OR THE STUDENT WILL RECEIVE AN "F" FOR THE CLASS!

At the time assignments are made, the instructor will notify students of the date they are due. Students are responsible for turning papers in on time. Late assignments will NOT be accepted.

You must contact the instructor prior to an examination if an examination will be missed. Make-up exams will be given at the discretion of the instructor and the final grade will be lowered 10% automatically.

                The following grading scale will be used:
                        A 90-100
                        B 80-89
                        C 70-79
                        D 60-69
                        F . . . . . 59 - 0

<u>Communications Devices</u>: Mobile communications (phone calls, text messaging, etc.) are absolutely prohibited during class. If a student is using such devices during class, he/she may be asked to leave and an absence may be incurred.

<u>Attendance Policy</u>:   Students are being trained for professional positions in the health care environment. Accountability and reliability are important attributes of the successful professional. The student is expected to attend class. Excessive nonuniversity-excused absences (more than one per credit hour) will result in the student's grade being lowered one percentage point per absence. Students with 7 absences will be dropped from class with an "F."

Example: HIM 4033 – student is absent 4 times. Final grade is 90%. Student will receive 89% for a final grade.

<u>Ethics</u>: Unethical behavior will not be tolerated and is subject to disciplinary action or possible expulsion from the HIM program and/or TECH, as detailed in the TECH Student Handbook. Due process is outlined in the TECH Student Handbook. Each student must do his/her own work on examinations, assignments, and projects and maintain confidentiality of classroom discussions and information gained from all aspects of the educational experience, regardless of the setting. No cheating or plagiarism will be tolerated.

I may use http://turnitin.com to check any papers that you submit for grading.

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Biological Sciences

Date Submitted: October 30, 2007

Type of Curriculum Change Requested: Course credit hour change (one course will increase by an hour and another will decrease by one hour).

Submitted By: Melinda Wilkins, HIM Program Director *mw*

Approved By: Department Head: *Charlie Hagan*

                  Dean of School: *McMahon* 11-30-07

Reviewed By: Registrar: *Tammy Woods*

                  Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog.

Lab will be deleted from HIM 3024 to become HIM 3023 and a lab will be added to HIM 4033 to become HIM 4034.

HIM 3023 Introduction to Health Information Management
Fall. Prerequisite: Admission to the HIM Program. A study of the history of health records, professional ethics, the functions of a health information department, retention of records, medical forms, health information practices, and responsibilities to healthcare administration, medical staff, and other medical professionals.

HIM 4034 Advanced Coding Principles
Spring. Prerequisite: HIM 3033. A continuation of HIM 3033, including advanced principles of coding using ICD-9-CM and CPT. Experience with coding of health records as well as DRG grouping and the administrative aspects of coding will be emphasized. Lecture three hours. Laboratory two hours.

Course fees: $10 lab fee.

II. Course Information

A. Rationale for the requested change.

Previously, Introduction to Health Information Management was a four hour course that included a lab. However, the lab activities are more appropriate for inclusion in a coding class. This change emerged from assessment. Our graduates felt the need for more hands-on coding in a lab environment as well as the HIM industry in general. More emphasis is now placed on the coding function than ever before. It is not the intention

to increase the number of hours for graduation for the HIM Program. Therefore, it is proposed to delete the lab from HIM 3024, making it HIM 3023 and add a lab to HIM 4033, making it HIM 4044. It is felt that this will better serve the needs of the HIM students.

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

1. Within the department requesting the change.

    Current HIM faculty will be able to teach the courses.

2. Outside the department.

    No impact outside the department.

C. Effective date or term.

    Fall, 2008.

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:

1. No other programs are impacted.

2.

3.

4.

5.

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

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

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

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

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

HIM program (handwritten)

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours: *Medical Asst Program* (handwritten)
Sophomore Fall Semester Add/Change: HIM 2033 ✓ Delete: HIM 3033 Total Hours: 18	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: HIM 3023 Delete: HIM 3024 ✓ Total Hours: 15	Junior Spring Semester Add/Change: Delete: Total Hours: *HIM program* (handwritten)
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: HIM 4034 Delete: HIM 4033 ✓ Total Hours: 17
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours	

Arkansas Tech University
Health Information Management Program

Course: HIM 3023 Introduction to Health Information Management

Instructor: Melinda Wilkins, M.Ed., RHIA
            1311 North El Paso, T5
            Phone: 968-0441
            E-mail: mwilkins@atu.edu
            Office hours: MW 1-3
                          TR 9-12, 1-3
                          Friday by appointment

Description: A study of the history of health records, professional ethics, the
            functions of a health information department, retention of records,
            medical forms, health information practices, and responsibilities to
            healthcare administration, the medical staff, and other medical
            professionals.

Prerequisite: Admission to HIM Program.

Text: Abdelhak, Health Information: Management of a Strategic
            Resource, 3rd. Ed., 2007 (required).

            Student Workbook for above (required).

Bibliography (supplemental reading):
            Journal of the American Health Information Management Association
            You will receive this publication upon joining AHIMA as a student
            member (www.ahima.org).

Justification/rationale: This course serves as an orientation into the field of
            health information management. The student will be introduced
            into the various functions that are typical in a health information
            environment. In learning the technical aspects of the field, it is felt
            that they will have a better understanding for making management
            decisions.

Objectives: At the end of the course, the student will have a working
            understanding of the following AHIMA Domains, Subdomains,
            and Tasks:

Domain I: Healthcare Data
            A. Subdomain: Data Structure, Content and Use
                1. Verify timeliness, completeness, accuracy, and

appropriateness of data and data sources (e.g., patient care, management, billing reports and/or databases).

Domain II: Health Information Analysis
    A. Subdomain: Healthcare Statistics and Research
        1. Abstract records for department indices/database/registries.

Domain III: Healthcare Environment
    A. Subdomain: Healthcare Delivery Systems
        2. Understand the role of various providers and disciplines throughout the continuum of healthcare services.
    C. Subdomain: Healthcare Information Requirements and Standards
        2. Perform quantitative analysis of health records to evaluate compliance with regulations and standards.
        3. Perform qualitative analysis of health records to evaluate compliance.

Domain IV: Information Technology and Systems
    A. Subdomain: Information Technology
        2. Use electronic or imaging technology to store medical records.
        5. Protect data integrity and validity using software or hardware technology.
    B. Subdomain: Health Information Systems
        1. Collect and report data on incomplete records and timeliness of record completion.
        2. Maintain filing and retrieval systems for paper-based patient records.
        3. Maintain integrity of master patient/client index.
        4. Maintain integrity of patient numbering and filing systems.
        5. Design forms, computer input screens, and other health record documentation tools.

Learning Objectives:
1. Identify key players in medical history.
2. Compare and contrast early efforts to record medical information with today's patient record.
3. Track the parallels between the development of health care and the development of the health record.
4. Describe the influence of changes in the U.S. healthcare system on the health information management (HIM) profession.
5. List the attributes of a profession and apply them to the HIM

profession.

6. Trace the development of the HIM profession.
7. Describe the benefits of membership in a professional association.
8. List and describe some of the roles of HIM professionals in today's healthcare environment.
9. Identify major milestones in the HIM profession.
10. Compare and contrast the purposes of the computer-based patient record with those of the patient record in the early 1900's.
11. Describe the impact of information technology on the HIM profession.
12. Identify the requirements for initial and continuing certification within the HIM profession.
13. Give an acceptable definition of data and information.
14. Differentiate between data and information.
15. Describe the following types of data:
    Socioeconomic
    Financial
    Clinical
    Primary
    Secondary
16. Identify those factors that are significant in the use of data.
17. Discuss the importance of data integration and clinical data management.
18. Identify the primary individuals or groups that collect and distribute data within the healthcare facility.
19. Identify key organizations external to the healthcare facility that collect and distribute data.
20. Describe how the following individuals and groups are users of data:
    Healthcare practitioners
    Payers
    Social uses
    Employers
    Judicial process
    Media
    Patients
    Planners/policy development
    Research/epidemiologists
21. Differentiate between the manual and electronic processing of data to produce appropriate health care information.
22. Describe the importance of quality data and the mechanisms and controls used to ensure quality.
23. Define confidentiality.
24. Identify concerns related to data and the protection of patient

confidentiality.

25. Describe the purpose and sponsor of the following data sets and databases:

    Uniform Hospital Discharge Data Set

    Uniform Ambulatory Care Data Set

    Minimum Data Set for Long-Term Care and Resident Assessment Protocols

    National Cancer Data Base

    Uniform Clinical Data Set

    Hospital Discharge Databases

    ASTM E1384 Standard Content and Structure of the Computer-Based Patient Record

26. Discuss the importance of data in the care of the patient.

27. Identify the steps in the management decision-making process with particular attention in the step dealing with collection of data.

28. Describe the users of health care data and the importance of addressing the needs of each.

29. Discuss the importance of consistency and compatibility in data collection both within an institution and across the health care delivery system.

30. Explain ASTM E 1384 and its relation to the computer-based patient record and data collection.

31. Describe the concept of a universal personal identification number (UPIN) as the number that uniquely identifies the patient, provider, or practitioner, including encryption of the patient's UPIN.

32. Identify the major minimum data sets, their scope, and special features.

33. Identify the values and uses of uniform data sets.

34. Explain the major data input technologies, including their applications, strengths, and weaknesses.

35. Explain event and data validation checks and the use and value of each method.

36. Describe the general principles of forms and views design.

37. Identify the basic forms and format of the paper-based patient record.

38. Describe the role of the health information manager in data collection.

Evaluation: Grades for this course will be assigned according to performance on lab assignments, homework and exams. Each assignment/exam will be weighted appropriately. Attendance and class participation may also be taken into consideration as a part of your grade.

At the time assignments are made, the instructor will notify students of date due. Students are responsible for turning papers in on time. Assignments turned in late will be accepted, but the grade will be lowered 5% for each weekday the assignment is late.

You must contact the instructor prior to an examination if an examination will be missed. Make-up exams will be given at the discretion of the instructor and the final grade will be lowered 10% automatically.

The following grading scale will be used in all HIM courses:

A 92-100
B 84-91
C 75-83
D 65-74
F . . . . . 64 - 0

A grade of "C" or better must be earned in all HIM courses in order to complete graduation requirements.

Attendance Policy: Students in the Health Information Management Program are being trained for professional positions in the health care environment. Accountability and reliability are important attributes of the successful professional. The student is expected to attend class. Excessive nonuniversity-excused absences (more than one per credit hour) will result in the student's grade being lowered one percentage point per absence. This attendance policy is also applicable to any required meetings outside of class time, to include ArHIMA seminars or convention or any other professional meeting or seminar required by the instructor(s). Students with 7 absences will be dropped from class.

Example: HIM 4073 – student is absent 4 times. Final grade is 90%. Student will receive 89% for a final grade.

Ethics: Unethical behavior will not be tolerated and is subject to disciplinary action or possible expulsion from the HIM program and/or TECH, as detailed in the TECH Student Handbook. Due process is outlined in the TECH Student Handbook Each student must do his/her own work on examinations, assignments, and projects and maintain confidentiality of classroom discussions and information gained from all aspects of the educational experience, regardless of the setting. No cheating or plagiarism will be tolerated.

Classroom Courtesy: Please turn cell phones off during class time. It is disruptive when phones ring and not appropriate to talk on the phone or text during class time.

Arkansas Tech University
Health Information Management Program
Advanced Coding (HIM 4034) Syllabus

Course: HIM 4034 Advanced Coding Principles

Instructor: Chris Merle, MS, RHIA
              1311 El Paso Avenue (Campus Building T-5)
              Phone: 968-0364
              E-mail: cmerle@atu.edu
              Office hours: MW 12-4, F 12-2
              TR by appointment

Description: A continuation of HIM 3033, dealing with advanced principles of coding using
              ICD-9-CM and CPT-4. Experience with coding of health records, reimbursement
              methodologies for inpatient and outpatient encounters, and the administrative
              aspects of coding will be emphasized. At least one computer software system
              (encoder) to assign codes will be utilized.

Prerequisite: HIM 3033.

Texts: Current Procedural Terminology, American Medical Association, current year.
              ICD-9-CM, Hospital Version, any publisher, current year.
              Basic CPT/HCPCS Coding, AHIMA, current year

Bibliography (supplemental reading):
  • Journal of the American Health Information Management Association
  • American Health Information Management Body of Knowledge, http://www.ahima.org
  • Abdelhak, Health Information: Management of a Strategic Resource, W.B. Saunders,
    2000.

Justification/rationale: This course serves as continuation of the basic coding
        course. In an ever-changing world of healthcare, the student must be
        given current information dealing with reimbursement issues. It is
        essential that the new concepts be introduced in a timely manner. Recent
        emphasis on Medicare fraud and abuse issues are crucial for the HIM
        professional.

Objectives: At the end of the course, the student will have a working understanding of the following AHIMA Domains, Subdomains, and Tasks:

Domain 1: Healthcare Data
Subdomain 1.a: Data Structure, Content and Use
1.a.4: Validate coding accuracy using clinical information found in the health record.

Subdomain 1.b: Clinical Classification Systems – ICD-9-CM Coding
1.b.1. Assign diagnosis/procedure codes using ICD-9-CM.

Subdomain 1.c: Clinical Classification Systems – CPT-4 Coding
1.c.1: Assign procedure codes using CPT/HCPCS.

Domain 2: Information Technology and Systems
Subdomain 2.a: Healthcare Statistics and Research
2.d.1: Abstract records for department indices/databases/registries.

Domain 3: Healthcare Environment
Subdomain 3.a: Healthcare Delivery Systems
3.a.1: Interpret and apply laws, accreditation, licensure and certification standards, monitor changes, and communicate information-related changes to others in the facility.

Subdomain 3.c: Healthcare Information Requirements and Standards
Subdomain 3.c.6:   Ensure facility-wide adherence to health information services' compliance with regulatory requirements (e.g., ICD-9-CM Cooperating parties coding guidelines, HCFA Compliance Plan, Correct Coding Initiative).

The student will also have an understanding of:
- Concurrent versus retrospective coding
- Use of Coding Clinic
- Coding Policies
- Physician Query Process
- Role of reimbursement systems in coding
- Use of encoders
- Medicare fraud and abuse, to include optimization pitfalls

Evaluation: Grades for this course will be assigned as follows -
                Exams/Projects - 75%
                Lab Assignments/Homework - 25%

At the time assignments are made, the instructor will notify students of date due. Students are responsible for turning papers in on time. Late assignments will <u>not</u> generally be accepted, but may be at the discretion of the instructor.

The student must contact the instructor <u>prior</u> to an examination if an examination will be missed. Make-up exams will be given at the discretion of the instructor and the final grade will be lowered 10% automatically.

The following grading scale will be used in all HIM courses:

A 92-100
B 84-91
C 75-83
D 65-74
F . . . . . 64 – 0

A grade of "C" or better must be earned in all HIM courses in order to complete graduation requirements.

Attendance Policy: Students in the Health Information Management Program are being trained for professional positions in the health care environment. Accountability and reliability are important attributes of the successful professional. The student is expected to attend class. Excessive absences will be penalized by the deduction of 1% off the final grade for every absence over 1 per credit hour.

For example, in HIM 4073 (a 3-credit hour class) a student misses 4 times. His/her final grade is 92%. The grade will be lowered by 1%, thereby giving him/her 91% in the class and lowering the letter grade from an "A" to a "B."

Communications Devices: Mobile communications (phone calls, text messaging, etc.) are absolutely prohibited during class. If a student is using such devices during class, he/she will be asked to leave and an absence will be incurred.

Ethics: Unethical behavior will not be tolerated and is subject to disciplinary action or possible expulsion from the HIM program and/or TECH, as detailed in the TECH Student Handbook. Due process is outlined in the TECH Student Handbook. Each student must do his/her own work on examinations, assignments, and projects and maintain confidentiality of classroom discussions and information gained from all aspects of the educational experience, regardless of the setting. No cheating or plagiarism will be tolerated.

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Biological Sciences

Date Submitted: October 30, 2007

Type of Curriculum Change Requested: Deletion of Medical Transcription certificate program and associated HIM courses (HIM 2003 Beginning Medical Transcription and HIM 3003 Advanced Medical Transcription).

Submitted By: Melinda Wilkins, HIM Program Director

Approved By: Department Head: *Charlie Hagan*

                 Dean of School: *WA Cohoon* *11-30-07*

Reviewed By: Registrar: *Tammy Weeks*

                 Vice-President for Academic Affairs

                 12-10-08

I.   Program or curriculum change as it will appear in the catalog.

     Medical Transcription Certificate Program curriculum will no longer appear in the catalog. Also, core transcription courses, HIM 2003 Beginning Medical Transcription and HIM 3003 Advanced Medical Transcription, will be deleted from the catalog.

II. Course Information

     A. Rationale for the requested change.

     Students in the Medical Assisting Program were previously required to take HIM 2003 Beginning Medical Transcription as a component of their curriculum. However, this course is no longer required for their major. Additionally, few students (typically less than 5) enroll in the Medical Transcription Program on an annual basis. Furthermore, the ATU Ozark campus provides a Certificate Program in Medical Transcription.

     It is felt that, due to a low rate of interest in this program as well as the availability of the same program within the ATU system, faculty and resources could be better utilized without the duplication of courses.

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

app CC 11/14/08

app FS 12/3/08

         1. Within the department requesting the change.

         The HIM faculty member that currently teaches HIM 2003 Beginning Medical Transcription and HIM 3003 Advanced Medical Transcription will be used to

teach courses for the Medical Assisting Program, currently taught by an adjunct faculty member. This move will also aid the Medical Assisting Program in accreditation efforts, as the faculty member is a Certified Medical Assistant (CMA) and would be available on campus rather than an off-campus adjunct situation.

2. Outside the department.

No impact.

B. Effective date or term.

Summer 2008

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Phyllis Cox, Director Medical Assisting Program 2.	Yes	October 1, 2007
3.		
4.		
5.		

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

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

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

*Updated 8/1/04
**Updated 9/1/0

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Physical Sciences

Date submitted: September 23, 2008

Request for: Course change_____Course deletion_____Course addition___✓_____
(Excluding course credit hour changes)

Submitted by: Gavin D. Jones, Ph.D.

Approved by: Department Head: Jeff Robertson, Ph.D.

             Dean of School: Richard Cohoon, Ed.D.

Reviewed by: Registrar: Tammy Rhodes

             Vice President: John Watson, Ed.D.

I.   Catalog description:

Number: *CHEM* 3423

Title for Catalog: Descriptive Inorganic Chemistry

*Title for Course Inventory (24 characters): Descriptive Inorganic Chemistry

Description: Prerequisite: CHEM 3264. Basic descriptive inorganic chemistry dealing in a systematic way with the elements and the structures, properties and reactions of their inorganic compounds. Topics range from coordination chemistry to organometallic chemistry to bioinorganic chemistry. Three hours of lecture.

Effective date or term: Fall 2009 catalog

*Course fees: none

II.   Justification and feasibility of course:

   A. **What is the need for this course? Who will take it?** With the addition of this course both the biochemistry and general options in chemistry will now be ACS (American Chemical Society) approved. According to the Spring 2008 ACS Guidelines and Evaluation Procedures for Bachelor's Degree Programs, "certified majors must have instruction *equivalent* to a one-semester course of at least three semester credit hours in each of the five major areas of chemistry: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry" (Section 5.3) Arkansas Tech Dept of Physical Sciences

app CC 11/14/08

app FS 12/3/08

currently fulfills this requirement with the exception of the inorganic course. Furthermore, this course will be required for both options and it can be used as an upper level elective for biology and ACS option chemistry majors.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This course will close the gap between what is taught in General chemistry I & II (2000 level) and Advanced Inorganic chemistry (4000 level).

C. Is this course part of any general plan of development within your department?
Explain. The goal for this is to have all chemistry degree options now ACS approved. This will not only attract good students to the department but in turn the more advanced students will now be attracted to Arkansas Tech University.

D. How often will the course be offered? The plan is to offer the course in the fall semesters of every year.

E. How will the course be staffed? The course will be taught by the department's inorganic faculty member. Currently, that is Gavin D. Jones, Ph.D.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.) This change should not affect any other department(s) only department of physical sciences.

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Jeff Robertson, Ph.D. *JwR*	Yes	2008 Sept 24
2.		
3.		
4.		
5.		

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

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

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

Chem 3423 – Descriptive Inorganic Chemistry
Sample Syllabus

Contact Info
To be completed my faculty...

Catalog Description
Prerequisite: CHEM 3264. Basic descriptive inorganic chemistry dealing in a systematic way with the elements and the structures, properties and reactions of their inorganic compounds. Topics range from coordination chemistry to organometallic chemistry to bioinorganic chemistry. Three hours of lecture.

Textbook(s) and Supplemental Materials
Shriver & Atkins Inorganic Chemistry by Atkins, Overton, etc.; 4th edition. W.H. Freeman and Company, New York: 2006. (ISBN 0-7167-4878-9)
This same textbook will be used again for CHEM 4424

Rationale for this course
The justifications of this course are:
(1) To give the student a broad, yet thorough, understanding of inorganic chemistry.
(2) To value the scientific issues and the role of chemistry in the world today.
(3) To further develop critical thinking and problem solving skills necessary for competent scientists.

Objectives
Descriptive inorganic chemistry is considered an intermediate inorganic chemistry course such that it brings together both general chemistries I & II with advanced inorganic chemistry. The following topics will be covered: Hydrogen, Group 1 elements, Group 2 elements, Group 13 elements, Group 14 elements, Group 15 elements, Group 16 elements, Group 17 elements, Group 18 elements, d-block metals, and f-block metals. This will provide students with a thorough understanding of the entire periodic table. Moreover, the students will learn many industrial processes applicable to each group of elements.

Grading
The points for the course are earned as shown below:

Exams (3-4 total)		
Final (Comprehensive)		
Homework (10 assignments)		

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

Yes I do round up. There will be **NO** extra credit so **don't** ask. However, I reserve the right to lower the minimum number of points for each letter grade.

Tests will be announced at least one week early. I will do my best to have the tests graded and back to you by the next class meeting.

Policies
Absences: It is in your best interest to attend all lectures. There are NO makeup exams. This class is accelerated and we will cover copious material quickly.
Academic Misconduct & Dishonesty: In accordance with the faculty and student handbooks, academic misconduct and dishonesty will NOT be tolerated under any circumstance.

Practice Problems
I do not assign homework but there are numerous practice problems throughout the chapters and at the end of the chapters. I *HIGHLY* suggest you practice as many as possible.

Email Notice
I will notify you via your Tech email (and/or Blackboard) about anything class related.

Note
This syllabus is subject to change.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Physical Sciences Department, Geology Program

Date submitted:

Request for: Course change_____Course deletion_____Course addition_____X_____

Submitted by: Dr. Jason Patton, Assistant Professor of Geology

Approved by: Department Head: Jeff Robertson   *[signature]*

Dean of School   *[signature]* 9-3-08

Reviewed by: Registrar: *[signature]* 9/11/08

Vice President:

I.   Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

Number: GEOL 3174

Title for Catalog: Computer Applications in Geology

*Title for Course Inventory (24 characters): Comp. Appl. in Geology

Description: Participants will focus on mastering common geotechnical, oil and gas, and Geographic Information Systems (GIS) software utilized throughout the geologic profession. Course will include techniques on GIS analysis; generating stratigraphic sections, cross-sections, structure contours, fence diagrams, rose diagrams, and other geologic documents; geologic data management.

Effective date or term: As soon as possible (Spring 2009).

*Course fees: $20.00

II.   Justification and feasibility of course:

A. What is the need for this course? Who will take it?

Recent geologic industry trends are requiring personnel with advanced computer analysis skills. The topics covered in this course will be directly tied to a typical professional geologist's technical expertise needs. This course will serve to meet the industry skill level requirements by providing ATU geology majors with significant technological advantage in the marketplace. Designed for junior level majors, skills gained from this course will also be integrated in other upper-level geology courses.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

App CC 11/14/08
App FS 12/3/08

The department currently offers courses that teach traditional (paper) methods of generating many of these technical documents. Currently, there is no direct overlap. Successful completion of this course will allow students to apply techniques learned here to other upper-level courses, thereby widening the student's exposure level and reinforcing their technical knowledge.

C. Is this course part of any general plan of development within your department?

Geology faculty have recognized the growing need for these advanced computer analysis skills over the last several years. As such, the geology program has purchased hardware and software needed for students to acquire these skills. In addition, the program has recently hired Dr. Jason Patton to specifically meet the technical needs of the students and program. The addition of this course will further the program's current plan by providing a formal academic setting to acquire these skills.

D. How often will the course be offered?

This course will be taught each spring semester.

E. How will the course be staffed?

Dr. Jason Patton from the Geology program will teach the course.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

It is not thought that this new course offering will affect other department's offerings in any way. As such, no other departments have been notified.

III. Integration with the assessment plan:

This course will help produce technologically proficient graduates with the computer application skills found in the geologic discipline in business and industry. It will help us evaluate our assessment goals of: (1) "producing graduates with the analytical, mathematical, laboratory, field observational, and computer skills necessary for solving problems"; and (2) "graduates will have acquired the ability to effectively conduct geological investigations."

GEOL -3174: Computer Applications in Geology, Spring 2009

<u>Instructor</u>: Dr. Jason Patton, P.G.
Office: McEver 6B
Telephone: 968-0676
Email: jpatton@atu.edu
Office Hours:

<u>Class Meeting Times:</u>   Lecture: TBA
Lab: TBA

<u>Catalog Course Description</u>: Participants will focus on mastering common geotechnical, oil and gas, and Geographic Information Systems (GIS) software utilized throughout the geologic profession. Course will include techniques on GIS analysis; generating stratigraphic sections, cross-sections, structure contours, fence diagrams, rose diagrams, and other geologic documents; geologic data management.

<u>Texts</u>: Lab Manual in development.

<u>Justification for the course:</u> Physical Geology serves as the foundation course for students majoring in geology and also serves to satisfy the physical science requirement in ATU's general education program.

<u>Course Objectives:</u> Upon satisfactory completion of the course, students will be able to:
1. Understand primary functionality of common geologic software.
2. Understand basic principles of coordinate and projection systems, including dataset conversion between systems.
3. Perform advanced mapping and plotting in GIS environment.
4. Understand applicable data structures and techniques utilized in conversion and importation.
5. Generate common geologic documents utilized throughout geology industry.
6. Understand basic principles of three-dimensional mapping and visualization techniques.
7. Develop an awareness of critical nature of technology in advanced geologic analysis.

<u>Grading Criteria</u>: There will be four major projects and four assignments during this course that will constitute the entire grade. Each of the assignments will be structured such that completion of the assignment will further work on the individual projects. Completion of the assignments in a timely manner will be critical to completing each project.

Four Projects	75%
Four Assignments	25%

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

GEOL 3174 - Spring 2009 Schedule

GIS	1/20/09	Introduction to Course, Syllabus
	1/22/09	Introduction to Geographic Information Systems (GIS)
		Lab: Exploring ArcGIS Interface
	1/27/09	GIS Data Formats and Projections
	1/29/09	GIS Data Types: Raster vs. Vector
		Lab: Adding Data/Reprojecting
	2/3/09	Data Creation: Point & Line Shapefiles
	2/5/09	Data Creation: Polygon Shapefiles
		Lab: Project 1 - Create Geologic Map
	2/10/09	Data Creation: Importing Text Data
	2/12/09	Data Creation: Importing Other Data
		Lab: Importing Oil & Gas Data from AR Oil & Gas Commission
	2/17/09	Data Creation: Structure Contour Map
	2/19/09	Data Creation: GPS Data
		Lab: Collecting and importing GPS data.
	2/24/09	Plotting/Cartography: Designing a Map
	2/26/09	Plotting/Cartography: Advanced Map Printing
		Lab: Project 2 - Final Geologic Map
	3/3/09	Introduction to Analysis
	3/5/09	Introduction to Analysis
		Lab: GIS Analysis Problem
ROCKWORKS	3/10/09	Rockworks: Introduction to Rockworks Interface/Terminology
	3/12/09	Rockworks: Rockworks Data Structure
		Lab: Create Stratigraphic Column
	3/17/09	Rockworks: Building a Rockworks Database
	3/19/09	Rockworks: Building a Rockworks Database
		Lab: Creating Geologic Documents
	3/24/09 3/26/09	**Spring Break**
	3/31/09	Rockworks: 3-D Plotting
	4/2/09	Rockworks: 3-D Plotting (cont.)
		Lab: Project 3 - Rockworks
PETRA	4/7/09	Petra: Introduction to Petra Interface/Terminology
	4/9/09	Petra: Data Structure
		Lab: Importing Oil & Gas Data from AOGC
	4/14/09	Petra: Stratigraphic Data
	4/16/09	Petra: Downhole Mapping
		Lab: Creating Structure Contours & Isopach Maps
	4/21/09	Petra: Production Data in Petra
	4/23/09	Petra: Analyzing Production
		Lab: Production Decline
	4/28/09	Petra: Dealing with Faults
	4/30/09	Petra: 3-D Analysis
		Lab: Project 4 - Petra

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Physical Science

Date submitted: October 1, 2008

Request for: Course addition (PHSC 1011) ; *modify curricula: a) add PHSC 1011 b) delete one hr of elective (does not apply to teacher education program)*

Submitted by: Linda Kondrick, Robin Lasey, and Jim Musser

Approved by: Department Head:
Dean of School

Reviewed by: Registrar:
Vice President:

Rationale:
The Department of Physical Sciences has the following objectives pertaining to students majoring in the physical sciences:

1. Students will be introduced to the university environment, including people, expectations, opportunities and resources.
2. Students will be introduced to skills that increase the likelihood of success in college and career.
3. Students will be introduced to the Department of Physical Sciences, including faculty, programs, curricula and resources.
4. Students will be introduced to opportunities for physical scientists, including further study and career options.
5. Students will be introduced to skills of particular importance within the physical sciences.
6. Students will be introduced to fellow students within the physical sciences and required to work collaboratively in an effort to facilitate and establish study groups that will operate throughout the students' college years.

Traditionally, these objectives were addressed by PHSC 1001. Beginning in Fall 2008, PHSC 1001 was modified to replace TECH 1001 for students majoring in a physical science. As such, PHSC 1001 still addresses objectives 1, 2 and 6 from the above list, but no longer addresses objectives 3, 4 and 5. We propose the addition of PHSC 1011 to address objectives 3, 4, 5, and 6. Thus PHSC 1001 will address issues of importance to all university students and PHSC 1011 will address issues of importance to majors in the physical sciences.

Note that both PHSC 1001 and PHSC 1011 will address objective 6 by nature of the course structure and the student makeup. Both courses are of particular importance for physics majors who do not typically take a physics course until their sophomore year. PHSC 1001 provides (and PHSC 1011 will provide) an important introduction and continued interaction between physics majors and between physics majors and the physics faculty during the critical freshman year.

app CC 11/14/08

app FS 12/3/08

PHSC1011, New course:

I.   Catalog description:

Continuation of PHSC 1001. Introduction to programs of study and employment opportunities for students of the physical sciences. The course emphasizes information and skills of particular importance in the physical sciences. All students majoring in programs within the Department of Physical Sciences are strongly encouraged to take this course during their first spring semester on the Arkansas Tech University campus. Lecture one hour.

Number: PHSC 1011

Title for Catalog: Orientation to Physical Science II

*Title for Course Inventory (24 characters):

Effective date or term: Spring 2010

II.   Justification and feasibility of course:

A. What is the need for this course? Who will take it?
This course meets objectives previously addressed by PHSC 1001. All students majoring in the physical sciences will take the course

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?
The addition of PHSC 1011 restores the treatment of important material that was dropped in the modification of PHSC 1001 to replace TECH 1001.

C. Is this course part of any general plan of development within your department?
PHSC 1011 introduces students to the department and career opportunities early in the college experience so that students can make informed career decisions and lay a foundation for success in the physical sciences.

D. How often will the course be offered?
PHSC 1011 will be offered each spring semester.

E. How will the course be staffed?
The addition of PHSC 1011 combined with the modification of PHSC 1001 requires the addition of one credit hour per year which is no different than the one credit hour per year increase that would have occurred if the department had opted for the standard implementation of TECH 1001.

F. When applicable, state with which departments you have specifically coordinated this change?
The proposal only affects the Department of Physical Science.

List Department Head/ Program Director Consulted: (Add to list as needed)	**Indicate Support for Proposal** (yes/no)	**Date:**
1. Jeff Robertson	yes	2008 Oct 1
2.		
3.		
4.		
5.		

Outline in specific detail how your proposal will alter the program (include course number and title): **Curriculum in Chemistry (General Option)**

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: **PHSC 1011** Delete: Total Hours: **17 hrs**
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Elective 15 hours to 14 hours Delete: Total Hours 14
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:
Spring Start (If available)	
Freshman Spring Semester Add/Change: **PHSC 1011** ✓ Delete: Total Hours: **16 hrs** ✓	~~PHSC~~ *This was changed with the addition of the CHEM 3423 class*
Sophomore Spring Semester Add/Change: Delete: Total Hours:	
Junior Spring Semester Add/Change: Delete: Total Hours:	
Senior Spring Semester Add/Change: Elective 15 hours to 14 hours ✓ Delete: Total Hours: 14	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours 124	

Outline in specific detail how your proposal will alter the program (include course number and title): **Curriculum in Chemistry (Environmental Option)**

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: **PHSC 1011** ✓ Delete: Total Hours: **17 hrs**
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Elective 9-6 to Elective 8-5 ✓ Delete: Total Hours: 13 ✓
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: **PHSC 1011** ✓ Delete: Total Hours: **17 hrs** ✓	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Elective 9-6 to Elective 8-5 Delete: 14 Total Hours: ~~13~~	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours 124	

Outline in specific detail how your proposal will alter the program (include course number and title): **Curriculum in Chemistry (Professional Option)**

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: **PHSC 1011** Delete: Total Hours: **16 hrs**
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Elective 8-6 to Elective 7-5 Delete: Total Hours: 13
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: **PHSC 1011** Delete: Total Hours: **16 hrs**	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Elective 8-6 to Elective 7-5 Delete: Total Hours: 13	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours 124	

Outline in specific detail how your proposal will alter the program (include course number and title): **Curriculum in Chemistry (Biochemistry Option)**

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: **PHSC 1011** Delete: Total Hours: **16 hrs**
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Elective 7 to Elective 6 Delete:
Spring Start (I	
Freshman Spring Semester Add/Change: **PHSC 1011** Delete: Total Hours: **16 hrs**	
Sophomore Spring Semester Add/Change: Delete: Total Hours:	*This was changed with the ChEM 3423 addition*
Junior Spring Semester Add/Change: Delete: Total Hours:	
Senior Spring Semester Add/Change: Elective 7 to Elective 6 Delete: Total Hours: ~~6~~ 15	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours 124	

Outline in specific detail how your proposal will alter the program (include course number and title): **Curriculum in Geology (Professional Option)**

Fall Start	
Freshman Fall Semester Add/Change: Delete: · Total Hours:	Freshman Spring Semester ✓ Add/Change: **PHSC 1011** Delete: PE Activity Total Hours: **17 hrs** ✓
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: PE Activity ✓ Delete: Elective 1 hr ✓ Total Hours: 12 ✓	Senior Spring Semester Add/Change: Delete: Total Hours:
NO SPRING START Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours 124	

Outline in specific detail how your proposal will alter the program (include course number and title): **Curriculum in Geology (Environmental Option)**

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: **PHSC 1011** ✓ Delete: Total Hours: **17 hrs** ✓
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Science Elective 9 to 8 hours ✓ Delete: Total Hours: 13 ✓
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: **PHSC 1011** ✓ Delete: Total Hours: **17 hrs** ✓	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Science Elective 6 to 5 hours ✓ Delete: Total Hours: 14 ✓	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours 124	

Outline in specific detail how your proposal will alter the program (include course number and title): **Curriculum in Physical Science (General Option)**

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: **PHSC 1011** ✓ Social Sciences 6 to 3 hours ✓ Delete: Total Hours: **15 hrs** ✓
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Social Sciences 3 hours ✓ Elective 5 to 4 hours ✓ Delete: Total Hours: 16
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: **PHSC 1011** ✓ Delete: Total Hours: **16 hrs** ✓	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Elective 7 to 6 hours ✓ Delete: Total Hours: 15 ✓	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours 124	

Outline in specific detail how your proposal will alter the program (include course number and title): **Curriculum in Physical Science (Physics Option)**

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: **PHSC 1011** ✓ Delete: Total Hours: **16 hrs** ✓
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Elective 3 to 2 hours ✓ Delete: Total Hours: 17 ✓
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: **PHSC 1011** ✓ Delete: Total Hours: **16 hrs** ✓	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Elective 3 to 2 hours ✓ Delete: Total Hours: 17 ✓
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours 124	

Outline in specific detail how your proposal will alter the program (include course number and title): **Curriculum in Physical Science (Nuclear Option)**

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: **PHSC 1011** ✓ Delete: COMS 2803 ✓ Total Hours: **15 hrs** ✓
Sophomore Fall Semester ✓ Add/Change: COMS 2803 ✓ Delete: PE Activity ✓ Total Hours: 17 ✓	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester ✓ Add/Change: PE Activity ✓ 1 hour Delete: Total Hours: 16 ✓	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester ✓ Add/Change: Elective 3 to 2 hours ✓ Delete: Total Hours: 14 ✓	Senior Spring Semester Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester ✓ Add/Change: **PHSC 1011** ✓ Delete: COMS 2803 ✓ Total Hours: **15 hrs** ✓	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester ✓ Add/Change: COMS 2803 ✓ Delete: PE Activity ✓ Total Hours: 17 ✓	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: PE Activity ✓ Delete: Total Hours: 16 ✓	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Elective 3 to 2 hours ✓ Delete: Total Hours: 12-15 ✓	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours 124	

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

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: **PHSC 1011** ✓ Delete: Social Sciences 3 hrs ✓ Total Hours: **15 hrs** ✓
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Elective 2 to 1 hour ✓ Delete: Total Hours: 15 ✓
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Social Sciences 3 hrs ✓ Delete: Total Hours: 16 hrs	Senior Spring Semester Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: **PHSC 1011** ✓ Delete: Total Hours: **16 hrs** ✓	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Elective 2 to 1 hour ✓ Delete: Total Hours: 15 ✓
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours 124	

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Physical Science

Date submitted: October 1, 2008

Request for: Change in catalog description (PHSC 1001)

Submitted by: Linda Kondrick, Robin Lasey, and Jim Musser

Approved by: Department Head: QWR
                  Dean of School

Reviewed by: Registrar:
                Vice President:

Rationale:

PHSC 1001 has been modified to replace the university requirement of TECH 1001 for students majoring in a physical science. The proposal is to adjust the course description to reflect the modified course.

PHSC 1001, Proposed course description:

Introduction to vital university affairs, department and university resources and curriculum. The course emphasizes information and skills that increase a student's likelihood of a successful college career. All students majoring in programs within the Department of Physical Sciences are strongly encouraged to take this course during their first fall semester on the Arkansas Tech University campus. Lecture one hour.

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Jeff Robertson	yes	2008 Oct 1
2.		
3.		
4.		
5.		

app TEC 10/23/08
app CC 11/14/08
app FS 12/3/08

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Physical Science

Date submitted: September 2, 2008

Request for: Course change, minor, description better fits ACTS description
(Excluding course credit hour changes)

Submitted by: Dr. Linda C. Kondrick

Approved by: Department Head: Dr. Jeff Robertson
               Dean of School: Dr. Richard Cohoon   9-4-08

Reviewed by: Registrar: Ms. Tammy Rhodes   9/11/08
               Vice President: Dr. John Watson

I.   **Program or curriculum change as it will appear in the catalog.**

The new description will make it more clear that all sections of the course will introduce
topics in Physics and Chemistry, while topics covered in other physical science
disciplines may vary. The new wording states, "An introduction to the natural laws
governing the physical world, with emphasis upon the discovery and development of
these laws and their effect upon man. Includes topics in physics and chemistry and may
include other topics from other disciplines in physical science such as astronomy,
meteorology, and/or geology."

II.   **Course Information**

A.   Rationale.

The course description for Introduction to Physical Science, PHSC 1013 does not reflect
the topics covered. The current description states that topics in four physical disciplines
will be covered. It was written prior to the institution of the Arkansas Course Transfer
System (ACTS). PHSC 1013, Introduction to Physical Science, corresponds to the
ACTS Course with the Index Number PHSC 1004. The ACTS description of the course
only requires that topics in Physics and Chemistry be covered. Topics in other disciplines
of physical science are optional and may vary. In reality, most instructors cover topics in
at least one discipline other than Physics and Chemistry. The third discipline varies by
instructor. This proposed change in the course catalog description is needed to insure
truth in advertising.

B.   *Impact.*
     1. Within the department requesting the change there is no anticipated change
        with regard to staffing, budget, or space allocation.

app CC 11/14/08
app FS 12/3/08

2. Outside the department there is no anticipated impact upon other programs of study with regard to their staffing, budget, or space allocation.

C. *Effective Term.* ~~Spring 2009~~ Summer I, 2009

D. *Course Fees*: none

III.   **Catalog description:**

Number: PHSC 1013

Title for Catalog: Introduction to Physical Science

Title for Course Inventory: INTRO PHYSICAL SCIENCE

Description: Each Semester. Prerequisite: A score of 19 or above on the mathematics section of the ACTE exam or completion of MATH 0903, Intermediate Algebra, with a grade of "C" or better. An introduction to the natural laws governing the physical world, with emphasis upon the discovery and development of these laws and their effect upon man. Includes topics in physics and chemistry and may include other topics from other disciplines in physical science such as astronomy, meteorology, and/or geology. May not be taken for credit after completion of two laboratory courses in the physical science disciplines. Lecture three hours. Note: To enroll in an internet section of this course, the prerequisite COMS 1003 or equivalent is required.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Physical Science

Date submitted: September 3, 2008

Request for: Course change, minor, prerequisites for internet sections *PHSC/BIOL 3213*

Submitted by: Dr. Linda C. Kondrick

Approved by: Department Head: Dr. Jeff Robertson *JwR*
                Dean of School: Dr. Richard Cohoon *Cohoon 9-4-08*

Reviewed by: Registrar: Ms. Tammy Rhodes *Tammy Rhodes 9/11/08*
                Vice President: Dr. John Watson

I.   **Program or curriculum change as it will appear in the catalog.**

The additional requirement for internet sections of the course states that: "To enroll in an internet section (TC1 or AT1) of this course, ~~the prerequisite COMS 1003 or equivalent is required.~~ *One of these prerequisite courses is required; Coms 1003, EDMD 3013, or equivalent."*

OK — TEC

II.   **Course Information**

   A. *Rationale.*
   This is a minor course. The current course catalog description has not been
   amended since internet sections of this course were added to the course offerings.
   In consideration of students considering this option, it is necessary to note those
   requirements which are particular to students enrolling in the internet sections of
   the course. These additional requirements are the same as those added to other
   courses in the Department of Physical Science that are offered in an internet
   format, such as PHSC 1013, and PHSC ~~012T.~~
                                        1021

   B. *Impact.*
      1. Within the department requesting the change there is no anticipated
          change with regard to staffing, budget, or space allocation.

      2. Outside the department there is no anticipated impact upon other
          programs of study with regard to their staffing, budget, or space
          allocation.

   C. *Effective Term.* ~~Spring 2009~~ *Summer I, 2009*

   D. *Course Fees:* $10.00   *app TEC   10/23/08*
                                     app CC   11/14/08
                                     app FS   12/3/08

III.   **Catalog Description:**

Number: PHSC(BIOL) 3213

Title for Catalog: Science Education in the Elementary School

Title for Course Inventory: SCI EDUC IN ELEM SCHOOL

Description: Each semester. Prerequisites: Junior standing, ECED 2001, ECED 2002, and at least six credit hours in science. An overview of the most recent and research-based strategies and techniques for planning, teaching, and assessing elementary science. Inquiry-based methods and other constructivist approaches as described in the National Science Education Standards will be emphasized. Design and execution of learning activities for an elementary school setting are required. Lecture two hours, laboratory two hours; three credit hours. $10 laboratory fee. Note: To enroll in an internet section of this course, ~~the prerequisite COMS 1003 or equivalent is required.~~

[handwritten:] One of these prerequisite courses is required: COMS 1003, EDMD 3013, or equivalent.

[handwritten:] 12-17-08

[handwritten:] pcc

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Department of Physical Sciences

Date submitted: September 23, 2008

Type of Curriculum Change Requested: Program change to Chemistry - General Option
and Chemistry – Biochemistry Option degrees

Submitted by: Gavin D. Jones, Ph.D.

Approved by: Department Head: Jeff Robertson, Ph.D.

              Dean of School: Richard Cohoon, Ed.D.

Reviewed by: Registrar: Tammy Rhodes

              Vice President: John Watson, Ed.D.

I. Program or curriculum change as it will appear in the catalog.
See attachments

II. Course Information

A. Rationale for the requested change.
With the addition of this course both the biochemistry and general options in chemistry will now be ACS (American Chemical Society) approved. According to the Spring 2008 ACS Guidelines and Evaluation Procedures for Bachelor's Degree Programs, "certified majors must have instruction *equivalent* to a one-semester course of at least three semester credit hours in each of the five major areas of chemistry: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry" (Section 5.3) Arkansas Tech Dept of Physical Sciences currently fulfills this requirement with the exception of the inorganic course. In addition, the general option in chemistry will now require specifically a chemistry elective (see attached degree form). Furthermore, this course will be required for both options and it can be used as an upper level elective for biology and ACS option chemistry majors.

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

1. Within the department requesting the change.
The only negative impact is that the Physical Sciences department will have to pick up the four credit hours with an instructor for one section of CHEM 2124.

2. Outside the department.
There is no known negative impact outside the department.

C. **Effective date or term:** Fall 2009 catalog

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)** This change should not affect any other department(s) only department of physical sciences.

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Jeff Robertson, Ph.D.	*yes* *GWr*	*2008 Sept 26*
2.		
3.		
4.		
5.		

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

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

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

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

Chem 3423 – Descriptive Inorganic Chemistry
Sample Syllabus

Contact Info
To be completed my faculty...

Catalog Description
Prerequisite: CHEM 3264. Basic descriptive inorganic chemistry dealing in a systematic way with the elements and the structures, properties and reactions of their inorganic compounds. Topics range from coordination chemistry to organometallic chemistry to bioinorganic chemistry. Three hours of lecture.

Textbook(s) and Supplemental Materials
Shriver & Atkins Inorganic Chemistry by Atkins, Overton, etc.; 4th edition. W.H. Freeman and Company, New York: 2006. (ISBN 0-7167-4878-9)
This same textbook will be used again for CHEM 4424

Rationale for this course
The justifications of this course are:
(1) To give the student a broad, yet thorough, understanding of inorganic chemistry.
(2) To value the scientific issues and the role of chemistry in the world today.
(3) To further develop critical thinking and problem solving skills necessary for competent scientists.

Objectives
Descriptive inorganic chemistry is considered an intermediate inorganic chemistry course such that it brings together both general chemistries I & II with advanced inorganic chemistry. The following topics will be covered: Hydrogen, Group 1 elements, Group 2 elements, Group 13 elements, Group 14 elements, Group 15 elements, Group 16 elements, Group 17 elements, Group 18 elements, d-block metals, and f-block metals. This will provide students with a thorough understanding of the entire periodic table. Moreover, the students will learn many industrial processes applicable to each group of elements.

Grading
The points for the course are earned as shown below:

Exams (3-4 total)
Final (Comprehensive)
Homework (10 assignments)

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

Yes I do round up. There will be **NO** extra credit so **don't** ask. However, I reserve the right to lower the minimum number of points for each letter grade.

Tests will be announced at least one week early. I will do my best to have the tests graded and back to you by the next class meeting.

Policies
Absences: It is in your best interest to attend all lectures. There are NO makeup exams. This class is accelerated and we will cover copious material quickly.
Academic Misconduct & Dishonesty: In accordance with the faculty and student handbooks, academic misconduct and dishonesty will NOT be tolerated under any circumstance.

Practice Problems
I do not assign homework but there are numerous practice problems throughout the chapters and at the end of the chapters. I *HIGHLY* suggest you practice as many as possible.

Email Notice
I will notify you via your Tech email (and/or Blackboard) about anything class related.

Note
This syllabus is subject to change.

CHEMISTRY- BIOCHEM OPTION

FRESHMAN				SOPHOMORE			
FALL		SPRING		FALL		SPRING	
ENGL1013	3	ENGL1023	3	Social Sciences	3	Social Sciences	3
MATH2914	4	MATH2924	4	PHYS2014 or 2114	4	PHYS2024 or 2124	4
CHEM2124	4	CHEM2134	4	CHEM3254	4	CHEM3264	4
SOC SCI	3	BIOL1114	4	COMS 2003 or 2803	3	CHEM3245	5
PHSC1001	1			Physical Activity	1		
	15		15		15		16

JUNIOR				SENIOR			
FALL		SPRING		FALL		SPRING	
Fine Arts	3	CHEM 3363	3	CHEM3324	4	Humanities	3
BIOL2124	4	BIOL2134	4	CHEM4414	4	CHEM 4401	1
CHEM3301	1	BIOL3034	4	BIOL3124 or 3174	4	BIOL4033	3
CHEM3344	4	Descrip. Inorg	3	Elective	4	Social Sciences	3
Elective	4	Physical Activity	1			Electives	5 -6
	16		15		16		15 16

Starting in Spring

FRESHMAN				SOPHOMORE			
SPRING		FALL		SPRING		FALL	
ENGL1013	3	ENGL1023	3	Social Sciences	3	Social Sciences	3
MATH2914	4	MATH2924	4	PHYS2024 or 2124	4	PHYS2014 or 2114	4
CHEM2124	4	CHEM2134	4	CHEM3254	4	CHEM3264	4
SOC SCI	3	PHSC1001	1	CHEM3245	5	COMS2003 or 2803	3
Physical Activity	1	BIOL1114	4			Physical Activity	1
	15		16		16		15

JUNIOR				SENIOR			
SPRING		FALL		SPRING		FALL	
Humanites	3	Fine Arts	3	CHEM3363	3	CHEM4414	4
BIOL2124	4	CHEM3344	4	BIOL4033	3	BIOL3124 or 3174	4
BIOL3034	4	BIOL2134	4	Descrip. Inorg	3	CHEM4401	1
Elective	4	CHEM3324	4	Social Sciences	3	Elective	6
		CHEM3301	1	Elective	3 -4		
	15		16		15 16		15

The following are highly recommended for the electives:
CHEM 3353, CHEM 499x, BIOL 3054, BIOL 4014, BIOL 4023 BIOL 4074, BIOL 4883, BIOL 499x

CHEMISTRY- General OPTION

125

FRESHMAN				SOPHOMORE			
FALL		**SPRING**		**FALL**		**SPRING**	
ENGL1013	3	ENGL1023	3	Social Sciences	✓ 3	Social Sciences	3
MATH 2914	4	MATH2924	4	PHYS 2014 or 2114	4	PHYS 2024 or 2124	4
CHEM 2124	4	CHEM2134	4	CHEM3254	4	CHEM 3264	4
Social Sciences	3	BIOL1114	4	COMS 2003 or 2803	3	CHEM 3245	5
PHSC1001	1	Physical Activity	1	Physical Activity	✓ 1		
		PHSC 100					
	15		16		15		16

16

JUNIOR				SENIOR			
FALL		**SPRING**		**FALL**		**SPRING**	
Fine Arts	3	Humanities	3	CHEM 4414	4	CHEM 4401	✓ 1
Science Elective	3	CHEM 3344	✓ 4	CHEM Elective	3	CHEM Elective	✓ 3
CHEM 3301	1	Descrip. Inorg 3423	✓ 3	Elective	✓ 9	Social Sciences	✓ 3
CHEM 3324	4	Elective	✓ 5 6			Elective	✓ 9
Elective	3	PE	1				
	14		16		16		16

16

Starting in Spring

FRESHMAN				SOPHOMORE			
SPRING		**FALL**		**SPRING**		**FALL**	
ENGL1013	3	ENGL1023	3	Social Sciences	3	Social Sciences	3
MATH2914	4	MATH2924	4	PHYS2024 or 2124	4	PHYS2014 or 2114	4
CHEM2124	4	CHEM2134	4	CHEM3254	4	CHEM3264	4
Social Sciences	3	PHSC1001	1	CHEM3245	5	COMS2003 or 2803	3
Physical Activity	1	BIOL1114	4			Physical Activity	1
PHSC 100	1						
	15		16		16		15

15

JUNIOR				SENIOR			
SPRING		**FALL**		**SPRING**		**FALL**	
Humanites	3	Fine Arts	3	CHEM 4401	1	CHEM 4414	4
CHEM 3344	4	Science Elective	3	CHEM Elective	3	CHEM Elective	3
Descrip. Inorg	3	CHEM 3301	1	Social Sciences	3	Elective	9
Elective	5 6	CHEM 3324	4	Elective	9		
PE	1	Elective	3				
	16		14		16		16

CHEM (gen)
1. move Freshman Spring PE to Junior Spring.
2. Add PHSC 1011 to Freshman Spring
3. Reduce Elective by 1 hour in Junior Spring.

CHEM (BIO)
1. Add PHSC 1011 to Freshman Spring
2. Reduce Senior Spring elective by 1 hour.

Karen Riddell wrote:
> Dr. Robertson,
>
>
>
> I have a question regarding the curriculum changes for the 2009-2010
> catalog. In the proposal adding the CHEM 3423 Descriptive Inorganic
> Chemistry to the Chemistry (Biochemistry and General options), the
> PHSC
> 1011 was left out of the matrices. When I add this class in, it puts
> these programs at 125 hours. Where do you want me to deduct the extra hour?
>
>
>
> Thanks.
>
>
>
> Karen Riddell
>
> Academic Affairs
>
> Arkansas Tech University
>
> Administration 200
>
> Phone: 479-968-0319
>
> Fax: 479-968-0644
>
> kriddell@atu.edu <mailto:kriddell@atu.edu>
>
>
>
> /This communication and any files or attachments transmitted with it
> may contain information that is confidential, privileged and exempt
> from disclosure under applicable law. This communication is intended

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Jeff Robertson, Ph.D.   Arkansas Tech University   /\
jrobertson@atu.edu   Department of Physical Sciences /V \
http://cosmos.atu.edu   1701 N. Boulder   / / /\ \
Phone: (479) 964-0548   Russellville, AR 72801-2222 / \ V /_
Fax: (479) 964-0837   \/\ \ __ \
                        /\ \ \ \ \
                        \ \ \ \ V
                        \ /V
                        V

Teacher Ed

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Physical Science

Date submitted: September 4, 2008

Request for: Program, change in Physics Course requirements

Submitted by: Dr. Linda C. Kondrick

Approved by: Department Head: Dr. Jeff Robertson *JWR*
Dean of School: Dr. Richard Cohoon *RCohoon 9-4-08*

Reviewed by: Registrar: Ms. Tammy Rhodes *Tammy Rhodes*
Vice President: Dr. John Watson

I. Catalog description: Not applicable. There are no changes proposed to any course in the program leading to teacher licensure in Physical and Earth Science.

II. Justification of proposed changes in program requirements.

A. Curriculum in Physical Science and Earth Science for Teacher Licensure is for students who wish to teach physical science, physics, or earth science in a secondary school setting.

B. The Department of Physical Sciences offers two options in its introductory level physics courses. One option is Physical Principles I and II, a sequence of two algebra-based courses and their companion labs: PHYS 2014/2000 and 2024/2010. The other is General Physics I and II, a sequence of two calculus-based courses and their companion labs: PHYS 2114/2000 and 2124/2010. The present physics requirement for this major is the calculus-based option only. This proposal would allow students to choose the algebra-based option.

C. This plan is part of an effort to attract and retain more students in a physical science major and accelerate their progress toward degree completion. Students in this secondary education program must generally wait an additional year before taking their Physics classes because of the difference in the math prerequisites for each set of options. The algebra-based option requires MATH 1113, College Algebra, as a prerequisite; the calculus-based option requires MATH 2924, Calculus II, as a prerequisite. This means that students who take Algebra as a Freshman and Calculus as a Sophomore are not eligible for the sophomore-level calculus-based physics course until their junior year.

D. Teacher candidates who intend to teach AP Physics at the secondary level may benefit from taking the calculus-based physics course. However, there is a greater demand for teachers of algebra- based physics courses in high school

app TEC 10/23/08
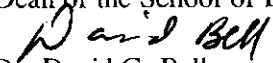*app CC 11/14/08*
app FS 12/3/08

such as: 8th Grade Earth Science, 9th Grade Physical Science, and 12th Grade Physics. Teacher candidates who intend to teach at this level would be better served by taking an algebra-based physics course.

E. This proposed change has been coordinated with the School of Education whose program will be affected by the proposed changes.

List Department Head/ Program Director Consulted:	Indicate Support for Proposal	Date:

1. Dr. Glenn Sheets,
   Dean of the School of Education

2. Dr. David C. Bell,
   Head of Curriculum and Instruction

3.

4.

5.

Outline in specific detail how your proposal will alter the program (include course number and title): Curriculum in Physical Science and Earth Science for Teacher Licensure

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: PHYS 2014 or PHYS 2114 and PHYS 2000 ✓ Delete: PHYS 2114 ✓ Total Hours:	Sophomore Spring Semester Add/Change: PHYS 2024 or PHYS 2124 and PHYS 2010 Delete: PHYS 2124 ✓ Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: PHYS 2014 or PHYS 2114 and PHYS 2000 Delete: PHYS 2114 ✓ Total Hours:
Junior Spring Semester Add/Change: PHYS 2024 or PHYS 2124 and PHYS 2010 ✓ Delete: PHYS 2124 ✓ Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours	

PROPOSAL FOR COURSE ADDITION

To: **Curriculum Committee and Graduate Council**

From: **Department of Mathematics**

Date submitted:

Request for: **Course Creation**

Submitted by: **Vrege Amirkhanian, Ph.D.; Marcel B Finan, Ph.D.**

Approved by: **Department Head:** Tom Limperis

Dean of School: Wally Hoefler

Reviewed by: **Registrar:** Jammy Ruodle

Vice President:

I. Catalog description: *Introduction to Partial Differential Equations.* This Course is an introduction to partial differential equations with emphasis on applications to physical science and engineering. Analysis covers the equations of heat, wave, diffusion, Laplace, Dirichlet and Neumann equations. Course is suitable for senior level or first year graduate students in Mathematics, Physics, and Engineering.

Number: MATH 4343/5343

Course Prerequisite: MATH2934/MATH3243

Title for Catalog: Introduction to Partial Differential Equations

*Title for Course Inventory: Introduction to PDE

Descritpion: This course is an introductory course for partial differential equations. Topics that will be covered include include: First order partial differential equations, the method of characteristics. Classification of second order PDE's: parabolic, elliptic, and hyperbolic. The canonical form. Boundary value problems with applications to physical sciences and engineering. Analysis of the wave, heat, and Laplace equations. Application of Fourrier Series.

app CC 11/14/08

app FS 12/3/08

Effective date or term: Spring 2009

II. Justification and feasibility of course:

A. What is the need for this course?Who will take it?
This course will serve as an upper-level elective course for students who have an interest in the theory of partial differential equations and its applications. The course is also used by graduate engineering major to meet certain degree requirements. The addition of this course to the catalog is necessary for many reasons: A course in PDE is important for math majors who want to either pursue a profession in industry or pursue a graduate study in applied mathematics. Additionally, engineering students will be exposed to various equations in the field such as the equations of heat, wave, Lapalce's and Dirichlet equations.

B. How does it relate to other work being offered by your department?
Is there an overlap with other courses in the department?
The creation of a course in partial differential equations serves both students in mathematics and engineering. This course further broadens the variety of courses offered by the mathematics department. There would be no overlap with other courses offered by the department. Partial differential equations acts as a valuable companion to ordinary differential equations in the sense that both serve as valuable topics for applications in the physical sciences and engineering.

C. Is this course part of any general plan of development within your department?
Without doubt, this course adds greater depth and breadth to the courses already offered by the department.

D. How often will the course be offered?
This course will be offered every spring semester.

E. How will the course be staffed?
The course will be taught by current faculty. No additional resources are required.

F.   When applicable, state with which department you have specifically Coordinated this change?
Department of Electrical Engineering   Dept Head: Dr. Ronald Nelson
Department of Mechanical Engineering   Dept Head: Dr. John Krohn

Graduate   Course Description

MATH 5343 Introduction to Partial Differential Equations. This is an introduction to partial differential equations. Topics include: First order partial differential equations, the method of characteristics. Classification of second order PDE's: parabolic, elliptic, and hyperbolic. The canonical form. Boundary value problems with applications to physical sciences and engineering. Analysis of the wave, heat, diffusion, Laplace, Dirichlet and Neumann equations. Application of Fourrier theory. Course is suitable for senior level or first year graduate students in mathematics, phyics and engineering.

Course Assessment

This course is mainly a required course for the Master's program offered by the Engineering departments at Arkansas Tech University. As a result, course assessment can be conducted by the departments at their own discretion. The department of Mathematics will count it as an elective course for students majoring in mathematics. Without doubt, this course will add strength and diversity to our program in the area of applied mathematics.

MATH 4343 / MATH 5343 Introduction to Partial Differential Equations
Class Information Sheet

Course Description: This course is an introduction to partial differential equations (PDEs) with a special focus on the significance of characteristics, solutions by Fourier series, integrals and transforms, properties and physical interpretations of solutions, and a transition to the modern function space approach to PDEs. The course begins with first-order linear and quasi-linear PDEs and the role of characteristics in the existence and uniqueness of solutions. Canonical forms are discussed for the linear second-order equation, along with the Cauchy problem, existence and uniqueness of solutions, and characteristics as carriers of discontinuities in solutions. Fourier series, integrals, and transforms are followed by their rigorous application to wave and diffusion equations as well as to Dirichlet and Neumann problems. In addition, solutions are viewed through physical interpretations of PDEs.

Prerequisites: MATH 2934 and MATH 3243

Text: *Beginning Partial Differential Equations,* by Peter O'Neil, Second Edition, published by Addison Wesley (2008).

Bibliography
• Stanley J. Farlow, *Partial Differential Equations for Scientists and Engineering,* Dover Publications (1993).

Course Objective
In the end of the course, a student:
• Can classify the partial differential equations and define the solution methods;
• Can define the canonical forms of partial differential equations;
• Can investigate the continuous dependence to the initial values of the Cauchy Problem for the wave equation by D'Alambert Formula;
• Can explain how the solution of the wave equation be affected from the alterations done inside or outside the domain by determining it at a point;
• Can expand a function to the Fourier Series anᵤ investigate its convergence;

Course Content
• General solution of the first order linear partial differential equations with

1

two variable and Cauchy Problem for this equations;
- General solution of the first order quasi-linear partial differential equations with two variable and Cauchy Problem for this equations;
- Reduction of the second order linear partial differential equations with two variable to the canonical form and classification of them;
- Wave, heat, and Laplace's equations;
- Cauchy Problem for wave equation and dAlambert formula;
- Fourier Series and the criterions for the convergence of this series;
- Solution of the initial and boundary value problems with Fourier Series;

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Mathematics Department

Date Submitted: September 30, 2008

Request for: Course change

                       Math 3033 Methods of Teaching Elementary Mathematics

Submitted by: Dr. Kathy Pearson

                       Assistant Professor of Mathematics

Approved By: Department Head: _____ Dr. Tom Limperis

            Dean of School: _____ Dr. William Hoefler,

Reviewed by: Registrar: _____ Ms. Tammy Rhodes

            Vice President: _____ Dr. John Watson

This is a request to add a prerequisite of **admission to Stage II** to the existing prerequisite (Math 2043) for Math 3033, Methods of Teaching Elementary Mathematics.

Rationale:

Math 3033 is a course emphasizing the content and research-based instructional pedagogy for grades K – 6. Although Math 3033 is placed in the second semester of the junior year in the curriculum for Early Childhood Education, there has been a recent trend over the past few years of students enrolling in their sophomore year. Many of these students have not successfully completed their Praxis I and/or ECED 2001 (Introduction to Early Childhood Education and/or ECED 2002 (Field-Based Seminar in Early Childhood), all of which are required for admission to Stage II.

As the only course designed to prepare students to teach mathematics in an elementary and middle school setting, there is much ground to cover in a 3 hour course. This change will provide a level of maturity and background that will enhance student learning in this course.

app TEC 10/23/08

app CC 11/14/08

app FS 12/3/08

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. David Bell ECED	yes	9/30/08
2. V. Carole Smith MLED	yes	9/30/08

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

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

*Updated 8/1/04

**Updated 9/1/05

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

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Mathematics

Date submitted: 9/30/08

Request for: Course change___X_____Course deletion_____Course addition_____
(Excluding course credit hour changes)

Submitted by: Tom Limperis

Approved by: Department Head: Tom Limpers
              Dean of School: William Hoefler

Reviewed by: Registrar: Tammy Rhodes
              Vice President: John Watson

If this is a deletion or other minor change, describe and give rationale.

I.   Modify course corequisite for MATH 3243, Differential Equations I, from corequisite MATH 2934, to prerequisite MATH 2924.

II. Justification: Currently, Electrical Engineering students are advised to take the course MCEG 2113 in the same semester as MATH 3243. Since differential equations are used often in MCEG 2113, prior knowledge of the subject is desirable. This change would allow Electrical Engineering students to take the course MATH 3243 Differential Equations I the semester before enrolling in MCEG 2113. This prerequisite change in will not change the content of the course MATH 3243.

Note: Approval of this proposal should be contingent upon approval of the proposal, submitted by the Electrical Engineering Department, to change the position of the courses MATH 2934 and MATH 3243 in their program. — *done*
pec

app CC 11/14/08
app FS 12/3/08

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Ron Nelson	yes	9/29/08
2. John Krohn	yes	9/29/08
3.		
4.		
5.		

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

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

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

PROPOSAL FOR CURRICULUM CHANGE

To: Curriculum Committee

From: Department of Mathematics

Date submitted:

Request for: Program Modification

Submitted by: Tom Limperis

Approved by: Department Head: Tom Limperis
               Dean of School: William Hoefler

Reviewed by: Registrar: Tammy Rhodes
               Vice President: John Watson

I. Change the computer science requirement for the MATH majors from COMS 2104,
    Foundations of Computer Programming I, to COMS 2803, Programming in C or COMS 2104.

II. Justification: The course COMS 2104 is designed as a beginning programming course for
    computer science majors. The course COMS 2803 is designed for non computer science
    majors and meets the math department assessment program learning objectives for
    computer programming languages.

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Ron Robinson	yes	9/30/08
2.		

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

***Note: Each new course proposal must include a short explanation describing how the new
course integrates with the assessment process of the department in which the course will be
taught.**

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

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

Take Coms 2803 and 1 hr elective OR
Take Coms 2104 pw

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Elective *(3 hrs)* pw ✓ Total Hours: 14	Sophomore Spring Semester Add: COMS 2803 (or COMS 2104) ✓ Elective *(3 hrs.)* pw Delete: COMS 2104 Total Hours: 16
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Elective 13 *(was 12)* ✓ pw Delete: Total Hours: 16
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add: COMS 2803 (or COMS 2104) ✓ Delete: COMS 2104 Total Hours: 16	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Elective 13 *(was 12)* ✓ pw Delete: Total Hours: 16
Total Program Hours 124	

PROPOSAL FOR CURRICULUM CHANGE

To: Curriculum Committee

From: Department of Mathematics

Date submitted:

Request for: Program Modification

Submitted by: Tom Limperis

Approved by: Department Head: Tom Limperis
              Dean of School: William Hoefler *Willy Hoefler*

Reviewed by: Registrar: Tammy Rhodes *Tammy Rhodes*
              Vice President: John Watson

12-17-08

I. Change the computer science requirement for the MAED major from COMS 2104, Foundations of Computer Programming I, to COMS 2803, Programming in C or COMS 2104.

II. Justification: The course COMS 2104 is designed as a beginning programming course for computer science majors. The course COMS 2803 is designed for non computer science majors and meets the math department assessment program learning objectives for computer programming languages.

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Ron Robinson	yes	9/30/08

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

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

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

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

app TEC 10/23/08
app CC 11/14/08
app FS 12/3/08

Take Coms 2803 and 1 hr elective OR
take Coms 2104

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add: COMS 2803 (or COMS 2104) Elective 1 Delete: COMS 2104 Total Hours: 17	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add: COMS 2803 (or COMS 2104) Elective 1 Delete: COMS 2104 Total Hours: 17	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours 124	