

Curriculum Proposals for 2010-11 Catalog

Department of Agriculture

- (a) Add the following courses to the course descriptions:
 - AGED 1001, Orientation to Agricultural Education;
 - AGED 1012, Agricultural Youth Organizations;
 - AGED 3003, Methods in Agricultural Education;
 - AGED 4003, Issues in Agriculture;
 - AGED 4013, Methods in Agricultural Laboratories;
 - AGME 1003, Basic Agricultural Mechanization;
 - AGME 3003, Metals and Welding;
 - AGME 3013, Agricultural Structural Systems; and,
 - AGME 3023, Agriculture Power;
- (b) Add the Curriculum in Agricultural Education.

Department of Art

- (a) Change the course number for ART 2503, Introduction to Opaque Painting, to ART 3403;
- (b) Modify the prerequisite for ART 3503, Painting Studio I, from Art 2503, Introduction to Opaque Painting, to ART 3403, Introduction to Opaque Painting;
- (c) Modify the course description for ART 4243, Professional Portfolio Preparation for Graphic Designers;
- (d) Modify the course description for ART 4703, Senior Project and Exhibition;
- (e) Modify the Curriculum in Fine Arts as follows:
 - (1) delete ART 2503, Introduction to Opaque Painting; and
 - (2) add ART 3403, Introduction to Opaque Painting;
- (f) Modify the Curriculum in Graphic Design as follows:
 - (1) add ART 3253, Computer Illustration; and,
 - (2) delete ART 4703, Senior Project and Exhibition;
- (g) Modify the Curriculum in Art for Teacher Licensure as follows:
 - (1) delete ART 2503, Introduction to Opaque Painting; and,
 - (2) add ART 3403, Introduction to Opaque Painting.

Department of Behavioral Sciences

- (a) Delete the following courses from the course descriptions:
 - ANTH 3233, MesoAmerican Archaeology;
 - CJ 2013, Introduction to Security;
 - CJ/RS 3063, Probation and Parole;
 - SOC 3003, Sociology of Complex Organizations; and,
 - SOC 3053, Population Problems;
- (b) Add the following courses to the course descriptions:
 - ANTH 2103, Human Ecology of the Mountain South;
 - ANTH 2303, Globalization;
 - ANTH 3303, Southeastern Archaeology;
 - ANTH 3313, Southeastern Indians;

- ANTH 3403, Ethnographic Methods;
- ANTH 4103, Anthropology of Europe;
- CJ 4141-4, Seminar in Criminal Justice;
- PSY/SOC 2063, Research Design for the Behavioral Sciences;
- PSY 2093, Human Sexuality;
- PSY 2133, Cross-Cultural Psychology;
- PSY 3083, Psychology of Women;
- PSY 3173, Psychology of Consciousness;
- PSY 3813, Lifespan Development;
- PSY 4003, Advanced Research Method and Lab for Psychology;
- PSY 4133, Psychopharmacology;
- SOC 3033, Environment and Society;
- SOC/CJ 4013, Drugs in Society;
- SOC 4023, Sociology of Gender;
- SOC 4283, Sociology Capstone;
- RS 3153, Assistive Technology in Rehabilitation Settings;
- RS 3163, Addictions Assessment, Planning, and Treatment Strategies;
- RS 3173, Addictions and the Family; and,
- RS 4094, Field Placement in Addictions;
- (c) Change the course number for ANTH 3223, North American Archaeology, to ANTH 2223;
- (d) Change the course number for ANTH 3203, Indians of North America, to ANTH 2203;
- (e) Add ANTH to the cross listing for MUS 4853/5853, Music of the World's Peoples;
- (f) Modify the Curriculum in Sociology as follows:
 - (1) delete COMS 1003, Introduction to Computer Based Systems;
 - (2) add SOC 2063, Research Design for the Behavioral Sciences, and SOC 4283, Sociology Capstone; and,
 - (3) reduce 3000/4000-level SOC Electives from 15 hours to 12 hours;
- (g) Modify the Curriculum in Psychology as follows:
 - (1) delete PSY 2074, Experimental Psychology;
 - (2) add one hour of elective;
 - (3) add PSY 2063, Research Design for the Behavioral Sciences;
 - (4) add PSY 4003, Advanced Research Method and Lab for Psychology;
 - (5) select 12 hours from the Topical Core which includes PSY 3003, Abnormal Psychology, PSY 3053, Physiological Psychology, PSY 3063, Developmental Psychology I, PSY 3073, Psychology of Learning, PSY 4043, Social Psychology, and PSY 4073, Cognitive Psychology; and,
 - (6) reduce PSY Electives to 6 hours of 3000/4000-level courses.

Department of Biological Sciences

- (a) Modify the Curriculum in Life Science and Earth Science for Teacher Licensure as follows:
 - (1) add BIOL 3124, General Physiology, OR BIOL 3174, Physiological Ecology, to the required BIOL courses.

Departments of Biological Sciences *and* Physical Sciences

- (a) Request BIOL/PHSC 1004, Principles of Environmental Science, be added to the General Education Requirements listing for Science.

Department of Electrical Engineering

- (a) Delete ELEG 3151, Electrical Machines Laboratory, from the course descriptions;
- (b) Delete ELEG 4163, Acoustics, from the course descriptions.

Department of Emergency Management

- (a) Add EAM 4063/EMHS 5063, Forecasting Weather for Emergency Managers, to the course descriptions;
- (b) Modify the course description for EAM 4023, Information Technology and Emergency Management;
- (c) Modify the Curriculum In Emergency Management as follows:
 - (1) add footnote 4 See appropriate substitutions in “EAM Core” to EAM 4023, Information Technology and Emergency Management;
 - (2) delete EAM 3133, Applied Principles of Personnel Management; and,
 - (3) modify the EAM Core listing as follows: add EAM 4023, Information Technology and Emergency Management, to the list of required EAM Core courses.

Department of English

- (a) Add ENGL 3043, Literary Editing and Publishing, to the course descriptions;
- (b) Add ENGL 4173/5173, Seminar in Film Studies, to the course descriptions;
- (c) Change the title of ENGL 4683/5683, Seminar in Women’s Studies, to Seminar in Gender Studies;
- (d) Modify the Curriculum in Creative Writing and in Creative Writing Education, as follows:
 - (1) add ENGL 3043, Literary Editing and Publishing; and,
 - (2) delete 3 hours of ENGL 2881, Practicum-Literary Journal Publication, and ENGL 4881-4, Practicum-Editing Literary Journal.

Department of Foreign Languages and International Studies

- (a) Add SPAN 4813, U.S. Latino/a Literature and Culture, to the course descriptions;
- (b) Modify the Curriculum in Foreign Languages Concentration in Spanish Medical Interpretation as follows:
 - (1) change the course number for NUR 3303, Health Assessment for Medical Interpreters, to NUR 3302, and add one hour of Spanish elective;
- (c) Modify the Curriculum in International Studies as follows:
 - (1) delete 6 hours of electives;
 - (2) delete HIST 4443, Europe in the 20th Century; HIST 4463, History of Russia; HIST 4603, Modern Far East; and HIST 4703, History of Modern Africa;
 - (3) require HIST 3313, Colonial Latin America, and HIST 3323, Modern Latin America; and,
 - (4) add HIST 3803, History of the Middle East, to the world history block. The current courses in the world history block include HIST 3533, History of Russia; HIST 3603, History of Modern East Asia; HIST 3703, History of Modern Africa; or HIST 3803, History of the Middle East.

Department of History and Political Science

- (a) Add HIST 1903, Survey of American History, to the course descriptions, and replace HIST 2003, U.S. History I, and HIST 2013, U.S. History II, in the listing for General Education Requirements in the section titled "Social Sciences – 12 hours;" HIST 2003, U.S. History I, and HIST 2013, U.S. History II, would remain in the section titled "Nine additional hours from the following;"
- (b) Modify the Curriculum in Social Studies Education as follows:
 - (1) add ECON 2013, Principles of Economics II; and,
 - (2) delete HLED 1513, Personal Health and Wellness.

Department of Management and Marketing

- (a) Modify the Curriculum in Business Education as follows:
 - (1) delete COMS 1003, Introduction to Computer Based Systems; and,
 - (2) add BUAD 2003, Business Information Systems;
- (b) Modify the Curriculum in Business Education as follows:
 - (1) delete MATH 2243, Calculus for Business and Economics; and,
 - (2) add MATH 2223, Quantitative Business Analysis.

Department of Mathematics

- (a) Delete MATH 1103, Algebra for General Education, from the course descriptions.

Department of Mechanical Engineering

- (a) Add MCEG 4053, Corrosion Principles, to the course descriptions;
- (b) Change the course number for MCEG 3043, Physical Metallurgy, to MCEG 4043;
- (c) Change the course number for MCEG 3042, Metallurgy Laboratory, to MCEG 4042, and change the co-requisite to MCEG 4043, Physical Metallurgy, and modify the course description; and
- (d) Modify the Curriculum in Associate of Science in Nuclear Technology as follows:
 - (1) delete MCEG 1002, Engineering Graphics; 6 hours of Technical Electives; MCEG 2033, Dynamics; ELEG 2103, Electric Circuits I; and PHYS 2124, General Physics II; and,
 - (2) add 6 hours of Social Sciences; ECON 2003, Principles of Economics I; 3 hours of Fine Arts; 3 hours of Humanities; and 4 hours of Biological Science.

Department of Music

- (a) Add ANTH to the cross listing for MUS 4853/5853, Music of the World's Peoples.

Department of Parks, Recreation, and Hospitality Administration

- (a) Add RP 3403, Financing Recreation and Parks, to the course descriptions;
- (b) Modify the course description and change the title for RP 2013, Landscape Materials and Construction, to Landscape Planning and Design;
- (c) Modify the course description for RP/HA 2133, Introduction to Travel and Tourism;
- (d) Modify the course description for RP 3043, Work Experience, and delete the cross-listing with HA;
- (e) (two proposals) (1) Modify the course description for RP 3063, Outdoor Education, and (2) add a \$25 transportation fee to the course;

- (f) Modify the course description for RP 3503, Recreational Sport Management;
- (g) Delete the Pre or Co-requisites: BIOL 2134, Principles of Biology, and CHEM 1114, A Survey of Chemistry, from RP 3763, Introduction to Turf Management;
- (h) Delete the Pre or Co-requisite: RP 3763, Introduction to Turf Management, from RP 3793, Turfgrass Pest Control;
- (i) Modify the course description for RP 4013, Recreation and Park Administration;
- (j) Modify the course description for RP 4023, Research Methods;
- (k) Delete the Pre or Co-requisites: RP 3034, Site Planning and Design, RP 3763, Introduction to Turf Management, and RP 3793, Turfgrass Pest Control, or permission, from RP 4753, Sports Field Management and Design;
- (l) Delete the Pre or Co-requisites: RP 3034, Site Planning and Design, RP 3763, Introduction to Turf Management, and RP 3793, Turfgrass Pest Control, from RP 4763, Golf Course Operations and Design; and
- (m) Modify the Curriculum in Recreation and Park Administration Turf Management Option as follows:
 - (1) delete AGEG 3003, Solving Agricultural Problems, and AGSS 3033, Soil Fertility; and,
 - (2) add six hours of approved electives.

Department of Speech, Theatre, and Journalism

- (a) Add SPH 3163, Writing for Performance, to the course descriptions.

University Honors Program

Add the following courses to the course descriptions and to the general education offerings:

- (a) BIOL 2144, Honors Zoology;
- (b) ECON 2103, Honors Principles of Economics I;
- (c) ENGL 2023, Honors World Literature;
- (d) PHSC 1033, Honors Introduction to Physical Science and PHSC 1031, Honors Physical Science Laboratory;
- (e) HIST 1543, Honors World Civilization I;
- (f) HIST 2043, Honors U.S. History I; and
- (g) PHIL 2043, Honors Introduction to Philosophy; and
- (h) Modify the Honors Curriculum as follows:
 - (1) replace HIST 1503, World Civilization I (H01), or HIST 1513, World Civilization II (H01), with HIST 1543, Honors World Civilization I;
 - (2) replace HIST 2003, US History I (H01), or HIST 2013, US History II (H01), with HIST 2043, Honors U.S. History I;
 - (3) replace PHSC 1013, Introduction to Physical (H01), and PHSC 1021, Physical Science Laboratory (H01), or BIOL 2124, Principles of Zoology (H01), with PHSC 1033, Honors Introduction to Physical Science and PHSC 1031, Honors Physical Science Laboratory, or BIOL 2144, Honors Zoology;

- (4) replace ECON 2003, Principles of Economics I (H01), with ECON 2103, Honors Principles of Economics I; and,
- (5) replace PHIL 2003, Introduction to Philosophy (H01), or ENGL 2003, Introduction to World Literature (H01), with PHIL 2043, Honors Introduction to Philosophy, or ENGL 2023, Honors World Literature.

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal		
Department Head	<i>Wally Brant</i>	10-26-09
Dean	<i>Wally Brant</i>	10-26-09
Teacher Education Council (if applicable)	<i>Wally Brant</i>	10-26-09
Graduate Council (if applicable)		
Registrar	<i>Gammy Keadles</i>	10/26/09
Vice President for Academic Affairs		

Course Subject: Agricultural Education		Course Number: AGED 1001	
Cross-listed with Subject:		Course Number:	
Official Title (Limited to 30 characters including spaces):			
Orientation to Ag Education			
Mode of Instruction: (check appropriate box)			
<input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other			
Effective Catalog Year: Fall 2010		How frequently will course be offered? Each Fall and Spring	
Is this course repeatable? Y <input checked="" type="radio"/> N		How many times?	
Does this course require a fee? No		How much? Type of fee?	

App TEC 11/3/09

☐ Elective ☒ Major ☐ Minor

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

Prerequisites:

Co-requisites:

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

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

The syllabus is from Arkansas State University's Dr. David Agnew and will be remodeled once a faculty member is hired. The web address of the syllabus was
http://www.clt.astate.edu/dagnew/aged1411_06/aged1411_main_06.htm.

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

No

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

No

How does this proposal support the University Mission?

This is a new course to support the proposed Agricultural Education program.

What assessment information is being used to support this proposal?

This is a new course and a new program so no assessment is in place currently.

How will the effect of the change be monitored?

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

The program addition form explains the survey results and desires for the new curriculum proposed.

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

a. AGED 1001 Orientation to Ag Education

b. Freshman orientation with attention given to sharing of possible solutions to individual problems. Exploration of anticipated collegiate experiences for departmental majors as well as post-graduation opportunities. Student and faculty interaction is stressed. The class meets one day a week for the full semester or two days a week for half a semester.

c.

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

1. Identify the role of Agricultural Education programs in meeting educational needs of youth and adults.
2. Develop individual/personal plan for successful entrance and advancement in a chosen phase of Agricultural Education.
3. Explain the philosophy, purposes, and organizational structure of vocational, agricultural, and extension education.
4. Describe agricultural and extension education programs and the major components of each.
5. Identify career opportunities for Agricultural Education graduates.
6. Explain the personal and professional qualifications needed for success in Agricultural Education.
7. Review the major responsibilities and activities of professional educators in Agricultural Education.
8. Describe the need for professional development, professionalism, including professional organizations associated with agricultural education.
9. Identify the opportunities and rewards for leadership development in Agricultural Education.
10. Describe the requirements for a successful teaching/learning experience, based upon principles of learning and related to teacher efficacy.
11. Describe the objectives of the Cooperative Extension Service.
12. State the role of adult education as a part of Agricultural Education.
13. Describe the Pathwise Model of teacher preparation and how this can impact teacher efficacy.
14. Demonstrate a knowledge of where and how to select curriculum content using official State Frameworks and professional standards.
15. Identify assessment requirements associated with secondary agricultural education programs
16. Identify techniques for creating effective bridges between curriculum goals, students' experiences, and applications beyond the classroom through the Supervised Agricultural Experience program.
17. Identify the elements of the FFA as a Key Component in the total agricultural program and its relationship to student success.

d. TENTATIVE SCHEDULE

Session #	Topics	Session #	Topics
1	<p><u>Session 1</u> Introduction to the Courses and Instructor</p> <p>The Need for Ag Education The Need for Agricultural Education</p>	7	<p>Session 7</p> <p><u>The Student</u> (Students..... just who are they? how do they learn?)</p> <p><u>Supervised Agricultural Experience Programs (SAEP)</u></p>
2	<p><u>Session 2</u> The program: requirements for graduation, teacher certification. Planning for success in college. Planning for success in a career.</p> <p>The options in Ag Ed Teaching Communications Mechanics</p> <p><u>What can I do with a degree in Ag. Ed.?</u> <u>Personal Goal Setting</u></p>	8	<p>Session 8 Adult Education in Agriculture</p> <p>The Cooperative Extension Service</p>
3	<p><u>Session 3</u> <u>What is Agricultural Education?</u> <u>Philosophy, history of, and trends in Agricultural and Extension Education. The Total Agricultural Education Program. Operation of Vocational Education and Ag. Ed.</u></p>	9	<p>Session 9 District FFA CDE</p> <p><u>meet at Contest site</u></p>
4	<p><u>Session 4</u> Components of the Agriculture Program <u>Classroom and lab instruction.</u></p> <p><u>What do you teach?</u> And, How do you teach?</p>	10	<p>Spring Break</p>
5	<p><u>Session 5</u> The teacher <u>The Agriculture Teacher, what does he/she do?</u> <u>Characteristics and responsibilities of the Agricultural Educator.</u> <u>Professional Development and Organizations.</u></p>	11	<p>Session 11</p> <p>Youth Organizations -- FFA</p>
		12	<p>Session 12</p> <p>Group visit to an area school</p>
		13	<p>Session 13</p> <p>International Agricultural Education</p>
		14	<p>Session 14</p> <p>Group visit to an area school</p>
		15	<p>Session 15</p> <p>Student teacher panel</p> <p>FFA Alumni Programs</p>
			<p>Session</p> <p>Reports of student visits to area ag programs</p>

6	Session 6 Teacher Characteristics Professionalism	Final -- As Scheduled
---	---	-----------------------

e.

COURSE REQUIREMENTS: Examinations, Homework Assignments, Presentations.

	Assignment Description	Due	Points
1	Secondary School observations Visit two schools with an agriculture program and interview the teachers and observe classes for three hours in each school. Develop a brief two page, type written report of the activities you observed for each schools and present in class.		100
2	Read and summarize four articles; three articles from Ag Education Magazine (in the ASU library) and one from Journal of Agricultural Education (AAAE Journal - online) and present summary of two in class. These are called abstracts and are ½ page to a page in length. link to---> ASSIGNMENT		150
3	Quizzes/Activities (usually 25 points-- <u>some are announced, some are not</u>) 3 quizzes as scheduled in outline 25 pts./each Activity 1 -- Quiz on History and Philosophy of Agricultural education Activity 2 -- Questions related to the FFA Website Activity 3 -- Complete handout related to secondary school observation -- Visit 1. Activity 4 -- Complete handout related to secondary school observation -- Visit 2. Activity 5 --Complete handout related to Extension Service. Activity 6 -- Complete handout related to the student teacher panel.		200

	<i>Activity 7-- Adult Education Assignment</i> <i>Activity 8 -- Quiz</i> <i>Activity 9 -- Quiz</i> <i>Activity 10 -- State Curriculum Framework Activity</i> NOTE: <i>If you are not there for daily activities there is no way to make them up, since they usually involve unique observations in association with the events of the class. However, the low score of the quizzes and activities will be dropped.</i>		
4	Final		100
	Total		550

f.

TEXT:

RECOMMENDED READING, RESOURCES, AND LINKS:

Reinventing Agricultural Education for 2020 http://www.teamaged.org/2020/exec_summ/

Understanding Agriculture: New Directions for Education. National Academy Press (1988).
National Research Council; Washington, D.C

<http://www.nap.edu/books/0309039363/html/R1.html>
<http://www.nap.edu/books/0309039363/html/index.html>

The Agricultural Education Magazine <http://www.depts.ttu.edu/agedmagazine/>

Journal of Agricultural Education <http://pubs.aged.tamu.edu/jae/>

Techniques <http://www.acteonline.org/members/techniques/>

Journal of Extension <http://www.joe.org/index.html>

Journal of Extension Systems <http://www.jesonline.org/index.htm>

Journal of Career and Technical Education <http://scholar.lib.vt.edu/ejournals/JCTE/>
Journal of Agricultural Education and Extension <http://library.wur.nl/ejae/>
Making a Difference (for FFA advisors)
http://www.ffa.org/media/html/med_pub_index.htm

FFA New Horizons (for FFA members)

National FFA Organization <http://www.ffa.org>

The National Association of Agricultural Educators (NAAE) <http://www.naae.org/>

Department of Workforce EducationBAgriculture

<http://www.work-ed.state.ar.us/agriculture.html>

ASU Collegiate FFA <http://www.clt.astate.edu/dagnew/FFACOLL.HTM>

ASU ATA <http://www.clt.astate.edu/dagnew/ATA.HTM>

The Council <http://www.agedhq.org/councilindex.cfm>

American Farm Bureau Foundation for Agriculture <http://www.ageducate.org/>

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Wally Brant</i>	10-26-09
Department Head	<i>Wally Brant</i>	10-26-09
Dean	<i>Wally Brant</i>	10-26-09
Teacher Education Council (if applicable)	<i>Wally Brant</i>	10-26-09
Graduate Council (if applicable)		
Registrar	<i>Gammy Woods</i>	10/26/09
Vice President for Academic Affairs		

Course Subject: Agricultural Education	Course Number: AGED 1012
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Agricultural Youth Organizations	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: Fall 2010	How frequently will course be offered? Fall and Spring
Is this course repeatable? Y <input checked="" type="radio"/> N How many times?	
Does this course require a fee? No How much? Type of fee?	

App TE C 11/3/09

☐ Elective ☒ Major ☐ Minor

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

Prerequisites:

Co-requisites:

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

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

The syllabus is from Arkansas State University's Dr. David Agnew and will be remodeled once a faculty member is hired. The web address of the syllabus was http://www.clt.astate.edu/dagnew/youth_course/FFA_Course_06.HTM.

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

No

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

No

How does this proposal support the University Mission?

This is a new course to support the proposed Agricultural Education program.

What assessment information is being used to support this proposal?

This is a new course and a new program so no assessment is in place currently.

How will the effect of the change be monitored?

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

The program addition form explains the survey results and desires for the new curriculum proposed.

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

a. AGED 1012 Agricultural Youth Organizations

b. Survey course of agricultural youth organizations including 4-H, FFA, Grange, and others pertaining to membership, awards programs, benefits, and special recognition programs. Lecture and discussion for two periods per week.

c.

Objectives:

1. Define terms associated with "youth organizations".
2. List 10 youth organizations.
3. Explain what is meant by Youth Development.
4. 2. List the six stages of development as stated by Havinghurst and using his model describe the unique changes that Adolescence go through.
5. 3. Describe the developmental characteristics of youth age 14-19, and the implications for education.

Source: Needs of Youth --Extension Publication (Texas)

6. Explain the justification for youth organizations such as the FFA from the standpoint of the Educational/Psychological theory.
7. Explain the justification for youth organizations such as the FFA from the standpoint of the Philosophical theory.
8. Explain why these concepts of human development, philosophical, educational, psychological theories can affect what you do as an advisor.
9. State the general purposes of a youth organization.
10. 8.

State the mission and purposes of the FFA...

11. What are the benefits to the teacher of having a youth organization support the instructional program
12. Define role model.
13. Explain the function of an FFA advisor as a role model (even more than other teachers).
14. List 10 characteristics of a good role model.
15. List 10 advisor responsibilities
16. Describe the ethical issues associated with being an FFA advisor and prescribe appropriate responses.
17. Identify the duties of the advisor as outlined in the state or national constitution.
18. State the Advisor's part in the opening and closing ceremony
19. List resources that will help you as an advisor do the best job possible.
20. List six Vocational Student Organizations and, a. give a brief history of each; b. describe the unique population or discipline each serves; c. the beliefs/ mottos/creeds; d. membership information; e. activities of the organizations; and f. Demographics, numbers of members, chapters, etc.....
21. Summarize what Federal legislation has to say about the FFA.
22. Summarize how CTSOs and their associated activities are encouraged and protected by law in
Arkansas.

23. Describe some of the misconceptions about CTSOs.
24. Explain the legal basis for The FFA.
25. State four purposes of the FFA.
26. Discuss why leadership development is needed today.
27. Explain why the FFA is intracurricular not extracurricular.
28. Describe the legal, psychological and philosophical basis for the FFA.
29. List 10 benefits to students from participating in the FFA.
30. Draw a diagram illustrating the interrelationship of classroom instruction, SAE and FFA.
31. Describe how a local FFA chapter is organized and operates.
32. Describe how the Arkansas FFA is structured and operates.
33. Describe how the national FFA is governed.
34. Describe the organization of the national FFA staff.
35. Identify the essentials needed in a local FFA chapter constitution and bylaws.
36. Identify the three divisions and 15 quality standards of a Program of Activities (POA).
37. Identify possible activities to have in a POA.
38. Describe how to have effective committees that build a POA.
39. Develop a Program of Activities.
40. Describe the National Chapter Award system.
41. Define Goal Setting
42. List five benefits of Goal Setting
43. Discuss 10 principles of goal setting
44. Describe the difference in long and short range goals and how they contribute to overall success.
45. List six steps to establishing goals.
46. Identify eight goals for yourself.
47. Describe how you can help students set goals.
50. Describe what a Creed is and contains.
51. Analyze the content of the FFA Creed.
52. Compare and contrast the FFA Creed to other VSOs creeds.
53. State the purpose for students saying the FFA Creed.
54. Explain the history and significant points about the Creed, who wrote and when adopted, types of changes in the revisions, (AHB C.2-7,8; OM-10).
55. Explain how to teach and handle circumstances that may arise around the saying of the creed.
56. Explain how to evaluate student performance in saying the creed.
57. List the rules and procedures for the Creed Speaking CDE.
58. Name the two types of public speaking and describe each
59. List three factors to consider in planning a speech.
60. State six factors to consider in preparing the speech for an audience.
61. Explain how to select a topic for your speech.
62. Explain how to outline a speech.
63. Demonstrate how to write a speech that follows the format of the FFA Leadership CDE.
64. Explain the key elements of the FFA Public Speaking CDE.
65. Explain the procedure to follow in giving "demonstrations" according to the 4-H.
66. Define Leadership
67. Describe two general types of leaders.

68. Describe four basic leadership styles.
69. List the attributes of a good leader.
70. Explain how ethics relates to leadership.
71. State the FFA code of Ethics.
72. List the leadership positions available in the FFA
73. Describe how leaders are selected in the FFA
74. Describe the opportunities in FFA to serve as a leader.
75. Match the various officer duties with the appropriate officer.
76. Describe the various methods of electing officers.
77. Identify the symbol of each officer.
78. Describe how to properly install FFA officers according to the FFA installation ceremonies.
79. Identify criteria for officer selection.
80. Describe what the local, State and National Constitution have to say about the selection of chapter, state and national officers.
81. Define parliamentary procedure and list four reasons for using .
82. Give a brief history of the development of Parliamentary Procedure.
83. Properly state a main motion and handle amendment and an amendment to an amendment.
84. Describe the methods and procedures for voting.
85. Identify the proper use of a gavel.
86. Describe how to properly execute the responsibilities of the chair as in a meeting.
87. Differentiate between privileged, incidental, subsidiary and unclassified motions.
88. List the "Order of Business" of a typical meeting.
89. Demonstrate the ability to properly dispose of 15 common parliamentary abilities.
90. State the rules for the conduct of the of the District and State Parliamentary Procedure CDE.
91. Describe how to effective train a Parliamentary Procedure Team for CDE

d. Session # / Topics

1 Orientation and Overview of the Course

Youth Development (Focus on adolescence)

Career and Technical Student Organizations

Ag Youth Organizations,

The FFA Creed

Session 1 notes 4-H History, Purpose, and Operation (guest speaker)

The Advisor: Roles and Responsibilities Session 2 notes 3 / Sept 3 Labor Day Holiday Sept 10

Relationship and Role of the FFA

Orientation to the FFA: FFA Basics (Handout --Quiz) (Room arrangement chart for BB)

Chapter/State/National Constitutions & Bylaws (Handout --Quiz)

Program of Activities

Personal Goal Setting

The FFA Creed, the meaning and how to help students learn the creed (Video)

Session 2 notes Leadership CDEs -- Public Speaking, Parliamentary Procedure

Leadership Basis, Principles, Styles

Parliamentary Procedure (Video)

Paragraph 1 FFA Creed

Session 3 notes Officer Responsibilities/Duties/Elections/Installation/Training, etc

Conducting Effective Meetings/Ceremonies/Committees/Programs

Effective Public Speaking

Paragraph 2 FFA Creed

Session 4 notes Supervised Agricultural Experience Programs (Video)

Record keeping

Paragraph 3 FFA Creed

Session 5 Notes AR FFA

FFA Camp (Leadership, Recreation, Coop)

FFA Alumni (Speaker)

Paragraph 4 FFA Creed Agricultural Youth Organizations

Session 6 Notes Local, State, and National Awards, CDEs, Fairs and Shows

(Individual, Team, Chapter, and Advisor)

Leadership CDEs

District Skills Event

Fairs and Shows

Paragraph 5 FFA Creed

Session 7 Notes

Visit to area school FFA Banquets -- Purposes, Planning and Conduct

Chapter Finances/Fund Raising, and Budgets \$\$\$\$\$

Project PALS (video)

Other FFA Activities/Events, PALs, WLC, Conventions

Student Recruiting PowerPoint Presentation on Alumni

Session 9 Notes Session 10 Notes Final

e.

1. Advisor's part of "Opening/Closing Ceremonies". You will be expected to state the Advisor's part at least four (25 points/each time--**100 pts** total). I will expect you to recite it by the second class session. You may be asked to state the Advisor's part at any time, without warning and you may not use references. You will lose 1 point for each word missed. [Click here](#) to see that portion of the "Opening and Closing Ceremonies" and more details of the assignment.

2. State the FFA Creed (20 points each paragraph and 100 final recitation) 100 pts.
We will likely start reciting the creed the second class session. You will need to do the first and second paragraph on the same day. Each paragraph will be worth 20 points for a total of 100 points for all five. One paragraph will be added each class session (session 3 you will present paragraphs 1,2 & 3). At session four you will present paragraphs 1,2,3,4. At session 5 you will present all 5 paragraphs. On that day you will receive a grade for paragraph 5 and then a grade for the whole presentation. You will be allowed to improve your grade with additional opportunities by re-stating the assigned portion of the creed. For each mistake a point will be

subtracted from the total. See the summary Creed Evaluation Form for the course, and see the Official Score Card (pdf) from the National CDE handbook to see criteria that are used for evaluation. Also the details of the FFA Creed CDE are located at the National FFA webpage for CDEs (pdf format--page 71). Link to an online version of the FFA Creed,

3. FFA Speech -- You will make a simple 6 to 8 minute speech 100 points

4. Quizzes/activities/homework 25 pts each. Total 350 pt.

May include but limited to the following:

Quiz -- Youth Development and Youth Organizations BB

Quiz -- 4-H Programs BB

Quiz -- General FFA Information and History BB

Quiz -- General FFA Information and Symbols BB

Quiz -- The State FFA Constitution and By- Laws BB

Quiz -- Leadership, the Leadership CDEs and Ethics BB

Quiz -- Officer Duties & Responsibilities BB

Quiz -- Conduct of Meetings & Parliamentary Procedure BB

Quiz --SAEP, Child Labor Laws, and POA BB

Quiz -- FFA Events and Activities

Activity -- Site tour of selected websites related to FFA (homework)

Note: BB = Black Board

5. Four Abstracts For more info click here

a. Two out of Making a Differences

b. Two out of FFA: New Horizons 100 pts.

6. FINAL TEST, Last Class Session 100 pt. Click here to look at study guide

Total Points = 875

f.

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal		
Department Head	<i>Molly Brant</i>	10-26-09
Dean	<i>Molly Brant</i>	10-26-09
Teacher Education Council (if applicable)	<i>Willy Hough</i>	10-28-09
Graduate Council (if applicable)		
Registrar	<i>Gammy Lewis</i>	10/26/09
Vice President for Academic Affairs		

Course Subject: Agricultural Education	Course Number: AGED 3003
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces):	
Methods in Ag Education	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input checked="" type="checkbox"/> 98_Other	
Observations of teaching along with lecture	
Effective Catalog Year: Fall 2010	How frequently will course be offered? Fall and Spring
Is this course repeatable? Y <input checked="" type="radio"/> N <input type="radio"/> How many times?	
Does this course require a fee? Yes How much? \$100 Type of fee? instructor travel	

app TEC 11/3/09

☐ Elective ☒ Major ☐ Minor

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

Prerequisites:

AGED 1001, AGED 1012, acceptance into stage 2 of the teaching program, junior standing, and/or instructor's permission.

Co-requisites:

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

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

The syllabus is from Arkansas State University's Kevin Humphrey and will be remodeled once a faculty member is hired. The web address of the syllabus was <http://www.clt.astate.edu/khumphrey/edag4623syllabus.htm>.

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

No

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

No

How does this proposal support the University Mission?

This is a new course to support the proposed Agricultural Education program.

What assessment information is being used to support this proposal?

This is a new course and a new program so no assessment is in place currently.

How will the effect of the change be monitored?

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

The program addition form explains the survey results and desires for the new curriculum proposed.

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

a. AGED 3003 Methods in Ag Education

b. Methods and techniques in teaching agriculture at the secondary level. Lecture 2 hours, laboratory 2 hours per week. Prerequisite: AGED 1001 and, AGED 1012. Instructor travel fee is \$100.

c.

*acceptance into Stage 2 of the teaching program
junior standing, and/or instructor's permission*

Upon completion of the course the student will be able to:

- Develop and demonstrate competence in planning instructional programs for agricultural education.
- Apply principles of teaching-learning to the process of planning and conducting classroom and laboratory activities.
- Identify, select, and use appropriate methods and techniques of teaching.
- Develop plans for meeting the needs of diverse student populations to include disadvantaged, gifted and exceptional students.
- Integrate multi cultural information and experiences into the curriculum.
- Integrate global related issues into the curriculum.
- Prepare and use lesson plans.
- Identify and select appropriate instructional materials.
- Appropriately identify, select, prepare, and incorporate the use of technology, multimedia equipment and materials in instruction.
- Appropriately select, arrange, maintain and manage classroom and laboratory facilities.
- Describe procedures for managing the agricultural education classroom and laboratory for maintaining appropriate student behavior.
- Identify methods and techniques related to working with student organizations at the secondary school level.
- Demonstrate knowledge of the FFA , it's application in the agricultural classroom, laboratory and co-curricular activities.
- Demonstrate knowledge of and participation in the professional associations related to the teaching of agriculture at both the state and national levels.
- Demonstrate knowledge of SAE's, their application in the agricultural classroom, laboratory and co-curricular activities.

d.

Research on Theory and Practice
Preparation to Teach Agricultural Students
Techniques in Teaching Agricultural Students
Evaluating Teaching and Learning
Materials and Resources
Program Planning and Evaluation
Program Public Relations
Innovations and Technology in Teaching Agriculture
Mentoring

e.

Video viewing and papers: Three videos will be viewed. A computer generated paper will be submitted along with an oral presentation of the issues involved.

Discuss current issues facing education today and the classroom.

Design and present interest approaches.

Design and submit four complete lesson plans.

Present three complete lessons in class

Design and submit plans and actions to assist learning for all students in the class room.

Address issues, plans and actions to assist students in crisis situations.

Present one complete lesson in the public school setting. (Tentative)

Complete three computer instructional software activities.

Discuss the FFA and its integral part of the agriculture program.

Discuss the SAE and their part of the agriculture program.

Employ the use of technology in the preparation and presentation of assignments to include lessons presented using Power Point.

Communicate and gather information through the Internet and various other electronic sources.

Participate in Mentor program.

Assist in the Spring FFA Career Development Event

Preparation of Professional Notebook

Quizzes and Final exam

f.

A. Primary Required Texts:

Newcomb, L.H., McCracken, J.D. and Warmbrod, J.R. (1993). Methods of Teaching Agricultural

Education. (2nd. ed.) Danville, Illinois: The Interstate Printers and Publishers, Inc.

Phipps, L. J. (1980) Handbook on Agricultural Education in Public Schools. (2nd. ed.) Danville, Illinois: The Interstate Printers and Publishers, Inc.

B. Additional Materials Provided:

A Guide to Local Program For Success, First Edition: National FFA Teachers Services

C. In addition to the textbooks it is strongly recommended that you purchase the following:

5 double sided, double density diskettes, for lesson plans, assignments, etc.
Two, 3", 3-Ring Notebooks

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Molly Brant</i>	10-26-09
Department Head	<i>Molly Brant</i>	10-26-09
Dean	<i>Willy Hooper</i>	10-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Meadows</i>	10/26/09
Vice President for Academic Affairs		

Course Subject: Agricultural Education		Course Number: AGED 4003	
Cross-listed with Subject:		Course Number:	
Official Title (Limited to 30 characters including spaces): Issues in Agriculture			
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other			
Effective Catalog Year: Fall 2010		How frequently will course be offered? Fall and Spring	
Is this course repeatable? Y <input checked="" type="radio"/> N <input type="radio"/> How many times?			
Does this course require a fee? No How much? Type of fee?			

app TEC 11/3/09

☐ Elective ☒ Major ☐ Minor

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

Prerequisites:

AGED 3003, senior standing, and/or instructor's permission

Co-requisites:

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

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

The syllabus is from University of Arkansas's Donna Graham and will be remodeled once a faculty member is hired. The web address of the syllabus was <http://www.uark.edu/depts/aeedhp/courses/aged4003/syllabus4003.html>.

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

No

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

No

How does this proposal support the University Mission?

This is a new course to support the proposed Agricultural Education program.

What assessment information is being used to support this proposal?

This is a new course and a new program so no assessment is in place currently.

How will the effect of the change be monitored?

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

The program addition form explains the survey results and desires for the new curriculum proposed.

If this course will affect other departments, a Departmental Support Form for each affected

department must be attached.

a. AGED 4003 Issues in Agriculture

b. Lecture and discussion on local, regional, national, and international issues related to agricultural policy, ethics, environment, society, and science. Prerequisites: AGED 3003, *Senior standing, and/or instructor's permission.*

c.

Upon successful completion the course, you should be able to:

- A. Identify selected critical issues related to agriculture.
- B. Explore alternative points of view about each issue, i.e., views of various social groups, views of science, views of politics, views of economics.
- C. Formulate hypotheses to address or resolve each issue.
- D. Objectively discuss each issue from the various alternative points of view.
- E. Identify impediments to the resolution of issues.
- F. Prepare and submit detailed written analyses of various points of view for selected issues.
- G. Prepare and make presentations of alternative points of view for selected issues.
- H. Make use of subject-matter experts in collecting data to inform discussions of selected issues.

d.

This course is intended as an integrating experience. You will be expected to apply what you have learned throughout your college experience -- in terms of subject matter knowledge and procedures for applying knowledge -- to problems of practice which are of concern in the field of agriculture or in society in general. You will be challenged to address selected issues, to identify root problems and causes, to analyze and synthesize all available data, and to bring multiple sources of knowledge and skill to bear in making logical inferences toward resolution of the problem. Each student brings to the class a unique body of knowledge represented by his/her major. As such, you will be expected to serve as an "expert" in that and related fields.

Class time will be devoted to introduction of issues, presentation of basic facts about each issue, discussion of the problems inherent in each issue, for limited team activities, and for summary discussions and reports.

A. Small Group Activities:

Throughout the term, the class will identify a series of issues to address. For some issues, the class will be divided into diverse teams of experts to supply alternate solutions of, or recommendations about, a specific problem within the issue. Each team is encouraged to be as creative as possible in seeking and interpreting information toward problem solution.

After a predetermined time for team work toward problem resolution, each team will present a "project brief" or "consulting report" in the form of a paper and an oral presentation. The report will be a team product and contain at least the following parts:

- Abstract
- Overview of issue and important considerations of the issue.
- Identification of specific problems and dilemmas in the issue.
- Identification of the parties involved.
- Clear description of the parties position on the issue, objectives and guiding values or assumptions.
- Presentation of the facts of the issue.
- Alternatives/consequences toward problem resolution.
- Recommendation.

You will assume the role of one of the major players when preparing the project brief. While it is possible to be biased in your opinion, you should still try to include all these aspects in your report.

Each team member will be expected to contribute equally to each report and team responsibilities should be distributed equally among the team members. Each team member will provide an estimate of the contribution by each other team member toward completion of the team project.

Evidence of the use of external research and information will be expected. All resources must be properly cited. While use of Internet resources is encouraged, approximately 50% of resources used and cited must be from the professional literature base related to the issue under study (The "professional literature base" is defined as "refereed" or "peer reviewed" and includes articles of research or, as appropriate, legal briefs).

Grammar and spelling are considered in grades. Always save your work with a back up file. Reports are to be typed.

B. Teamwork and Attendance

You will be expected to participate in daily class sessions and group reports. The class sessions will include presentations of factual information regarding agricultural issues by invited experts and class members. "Round table" discussions of each issue may be held during class time, and each individual student will participate as either a round table panel member or a responsive discussant to the panel for each of the issues. You should consider the quality of your participation, not just "air time." You will notice in the evaluation section there are thirty points available for participation (attendance) and twenty-five points available as discretionary points.

How can you loose these points?

1. You will lose 3 points for every unexcused absence.
2. You will lose up to ten points at my discretion in a given teamwork activity for lack of teamwork or "free-riding."

e.

Team Consulting Reports. 100 points each = 200 points

Individual Memos. 100 points each = 300 points

Team Presentation of Issue. 100 points each = 200 points

References. 5 points each = 75 points

Group Process Essays. 25 points each = 50 points

Attendance. 30 points

Discretionary points. 25 points

Interviews. 30 points

Citation (name, date, job position) = 5 points

Interview (questions asked and summary of responses) = 15 points

Perceptions, Implications = 10 points

Total points possible: 910 points.

f.

- A. Other students as members of teams to address various aspects of each issue.
- B. Popular literature related to each selected issue.
- C. Scientific literature related to each issue.
- D. Subject-matter experts related to each issue.
- E. Case studies selected by course instructor(s).

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Molly Brant</i>	10-26-09
Department Head	<i>Molly Brant</i>	10-26-09
Dean	<i>Willy Hager</i>	10-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Henders</i>	10/26/09
Vice President for Academic Affairs		

Course Subject: Agricultural Education	Course Number: AGED 4013
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Methods in Ag Laboratories	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: Fall 2010	How frequently will course be offered? Fall and Spring
Is this course repeatable? Y <input checked="" type="radio"/> N How many times?	
Does this course require a fee? Yes How much? 50 Type of fee? Course	

Agg TEC 11/3/09

☐ Elective ☒ Major ☐ Minor

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

Prerequisites:

AGME 3003, 3013, and 3023, senior standing, acceptance into stage 2, and/or instructor's permission

Co-requisites:

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

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

The syllabus is from Arkansas State University's Kevin Humphrey and will be remodeled once a faculty member is hired. The web address of the syllabus was <http://www.clt.astate.edu/khumphrey/aged4433syllabus.htm>.

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

The course will require a hands-on laboratory setting that has access to motors, welding, construction, and electricity. The students will be required to create and demonstrate a lesson plan that incorporates student activities in each section. The student will have to carry out the lesson plan on other course students to learn about the pitfalls and concerns that could arise while teaching high school students in the laboratory setting.

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

The course will require a hands-on laboratory setting that has access to motors, welding, construction, and electricity. The students will be required to create and demonstrate a lesson plan that incorporates student activities in each section. The student will have to carry out the lesson plan on other course students to learn about the pitfalls and concerns that could arise while teaching high school students in the laboratory setting.

How does this proposal support the University Mission?

This is a new course to support the proposed Agricultural Education program.

What assessment information is being used to support this proposal?

This is a new course and a new program so no assessment is in place currently

How will the effect of the change be monitored?

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

The program addition form explains the survey results and desires for the new curriculum proposed.

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

a. AGED 4013 Methods in Ag Laboratories

b. Methods and management techniques in all types of agricultural laboratories that may be in a secondary agricultural science program. Emphasis on management of students and facilities, equipment, and materials. Lecture 2 hours, Laboratory 4 hours per week. Prerequisites: AGME 3003, 3013, and 3023. Course fee is \$50.

senior standing, acceptance into Stage 2, and/or instructor's permission. per

c.

Upon completion of this course each student will be able to:

- Develop units of instruction containing lesson plans, demonstration plans, and transparency masters.
- Conduct proper demonstrations in agriculture mechanics.
- Demonstrate the ability to communicate with all students to include students with special needs.
- Demonstrate the maintenance and proper operation of a selected power tool to a large group and develop a demonstration plan.
- Develop high level problem solving activities in agricultural mechanics.
- Develop and present a plan of instruction in a selected area of agricultural mechanics for a small group and a large group setting.
- Discuss, develop and present a plan of instruction to address exceptional students and students with disabilities in the agricultural mechanics lab.
- Develop a list of supplies, materials and equipment necessary to conduct an instructional program in agricultural mechanics.
- Prepare and demonstrate a teaching aid to improve students understanding of a topic in agricultural mechanics.
- Develop a maintenance program for an agricultural mechanics laboratory.
- Develop a comprehensive safety program for an agricultural mechanics program.
- Develop an inventory system using microcomputers for an agricultural mechanics program.
- Integrate appropriate technology such as microcomputers into teaching agricultural mechanics instruction.
- Integrate appropriate mechanical technology into teaching agricultural mechanics instruction.

d.

Overview of course / Introductions

- Learning/teaching theory and principles as it relates to agricultural mechanics. Types of agricultural programs conducted and how LABORATORIES fit within the total program. Issues and Agricultural Mechanics program content (General and AR)
- Planning an agricultural mechanics program: community survey, priority setting, sources of curriculum materials, advisory committees. Inventory records, contests and awards. Materials, grading, housekeeping, and public relations.
- Safety in the laboratory: safety plans, color coding, appropriate clothing, safety equipment, behavior, cleanup, testing
- Developing a demonstration plan: Planning, organizing, evaluating small and large group demonstrations.

Arkansas Ag mechanics program visit (To be determined).
 Computer use in teaching agricultural mechanics
 Arkansas Ag. mechanics program visit (To be determined).
 Small group demonstrations
 Large group demonstration
 FFA Agricultural Mechanics CDE's & Preparation
 Lab Organization and Preparation & Preparation for district contests
 District Agricultural FFA Career Development Events (contests).
 Planning classroom and laboratory facilities.
 Arkansas Ag mechanics program visit (To be determined).
 Managing an agricultural mechanics laboratory. Multi-teacher departments,
 team teaching.
 Teaching and the exceptional student in the lab
 Arkansas Ag mechanics program visit (To be determined)
 Managing self directed projects.
 Developing a budget for an agricultural program.
 Program evaluation and maintenance.

e.

Course Requirements

As a student in this program attendance, participation and input in class is valued and an important part of the teaching-learning environment of the course. If absent from class it is the student's responsibility to acquire the notes and materials that were missed.

1. Workload:

Success in this course depends on a number of issues. One very important issue is the amount of time spent in preparation and study. It is recommended that for every one hour in class, a minimum of two hours should be set aside for study, preparation and planning. With this minimum time frame in mind for your studies, you should do well.

2. Make-up Policy:

If absent from class you must schedule a time with the instructor in which the missed materials can be acquired. An excused absence is required for any missed tests. It is recommended that when possible, make prior arrangements. All assignments are due on their deadlines. Late submissions will result in a reduction of points.

Academic Integrity Expectations:

According to the ASU Student Handbook, ASU enthusiastically promotes integrity and professional ethics among all members of the ASU academic community. Violations of this policy are considered as serious misconduct and may result in disciplinary action and severe penalties. Plagiarism and cheating will not be tolerated. A grade of "F" will be given for either.

3. Assignments

Assignment point values:	Possible Points
Small Group Demonstration (1 @ 100)	100
Large Group Demonstration (1 @ 100)	150
Computer Assignments (2 @ 100)	200
Ag. Mech. Lesson Plans (3 @ 100)	300
Assistance at District Ag. Contest	200
Ag. Mechanics Instructional Rotation Plan	100

Attendance Ag. Program Mech. Labs	
(4 @ 25 pts each.)	100
Quizzes	100
Final Examination	100
TOTAL POSSIBLE POINTS	1350.

f.

Books:

Planning, Organizing and Teaching Agricultural Mechanics, #178, Hobar Publications.

Power Tool Safety, Instructor Packet, #273, Hobar Publications.

Journals: (all issues)

Journal of Agriculture Education. American Association of Agricultural Educators, AAAE

Journal of Agricultural Mechanization, JAM

National Association of Colleges and Teachers of Agriculture, NACTA

Magazines: (all issues)

The Agricultural Education Magazine

Making A difference. An FFA publication

FFA New Horizons. Official Magazine of the National FFA Organization

Professional Newsletters/Publications: (all issues)

News & Views - National Vocational Agriculture Teachers Association, NVATA

Arkansas Agriculture Teachers Association, AVATA

FFA Advisors: Making A Difference, Teaching - Leading - Learning

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Molly Grant</i>	10-26-09
Department Head	<i>Molly Grant</i>	10-26-09
Dean	<i>Willy Hager</i>	10-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Leach</i>	10/26/09
Vice President for Academic Affairs		

Course Subject: Agricultural Mechanization	Course Number: AGME 1003
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Basic Ag Mechanization	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: Fall 2010	How frequently will course be offered? Fall and Spring
Is this course repeatable? Y <input checked="" type="radio"/> N How many times?	
Does this course require a fee? Yes How much? \$50 Type of fee? course	

agp TEL 11/3/09

☐ Elective ☒ Major ☐ Minor

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

Prerequisites:

Math 1113

Co-requisites:

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

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

The syllabus is from Arkansas State University's David Agnew and will be remodeled once a faculty member is hired. The web address of the syllabus was
http://www.clt.astate.edu/dagnew/bam/BAM_SYLLABUS_F06_web.htm.

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

The course will require a hands-on laboratory setting that has access to motors, welding, construction, and electricity. The students will be required to create and demonstrate a lesson plan that incorporates student activities in each section. The student will have to carry out the lesson plan on other course students to learn about the pitfalls and concerns that could arise while teaching high school students in the laboratory setting.

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

The course will require a hands-on laboratory setting that has access to motors, welding, construction, and electricity. The students will be required to create and demonstrate a lesson plan that incorporates student activities in each section. The student will have to carry out the lesson plan on other course students to learn about the pitfalls and concerns that could arise while teaching high school students in the laboratory setting.

How does this proposal support the University Mission?

This is a new course to support the proposed Agricultural Education program.

What assessment information is being used to support this proposal?

This is a new course and a new program so no assessment is in place currently.

How will the effect of the change be monitored?

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

The program addition form explains the survey results and desires for the new curriculum proposed.

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

a. AGME 1003 Basic Ag Mechanization

b. Introduction to basic physical concepts important in agricultural technical systems: applied mechanics, power and machinery, management, structure and electrification, and soil and water conservation. Lecture 3 hours per week. Prerequisite: Math 1113. Course fee is \$50.

c. To provide students:

1. With an introduction to agricultural mechanization.
2. With an introduction to the basic principles and processes associated with agricultural mechanics.
3. An opportunity to demonstrate their skills in selected areas of agriculture mechanics.
4. With the basic principles of safety associated with use and operation of common tools in agricultural mechanics.

d.

<u>Date</u>	<u>Topic and Text Reading Assignments</u>
--------------------	--

Aug

22 - Overview of course / introductions

General Lab/Shop Safety (Reference - Text pp. 33-57, and Lab Manual tool safety information)

QUIZ 1, General Lab/Shop Safety

29 - Hand tools - Identification, selection, maintenance, use, and - safety -(Reference - Text pp. 61-73)

QUIZ 2, Hand-Tool Identification (A list of tools is in the Lab manual)

Sept.

5 - Demo of, 1) Portable circular saw, 2) Electric Miter Box Saw, 3) Table Saw 4) Radial Arm Saw 5) Band Saw, 6) Jointer,

7) Drill Press, 8) Portable Drill, (RefBLab manual & text pp. 167-209)

Power Tool Safety Quizzes

12 - Demo of, 9) Oxyacetylene Eq, 10) Arc/MIG Welder, 11) Chop Saw, 12) Metal Band Saw, 13) Portable Grinder, 14) Sabra Saw

(Ref - Lab Manual & text pp. 167-209 & 277-352)

Power Tool Safety Quizzes

19 - Chainsaw Safety and Tractor Safety

QUIZ 3, Tractor Safety

QUIZ 4, Chainsaw Safety

26 - Project Drawing, Bill of Materials: Materials

Selection & Estimation- Intro of topic, (Ref. Text pp. 213-245) (Assignment Sheet in Lab Manual).

ACTIVITY (25 pts) - Estimating Build of Materials

Oct.

3 Identifying, Selecting, Cutting, Fasteners, & Shaping W O O D, Text pp. 99-123

Identifying, Selecting, Cutting, Fasteners, & Shaping M E T A L, Text pp. 135-163

QUIZ 5, Identifying, Selecting, Cutting, Fasteners, & Shaping Wood and Metal,

MEASURING & LAYOUT TOOLS - Text pp 83-96. lab Manual, Assignment sheet will be provided.

RAFTER LAYOUT - Demonstration, Assignment sheet will be provided. Text pp. 576, Lab Manual

QUIZ 6, Measuring Tools and Devices

Activity (25 pts.) - Rafter Layout

10 Introduction to Welding -- Introduction to welding project for the class.

ARC/MIG WELDING-- Equipment Use and Safety, Review and Demonstration of project (Assignment Sheet in Lab Manual) Shielded Metal Arc and Gas Metal Arc Equipment and Safety. (Reference Text pp. 313-351)

ARC/MIG WELDING-- Equip Use & Safety, Review & Demo of project (Assig Sheet in Lab Manual)

OXYACETYLENE WELDING and CUTTING -- Eq Use & Safety, Review & Demo of project -

(Reference: Text pp. 277-285, 286-295, 297-309, and Lab Manual information)

QUIZ 7, Introduction to Welding

17 Review of all Project Activities, Demonstrate Project procedures

TOOL BOX - Review and Demonstration of project (Assig - Sheet in Lab Manual)

TAP & DIE - Intro of topic, Review & Demo of Project - (Assig -Lab Manual. Text pp. 151-157)

ELECTRICITY-- Intro of topic, Review & Demo project (Text pp. 423-445) (Assignment Sheet in Lab Manual)

PLUMBING-- Intro of topic, Review & Demo of project (Text pp. 489-504) (Assignment Sheet in Lab Manual)

QUIZ 8, Project Review

24 Begin Lab Projects (Complete at least one project each class session)

31 Lab Project completion

Nov

7 Lab Project completion

14 Lab Project completion (Plus -- Hydraulics WORKSHEET (Reference--Text pp. 521-535) B Due)

21 Thanks Giving

28 Lab Project completion (Plus -- Small Engines WORKSHEET (Reference--Text pp. 381-403) B Due)

Dec

Final -- as Scheduled

e.

A. Grades will be determined from the following;

1. Activities /Quizzes 25 pts/ea (13, with the low grade being dropped)	300 pts.
2. Lab Assignments (7 major projects)	700 pts.
3. Safety quizzes at 14 @ 25 pts/each (Power tools)	350 pts
4. Final	100 pts.

	1400 pts.

Activities 5 - Rafter Layout, Materials Estimation, Tractor/Trailer Course, Hydraulics, Engines,

Quizzes 8 - General Lab/Shop Safety; Hand-Tool Identification; Tractor Safety; Chainsaw Safety; Identifying, Selecting, Cutting, Fasteners, & Shaping Wood and Metal; Measuring Tools and Devices; Introduction to Welding; Project Review

Safety Eq Quizzes 14 - 1) Portable circular saw, 2) Electric Miter Box Saw, 3) Table Saw 4) Radial Arm Saw 5) Band Saw, 6) Jointer, 7) Drill Press, 8) Portable Drill, 9) Oxyacetylene Eq, 10) Arc/MIG Welder, 11) Chop Saw, 12) Metal Band Saw, 13) Portable Grinder, 14) Sabra Saw

f. **Agricultural Mechanics, Fundamentals & Application.**

By Elmer Cooper.

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Molly Brant</i>	10-26-09
Department Head	<i>Molly Brant</i>	10-26-09
Dean	<i>Willy Heger</i>	10-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Rucho</i>	10/26/09
Vice President for Academic Affairs		

Course Subject: Agricultural Mechanization	Course Number: AGME 3003
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Metals and Welding	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: Fall 2010	How frequently will course be offered? Fall and Spring
Is this course repeatable? Y <input checked="" type="radio"/> N How many times?	
Does this course require a fee? Yes How much? 50 Type of fee? course	

gyp TFC 11/3/09

☐ Elective ☒ Major ☐ Minor

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

Prerequisites:

AGME 1003, junior standing, acceptance into stage 2,
and/or instructor's permission

Co-requisites:

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

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

The syllabus is from Arkansas State University's David Agnew and will be remodeled once a faculty member is hired. The web address of the syllabus was
http://www.clt.astate.edu/Dagnew/welding_not_course/Welding_aged_2453_Outline_06.htm.

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

The course will require a hands-on laboratory setting that has access to welding. The students will be required to create and demonstrate a lesson plan that incorporates student activities in each section. The student will have to carry out the lesson plan on other course students to learn about the pitfalls and concerns that could arise while teaching high school students in the laboratory setting.

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

The course will require a hands-on laboratory setting that has access to welding. The students will be required to create and demonstrate a lesson plan that incorporates student activities in each section. The student will have to carry out the lesson plan on other course students to learn about the pitfalls and concerns that could arise while teaching high school students in the laboratory setting.

How does this proposal support the University Mission?

This is a new course to support the proposed Agricultural Education program.

What assessment information is being used to support this proposal?

This is a new course and a new program so no assessment is in place currently.

How will the effect of the change be monitored?

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

The program addition form explains the survey results and desires for the new curriculum proposed.

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

a. AGME 3003 Metals and Welding

b. An Introduction to agricultural mechanics shop work to include hot and cold metal work, arc welding, and gas welding and cutting. Lecture 2 hours, laboratory 3 hours per week. Course fee is \$50.

Prereqs: ABME 1603, junior standing, acceptance into Stage 2, and/or instructor's permission fee

c. To enable the student to identify the safe and appropriate procedures for using the various methods of welding in the agricultural industry. The course objectives are:

- A. Identify appropriate safety procedures for each of the various methods of welding.
- B. Properly select equipment and supplies for each of the various welding methods.
- C. Demonstrate the appropriate procedures for the maintenance of the various methods of welding and the associated equipment.
- D. Demonstrate the appropriate procedures for using various methods of welding in agricultural situations.

d.

Session # / Date	Topics -- Tentative	Tentative
------------------	---------------------	-----------

1	Introduction to welding - Review syllabus & Safety Equipment needed. Grading procedures. Safety in welding lab. Introductions to the lab, tool & equipment locations, work stations, expectations on clean-up & safety. Lab procedures & tour.	
---	--	--

Explanation of projects & assignment of rotation

2	Principles of oxy-fuel welding, oxy-fuel welding equipment. Preparing for oxyacetylene practice - setting up tanks, regulators, hoses, tip selection, torch step-by-step set-up & shut down. Demonstrations: Oxy-fuel Welding; assignment completion	
---	--	--

3	Metallurgy - Working with metals - metal properties, testing procedures, metal identification. Demonstrations: Oxy-fuel Brazing; assignment completion	
---	--	--

4	Metallurgy continued - The effects of heating & cooling on metal - heat transfer, heat treatment, distortion & other harmful effects, Oxy-fuel & Arc welding designs & defects Demonstrations: Oxy-fuel Cutting; assignment completion	
---	--	--

5	Oxy-fuel welding techniques and practice - forehand, backhand, position welding, weld types, reading welding symbols, Oxy-fuel cutting. Demonstrations: Arc welding; assignment completion	
---	--	--

6	Principles of oxy-fuel Brazing & related equipment. Preparing for oxyacetylene practice - setting up tanks, regulators, hoses, tip selection, torch step-by-step set-up & shut down. Demonstrations: MIG welding; assignment completion	
---	---	--

7	Principles of oxy-fuel Cutting & related equipment. Preparing metal, selection of equipment, appropriate practice, setting up tanks, regulators, hoses, tip selection, torch step-by-step set-up & shut down. Demonstrations: TIG welding; assignment completion	
---	--	--

- 8 Principles of arc welding (SMAW) - electricity basics, equipment, machine selection. Basic shielded-metal arc welding techniques & practice patterns, striking the arc, selecting electrodes.
Demonstrations: Plasmas Cutter; assignment completion
- 9 Continued Assignment/Project completion
- 10 Principles of MIG welding - equipment, machine selection. Basic shielded-metal arc welding techniques & practice patterns, striking the arc. Assignment/Project completion
- 11 Basic MIG welding. Assignment/Project completion
- 12 Basic TIG welding. Assignment/Project completion
- 13 The Plasmas Cutting Process Assignment/Project completion
- 14 Review of principles, completion of projects Assignment/Project completion
- 15 Final-- As scheduled Assignment/Project completion

e.

Activity Points Details

Welding Assignments (<u>35@10</u> pts./each)	350
Activities/quizzes (10@25pts/each)	250
Project(s)	200
Final	100
	900

f. Lab manual required

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal		
Department Head	<i>Molly Brant</i>	10-20-09
Dean	<i>Molly Brant</i>	10-20-09
Teacher Education Council (if applicable)	<i>Willy Hagler</i>	10-29-09
Graduate Council (if applicable)		
Registrar	<i>Jammy Rhodes</i>	10/26/09
Vice President for Academic Affairs		

Course Subject: Agricultural Mechanization	Course Number: AGME 3013
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Ag Structural Systems	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: Fall 2010	How frequently will course be offered? Fall and Spring
Is this course repeatable? Y <input checked="" type="radio"/> N <input type="radio"/> How many times?	
Does this course require a fee? Yes How much? \$50 Type of fee? course	

agp TEC 11/3/09

☐ Elective ☒ Major ☐ Minor

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

Prerequisites:

AGME 1003, junior standing, acceptance into stage 2,
and/or instructor's permission

Co-requisites:

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

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

The syllabus is from Arkansas State University's Kevin Humphrey and will be remodeled once a faculty member is hired. The web address of the syllabus was
<http://www.clt.astate.edu/khumphrey/AgEdStructuresClass/Fall03Syllabus.doc>.

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

The course will require a hands-on laboratory setting that has access to construction. The students will be required to create and demonstrate a lesson plan that incorporates student activities in each section. The student will have to carry out the lesson plan on other course students to learn about the pitfalls and concerns that could arise while teaching high school students in the laboratory setting.

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

The course will require a hands-on laboratory setting that has access to construction. The students will be required to create and demonstrate a lesson plan that incorporates student activities in each section. The student will have to carry out the lesson plan on other course students to learn about the pitfalls and concerns that could arise while teaching high school students in the laboratory setting.

How does this proposal support the University Mission?

This is a new course to support the proposed Agricultural Education program.

What assessment information is being used to support this proposal?

This is a new course and a new program so no assessment is in place currently.

How will the effect of the change be monitored?

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

The program addition form explains the survey results and desires for the new curriculum proposed.

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

a. AGME 3013 Ag Structural Systems

b. Basic carpentry skills associated with the agricultural environment. Focus of instruction in equipment safety and use, building supplies or materials, skills development in framing, roofing, installation of windows, etc. Two hour lecture and two hour laboratory. Prerequisite: AGME 1003, *junior standing*

c.

*Acceptance into Stage II, And for
Instructor's permission, per*

- X To teach the fundamental areas and principles of safety related to agricultural structural systems.
- X To provide students with a broad overview of the basic theories and practices of agricultural structural systems and their applications to include planning and construction of agricultural, commercial and residential structures.
- X To provide students a opportunity to demonstrate their skills in selected structural areas.

d.

Week 1

- X Introduction, Grading Procedures, Projects - (LECT.)
- X Hand Tools - ID, Safety, Use, Selection, Care and Demonstrations - (LAB, rm.134)

Week 2

- X Power Tools - ID, Safety, Use, Selection, Care and Demonstrations - (LAB, rm. 134)
- X **** Safety Tests (Circ. Saw, Miter Saw, Radial Arm Saw, Table Saw, Hand Drill)**

Week 3

- X Selection of Structures and Types

Week 4

- X Material Selection and Division (*****Materials, Selection, and Estimating Problem *****)

Week 5

- X Design, Planning, and Building Codes - (LECT.)
- X Site Selection and Leveling Instruments - (LAB)

Week 6

- X Design, Planning, and Building Codes - (LECT.) (**QUIZ - Building Plans**)
- X Site Selection and Leveling Instruments - (LAB)

Week 7

- X Environmental Issues/Concerns

Week 8

Week 9	X	Footings, Foundations Systems (QUIZ - Site Selection & Leveling)
Week 10	X	Floor Systems
Week 11	X	Walls and Ceiling Systems (QUIZ)
Week 12	X	Walls and Ceiling Systems
Week 13	X	Roof Systems
Week 14	X	Roof Systems (QUIZ)
	X	Exterior Finishing Systems (**DUE: Materials, Selection, and Estimating Problem**)
	X	(QUIZ - Roof Framing, Patterns and Components)
	X	**** THANKSGIVING HOLIDAY, NO CLASS *** (Nov. 24-30, Monday - Sunday)
Week 15		
Week 16	X	Related Topic of Discussion
	X	Related Topic of Discussion

e. Tentative Assignments

Grading Scale

Safety Tests	A - 90%
Topic Quizzes	B - 80%
Materials Estimation Problem	C - 70%
Final Test	D - 60%
Lab activities	F - less than 60%

Tentative Class and Laboratory Activities

1. Tool Safety (hand and power)
2. Proper use of selected tools/equipment
3. Types of Structures and Selection
4. Materials Selection
5. Estimating
6. Building Layout
7. Concrete
8. Form Concrete
9. Floor and Wall Framing

- 10. Roof Framing
- 11. Roof Coverings
- 12. Finishing

f. Lab Manual

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Wally Brant</i>	10-26-09
Department Head	<i>Wally Brant</i>	10-26-09
Dean	<i>Wally Brant</i>	10-26-09
Teacher Education Council (if applicable)	<i>Wally Brant</i>	10-28-09
Graduate Council (if applicable)		
Registrar	<i>Sammy Kuehn</i>	10/26/09
Vice President for Academic Affairs		

Course Subject: Agricultural Mechanization	Course Number: AGME 3023
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Agriculture Power	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: Fall 2010	How frequently will course be offered? Fall and Spring
Is this course repeatable? Y <input checked="" type="radio"/> N <input type="radio"/> How many times?	
Does this course require a fee? Yes How much? \$50 Type of fee? course	

App TEC 11/3/09

☐ Elective ☒ Major ☐ Minor

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

Prerequisites:

AGME 1003, junior standing, acceptance into stage 2,
and/or instructor's permission

Co-requisites:

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

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

The syllabus is from Arkansas State University's Kevin Humphrey and will be remodeled once a faculty member is hired. The web address of the syllabus was
<http://www.clt.astate.edu/khumphrey/aged%202433syllabus.htm>.

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

The course will require a hands-on laboratory setting that has access to motors and electricity. The students will be required to create and demonstrate a lesson plan that incorporates student activities in each section. The student will have to carry out the lesson plan on other course students to learn about the pitfalls and concerns that could arise while teaching high school students in the laboratory setting.

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

The course will require a hands-on laboratory setting that has access to motors and electricity. The students will be required to create and demonstrate a lesson plan that incorporates student activities in each section. The student will have to carry out the lesson plan on other course students to learn about the pitfalls and concerns that could arise while teaching high school students in the laboratory setting.

How does this proposal support the University Mission?

This is a new course to support the proposed Agricultural Education program.

What assessment information is being used to support this proposal?

This is a new course and a new program so no assessment is in place currently.

How will the effect of the change be monitored?
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. The program addition form explains the survey results and desires for the new curriculum proposed.
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

a. AGME 3023 Agriculture Power

b. Agriculture power includes electricity and internal combustion engines. Electricity includes systems, devices, motors, installation, and service. Internal combustion power includes small engine repair and maintenance. Prerequisite: AGME 1003. Course fee is \$50.

c.

*^
junior standing, acceptance into Stage II,
and/or instructor's permission. per*

The course is divided into two sections: (1) Electricity and (2) Small Gasoline Engines.

Section one covers information designed to give students a basic understanding of electricity as applied in the agricultural, residential, and commercial settings.

Section two covers information designed to give students the fundamentals of operation, servicing and repair of small gasoline engines and applications in an agricultural enterprise.

d.

Section I: Electricity

Unit I: Fundamentals of Electrical Energy

- Explain the theory of electron current
- Define and explain the difference between direct and alternating current
- Explain electromagnetic induction
- Explain transmission of electric power
- Define basic electrical terms
- Discuss electrical codes

Unit II: Electrical Components

- List and describe electrical circuit components
- Discuss the sizing system for conductors
- Compute voltage drop

Unit III: Electrical Circuit Theory

- Explain Ohm's law
- Apply Ohm's law to resistance, voltage and current
- Analyze various types of wiring circuits

Unit IV: Tools For The Job

- Identify tools commonly used for electrical work
- Select tools for specific jobs
- Discuss tool care and maintenance

Unit V: Electrical Safety and Grounding

- List and describe steps to insure safe working conditions related to electricity.
- Describe techniques to eliminate the threat of electrical shock
- Describe first-aid required with electric shock
- Explain ways to properly ground electrical equipment
- Describe the operation of GFCIs and their use

Unit VI: Wiring Systems

- List the different conductor systems used in residential and light commercial wiring.
- Explain NEC requirements for conduit fill.
- Use National Electrical Code tables to find allowable fill percentages.

Use the code book to find requirements for installation of different conductor systems.

Unit VII: ID and installation of Boxes, fittings, conductors and devices

List types of enclosures used in electrical wiring

Describe each types use

Describe connecting methods

Rough in a basic circuit

Demonstrate proper box installation

Demonstrate correct wire pulling techniques

Correctly cut and strip wire

Properly prepare conductors for connection

Correctly wire electrical devices

Properly ground a receptacle

Split wire a receptacle

Mount fixtures

Unit VIII: Branch Circuits and Service Entrance

Define Branch Circuit

Name Types and Purposes of branch circuits

List minimum NEC regulations for each type of circuit

Calculate circuit loads

List components of the service entrance

Explain the purpose of the step down transformer and indicate its use

Calculate the size of service entrance needed based on the power needs of the dwelling

Select proper conductors and components for the service entrance

Section II. Small Gasoline Engines:

Unit I: Safety and Small Gas Engines

Explain why a clean, well organized shop is extremely important.

List several dangers associated with working in a small engine shop.

Explain the importance of maintaining and using tools properly.

Describe methods for minimizing the risks involved in working with small engines.

Explain the function of OSHA

Unit II: Engine Construction and Principles of Operation

Explain the qualities of gasoline that make it an efficient fuel for small engines

Explain why gasoline is atomized in the small engine

Identify the basic components of a small engine and describe the function of each part

Unit III: Two Cycle, Four Cycle, and Rotary Engines

Describe the four stroke engine operation and explain the purpose of each stroke

Explain the concept of valve timing

Compare the lubrication system in a four cycle engine to that of a two cycle system.

Describe the two-stroke cycle engine operation and explain the principles of two cycle operation

List advantages and disadvantages of the two and four cycle engines

Unit IV: Fuel Systems

Name various fuel types that can be used in a small engine.

Explain the importance of proper fuel-oil mixture in a two cycle

Describe the purpose of the fuel filter

Explain fuel pump operation

Describe the operation of a pressurized fuel system

Unit V: Carburetion

List and explain the principles of carburetion

Identify three types of carburetors
List basic functions of a governor
Adjust and maintain common governors
Describe the purpose of an air cleaner

Unit VI: Ignition Systems

List the primary purpose of the ignition system
Identify the components in a typical magneto system and describe the function of each part
Describe the operation of a battery ignition system
List the advantages of a solid state ignition system

Unit VII: Engine Lubrication

Define friction and explain how it affects internal engine components
List the functions of lubricating systems
Explain the operation of enjection pumps, barrel pumps, and positive displacement pumps

Unit VIII: Engine Cooling

Explain how air cooling, exhaust cooling, and water cooling work to lower engine operating temperatures
Define the basic function of a water pump and give examples of several common
Explain the function of a thermostat and a radiator

Unit IX: Measuring Engine Performance

Define engine performance
Define and compute bore, stroke, displacement, compression ratio, force, work, power, energy, and horsepower.
Differentiate between the various types of horsepower.
Explain the function of the prony brake and a dynamometer.
Define and calculate torque
Explain volumetric efficiency, practical efficiency, mechanical efficiency, and thermal efficiency.

Unit X: Tools and Measuring Instruments

Explain why quality tools and measuring instruments should be used when servicing small engines.
Summarize the reasons that small engine components must be measured carefully.
Demonstrate several common measuring techniques.
Use common hand tools properly.

Unit XI: Trouble Shooting, Service and Maintenance

Describe systematic troubleshooting.
Use manufacturer's service manuals to determine engine specifications and explain why this information is necessary when servicing a small engine.
Perform a complete small gas engine break down.
Perform preventative maintenance on various engine systems, including the crankcase breather, air cleaner and muffler
Identify all engine components
Perform a complete small gas engine rebuild.

e.

A. Grades will be determined from the following;

1. Workbook Handout Exercises
2. Quizzes

3. Lab Assignments
4. FFA Career Development Event
5. Final Exam

f.

1. Holzman, Harvey N. (Current edition). Modern Residential Wiring, Goodheart and Wilcox.
2. Roth, Alfred C. (Current edition). Small gas engines: Fundamentals, service, troubleshooting, repair. Goodheart and Wilcox.
3. Roth, Alfred C. (Current edition). Small gas engines: Fundamentals, service, troubleshooting, repair workbook. Goodheart and Wilcox.

Arkansas Tech University
REQUEST FOR NEW PROGRAM
(Addition of New Major, Option, or Minor)

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	Molly Brant	10-26-09
Department Head	Molly Brant	10-26-09
Dean	Wally Haffer	10-28-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Jammy Rhodes	10/28/09
Vice President for Academic Affairs		

Program Title:	CIP Code:
Agriculture Education	13.1301
Contact Person: Name Molly Brant, Eldon Clary Institution Name Agriculture Education, College of Education Address 123 Dean Hall, Crabaugh Building E-mail Address mbrant@atu.edu , eclary@atu.edu Phone Number 968-0251, 968-0418	Proposed Date: May 2010
<p>Program Summary: (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information)</p> <p>The program will teach students how to teach agriculture education in the middle and secondary schools. The degree will be offered in cooperation between Agriculture and Education. There will need to be nine courses added for the 125 hour degree. There are six existing Agriculture courses and six existing Secondary Education courses needed for the degree plus 54 hours of other department's existing courses that will be required. We will need two new Agriculture Education professors and a</p>	

app TEC 11/3/09

new shop to hold the welding, machines, electricity, and construction labs. Each faculty addition will cost around \$50,000 for a nine- month contract or \$65,000 for a 12-month position. The shop and shop equipment will cost around \$750,000 for all the welders, the new building, the practice machines, electricity boards and circuits, construction supplies, and tools. The purpose is to provide the students the ability to be exposed and have training in the various areas of agriculture that they may need for future middle or secondary level student instruction.

List existing degree programs that support the proposed program:

Agriculture Business and Secondary Education

Need for the Program: (Survey data on student interest in the program (numbers not percentages), job availability, corporate demands, and employment/wage projections). Focus mostly on state needs. As an attachment, include letters of support from organizations and businesses that can speak to number of job vacancies, whether the degree will provide opportunities for job advancement, increase in wages based on additional education, etc.)

19 out of 20 current Agriculture Business students would switch to an Agriculture Education degree. 61 out of the 69 current Agriculture Education instructors indicated they would like an Agriculture Education degree offered at Arkansas Tech University. 51 out of 67 responding instructors indicated that they had between 1 and 5 current high school seniors that would be interested in attending ATU for the Agriculture Education degree. One instructor indicated they had 16 to 20 students that would probably attend ATU in this program while six instructors indicated they had between 6 and 10 students interested in attending ATU in Agriculture Education. Looking at the low side of each of those ranges, calculations indicated there is 103 current Arkansas seniors that the instructors indicated would probably attend ATU in the 2010-2011 school year. In terms of interest in the program, 40 instructors indicated 1-5 students, 8 indicated 9-10 students, 6 indicated 11-15, 4 indicated 16-20, and 5 indicated more than 20 for a low range estimation of 318 students interested in learning more about an Agriculture Education degree at Arkansas Tech University. After speaking with Bart Draper, who is Program Advisor/ State FFA Executive Secretary for Arkansas, I learned that there are 275 Agricultural Education instructor positions in the state of Arkansas with 10 to 15 positions opening yearly at a \$25,000 to \$30,000 range. The state currently has a couple of schools (Arkansas State University, University of Arkansas, and Southern Arkansas University) offering an Agricultural Education degree, but none are located in the central part of Arkansas.

The letters will be coming this week.

Curriculum Outline by Semester

Attachment showing matrix for both semester starts.

Total number of Semester Hours Required for Graduation:

125

Courses currently offered via distance technology:

List New Courses (Please attach New Course Proposals):

AGED 1001 Orientation to Agricultural Education

AGED 1012 Agricultural Youth Organizations

AGED 3003 Methods in Agricultural Education

AGED 4003 Issues in Agriculture

AGED 4013 Methods in Agricultural Laboratories

AGME 1003 ~~Fundamentals of Agricultural Systems Technology~~ *Basic Agricultural Mechanization*

AGME 3003 Metals and Welding

AGME 3013 ~~Construction and Building Technology~~ *Agricultural Structural Systems*

AGME 3023 ~~Agriculture Machines and Power~~ *Agriculture Power*

Identify General Education Courses, Core Courses, and Major Courses:

General Education course

ENGL 1013, BIOL 1014, MATH 1113, ENGL 1023, 2 hours of Physical Education, 12 hours of social sciences, CHEM 114, 3 hours of Humanities, and 3 hours of Fine Arts/Humanities.

Core Courses

COMS 1003, SPH 2003, SEED 2002, MATH 2163, PHYS 2014/BIOL 3054, SEED 3552, SEED 4052, SEED 3702, CHEM 2204, SEED 4556, SEED 4503, and SEED 4909.

Major Courses

AGBU 1013, AGED 1001, AGED 1012, AGME 1003, AGPS 1014, AGAS 1014, AGSS 2014, AGED 3003, AGAS 2083, AGME 3003, AGME 3013, AGME 3023, AGBU 4003, AGED 4003, and AGED 4013.

Program Admission Requirements:

Pass Praxis I after taking SEED 2002 to get into Stage 2 of the program and have 2.5 GPA in major courses along with nothing less than a "C" in major or education classes. Apply for stage 2. If accepted, take courses and then apply for internship. Must pass the content knowledge, and test part of the Praxis II before going into internship or student teaching. Complete internship and student teaching. Will graduate with license as long as the student has completed all courses with a 2.5 GPA and nothing less than a "C" in major or education courses.

Provide information on how this program supports the University Mission. List Specific Learning Outcomes and Assessments for the program:

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

In the Agriculture Department, there are five teachers contributing to the proposed program. Molly Brant received her PhD from Kansas State University in 2005 and has taught since Fall 2005. Randy Renfro received his MS from University of Arkansas in 1983 and has taught since Fall 1993. Alvin Williams received his DVM in 1981 and has taught since Spring 2009. Mike Fairbanks has a PhD from University of Arkansas in 2002 and has taught since Fall 2007. Jim Collins obtained his PhD from

Louisiana State University in 1982 and has taught since Fall 1983.

In the Education Department, there are seven teachers contributing to the proposed program. Eldon Clary received his EdD in 1968 from North Texas State University and has been teaching at ATU since 1967. Patricia Roach has a PhD from the University of Missouri-Columbia in 1981 and started teaching at ATU in 1989. V. Carol Smith got a PhD from the University of Arizona in 1986 and has been teaching at ATU since 2004. Connie Zimmer received her MSLS from Western Kentucky University in 1975 and has taught at ATU since 1990. Sid Womack has a PhD from Texas A&M University in 1979 and has taught at ATU since 1986. Tim Carter has his PhD from the University of Georgia in 1998 and has been teaching at ATU since 1998. Rebecca Callaway has her EdD from Louisiana Tech University in 2004 and has been at ATU since 2006.

Total number of faculty required (existing and new)

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

The Agriculture department has five existing faculty members and is requesting two new members. The two new members will hopefully be hired and teaching by Fall 2010. The new faculty will hold PhD's in Agricultural Education and/or the highest degree/certification in their area of expertise. The Secondary Education department has seven existing faculty members and is not requesting any new members to assist in this program.

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

Description of Resources

Current Library and instructional facilities

The ATU farm, greenhouses, and class rooms will be used to support the Agricultural Education program.

New Resources Required (include costs and acquisition plan):

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

Include:

New administrative costs: None are anticipated

New faculty: 2 fulltime faculty members @ \$58,000 average and 2 adjunct faculty members @ \$600 per credit hour

New library resources and costs: None are anticipated

New/renovated facilities and costs: The shop to house the welding, mechanics, construction, and power will cost around \$750,000 for all equipment and building. The program will need classroom space, but we hope to have enough classrooms to be able to accommodate.

New instructional equipment and costs: The shop and classrooms discussed above should be the Distance delivery costs: None are anticipated

Other new costs: None are anticipated

Fall Start

Freshman		
Fall	Hours Spring	Hours
ENGL 1013	3 ENGL 1023	3
BIOL 1014	4 COMS 1003	3
MATH 1113	3 PHYSICAL ACTIVITY	1
AGBU 1013	3 AGPS 1014	4
AGED 1001	1 SOCIAL SCIENCES *	3
AGED 1012	2 SOCIAL SCIENCES *	3
	16	17

Junior		
Fall	Hours Spring	Hours
HUMANITIES**	3 PHYSICAL ACTIVITY	1
SEED 3552	2 SEED 3702	2
AGED 3003	3 CHEM 2204	4
SEED 4052	2 AGME 3013	3
AGAS 2083	3 AGME 3023	3
AGME 3003	3 SOCIAL SCIENCES *	3
	16	16

TOTAL HOURS **125**

*Hist 2013/2023 or Pols 2003, PSY 2003, and 2 other classes

**ENGL 2003

Sophomore		
Fall	Hours Spring	Hours
SPH 2003	3 AGME 1003	3
CHEM 1114	4 FINE ARTS	3
SEED 2002	2 AGSS 2014	4
AGAS 1014	4 PHYS 2014/BIOL 3054	4
MATH 2163	3 SOCIAL SCIENCES *	3
	16	17

Senior		
Fall	Hours Spring	Hours
SEED 4556	6 SEED 4503	3
AGBU 4003	3 SEED 4909	9
AGED 4003	3	
AGED 4013	3	
	15	12

Spring Start

Freshman		
Spring	Hours Fall	Hours
ENGL 1013	3 ENGL 1023	3
COMS 1003	3 BIOL 1014	4
PHYSICAL ACTIVITY	1 MATH 1113	3
CHEM 1114	4 AGBU 1013	3
SOCIAL SCIENCES *	3 SOCIAL SCIENCES *	3
AGED 1001	1	
AGED 1012	2	
	17	16

Junior		
Spring	Hours Fall	Hours
PHYSICAL ACTIVITY	1 HUMANITIES**	3
SEED 3702	2 SEED 3552	2
CHEM 2204	4 AGBU 4003	3
AGME 3013	3 SEED 4052	2
AGME 3023	3 AGAS 2083	3
SOCIAL SCIENCES *	3 AGME 3003	3
	16	16

TOTAL HOURS 125

Sophomore		
Spring	Hours Fall	Hours
AGME 1003	3 SPH 2003	3
FINE ARTS	3 SEED 2002	2
AGSS 2014	4 AGAS 1014	4
AGPS 1014	4 PHYS 2014/BIOL 3054	4
SOCIAL SCIENCES *	3 MATH 2163	3
	17	16

Senior		
Spring	Hours Fall	Hours
SEED 4556	6 SEED 4503	3
AGED 3003	3 SEED 4909	9
AGED 4003	3	
AGED 4013	3	
	15	12

*Hist 2013/2023 or Pols 2003, PSY 2003, and 2 other classes

**ENGL 2003

Current Agriculture Instructor Survey Results

What county are you located?

Other	0	0.00%
Arkansas	0	0.00%
Ashley	0	0.00%
Baxter	0	0.00%
Benton	4	5.88%
Boone	2	2.94%
Bradley	0	0.00%
Calhoun	0	0.00%
Carroll	2	2.94%
Chicot	0	0.00%
Clark	0	0.00%
Clay	1	1.47%
Cleburne	2	2.94%
Cleveland	0	0.00%
Columbia	1	1.47%
Conway	2	2.94%
Craighead	2	2.94%
Crawford	1	1.47%
Crittenden	0	0.00%
Cross	0	0.00%
Dallas	0	0.00%
Desha	1	1.47%
Drew	0	0.00%
Faulkner	4	5.88%
Franklin	2	2.94%
Fulton	1	1.47%
Garland	0	0.00%
Grant	1	1.47%
Greene	0	0.00%
Hempstead	0	0.00%
Hot Spring	1	1.47%
Howard	0	0.00%
Independence	2	2.94%
Izard	1	1.47%
Jackson	1	1.47%
Jefferson	0	0.00%
Johnson	1	1.47%
Lafayette	1	1.47%
Lawrence	1	1.47%
Lee	0	0.00%
Lincoln	0	0.00%
Little River	2	2.94%
Logan	2	2.94%
Lonoke	1	1.47%
Madison	1	1.47%
Marion	1	1.47%
Miller	1	1.47%
Mississippi	2	2.94%
Monroe	0	0.00%

Montgomery	0	0.00%
Nevada	1	1.47%
Newton	1	1.47%
Ouachita	0	0.00%
Perry	0	0.00%
Phillips	1	1.47%
Pike	0	0.00%
Poinsett	0	0.00%
Polk	0	0.00%
Pope	2	2.94%
Prairie	1	1.47%
Pulaski	0	0.00%
Randolph	1	1.47%
St. Francis	0	0.00%
Saline	0	0.00%
Scott	1	1.47%
Searcy	2	2.94%
Sebastian	2	2.94%
Sevier	1	1.47%
Sharp	1	1.47%
Stone	1	1.47%
Union	1	1.47%
Van Buren	2	2.94%
Washington	0	0.00%
White	6	8.82%
Woodruff	0	0.00%
Yell	0	0.00%
Total	68	
Mean	40.18	
Standard Dev.	22.97	
Variance	527.85	

Q2		
How many students are in your program?		
<50	3	4.69%
51-100	22	34.38%
101-150	21	32.81%
151-200	9	14.06%
201-250	2	3.13%
251-300	1	1.56%
>301	6	9.38%
Total	64	
Mean	3.19	
Standard Dev.	1.56	
Variance	2.44	

Q11

How many students do you have in your program for the 2009-2010 school year?

Freshman

None	2	2.94%
1-10	1	1.47%
11-20	11	16.18%
21-30	14	20.59%
31-40	11	16.18%
41-50	13	19.12%
>50	16	23.53%
Total	68	

Mean	4.97
Standard Dev.	1.62
Variance	2.63

Sophomore

None	0	0.00%
1-10	6	8.82%
11-20	14	20.59%
21-30	19	27.94%
31-40	10	14.71%
41-50	7	10.29%
>50	12	17.65%
Total	68	

Mean	4.50
Standard Dev.	1.58
Variance	2.49

Junior

None	0	0.00%
1-10	6	8.82%
11-20	14	20.59%
21-30	25	36.76%
31-40	9	13.24%
41-50	4	5.88%
>50	10	14.71%
Total	68	

Mean	4.31
Standard Dev.	1.48
Variance	2.19

Senior

None	0	0.00%
1-10	10	14.71%
11-20	23	33.82%
21-30	9	13.24%
31-40	11	16.18%
41-50	5	7.35%
>50	10	14.71%
Total	68	
Mean	4.12	
Standard Dev.	1.65	
Variance	2.73	

Q3

Would you be interested in an Agriculture Education program at Arkansas Tech University?

Yes	61	88.41%
No	8	11.59%
Total	69	
Mean	1.12	
Standard Dev.	0.32	
Variance	0.10	

Q12

What degree would be best to offer at Arkansas Tech University?

Doesn't matter	17	24.64%
Agriculture Education by itself	23	33.33%
Agriculture Education and Agriculture Busin	29	42.03%
Total	69	
Mean	2.17	
Standard Dev.	0.80	
Variance	0.65	

Q4

How many 2009-2010 seniors do you think would attend Arkansas Tech University in Agriculture Education from your program

None	9	13.43%
1-5	51	76.12%
6-10	6	8.96%
11-15	0	0.00%
16-20	1	1.49%
>20	0	0.00%
Total	67	

Mean	2.00
Standard Dev.	0.60
Variance	0.36

Q4-C4

How many 2009-2010 seniors do you think would be interested in learning about an Agriculture Education at Arkansas Tech

None	6	8.70%
1-5	40	57.97%
6-10	8	11.59%
11-15	6	8.70%
16-20	4	5.80%
>20	5	7.25%
Total	69	

Mean	2.67
Standard Dev.	1.35
Variance	1.81

Q6

Would you be interested in hosting a student teacher at your program for their student teaching experience?

Yes	57	83.82%
No	11	16.18%
Total	68	

Mean	1.16
Standard Dev.	0.37
Variance	0.14

Q8

How many student teachers would you be willing to host during a semester for training and mentoring purposes?

One	48	84.21%
Two	9	15.79%
Total	57	

Mean	1.16
Standard Dev.	0.37
Variance	0.14

Q7

How many years have you been teaching? (Not at this program, but during your entire career.)

>1 (in first year of teaching)	1	1.45%
2-5	13	18.84%
6-10	12	17.39%
11-15	10	14.49%
16-20	10	14.49%
>20	23	33.33%
Total	69	
Mean	4.22	
Standard Dev.	1.59	
Variance	2.53	

Q9

What areas of specialization would be beneficial for students to be able to choose from while completing their Agriculture Edu

Doesn't matter	2	0.65%
Agriculture Mechanics	65	20.97%
Animal Science	61	19.68%
Agriculture Business	43	13.87%
Horticulture	50	16.13%
Land/Forestry	40	12.90%
Parliamentary and Speaking Development	45	14.52%
Other	4	1.29%
Total	310	

Mean	4.27
Standard Dev.	1.79
Variance	3.22

Other Option [Other]

Floriculture
natural resources
Food Science
FFA

Q9-C9

What areas of specialization do you believe students would enjoy the most while completing their Agriculture Education degree

Doesn't matter	7	3.14%
Agriculture Mechanics	57	25.56%
Animal Science	52	23.32%
Agriculture Business	19	8.52%
Horticulture	36	16.14%
Land/Forestry	24	10.76%
Parliamentary and Speaking Development	24	10.76%
Other	4	1.79%
Total	223	

Mean	3.93
Standard Dev.	1.84
Variance	3.40

Other Option [Other]

Floriculture
All the above.
natural resources
Career Development Event Classes

Current ATU Agribusiness Student Survey Results

Q2

What state did you complete your last year of high school education?

Arkansas	31	96.88%
Oklahoma	0	0.00%
Missouri	0	0.00%
Texas	0	0.00%
Louisiana	0	0.00%
Tennessee	0	0.00%
Mississippi	0	0.00%
Other	1	3.13%
Total	32	

Mean	1.22
Standard Dev.	1.24
Variance	1.53

Other Option [Other]**Q1**

What county did you complete your last year of high school education?

Arkansas	0	0.00%
Ashley	0	0.00%
Baxter	0	0.00%
Benton	0	0.00%
Boone	0	0.00%
Bradley	0	0.00%
Calhoun	0	0.00%
Carroll	1	3.70%
Chicot	0	0.00%
Clark	0	0.00%
Clay	0	0.00%
Cleburne	2	7.41%
Cleveland	0	0.00%
Columbia	0	0.00%
Conway	0	0.00%
Craighead	0	0.00%
Crawford	1	3.70%
Crittenden	0	0.00%
Cross	0	0.00%
Dallas	0	0.00%
Desha	0	0.00%
Drew	0	0.00%
Faulkner	1	3.70%
Franklin	0	0.00%
Fulton	0	0.00%
Garland	0	0.00%
Grant	0	0.00%
Greene	0	0.00%
Hempstead	0	0.00%

Hot Spring	0	0.00%
Howard	0	0.00%
Independence	0	0.00%
Izard	0	0.00%
Jackson	0	0.00%
Jefferson	0	0.00%
Johnson	0	0.00%
Lafayette	0	0.00%
Lawrence	0	0.00%
Lee	0	0.00%
Lincoln	0	0.00%
Little River	0	0.00%
Logan	1	3.70%
Lonoke	0	0.00%
Madison	1	3.70%
Marion	0	0.00%
Miller	0	0.00%
Mississippi	0	0.00%
Monroe	0	0.00%
Montgomery	1	3.70%
Nevada	0	0.00%
Newton	3	11.11%
Ouachita	0	0.00%
Perry	0	0.00%
Phillips	1	3.70%
Pike	0	0.00%
Poinsett	0	0.00%
Polk	1	3.70%
Pope	6	22.22%
Prairie	0	0.00%
Pulaski	0	0.00%
Randolph	0	0.00%
St. Francis	0	0.00%
Saline	1	3.70%
Scott	0	0.00%
Searcy	1	3.70%
Sebastian	1	3.70%
Sevier	0	0.00%
Sharp	0	0.00%
Stone	1	3.70%
Union	0	0.00%
Van Buren	0	0.00%
Washington	1	3.70%
White	0	0.00%
Woodruff	0	0.00%
Yell	3	11.11%
Total	27	
Mean	51.07	
Standard Dev.	19.96	
Variance	398.53	

Q3

Would you switch to an Agriculture Education program if it were offered at Arkansas Tech University?

Yes	19	65.52%
No	10	34.48%
Total	29	

Mean	1.34
Standard Dev.	0.48
Variance	0.23

Q4

What ranking/classification do you currently hold?

Freshman	8	40.00%
Sophomore	2	10.00%
Junior	6	30.00%
Senior	4	20.00%
Total	20	

Mean	2.30
Standard Dev.	1.22
Variance	1.48

Q5

What would you prefer as a major option?

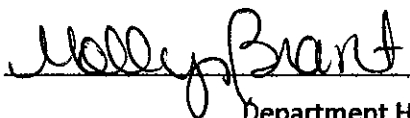
Doesn't matter	6	20.00%
Agriculture Education only	6	20.00%
Agriculture Education and Agriculture Busin	18	60.00%
Total	30	

Mean	2.40
Standard Dev.	0.81
Variance	0.66

CURRICULUM CHECKLIST FOR EDITING CURRICULAR PROPOSALS

1. The course number should be checked against the current printed catalog or Banner catalog to see if the course number is currently being used. Re-using the course number should be avoided. Contact the Registrar's Office for additional information, if needed.
2. The course number selected should be appropriate for the course. The level of the course and the sequencing of the course should be considered.
3. Pre/co-requisites in the course description should be verified as correct by checking the current catalog or Banner catalog.
4. 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.
5. General Education requirements should be checked carefully to ensure compliance.
6. The number of upper division hours should be checked to ensure that 40 or more are required.
7. 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.
8. If the number of credit hours in a program of study is being increased, a justification should be included in the proposal.
9. If unable to identify coordinating departments that proposed change affects, Academic Affairs can offer assistance in identifying courses.
10. 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.

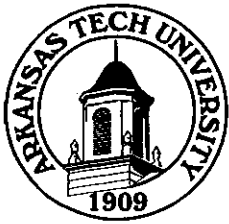
All of the above items have been checked.



Department Head



Date



DEPARTMENT OF ART

Norman Building
203 West Q Street
Russellville, AR 72801-2222

phone: 479-968-0244
fax: 479-498-6002

<http://lfa.atu.edu/art/>

TO: Dr. Thomas DeBlack, Interim Dean
College of Arts and Humanities

FROM: Dr. Cathy Caldwell, Head
Department of Art

RE: Curriculum/Catalog Changes

DATE: September 25, 2009

Please see the attachments concerning the following curriculum and catalog changes which have been approved by the Department of Art:

Course Changes

Art 2503 to upper level course -Art 3403

*Prerequisite of Art 3503 to reflect course change of Art 2503 to Art 3403

Art 4703 requirement for senior project to be required for fine arts majors only, elective for graphics and art education majors. Change removes the requirement for graphics majors.

Art 4273 includes a presentation of work as part of course description for Graphics majors

Change of Art 3253 to a required course from an upper level elective choice.

Program Modifications

*Catalog change: replacement of Art 3403 for Art 2503 in Fine Arts, Art Education major sequence of courses.

Catalog change: deletion of Art 4703 as a required course for Graphics Majors and addition of Art 3253 as a requirement in Graphic Arts sequence of courses.

*** note these changes needs to be forwarded to the Teacher Education Council as it effects Art Education majors**

Arkansas Tech University

REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Mudrinich	<i>David Mudrinich</i>	9/4/09
Department Head	<i>Cathy Caldwell</i>	9/25/09
Dean	<i>Tom DeBlasi</i>	9/25/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gemmy Rudder</i>	10/22/09
Vice President for Academic Affairs		

Course Subject: ART	Course Number: 2503
Cross-listed with Subject:	Course Number:
Official Title - Introduction to Opaque Painting	
Request to change: (check appropriate box) <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010 - 2011	

app TEC 11/3/09

Course Number (Limited to 30 characters including spaces): ART 3403		
Course Description: Introduction to Opaque Painting: The exploration of opaque painting techniques. Traditional oil, acrylic and alkyd will be studied. Studio six hours. \$36 course fee.		
Cross-list: <input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite: Art 1303, 1403, 2403, Sophomore Review or permission of instructor.		
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee: Yes	How much? \$36	Type of Fee? Studio/lab
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change. - Fine Art and Art Education majors currently are required to take Art 2503 or Art 3533, (Watercolor Painting). The requested course number change would equalize the upper level credits earned in this requirement. The majority of the students who have been enrolled in Art 2503 are Juniors and Seniors in class standing.		
If this course will affect other departments a Departmental Support Form for each affected department must be attached.		

Arkansas Tech University

REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Mudrinich	<i>David Mudrinich</i>	9/4/09
Department Head	<i>Cathy Caldwell</i>	9/25/09
Dean	<i>Tom DeBorja</i>	7/25/10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Woods</i>	10/22/09
Vice President for Academic Affairs		

Course Subject: ART	Course Number: 3503
Cross-listed with Subject:	Course Number:
Official Title – Painting Studio I	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010 - 2011	

Course Number (Limited to 30 characters including spaces): ART 3503

Course Description: - A continued study in opaque or transparent painting techniques. Emphasis will be directed toward the economy of conception and performance in the completion of finished works of art. Studio six hours. \$36 course fee.

Cross-list:

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

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

Prerequisite/Co-requisite: - Art 3403 and Sophomore Review

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

Fee: Yes How much? \$36 Type of Fee? Studio/lab

☐ Elective ☒ Major ☐ Minor

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

Please provide a rationale for the change. – New changes to the original prerequisite course number: Art 2503 to Art 3403, requires a catalog update.

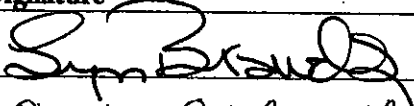


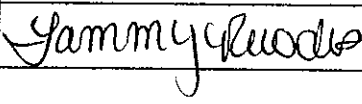
If this course will affect other departments a Departmental Support Form for each affected department must be attached.

Arkansas Tech University

REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: September 18, 2009

Title	Signature	Date
Person Initiating Proposal Lyn Brands		Sept 18, 2009
Department Head Cathy Caldwell		Sept 25, 2009
Dean Tom DeBlack		9/25/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/21/09
Vice President for Academic Affairs		

Course Subject: <div style="text-align: center;">Art</div>	Course Number: <div style="text-align: center;">4243</div>
Cross-listed with Subject:	Course Number:
Official Title <div style="text-align: center;">Professional Portfolio Preparation for Graphic Designers</div>	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other	
Effective Catalog Year: <div style="text-align: center;">2010-11</div>	

Course Number (Limited to 30 characters including spaces):		
4243		
Course Description: The purpose of this course is to prepare the student for entry into the professional world through the development of a resume and the <i>presentation of their work</i> .		
Cross-list: <input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite:		
Grading <input type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:	How much?	Type of Fee?
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change. This change allows for the students to present their work traditionally or electronically.		
If this course will affect other departments a Departmental Support Form for each affected department must be attached.		

Arkansas Tech University

REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: September 18

Title	Signature	Date
Person Initiating Proposal David Mudrinich	<i>David Mudrinich</i>	9/18/09
Department Head	<i>Cathy Goldweil</i>	9/25/09
Dean	<i>Ten DeBlas</i>	9/25/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Kuo</i>	10/21/09
Vice President for Academic Affairs		

Course Subject: Art	Course Number: 4703
Cross-listed with Subject:	Course Number:
Official Title Senior Project and Exhibition	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

Course Number (Limited to 30 characters including spaces): ART 4703

Course Description: **FROM:** Spring. Prerequisite: Junior Review, Sophomore Review. This course is required for all Graphic Design and Fine Arts majors, and elective for Art Education majors.

TO: Spring. Prerequisite: Junior Review, Sophomore Review. This course is required for all Fine Arts majors, and elective for Graphic Design and Art Education majors.

Change is removing Graphic Design majors from a required class to an elective.

Cross-list:

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

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

Prerequisite/Co-requisite: Junior Review, Sophomore Review

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

Fee: How much? Type of Fee?

☐ Elective ☒ Major ☐ Minor

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

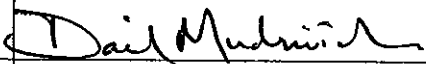
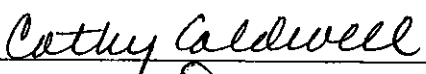
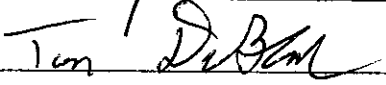
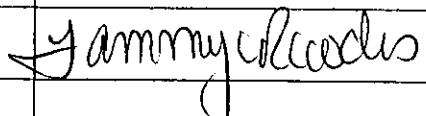
Please provide a rationale for the change. Removes duplication of some course content between Art 4703 and Art 4243-Professional Portfolio Preparation for Graphic Designers. The change will allow course content to concentrate entirely on career areas associated with Fine Art majors.

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

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

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Mudrinich		9/4/09
Department Head		9/25/09
Dean		9/25/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/22/09
Vice President for Academic Affairs		

Program Title: Department of Art – Curriculum in Fine Arts	Effective Date: 2010 – 2011
Detail change in program: - Art 3403 replaces Art 2503 for Suggested Sequence of Courses in Fall semester of Junior year.	
Please provide a rationale for the change. – The course number change of Art 2503 makes that course listing obsolete.	
What impact will the change have on staffing, on other programs and space allocation? - None	
If this course will affect other departments a Departmental Support Form for each affected department must be attached.	

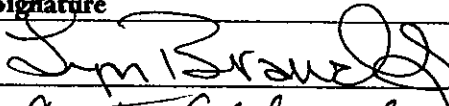

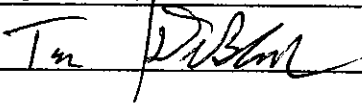
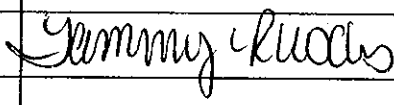
Outline in specific detail how your proposal will alter the program (include course number and title):

Fall Start	
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: ART 3403 or 3533 3 Delete: ART 2503 or 3533 3 Total Hours: 15	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

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

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Lyn Brands		Sept 18, 2009
Department Head Cathy Caldwell		Sept 28, 09
Dean Tom DeBlack		9/25/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/21/09
Vice President for Academic Affairs		

Program Title: Curriculum in Art-Graphic Design	Effective Date: 2010-11
Detail change in program: Add Art 3253 as a required course and delete Art 4703, alter sequence of art courses.	
Please provide a rationale for the change: Graphic Design majors need Art 3253 as a required, as opposed to being an elective, for their professional preparation. Deleting Art 4703 allows for course addition.	
What impact will the change have on staffing, on other programs and space allocation? None	
If this course will affect other departments a Departmental Support Form for each affected department must be attached.	

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

Fall Start	
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: Art 3253 3 Delete: Art Elective⁵ 3 Total Hours: 15	Junior Spring Semester Add/Change: Art Elective⁵ 3 Delete: Art Elective² 3 Total Hours: 15
Senior Fall Semester Add/Change: Delete:	Senior Spring Semester Add/Change: Elective² 9 Delete: Art 4703 3 Elective² 6

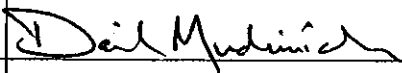
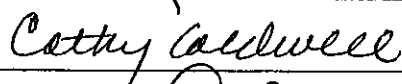
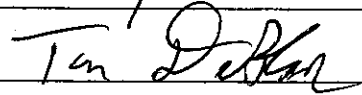
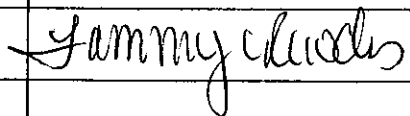
* Add:
⁵ Choose Art 3303 or 4233

Delete
⁵ Choose Art 3253, 3303, or 4233

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

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Mudrinich		9/4/09
Department Head		9/25/09
Dean		9/25/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/21/09
Vice President for Academic Affairs		

Program Title: Department of Art – Curriculum in Art for Teacher Licensure	Effective Date: 2010 – 2011
Detail change in program: - Art 3403 replaces Art 2503 as a course. Place Art 3403 in listing of Suggested Sequence of Courses for Fall semester of Junior year. Move Humanities into Fall of Sophomore year.	
Please provide a rationale for the change. – The course number change of Art 2503 makes that course listing obsolete.	
What impact will the change have on staffing, on other programs and space allocation? - None	
If this course will affect other departments a Departmental Support Form for each affected department must be attached.	

App TEC 11/3/09

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: Humanities 3 Delete: ART 2503 or 3533 3 Total Hours: 18	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: ART 3403 or 3533 3 Delete: Humanities 3 Total Hours: 15	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

Arkansas Tech University
REQUEST FOR COURSE DELETION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. William Schumann	Dr. William Schumann	9/3/09
Department Head Dr. Daniel Martin	Dr. Daniel Martin	9/8/09
Dean Tom DeBlack	Tom DeBlack	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Jammy Woodles	10/2/09
Vice President for Academic Affairs		

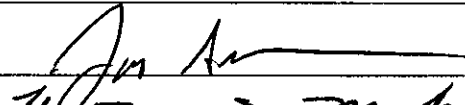
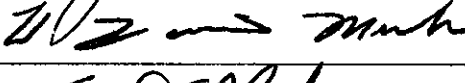

Course Subject: ANTHROPOLOGY ANTH	Course Number: 3233
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: MESOAMERICAN ARCHAEOLOGY	
Effective Catalog Year: 2010-2011	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Provide rationale for the request. NO FACULTY TO TEACH COURSE	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A	

Arkansas Tech University

REQUEST FOR COURSE DELETION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Jason Ulsperger		9/12/09
Department Head Dan Martin		9/29/09
Dean Thomas De Black		9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		



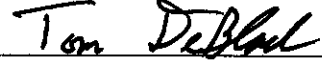
Course Subject: Criminal Justice CJ	Course Number: 2013
Cross-listed with Subject: n/a	Course Number: n/a
Official Title: INTRODUCTION TO SECURITY	
Effective Catalog Year: 2010-2011	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor	
Provide rationale for the request. The course involves information covered in other classes in the criminal justice curriculum. Specifically, Introduction to Criminal Justice (CJ 2003) provides students with an adequate overview of security-based issues. In addition, a former faculty member taught this course. Since his departure three years ago, departmental assessments have shown students no longer have an interest in the course. Removing it makes room in the curriculum for another upper division elective suitable to current faculty member expertise.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. n/a	

Arkansas Tech University

REQUEST FOR COURSE DELETION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dennis Williams		9/12/09
Department Head Dan Martin		9/29/09
Dean Thomas DeBlack		9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

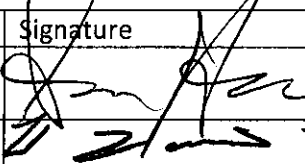
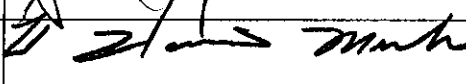
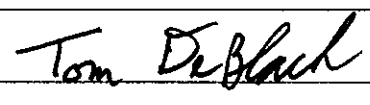
Course Subject: CJ	Course Number: 3063
Cross-listed with Subject: RS If cross-listed, should cross-listing be deleted? Yes	Course Number: 3063
Official Title: Probation and Parole	
Effective Catalog Year: 2010/2011	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) X Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Provide rationale for the request. The information covered in this course overlaps with information covered in other courses such as Prisons and Corrections and the Juvenile Justice system. Therefore, it is more efficient to cover this information in these courses and make the probation and parole course unnecessary.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

Arkansas Tech University

REQUEST FOR COURSE DELETION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

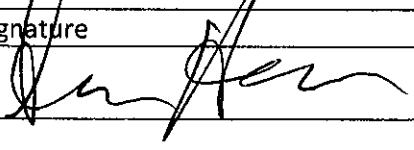


Title	Signature	Date
Person Initiating Proposal Sean Huss		9/2/09
Department Head Dan Martin		9/29/09
Dean Thomas DeBlack		9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Course Subject: Sociology <i>Soc</i>	Course Number: 3003
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Sociology of Complex Organizations	
Effective Catalog Year: 2010-2011	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) X Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Provide rationale for the request. This course duplicates materials now covered in Social Stratification (SOC 4063).	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

Arkansas Tech University
REQUEST FOR COURSE DELETION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Sean Huss		9/2/09
Department Head Dan Martin		9/29/09
Dean Thomas DeBlack		9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Course Subject: Sociology <u>SOC</u>	Course Number: 3053
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Population Problems	
Effective Catalog Year: 2010-2011	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) X Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Provide rationale for the request. The materials offered in this class will be built into the proposed Environment and Society (SOC 3033) class included in these curriculum changes. Population problems will be one of the areas of focus in Environment and Society, along with technology and consumption. In short, Population Problems will duplicate materials in the newly proposed, and more relevant, Environment and Society class.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. n/a	

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Eric Brunne	<i>Eric Brunne</i>	9/4/09
Department Head W. DANIEL MARTIN, Ph.D.	<i>W. Daniel Martin</i>	9/8/09
Dean Tom DeBlack	<i>Tom DeBlack</i>	5/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Lammie Kwole</i>	10/2/09
Vice President for Academic Affairs		

Course Subject: ANTHROPOLOGY ANTH	Course Number: 2103
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): HUMAN ECOLOGY OF THE MOUNTAIN SOUTH Human Ecology Mountain South	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-11	How frequently will course be offered? Bi-annually as needed
Is this course repeatable? Y <input checked="" type="radio"/> N <input type="radio"/> How many times?	
Does this course require a fee? NO How much? Type of fee?	

☒ Elective ☐ Major ☐ Minor

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

Prerequisites:

N/A

Co-requisites:

N/A

Grading

☒ Standard Letter

☐ P/F

☐ Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

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

N/A

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

N/A

How does this proposal support the University Mission?

nurtures scholarly development & exposes students to cultural diversity

What assessment information is being used to support this proposal?

anthropology minor has grown substantially in the past two years
(from zero to 12)

How will the effect of the change be monitored?

will monitor for increase in anthropology minors

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

increasing student demand for anthropology instruction

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

N/A

Anthropology 2103 Human Ecology of the Mountain South

Fall or Spring as needed

Time: TBA

Dr. Eric Bowne (356-2073, ebowne@atu.edu)

Office hours: TBA

Course Description

This course provides students with the knowledge and skills to understand changing human-environment relationships in the mountain South and to apply these understandings to the assessment of and potential solutions to contemporary socio-environmental issues in the area. We will explore the emergence of Mississippian societies, their transformation during prehistoric and early historic eras, the impacts of early European settlements and the regions' incorporation into the global marketplace, development and the growth of tourism and industry in the area, and current social and environmental issues in the mountain South.

Learning Objectives

By the end of the course students should:

- Understand the dynamic human ecology of the mountain South through time
- Understand how the human ecology of the region is connected to larger, national and global socio-cultural and political economic forces
- Be able to apply knowledge of the prehistoric and historic human ecology of the mountain South to an assessment of current socio-environmental issues in the area
- Understand what communities are doing to create a more sustainable human ecology in the region
- Be able to situate themselves and their economic choices within the dynamics of human ecology
- Understand how they can contribute to just and sustainable solutions through service learning, practice oriented approaches and their own economic choices

Readings for Human Ecology of the Mountain South:

Davis, Donald Edward. 2000. *Where There Are Mountains: An Environmental History of the Southern Appalachians*. Athens: University of Georgia Press.

McKibben, Bill. 2007. *Deep Economy: The Wealth of Communities and the Durable Future*. New York: Henry Holt and Company.

Selections from:

Ayers, Harvard. 1998. *An Appalachian Tragedy: Air Pollution and Tree Death in the Eastern Forests of North America*. San Francisco: Sierra Club Books.

Hill, Sarah H. 1997. Weaving New Worlds: Southeastern Cherokee Women and Their Basketry. Chapel Hill: University of North Carolina Press.

Reece, Erik 2006 Lost Mountain: Radical Strip Mining and the Devastation Of Appalachia. New York: Riverhead Books.

Sheppard, Muriel Early. 1935(1991). Cabins in the Laurel. Chapel Hill: University of North Carolina Press.

Silver, Timothy. 2003. Mount Mitchell & the Black Mountains: An Environmental History of the Highest Peaks in Eastern America.

Dawson, Jonathan. 2006. Ecovillages: New Frontiers of Sustainability. Dartington: Green Books.

Dunn, Durwood. 1988. Cades Cove: The Life and Death of a Southern Appalachian Community, 1818-1937. Knoxville: University of Tennessee Press.

Fisher, Stephen L. (ed.). 1993. Fighting Back in Appalachia: Traditions of Resistance and Change. Philadelphia: Temple University Press.

Lockyer, Joshua. 2007. Sustainability and Utopianism: An Ethnography of Cultural Critique in Contemporary Intentional Communities. Ph.D. Dissertation. University of Georgia.

Exams:

You will be required to take two mid-term examinations as well as a final exam. The first exam will be composed of short-answer questions and a map section, and will be held in class. The second mid-term exam and the final exam will be take-home exams. Each of the mid-term exams is worth 100 points. The final exam is also worth 100 points, and is not cumulative. The exams will cover both reading assignments and lecture material.

Article Summaries:

You will be required to write summaries for five articles during the course of the semester. The summaries should be one-to-two pages in length (single-spaced, typed). Summaries should conclude with a paragraph of your thoughts and/or criticisms of the author's conclusions. Information from articles will be included on exams. Articles are available on reserve in the library.

Grades:

Exam one	100
Exam two	100
Final exam	100
Summaries	100
Total	<hr/> 400

Attendance and other course policies:

Attendance is extremely important in this course and will be taken daily. Beginning with the second week of class, each absence beyond three will result in a 1% reduction of your final grade and each absence beyond five will result in a 2% reduction of your final grade. Please note that much of the information you will be required to know for examinations will be presented to you in lecture form. If you miss class your grade will suffer accordingly. If you must be absent from class be sure to obtain any notes you missed from another student.

Academic integrity must be maintained, that is, no forms of cheating/plagiarism will be tolerated. Please see your student handbook if you have questions about the meaning of these terms or the consequences of violating the Student Code of Conduct.

Respect others. Each of us are allowed our own opinions and will be given the chance to express them if we so desire – but only if that expression takes a respectful form. I want an open, relaxed atmosphere in which all of us feel comfortable speaking our minds.

No use of the internet, cell phones, texting, etc. Violation of this policy will result in an unexcused absence for the day.

In all cases please use common sense.

COURSE OUTLINE

- I. HUMAN ECOLOGY OF THE NATIVE SOUTH
- II. COLUMBIAN CONSEQUENCES
- III. HUMAN ECOLOGY OF SCOTS-IRISH COLONISTS
- IV. THE ANTEBELLUM PERIOD IN THE MOUNTAIN SOUTH

EXAM ONE

- V. LUMBER AND MINING
- VI. TVA
- VII. CCC
- VIII. TOURISM
- IX. THE NATIONAL PARK SYSTEM

EXAM TWO

- X. MOUNTAIN TOP REMOVAL MINING
- XI. INDUSTRIAL FOOD SYSTEMS
- XII. CSA
- XIII. APPROPRIATE TECHNOLOGY
- XIV. INTENTIONAL COMMUNITIES

FINAL EXAM

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. William Schumann	Dr. William Schumann	9/3/09
Department Head Dr. Daniel Martin	Dr. Daniel Martin	9/8/09
Dean Tom DeBlack	Tom DeBlack	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Gammy Rhodes	10/2/09
Vice President for Academic Affairs		

Course Subject: ANTH		Course Number: 2303
Cross-listed with Subject:		Course Number:
Official Title (Limited to 30 characters including spaces): GLOBALIZATION		
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other		
Effective Catalog Year: 2010 - 2011	How frequently will course be offered? every other year	
Is this course repeatable? Y / <input checked="" type="radio"/> N How many times?		
Does this course require a fee? NO How much? Type of fee?		

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites:	Co-requisites:
NONE	
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> Course subject, number and title Catalog course description Course goals and/or objectives Course outline Methods of student performance assessment and evaluation Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. N/A	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. N/A	
How does this proposal support the University Mission? NURTURES SCHOLARLY DEVELOPMENT AND EXPOSES STUDENTS TO CULTURAL DIVERSITY	
What assessment information is being used to support this proposal? ANTHROPOLOGY MINOR HAS GROWN FROM ZERO MINORS (FALL 2007) TO OVER A DOZEN (FALL 2009)	
How will the effect of the change be monitored? WILL MONITOR FOR INCREASE IN ANTH. MINORS	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. INCREASING STUDENT DEMAND FOR ANTHROPOLOGY INSTRUCTION	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A	

2303
ANTH-2243-001: Globalization

Dr. William Schumann
TR: 1-2.20; T6-A
Office: Witherspoon 357; Phone: 356-2168
Email: wschumann@atu.edu
Office hours: T: 2:30-3:30; W: 2-5

Course Description:

This course provides an overview of the economic, social, technological, environmental, and ideological impacts of globalization on national communities, with an emphasis on the cultural dynamics of the process. Through class discussions and lectures, readings, and student research, this course will examine the complex implications of globalization on culture change in different national settings.

Course Goals

- Identify the global forces that contribute to culture change with regard to the economies, mobility/movement, and political autonomy of national communities and diverse peoples incorporated within national borders.
- Identify the local cultural responses to globalization—including resistances, assimilations, and alterations—that specify its impacts.
- Identify how globalization contributes to the fluidity of national borders in some senses and the reinforcement of those borders in others.
- Identify how notions of cultural identity have changed under globalization.
- Identify research strategies for analyzing the varied impacts of globalization.

Required Readings (available in the university bookstore):

Lewellen, *The Anthropology of Globalization*, Bergin and Harvey (2002)
Foer, *How Soccer Explains the World: An (Unlikely) Theory of Globalization*, Harper Perennial (2004)
Condry, *Hip-Hop Japan: Rap and the Paths to Cultural Globalization*, Duke UP (2006)
Wilson, *The Intimate Economies of Bangkok*, California UP (2004)

Grading Policies:

1. Test, 20%; covers reading and lecture/discussion material through 2/12.
2. Participation, 10%; you are responsible for bringing 3 discussion questions to class each day, which I will take up at the beginning of each class. (These will also count as my attendance sheet.) I will randomly select discussion questions/topics from the pile each day. Your contributions to class discussions are vital to earning a high letter grade.
3. Term paper, 25%; each student will be required to write a term paper on the impacts of globalization in one country of your choosing. We will discuss the details of papers on 1/29. Papers must be a *minimum* of 12 double-spaced pages in length, *not including* the bibliography. A short description of your paper topic is due 2/7 (No late submissions). Final papers are due 4/29 (No late submissions). You are encouraged to meet with me outside of class throughout the research and writing process to strengthen your work. Students will present their research during the final 3 class meetings.
4. Research bibliography, 10%; the term paper bibliography is due 2/26 (No late submissions). A minimum of 12 non-electronic sources (e.g., books, journal articles, etc.) are due at this time, though your final bibliography may be longer. We will discuss the details of this assignment on

- 1/31, though you can meet with me prior to then if you want to get started early.
5. Research presentation, 10%; students (whether individually or in teams, depending on the size of the class) are required to co-lead one class discussion during the 3/6-4/3 period. You will be asked to add context to our discussion and analysis of the readings in the Foer text. Each student/student group must schedule a meeting with me during the week of 2/11-2/15 to prepare for presentations. Hand-outs must accompany each presentation.
 6. Final exam, 25%; comprehensive, through oriented towards applying the concepts discussed from 2/12 to the remainder of the course readings.

Attendance policy: you are allowed two absences without penalty. Each additional absence will count 3 points (each instance) off your final grade.

I. Overview of Globalization: Lewellen

- 1/15 Course introduction
 1/17 Lewellen 2: Slouching Towards Globalization (pp. 1-28)
- 1/22 Lewellen 3: The Anthropology of Globalization
 1/24 Lewellen 4: Development, Devolution and Discourse
- 1/29 Lewellen Ch 5: Constructing Identity **discussion of student papers/set meeting times*
 1/31 Lewellen Ch 6: People on the Move
- 2/5 Lewellen Ch 7: Transnationalism: Living Across Borders; Ch 8: Diaspora: Yearning for Home
 2/7 Lewellen Ch 9: Refugees: The Anthropology of Forced Migration; (time permitting) Ch 11: Tribal Cultures: No Longer Victims **PAPER TOPICS DUE**
- 2/12 Lewellen Ch 10: Globalization from the Ground Up; Ch 12: Peasants: Survivors in a Global World
 (week of student meetings)

II. Global Economics of Gender: Wilson

- 2/14 Wilson Introduction: Intimate Economies
- 2/19 **TEST ONE: Concepts of Globalization and Anthropological Applications**
 2/21 Wilson Ch 1: From Shophouse to Department Store
- 2/26 Wilson Ch 2: The Economies of Intimacy in the Go-go Bar; **BIBLIOGRAPHIES DUE**
 2/28 Wilson Ch 3: MBK: The Retail Revolution and the Infrastructure of Romance
- 3/4 Wilson Ch 4: The Flexible Citizens of IBC Cable TV

III. Global Identity Politics: Foer

- 3/6 Foer Ch 1: How Soccer Explains the Gangster's Paradise (Topic: Nationalism and Violence)
- 3/11 Foer Ch 2: How Soccer Explains the Pornography of Sects (Topic: Transnationalism)
 3/13 Foer Ch 3: How Soccer Explains the Jewish Question (Topic: Reinventing Identities)
- 3/18 Foer Ch 4 How Soccer Explains the Sentimental Hooligan (Topic: Poverty and Class)
 3/20 Foer Ch 6: How Soccer Explains the Black Carpathians (Topic: Diaspora)

3/25 **Spring Break**

3/27 **Spring Break**

4/1 Foer Ch 8: How Soccer Explains the New Oligarchs (Topic: Transnational Governance and Accountability)

4/3 Foer Ch 9: How Soccer Explains Islam's Hope (Topic: Globalization and Religious Fundamentalism)

IV: Global Consumption: Condry

4/8 Condry Introduction: Hip-Hop, Japan, and Cultural Globalization

4/10 Condry Ch 1: Yellow B-Boys, Black Culture, and the Elvis Effect

4/15 Condry Ch 2: Battling Hip-Hop Samurai

4/17 Condry Ch 4: Rap Fans and Consumer Culture; Ch 7: Making Money, Japan Style

4/22 Condry Conclusion: Lessons of Hip-Hop Globalization

4/24 Student presentations

4/29 Student presentations

PAPERS DUE (No late papers accepted.)

5/1 Student presentations

Final Exam TBA

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <u>Eric Bowne</u>	<u>[Signature]</u>	<u>9/4/09</u>
Department Head <u>W. Danie / MARTIN PhD</u>	<u>[Signature]</u>	<u>9/8/09</u>
Dean <u>Tom DeBlanc</u>	<u>[Signature]</u>	<u>9/8/09</u>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<u>[Signature]</u>	<u>10/2/09</u>
Vice President for Academic Affairs		

Course Subject: <u>ANTHROPOLOGY ANTH</u>	Course Number: <u>3303</u>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <u>SOUTHEASTERN ARCHAEOLOGY</u>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <u>2010 - 11</u>	How frequently will course be offered? <u>EVERY OTHER FALL</u>
Is this course repeatable? Y / <u>(N)</u> How many times?	
Does this course require a fee? <u>NO</u> How much? Type of fee?	

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: N/A	Co-requisites: N/A
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ul style="list-style-type: none"> a. Course subject, number and title b. Catalog course description c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. N/A	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. N/A	
How does this proposal support the University Mission? nurtures scholarly development & exposes students to cultural diversity	
What assessment information is being used to support this proposal? anthropology minor has grown substantially in the past two years (from zero to 12)	
How will the effect of the change be monitored? will monitor for increase in anthropology minors	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. increasing student demand for anthropology instruction	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A	

Anthropology 3303 Southeastern Archaeology

Fall (every other year)

Time: TBA

Dr. Eric Bowne (356-2073 ebowne@atu.edu)

Office hours: TBA

Course Description and Objectives:

The course will survey the rise of chiefdom-level societies in the prehistoric Southeast, reconstruct the "Mississippian world" these chiefdoms created, document the activities of sixteenth-century Spanish explorers in the region, and trace the subsequent decline of Mississippian chiefdoms. In addition to reconstructing the landscape of the ancient South, students will explore long-term social and cultural traits of southeastern Indians and discover the secrets unearthed at famous Mississippian sites such as Cahokia, Moundville, and Etowah.

Textbooks:

Charles Hudson, Knights of Spain, Warriors of the Sun: Hernando de Soto and the South's Ancient Chiefdoms (Athens: University of Georgia Press, 1997). Abr. as **KofS**

Charles Hudson, The Southeastern Indians (Knoxville: University of Tennessee Press, 1976). Abbreviated as **SEI**

Articles:

Timothy Silver, "Perspectives on the Land" from A New Face on the Countryside (Cambridge: Cambridge University Press, 1990).

David Hally, "An Overview of Lamar Culture" from Ocmulgee Archaeology 1936-1986 (Athens: University of Georgia Press, 1994).

Marvin Smith and David Hally, "Chiefly Behavior: Evidence from Sixteenth Century Spanish Accounts" from Lords of the Southeast (Archaeological Papers of the American Anthropological Association, number 3, 1992).

Richard Polhemus, "Dallas Phase Architecture and Sociopolitical Structure" from Lamar Archaeology (Tuscaloosa: University of Alabama Press, 1990).

Marvin Smith, "Aboriginal Depopulation in the Postcontact Southeast" from The Forgotten Centuries (Athens: University of Georgia Press, 1994).

Exams:

You will be required to take two mid-term examinations as well as a final exam. The first exam will be composed of short-answer questions and a map section, and will be held in class. The second mid-term exam and the final exam will be take-home

exams. Each of the mid-term exams is worth 100 points. The final exam is also worth 100 points, and is not cumulative. The exams will cover both reading assignments and lecture material.

Article Summaries:

You will be required to write summaries for five articles during the course of the semester. The summaries should be one-to-two pages in length (single-spaced, typed). Summaries should conclude with a paragraph of your thoughts and/or criticisms of the author's conclusions. Information from articles will be included on exams. Articles are available on reserve in the library.

Grades:

Exam one	100
Exam two	100
Final exam	100
Summaries	50
<hr/>	
Total	350

Attendance and other course policies:

Attendance is extremely important in this course and will be taken daily. Beginning with the second week of class, each absence beyond three will result in a 1% reduction of your final grade and each absence beyond five will result in a 2% reduction of your final grade. Please note that much of the information you will be required to know for examinations will be presented to you in lecture form. If you miss class your grade will suffer accordingly. If you must be absent from class be sure to obtain any notes you missed from another student.

Academic integrity must be maintained, that is, no forms of cheating/plagiarism will be tolerated. Please see your student handbook if you have questions about the meaning of these terms or the consequences of violating the Student Code of Conduct.

Respect others. Each of us are allowed our own opinions and will be given the chance to express them if we so desire – but only if that expression takes a respectful form. I want an open, relaxed atmosphere in which all of us feel comfortable speaking our minds.

No use of the internet, cell phones, texting, etc. Violation of this policy will result in an unexcused absence for the day.

In all cases please use common sense.

Course Outline

I. INTRODUCTION *Read: SEI, 3-14 & KofS, 11-30.*

1. The South's Long History

II. THE ANCIENT SOUTHERN LANDSCAPE *Read: SEI, 14-22.*

1. The South: Land, Water, and Forests
2. Climate and Climate History
3. Resources of the Ancient South
4. Travel in the Ancient South

Exam One

III. LONG-TERM SOCIAL & CULTURAL INSTITUTIONS OF THE ANCIENT SOUTH

1. Languages *Read: SEI, 22-27.*
2. Dress
3. Subsistence Techniques *Read: SEI, 258-316.*
4. Kinship and Clan Systems *Read: SEI, 184-202.*
5. The Southeastern Indian Belief System *Read: SEI, 120-183; 351-365.*
6. Games *Read: SEI, 408-426.*

IV. MISSISSIPPIAN CHIEFDOMS

1. The Political Economy of Mississippian Chiefdoms
2. Early Mississippian (1000-1200 AD)
3. Middle Mississippian (1200-1400 AD)
4. Late Mississippian (1400- 1550 AD)

Exam Two

V. THE MISSISSIPPIAN SOCIAL WORLD

1. The Office of Chief
2. Mississippian Economy and Health
3. A Mississippian Social Cycle
4. Warfare

VI. THE SOCIAL GEOGRAPHY OF THE 16TH-CENTURY SOUTH

Read: KofS, 1-11 & 31-411

- | | |
|---------------------------------|-------------------------------|
| 1. Mississippi Valley Chiefdoms | 7. Timucuan Chiefdoms |
| 2. Western Chiefdoms | 8. Northern Horticulturalists |
| 3. Central Chiefdoms | 9. Atlantic Coast Peoples |
| 4. Eastern Chiefdoms | 10. South Florida Peoples |
| 5. Ohio Valley Chiefdoms | 11. Gulf Coast Peoples |
| 6. Appalachian Mt. Chiefdoms | 12. Plains Hunters |

VII. THE DECLINE OF THE MISSISSIPPIAN WORLD *Read: KofS, 411-440.*

1. The Aftermath of Early Spanish Exploration
2. Disease and Demographic Decline

Final Exam

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Eric Bawne</i>	<i>Eric Bawne</i>	9/4/09
Department Head <i>W. Daniel Martin PhD</i>	<i>W. Daniel Martin</i>	9/8/09
Dean <i>Tom DeBakey</i>	<i>Tom DeBakey</i>	9-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Keadles</i>	10/2/09
Vice President for Academic Affairs		

Course Subject: <i>ANTHROPOLOGY ANTH</i>	Course Number: <i>3313</i>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <i>SOUTHEASTERN INDIANS</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <i>2010 - 11</i>	How frequently will course be offered? <i>EVERY OTHER SPRING</i>
Is this course repeatable? <i>Y / (N)</i> How many times?	
Does this course require a fee? <i>NO</i> How much? Type of fee?	

☒ Elective ☐ Major ☐ Minor

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

Prerequisites:

N/A

Co-requisites:

N/A

Grading

☒ Standard Letter

☐ P/F

☐ Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

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

N/A

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

N/A

How does this proposal support the University Mission?

nurtures scholarly development & exposes students to cultural diversity

What assessment information is being used to support this proposal?

anthropology minor has grown substantially in the past two years
(from zero to 12)

How will the effect of the change be monitored?

will monitor for increase in anthropology minors

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

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

N/A

Anthropology 3313 Southeastern Indians
Spring (every other year)
Time: TBA
Dr. Eric Bowne (356-2073 ebowne@atu.edu)
Office hours: TBA

Course Description and Objectives:

This course is an ethnographic and historic survey of southern Indians from European contact through the era of Removal. Particular emphasis will be placed on the following subjects: the decline of chiefdom societies across the South, the Spanish mission system, the development of the deerskin and Indian slave trade, native resistance to colonial encroachment, and a detailed discussion of Removal. The course also includes ethnographic descriptions of major southern Indian groups, including the Creek, Cherokee, Catawba, Choctaw, Chickasaw, Seminole, Apalachee, and Natchez. By the end of the course students should acquire an understanding of a little known aspect of our country's heritage, be able to distinguish between the various colonial strategies at play in the region, as well as the various forms of native resistance, and gain an appreciation for the place of southern Indians within U.S. society today.

Textbooks:

Charles Hudson, The Southeastern Indians (Knoxville: University of Tennessee Press, 1976).

Bonnie McEwan, Indians of the Greater Southeast (Gainesville, University Press of Florida, 2000).

Selections from:

Robbie Ethridge and Charles Hudson, The Transformation of Southeastern Indians (Oxford: University of Mississippi Press, 2002).

Eric Bowne, The Westo Indians (Tuscaloosa: University of Alabama Press, 2005).

Claudio Saunt, Black, White, and Indian (Oxford: Oxford University Press, 2005).

Kathryn Holland Braund, Deerskins and Duffels (Lincoln: University of Nebraska Press, 1993).

William Anderson, Cherokee Removal (Athens: University of Georgia Press, 1991).

Exams:

You will be required to take two mid-term examinations as well as a final exam. The first exam will be composed of short-answer questions and a map section, and will be held in class. The second mid-term exam and the final exam will be take-home exams. Each of the mid-term exams is worth 100 points. The final exam is also worth 100 points, and is not cumulative. The exams will cover both reading assignments and lecture material.

Article Summaries:

You will be required to write summaries for five articles during the course of the semester. The summaries should be one-to-two pages in length (single-spaced, typed). Summaries should conclude with a paragraph of your thoughts and/or criticisms of the author's conclusions. Information from articles will be included on exams. Articles are available on reserve in the library.

Grades:

Exam one	100
Exam two	100
Final exam	100
Summaries	50
Total	<hr/> 350

Attendance and other course policies:

Attendance is extremely important in this course and will be taken daily. Beginning with the second week of class, each absence beyond three will result in a 1% reduction of your final grade and each absence beyond five will result in a 2% reduction of your final grade. Please note that much of the information you will be required to know for examinations will be presented to you in lecture form. If you miss class your grade will suffer accordingly. If you must be absent from class be sure to obtain any notes you missed from another student.

Academic integrity must be maintained, that is, no forms of cheating/plagiarism will be tolerated. Please see your student handbook if you have questions about the meaning of these terms or the consequences of violating the Student Code of Conduct.

Respect others. Each of us are allowed our own opinions and will be given the chance to express them if we so desire – but only if that expression takes a respectful form. I want an open, relaxed atmosphere in which all of us feel comfortable speaking our minds.

No use of the internet, cell phones, texting, etc. Violation of this policy will result in an unexcused absence for the day.

In all cases please use common sense.

Course Outline

I. INTRODUCTION

1. The meeting of the Old and New Worlds
2. The decline of chiefdoms in the South

II. EUROPEAN COLONIZING STRATEGIES

1. Spanish mission system (Florida and Texas)
2. Beaver trade in the Northeast
3. Plantation system and Indian trade in the South

III. NATIVE RESPONSES TO INVASION

1. Neo-traditional polities
2. Militaristic slaving polities
3. Euro-dependent polities
4. Confederated polities

Exam One

IV. LONG-TERM SOCIAL & CULTURAL INSTITUTIONS OF THE ANCIENT SOUTH

1. Languages
2. Dress
3. Subsistence Techniques
4. Kinship and Clan Systems
5. The Southeastern Indian Belief System
6. Games

V. SOUTHERN INDIAN CULTURES

1. Cherokee
2. Creek
3. Catawba
4. Chickasaw
5. Choctaw
6. Seminole
7. Apalachee
8. Natchez

Exam Two

VI. THE SOUTHERN COLONIAL WORLD

1. Spanish Florida

2. English Virginia
3. English Carolina
4. French Louisiana

VII. CONFLICT AND ACCOMODATION (17th-19th centuries)

1. Indian slave trade
2. Yamassee War
3. Social and cultural implications of European trade
4. French and Indian War
5. Proclamation of 1763
6. The Civilization Plan
7. The Red Stick Uprising

VIII. INDIAN REMOVAL AND BEYOND

1. Cherokee Removal/Trail of Tears
2. Dawes Act
3. Indian Reorganization Act
4. Indian schools
5. 20th century resistance
6. The five "civilized" tribes today

Final Exam

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. William Schumann	Dr. William Schumann	9/3/09
Department Head Dr. Daniel Martin	Dr. Daniel Martin	9/8/09
Dean Tom DeBlack	Tom DeBlack	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Gammy Rhodes	10/2/09
Vice President for Academic Affairs		

Course Subject: ANTHROPOLOGY ANTH	Course Number: 3403
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): ETHNOGRAPHIC METHODS	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? every other year
Is this course repeatable? Y <input checked="" type="radio"/> N <input type="radio"/> How many times?	
Does this course require a fee? NO How much? Type of fee?	

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: N/A	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: a. Course subject, number and title b. Catalog course description c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. N/A	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. N/A	
How does this proposal support the University Mission? NURTURES SCHOLARLY DEVELOPMENT AND EXPOSES STUDENTS TO CULTURAL DIVERSITY	
What assessment information is being used to support this proposal? ANTHROPOLOGY MINOR HAS GROWN FROM ZERO MINORS (FALL 2007) TO OVER A DOZEN (FALL 2009)	
How will the effect of the change be monitored? WILL MONITOR FOR INCREASE IN ANTH. MINORS	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. INCREASING STUDENT DEMAND FOR ANTHROPOLOGY INSTRUCTION	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A	

3403
ANTH 3243 Ethnographic Field Methods

(to become ANTH 3403)

Dr. William R. Schumann

MWF:

9-9:50 Witherspoon 368

Office: Witherspoon 357; Phone: 356-2168

Email: wschumann@atu.edu

Office Hours: M 10-12; T 11-12; W 10-11, 1-2 or by appointment.

Course Description:

This course trains students in research methods in anthropology with an emphasis on qualitative research. Students learn the different uses of methodologies to address specific types of research questions, practice participant-observation and interview techniques as part of semester-long research projects, and survey anthropological theory as it relates to conducting ethnographic fieldwork.

Overview:

This course offers a study of the basic field research techniques of cultural anthropology, with a focus on qualitative methods in particular. Through readings, short in-class and out-of-class writing and research projects, and a semester-long field research project, students are encouraged to develop critical interviewing, writing, and data analysis skills that can be applied to anthropological research and other career opportunities. The long-term project is concerned with documenting social change in central Arkansas through life history interviews, which will entail the creation of questionnaires, participant observation, transcription, writing, and analysis of information gained through interactions with the Unity Baptist Church of Dardanelle, Arkansas, a historically African-American church. Several days of the course will be dedicated to preparing for and assessing this project, but this course also requires a commitment to self-motivated, out-of-class student work. Some of the results of this process will be published on the internet through Arkansas Tech's Digital History Institute program, which is housed in the Department of History at ATU.

Textbooks (available at the bookstore):

O'Reilly, *Ethnographic Methods*. Routledge.

Smith, *Decolonizing Methodologies*. Zed Books.

*There will also be several course readings supplements, which will be distributed either as handouts or via email.

Course goals:

- Students should be able to develop interview questions, learn to conduct interviews, and transcribe interview data.
- Students should be able to set interview data in cultural/historical contexts.
- Students should be able to write, based on participant observation, accurate, detailed field notes that can be used for writing projects.

- Students should be able to identify how different data collection techniques can be applied to meet specific research problems.
- Students should be able to develop writing skills that can be applied to anthropological and non-anthropological projects, both within and beyond the academic setting.
- Students should be able to identify the ethical demands of conducting ethnographic field work.

Grading policies:

I. 80% of grade: Students will compile a *Research Portfolio* over the course of the semester, which will contain the following elements, all of which must be typed in 12pt Times New Roman unless otherwise indicated:

1. Draft interview questionnaires. (5%)
2. Revised interview questionnaires. (2%)
3. Mock life history interview drafts (typed), including copies of interview notes (not typed). (15%)
4. Participant observation field notes. (15%)
5. Interview transcripts. (15%)
6. Research ethnography drafts (6-8 pages). (10%)
7. In-class auto-ethnographies (not typed) (3%)
8. Final draft of research ethnography (15%)

Though I will take up and grade the majority of the portfolio assignments over the course of the semester, you must keep up with and turn in ALL portfolio assignments at the end of the semester. Please buy a folder or 3-ring binder to keep this information together until it is all due.

II. Participation in and outside of class (10%)

III. Final exam: research presentations (10%)

Course policies:

- Come to class and come prepared.
- Respect others. From time to time, we will encounter controversial issues. I encourage you to express your opinions of these issues, but also insist that we all maintain mutual respect for all members of this classroom community.
- No cell phones. Answering your phone or texting in class counts as an unexcused absence.
- Maintain academic integrity. No forms of cheating or plagiarism are tolerated. Please see your student handbook (p. 12) if you have questions about the meaning of these terms or the consequences of violating the Student Code of Conduct.
- *Please* type course title/number and section number in email subject line for all email correspondence.

Schedule:

- 1.12 Course introductions
- 1.14 O'Reilly Ch. 1
- 1.16 *Atkinson, Paul, Amanda Coffey, Sara Delamont, John Lofland, and Lyn Lofland
2007 "Currents of Cultural Fieldwork" in Handbook of Ethnography. Sage Publications Ltd

- 1.19 **Martin Luther King, Jr. Holiday**
- 1.21 O'Reilly Ch. 2
- 1.23 O'Reilly Ch. 4

- 1.26 O'Reilly Ch. 5
- 1.28 *Bernard, H. Russell 1995 "Anthropology and Research Design" in Research Methods in Anthropology. Qualitative and Quantitative Approaches. Second ed. AltaMira press
- 1.30 TBA

- 2.2 *Patton, Michael Quinn 2002 "Qualitative Interviewing" in Qualitative Research & Evaluation Methods 3rd edition. Sage publications, Inc.
- 2.4 O'Reilly Ch. 6
- 2.6 *Questionnaire workshop; draft questionnaires due*

- 2.9 *Agar 1980 "Beginning fieldwork." In The Professional Stranger. Academic Press.
- 2.11 *Flick, Uwe 2006 "Sampling" in An Introduction to Qualitative Research. Third ed. Sage publications
- 2.13 *Research workshop: participant observation*

- 2.16 *Fetterman, David M. 1998 "Gearing Up: Ethnographic Equipment" in Ethnography Step by Step. Second ed. Sage publications
- 2.18 *Interviewing workshop: taking notes*
- 2.20 *Silverman, David 2004 "Focus group research" in Qualitative Research. Theory, Method, and Practice. 2nd ed. Sage publications, Ltd.; **revised questionnaires due**

- 2.23 *Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 1995. "Pursuing Members' Meanings" in Writing Ethnographic Fieldnotes. The University of Chicago Press
- 2.25 *Pickering, Michael 2008 "Engaging with Memory" in Research Methods for Cultural Studies. Edinburgh University Press. *Interviewing Workshop: mock life history interviews*
- 2.27 *Silverman, David 2004 "The active interview" in Qualitative Research. Theory, Method, and Practice. 2nd ed. Sage publications, Ltd.

- 3.2 O'Reilly Ch. 8
- 3.4 *Interviewing Workshop: mock life history interviews*
- 3.6 *Interviewing Workshop: mock life history interviews*

- 3.9 *Hammersley, Martyn and Paul Atkinson 2007 "Writing ethnography" in Ethnography. Principles in practice. Third ed. Routledge O'Reilly Ch. 7
- 3.11 *Gubrium and Holstein 2008 "Narrative Ethnography" in Handbook of Emergent Methods Ethnography. The Guilford Press
- 3.13 *Participant observation workshop: discussing field research; exchange life history write-ups.*

- 3.16 *Writing workshop: peer review of mock life history write-ups; first drafts due*
- 3.18 O'Reilly Ch. 7
- 3.20 *Writing workshop: transcribing*

- 3.23-3.27 SPRING BREAK**

- 3.30 *Writing workshop: transcribing; field notes due*
- 4.1 *Dicks and Mason 2008 "Hypermedia Methods for Qualitative Research" in Handbook of Emergent Methods. The Guilford Press
- 4.3 *Ethnographic writing workshop: contextualizing data; exchange research ethnography drafts; interview transcripts due*
- 4.6 O'Reilly Ch. 9
- 4.8 *Davies 2008 "Reflexivity and ethnographic research" in Reflexive Ethnography. Routledge.
- 4.10 *Writing samples workshop: peer review; research ethnography drafts due*
- 4.13 *Ellen 1984 "Ethics in relation to informants, the profession, and governments." In Ethnographic research. A guide to general conduct. Academic Press Limited; internet readings TBA
- 4.15 *Lareau, Annette and Jeffrey Schultz 1996 "Common Problems in Field Work: A Personal Essay" in Journeys Through Ethnography. Realistic Accounts and Fieldwork. Westview Press
- 4.17 *Writing workshop: in-class auto-ethnography: due at end of class*
- 4.20 *Rosaldo. "Subjectivity in social analysis" In Culture and Truth. Beacon Press.
- 4.22 Smith, Introduction and Ch. 1
- 4.24 Smith, Ch. 3
- 4.27 Smith, Ch. 4
- 4.29 Smith, Ch. 5, 7
- 5.1 Smith, Ch. 8; **Final Portfolio due, including final research ethnography**

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. William Schumann	<i>Dr. William Schumann</i>	9/3/09
Department Head Dr. Daniel Martin	<i>Dr. Daniel Martin</i>	9/8/09
Dean Tom DeBlack	<i>Tom DeBlack</i>	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Luodes</i>	10/2/09
Vice President for Academic Affairs		

Course Subject: ANTHROPOLOGY ANTH	Course Number: 4103
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): ANTHROPOLOGY OF EUROPE	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010 - 2011	How frequently will course be offered? every other year
Is this course repeatable? Y / <input checked="" type="radio"/> N How many times?	
Does this course require a fee? NO How much? Type of fee?	

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: N/A	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ul style="list-style-type: none"> a. Course subject, number and title b. Catalog course description c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. N/A	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. N/A	
How does this proposal support the University Mission? NURTURES SCHOLARLY DEVELOPMENT AND EXPOSES STUDENTS TO CULTURAL DIVERSITY	
What assessment information is being used to support this proposal? ANTHROPOLOGY MINOR HAS GROWN FROM ZERO MAJORS (FALL 2007) TO OVER A DOZEN (FALL 2009)	
How will the effect of the change be monitored? WILL MONITOR FOR INCREASE IN ANTH. MINORS	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. INCREASING STUDENT DEMAND FOR ANTHROPOLOGY INSTRUCTION	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A	

4103

ANTH 3243: Anthropology of Europe

(to become ANTH 4103)

Dr. William R. Schumann

Fall 2009

Section 001, MWF 9-9.50 Dean 207

Office: Witherspoon 357; Phone: 356-2168

Email: wschumann@atu.edu

Office Hours: M 11-12; T 11-12; R 11-1 *or by appointment.*

Course Description:

This course focuses on cultural history and diversity in Europe in the era of modern nation-state. Course topics include: state formation and the development of national communities, relations between rural cultural enclaves and industrialized population centers, supranational integration and cultural identity, and nationalism in the era of global immigration into Europe. The goal of this course is to analyze how cultural identities in Europe have been formed, sustained, and challenged given these multiple transformations in the political, economic, and social fabric of European nation-states. This is a reading and writing-intensive course.

Textbooks (available at the bookstore):

Berdahl. *Where the World Ended: Re-Unification and Identity in the German Borderland*. U of California Press.

Suarez-Navaz. *Rebordering the Mediterranean: Boundaries and Citizenship in Southern Europe*.

Berghahn.

Winders. *European Culture Since 1848: From Modern to Postmodern and Beyond*. Palgrave Macmillan.

Additional readings available on the course's Blackboard site.

Course goals:

The course is organized into four sections to examine four specific questions about culture and culture change in Europe.

1. What is Europe? We will examine how Europe has been defined in relation to cultural, geographic, and conceptual references to difference from Europe. As this is a long-term and ongoing process, we will examine historical and contemporary factors shaping this dynamic, including the formation of the European nation-state and nationalism, wholesale economic transformations (from rural to urban to industrial to global), and the roles of kinship, gender, and race in determining belonging in national and/or socioeconomic communities.

Goals: students should be able to articulate the social, economic, and political factors that have led to the formation of European nation-states.

2. Nation and Identity in Focus: The British Isles. The next section of the course will examine the premises explored in the first section through a closer look at the United Kingdom (UK) and its relationship with Ireland. In particular, we will consider: how ethnic differences are managed within the UK regarding the Irish, Welsh and Scots, as well as persons of non-European descent; how cultural authenticity is marketed beyond UK and Irish borders; how popular culture intersects with ethno-national politics; and how political transformations within the UK have changed meanings of national identity within the so-called "Celtic fringe".

Goals: students should be able to identify differences and similarities in the cultures of Ireland, England, Scotland, and Wales; students should be able to identify the historical and contemporary factors informing these distinctions.

3. The Revolutions of the East. Shifting the conceptual and geographic focus of the course, this section will explore the social, economic, and political implications and impacts of the post-Soviet/socialist era in Eastern Europe.

Goals: students should be able to identify the changing statuses of work, family, gender, ethnicity, and nationality within the post-socialist frameworks of East European nation-states.

4. Integration and Immigration. Europe's political and cultural borders have never been absolutely fixed in time or place; however, the globalizing forces of European integration and transnational migration have significantly altered the post-war dynamics of cultural, economic, and political life. The final section of the course will examine European nationalism—at both the national and supranational levels—as a cultural and legal response to these issues.

Goals: students should be able to identify how the processes of supranational integration and transnational migration are reshaping cultural ideals of Europe's national and/or racial composition.

GRADING POLICIES

Participation. 10% of grade.

Announced essay quizzes. 20% of grade. We will periodically assess our comprehension of course content through pre-arranged essay quizzes; topics will be determined in class and completed outside of class.

Mid-term examination. 20% of grade.

Final examination. 25% of grade.

Research paper on culture change in Europe. 25% of grade. *All papers must be typed in black ink in 12 point Times New Roman, double spaced with standard margins and pagination; papers should be 15 pages in length. Papers should follow the style guide of the American Anthropological Association; go to <http://www.aaanet.org/publications/guidelines.cfm> for additional information. No exceptions to this format.*

Research papers should explore the impacts of Europe's social/demographic, economic, and political transformations on a particular cultural group residing in one or more European nation-states, i.e., indigenous minorities or majorities, migrant communities of European or non-European origin, rural or urban populations, political, bureaucratic, or institutional cultures, etc. The goal of the research paper is to analyze European cultural identities as both historically situated and flexible with regard to the current circumstances of membership in Europe's local, national, and supranational communities. Papers may be written and researched from any number of angles or perspectives, but each should address the following questions in some way:

What cultural, economic, or political factors have historically shaped cultural identity or membership in the group you are researching?

How does the group's dominant or subordinate status in the context of the nation-state enable or constrain group self-determination and cultural expression?

What is the relevance of transnational processes, such as European integration or cross-border human migration, to your group?

COURSE POLICIES

Come to class and come prepared.

Respect others. From time to time, we will encounter controversial issues. I encourage you to express your opinions of these issues, but also insist that we all maintain mutual respect for all members of this classroom community.

No cell phones. Answering your phone or texting in class counts as an unexcused absence.

Maintain academic integrity. No forms of cheating or plagiarism are tolerated. Please see your student handbook (p. 12) if you have questions about the meaning of these terms or the consequences of violating the Student Code of Conduct.

Please type course title/number and section number in email subject line for all email correspondence.

SCHEDULE

I. What is Europe?

8.19 Introduction to the course

8.21 Davies, Norman. 1997. "Introduction." Pp. 1-46. In *Europe: A History*. Pimlico.

8.24 Goody, Jack. 2004. (1988). "Past encounters." Pp. 1-110. In *Islam in Europe*. Polity Press.

8.26 Winders Chs. 1-3

8.28 Winders Chs. 4-5

8.31 Llobera, Joseph. 2004. "What's in a name? Kinship, territory and religion in the making of national identity." Pp. 46-63. In *Foundations of National Identity: From Catalonia to Europe*. Berghahn Books;

Winders Ch. 8

9.2 Winders, Chs. 9-10

9.4 Zimmerman, Andrew. 2001. "Anthropological Patriotism: The Schulstatistick and the Racial Composition of Germany." Pp. 135-146 in *Anthropology and Antihumanism in Imperial Germany*: The University of Chicago Press;

MacLaughlin, Jim. 1999. "'Pestilence on their backs, famine in their stomachs': the racial construction of Irishness and the Irish in Victorian Britain." Eds. Colin Graham and Richard, Kirkland. Pp. 50-76. New York: St. Martin's Press.

9.7 LABOR DAY: NO CLASS

9.9 Tsoukalas, Constantine. 2002. "The irony of symbolic reciprocities- the Greek meaning of „Europe“ as a historical inversion of the European meaning of „Greece“." *The Meaning of Europe: Variety and Contention within and among Nations*. Mikael af Malmberg and Bo Strath, eds. Pp. 27-50. New York: Berg.

9.11 Aguilar, Paloma. 2003. "Institutional legacies and collective memories: the case of the Spanish transition to democracy." *States of Memory: Continuities, Conflicts, and Transformations in National Retrospection*. Ed. Jeffrey K. Olick. Pp. 128-160. Durham, NC: Duke University Press.

II. Nation and Identity in Focus: The British Isles

9.14 Discuss paper topics

9.16 Thomas, Hugh. 1995 (1972). "The union of England and Wales" through "The social order." *A History of Wales 1485-1660*. Pp. 45-55, 144-167.

- 9.18** Lilley, Keith D. 2002. "Imagined Geographies of the Celtic Fringe and the Cultural Construction of the Other in Medieval Wales and Ireland." Pp. 21-36 in *Celtic Geographies: Old Culture New Times*, edited by D. C. Harvey, R. Jones, N. McNroy, and C. Milligan. Routledge.
- 9.21** Merrington, Peter. 2003. "Staging History, Inventing Heritage: The New Pageantry and British Imperial Identity, 1915-35." Pp 239-258 in *Archaeologies of the British: Explorations of Identity in Great Britain and its Colonies 1600-1945*, edited by S. Lawrence. London, Routledge.
- 9.23** Brown, Jacqueline Nassy. 2005. "Genealogies: Place, Race, and Kinship." Pp.70-96 in *Dropping Anchor, Setting Sail: Geographies of Race in Black Liverpool*. Princeton University Press
- Gilroy, Paul. 1987. "'The whisper wakes, the shudder plays': „race“, nation and ethnic absolutism." *'There Ain't No Black in the Union Jack': The Cultural Politics of Race and Nation*. Pp. 43-72. Chicago, IL: University of Chicago Press.
- 9.25** Darby, Wendy Joy. 2000. "Landscape of nation." Pp. 67-99. *Landscape and Identity: Geographies of Nation and Class in England*. New York: Berg.
- 9.28** Kockel, Ullrich. 2008. "Turning the World Upside Down: Towards a European Ethnology in (and of) England." Pp 149-163 in *Everyday Cultures in Europe Approaches and Methodologies*, edited by M.N. Craith, U. Kockel, and R. Johler. Ashgate Publishing;
- Green, Sarah. 2002. "Culture in a network: dykes, webs, and women in London and Manchester." *British Subjects: An Anthropology of Britain*. Ed. Nigel Rapport. New York: Berg.
- 9.30** Parman, Susan. "Scottish crofters: narratives of change among small landholders in Scotland." Eds. George Spindler and Janice E. Stockard. Pp. 304-333. *Globalization in Fifteen Cultures*. New York: Thompson Wadsworth.
- 10.2** Gold, John R., & Gold, Margaret M. 1995. "Selling Highland Scotland: The Role of Heritage." Pp.140-159 in *Imagining Scotland: Tradition, Representation and Promotion in Scottish Tourism Since 1750*. Ashgate Publishing;
- McArthur, Colin. 2003. "Scotland and the Braveheart Effect." Pp 123-136 in *Brigadoon, Braveheart and the Scots: Distortions of Scotland in Hollywood Cinema*: London. New York. I.B. Tauris.
- 10.5** Foer, Franklin. 2004. "How soccer explains the pornography of sects." Pp. 35-64. *How Soccer Explains the World: An Unlikely Theory of Globalization*. New York: Harper Perennial.
- 10.7** Wilson, Thomas M. and Hastings Donnan. 2006. "Controlling bodies." Pp. 43-67. *The Anthropology of Ireland*. New York: Berg.
- 10.9** Croke, Elizabeth. 2005. "The Construction of Community Though Heritage in Northern Ireland." Pp 223-233 in *Ireland's Heritages Critical Perspectives on Memory and Identity*, edited by M. McCarthy. Ashgate Publishing;
- Gaffey, Sheila. 2004. "The Role of Place in the Production of Uniqueness."Pp. 107-118 in *Signifying Place: The Semiotic Realisation of Place in Irish Product Marketing*. Ashgate Publishing;
- McGovern, Mark. 2003. "The Cracked Pint Glass of the Servant: The Irish Pub, Irish Identity and the Tourist Eye." Pp. 83-101 in *Irish Tourism: Image, Culture and Identity*, edited by M. Cronin and B. O'Connor. Great Britain: Cromwell Press.
- 10.12** Gramich, Katie. 1997. "Cymru or Wales?: exploration in a divided sensibility." Pp. 97-112 in *Studying British Cultures*, Routledge.

Robinson, Vaughan. 2003. "Croeso I Gymru-Welcome to Wales? Refugees and Asylum Seekers in Wales." Pp.179-200 in *A Tolerant Nation? Exploring Ethnic Diversity in Wales*, Ed. Charlotte Williams. Cardiff, UK: University of Wales Press.

10.14 MacLeod, Gordon. 2002. "Identity, Hybridity and the Institutionalisation of Territory, On the Geohistory of Celtic Devolution." Pp 53-68 in *Celtic Geographies: Old Culture, New Times*, edited by D.C. Harvey, R. Jones, N. McNroy, & C. Milligan. Routledge;

Fowler, Carwyn. 2004. "Welsh national identity and the British political process." In *Relocating Britishness*. (Stephen Caunce, Ewa Mazierska, Susan Sydney-Smith, and John K. Walton, eds.), pp. 96-216. Manchester, UK: Manchester University Press.

10.16 MIDTERM EXAM

III. Eastern Europe's Many Revolutions

10.19 Berdahl Intro and Ch. 1

10.21 Berdahl Ch. 2

10.23 Berdahl Ch. 3-4

10.26 Berdahl Ch. 5-6

10.28 Berdahl Ch. 7 and Epilogue.

10.30 Bringa, Tone. 1995. "A Bosnian village." Pp. 37-84. *Being Muslim the Bosnian Way*. Princeton, NJ: Princeton University Press.

11.2 Petryna, Adriana. 2002. "Life politics after Chernobyl." *Life Exposed: Biological Citizens after Chernobyl*. Pp. 1-33. Princeton, NJ: Princeton University Press.

11.4 Kaneff, Deema. 1996. "Responses to Democratic Land Reforms in a Bulgarian Village." Pp. 85-114 in *After Socialism: Land Reform and Social Change in Eastern Europe*. New York: Berghahn Books

11.6 Haney, Lynne. 2002. "Materializing Need: The Regulation of Poverty and the Stigmatization of the Poor." Pp. 173-205 in *Inventing the Needy: Gender and the Politics of Welfare in Hungary*, University of California Press.

Dunn, Elizabeth C. 2004. "Accountability, corruption, and the privatization of Alima." *Privatizing Poland: Baby Food, Big Business, and the Remaking of Labor*. Pp. 28-57. Ithaca, NY: Cornell University Press.

IV. Integration and Immigration

11. 9 Demossier, Marion. 2007. "The political structuring of cultural identities in the European Union." Ed. Marion Demossier. Pp. 49-66. *The European Puzzle: The Political Structuring of Cultural Identities at a Time of Transition*. New York: Berghahn Books.

Shore, Cris. 2000. "Symbolising boundaries: the single currency and the art of European governance." Pp. 87-122. *Building Europe: The Cultural Politics of European Integration*. New York: Routledge.

Winders Ch. 14

11.11 Hervik, Peter. 2006. "The emergence of neo-nationalism in Denmark, 1992-2001." Eds. Andre Gingrich and Marcus Banks. Pp.92-106. *Neo-Nationalism in Europe and Beyond: Perspectives from Social Anthropology*. New York: Berghahn Books.

Holmes, Douglas R. 2000. "Factual racism." Pp. 116-137. *Integral Europe: Fast-Capitalism, Multiculturalism, Neofascism*. Princeton, NJ: Princeton University Press.

11.13 Suarez-Navaz TBA

11.16 Suarez-Navaz TBA

11.18 Suarez-Navaz TBA

11.20 Suarez-Navaz TBA

11.23 Suarez-Navaz TBA

11.25 THANKSGIVING BREAK

11.27 THANKSGIVING BREAK

11.30 Student paper presentations

12.2 Student paper presentations

12.4 Student paper presentations

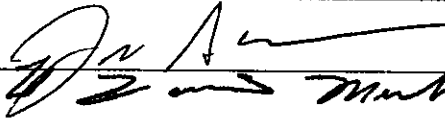
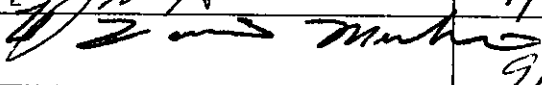

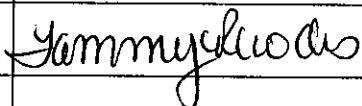
12.7 Course evaluations; final exam review

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Jason Ulsperger		9/20/09
Department Head Dan Martin		9/29/09
Dean Thomas De Black		9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/5/09
Vice President for Academic Affairs		

Course Subject: Criminal Justice CJ	Course Number: 4141-4
Cross-listed with Subject: n/a	Course Number: n/a
Official Title (Limited to 30 characters including spaces): SEMINAR IN CRIMINAL JUSTICE	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Each academic year
Is this course repeatable? Y / N How many times? Yes Twice	
Does this course require a fee? How much? Type of fee? No	

☒ Elective ☐ Major ☐ Minor

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

Prerequisites:

CJ 2003

Co-requisites:

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

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

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

n/a

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

n/a

How does this proposal support the University Mission?

The proposed class allows criminal justice faculty the diversity to create a course around current topics relevant to criminal justice. This includes issues, including but not limited to, domestic violence, crimes against the elderly, white-collar crime, and death penalty disputes. Therefore, this proposed course enhances student intellectual growth by making them more attuned to current trends in criminal justice. In addition, the debates and research involved in the course provides students with a skill set needed in order to pursue advanced degrees, whether they are criminal justice majors or minors from other disciplines related to the study of crime (e.g., psychology, rehabilitation science, sociology, business, and biology). Overall, this seminar meets goals of both intellectual growth and skills development for students across disciplines.

What assessment information is being used to support this proposal?

As part of the yearly departmental assessment, focus group meetings with graduating students indicate a desire for more variety with upper division criminal justice electives. This information has led the criminal justice faculty to conclude that a seminar in criminal justice should be offered to meet student demand.

How will the effect of the change be monitored?

The effect of the class will be monitored as part of the new criteria for yearly departmental assessment.

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

It is important to note that the specialty areas of criminal justice have changed with new hires over the past four years. In addition with fitting the mission of the university (see above), this seminar course will allow new faculty members to spread their knowledge from their fields of expertise to students outside the boundaries of the standard criminal justice curriculum.

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

n/a

Request for Course Addition: Seminar in Criminal Justice

Course Subject/Title: Seminar in Criminal Justice, CJ 4141-4

Course Description: Prerequisites: Consent of instructor. This course is a directed seminar in an area of criminal justice selected by both the student and supervising faculty member. Topics will vary depending on the research underway, community or student need, and the unique educational opportunity available. This course may be repeated for course credit if the content differs.

Course Goals and/or Objectives: The goal of this course is to familiarize students with current issues in criminal justice not covered in the core curriculum or by elective classes currently offered. The specific focus will depend upon research underway, community or student need, and the unique educational opportunity available.

Course Outline: This will vary depending on the topic covered in the seminar.

Methods of Student Performance Assessment and Evaluation: Faculty will evaluate students based on test performance and a required paper.

Course Bibliography, Reading List, and /or Listing of Other Instructional Media: This will vary depending on the topic covered in the seminar.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Ward	<i>David Ward</i>	9/17/09 9/21/09
Department Head Dan Martin	<i>Dan Martin</i>	9/29/09
Dean Thomas De Black	<i>Tom DeBlack</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Gaudes</i>	10/2/09
Vice President for Academic Affairs		

Course Subject: PSY	Course Number: 2063
Cross-listed with Subject: SOC	Course Number: 2063
Official Title (Limited to 30 characters including spaces): Research Design for the Behavioral Sciences <i>Research Design Behavioral Sci</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Each academic year
Is this course repeatable? Y <input checked="" type="radio"/> N How many times? No	
Does this course require a fee? No	How much? Type of fee?

Sci 30

provide a more hands on experience with research methodology in the upper division methodology course.

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

<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: SOC 1003 or psy 2003	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ul style="list-style-type: none"> a. Course subject, number and title b. Catalog course description c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. n/a	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. n/a	
How does this proposal support the University Mission? This proposal supports the University Mission in that it will increase students' understanding of social science research. This includes not only increasing their ability to conduct their own research endeavors, but also their ability to interpret and understand research findings surrounding them in their day-to-day lives.	
What assessment information is being used to support this proposal? Students have commented informally and in the course evaluations for the methods course (PSY 3063) that there is too much information to be covered in one semester. Based on these assessments and the frustration of the professor to adequately cover so much material, we are creating this course which will focus on research design allowing the upper division methods course to go more in depth and involve application of research methodology. We believe this change reflects the goals of our department as well as the needs of the students.	
How will the effect of the change be monitored? As part of the departmental assessment, we will monitor the effects through students' performance in the course and their end of the semester course evaluations.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. In addition to the student demand mentioned above, this proposed additional course will allow faculty to	

Course Description:

1. SOC (PSY) 2063 Research Design for the Behavioral Sciences

Prerequisites: SOC 1003. This course is designed to introduce you to the foundations of behavioral science, the logic of research design and the many possible modes of operation. This class focuses on teaching students in the behavioral sciences the basic principles that guide the research process, the elements of research design, how to read and critique research articles, and how to write a literature review for a research project.

**SOC/PSY 2063
Research Design for
Behavioral Sciences
Spring 2011**

CONTACT INFORMATION:

Office Hours: Thursday 9am-1pm
Office: WPN 356
Telephone: 498-6050
Email: jmiklesschluterman@atu.edu

Dr. Mikles-Schluterman (Dr. Mikles)
TR 1-2:20pm

TEXTS: Babbie, E. (2008). The Practice of Social Research 11th edition. Belmont, CA: Wadsworth Publishing Company.

COURSE DESCRIPTION: "an introduction to research design with emphasis on foundations of social science, structuring of inquiry, and modes of operation." *See attached per Preleg: Psy 2003 or Soc 1003 per*

COURSE OBJECTIVES: This course is designed to introduce you to the foundations of social science, the logic of research design and the many possible modes of operation. This course is reading and work intensive meaning you should put in at least 5-7 hours a week on this course. My goals for this course include:

- To demonstrate the basic principles that have created and guide social science research
- To introduce you to the research process, the elements of research design and the modes of operation
- To teach you how to read a research article and conduct a literature review
- To further spark your interest in sociology and to create an appreciation for the possibilities of sociological research

EVALUATION:

Grading is based on performance. If you would like any advice or help please feel free to contact me. In this course each of you can earn up to 1000 points:

Mid-term Exam	200pts
Final Exam	200pts
Article Summaries	300 pts
Project Proposal	300 pts
	1000 pts

Article Summaries: There will be article summaries due every week. These summaries are meant to be very time intensive and to be taken seriously. They are designed to introduce you to the nature of research, to familiarize you with the process of finding and reading scholarly work, as well as to give you examples of research methodologies that we will be learning about in the Babbie text.

Attendance: Attendance will be taken every day, because I want to keep record of who is attending. You will not receive points for attendance per say, but your attendance is ESSENTIAL to performing well in this class. Let me be clear: I EXPECT you to be in class EVERY day that we meet. If for some reason you cannot be in class on a day that something is due, I expect you to send the assignment with a classmate, friend, parent, child, pet, etc., or email it to me on that day. NO late assignments are accepted for any reason.

Project Proposal: The culmination of what you have learned in the class will be demonstrated in a final project. For this final project you and your partner will propose a research project. As such the final project will include two parts: 1) a written document, 10-15 pages (and an electronic copy to be submitted to online plagiarism checkers), and 2) a class presentation of your proposal, 15-20 minutes. More instructions for this project will be given later. **Exams:** There will be two exams at 200 points each. As such, exams make up 40% of your overall grade. Exams will consist of multiple choice questions covering all material up to that point. All exams will require a thorough understanding of the course material, which includes all text material as well as lecture notes.

Attendance: Attendance will be taken every day, because I want to keep record of who is attending. You will not receive points for attendance per say, but your attendance is ESSENTIAL to performing well in this class. Let me be clear: I EXPECT you to be in class EVERY day that we meet.

THIS IS A TENTATIVE CLASS SCHEDULE AND IS SUBJECT TO CHANGE.

Section 1: An Introduction to Inquiry

Jan. 13 Syllabus and introductions

Jan. 15 Research Process and Why you should learn about research methods

Jan. 20 Chapt. 17 Reading and Writing Social Research---Meet in Library RM 300A

Jan. 22 Chapt. 2 Paradigms, Theory, and Research (*article summaries due*)

Jan. 27 Chapt. 4 Research Design

Jan. 29 (*article summaries due*)

Section 3: Modes of Operation

Feb. 3 Chapt. 9 Survey Research

Feb. 5 (*article summaries due*)

Feb. 10 Chapt. 11 Unobtrusive Research

Feb. 12 Chapt. 11 Project Data Sets (*article summaries due*)

Feb. 17 Meeting to discuss paper (*1st draft of lit review due*)

Feb. 19 Meeting to discuss paper (*1st draft of lit review due*)

Feb. 24 Review for exam

Feb. 26 MID-TERM EXAM Chapters 17, 2, 4, and 9 of Babbie; lecture notes

Section 2: The Structuring of Inquiry

Mar. 3 Chapt. 5 Conceptualization and Measurement

Mar. 5 (*article summaries due*)

Mar. 10 Chapt. 7 The Logic of Sampling

Mar. 12 (*article summaries due*)

Section 4: Analysis of Data

Mar. 17 Chapt. 14 Quantitative Data Analysis

Mar. 19 Chapt. 16 Statistical Analyses (*article summaries due*)

Mar. 23-27 SPRING BREAK

Mar. 31 Meeting to discuss paper (*1st draft of analyses due*)

Apr. 2 Meeting to discuss paper (*1st draft of analyses due*)

Re-visiting Section 3: Modes of Operation

Apr. 7 Chapt. 10 Qualitative Research

Apr. 9 (*article summaries due*)

Apr. 14 Chapt. 12 Evaluation Research

Apr. 16 (*article summaries due*)

Apr. 21 Review of presentations

Apr. 23 (*article summaries due*)

Apr. 28 (*article summaries due*) Last day of classes

May 4-8 Final Exam Week

GRADING SCALE

The grading scale is as follows:

900+	= A
800-899	= B
700-799	= C
650-699	= D
649 or less	= F

MAKE-UP POLICY

All work is due on the specified dates.

ASSIGNMENT POINTS: If your absence from class is required on a day when an assignment is due you should notify me in advance so that arrangements can be made. **Assignments will NOT be accepted late!** If it is an unexpected absence you should make every effort to email the assignment to me or send it with a friend. Assignments will NOT be accepted late!

EXAM POINTS: All exams will be given ONLY on the dates announced. If an emergency prevents you from taking an exam on the assigned date, you should contact me immediately by phone or email, yet there is no guarantee that you will be able to make up the exam. Exceptions for exam absences will only be granted if the emergency is documented AND if they are made up within a week of the missed exam. In the case that an emergency is documented a make-up exam in essay format will be made available.

ACADEMIC DISHONESTY

Cheating/Plagiarism on an assignment means copying the work of someone else who is or has taken the class, or anyone else and turning it in as your own work. Cheating on an exam or quiz means that you bring to class with you on exam day materials that provide you with answers, OR that you look at someone else's answers during an exam. Any evidence of cheating on an assignment will result in failing that assignment. Any evidence of cheating on an exam will result in failing that exam, and possibly failing the course.

DISABILITY SERVICES

If you have any special needs you should contact the Office of Disability Services, then inform me about any arrangements that need to be made. If you will be taking your exam in the Learning Center it is your responsibility to make that appointment with them before each exam AND to remind me to get your exam there early. You should send me an email reminder a day in advance of each exam.

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Julie Mikles-Schluterman	<i>Julie Mikles-Schluterman</i>	9/02/09
Department Head Dan Martin	<i>Dan Martin</i>	9/29/09
Dean Thomas De Black	<i>Tom DeBlack</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammyleades</i>	10/5/09
Vice President for Academic Affairs		

Course Subject: SOC	Course Number: 2063
Cross-listed with Subject: PSY	Course Number: 2063
Official Title (Limited to 30 characters including spaces): Research Design for the Behavioral Sciences	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Each academic year
Is this course repeatable? Y / N How many times? No	
Does this course require a fee?	How much? Type of fee?
No	

☐ Elective ☒ Major ☐ Minor

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

Prerequisites:

SOC 1003 or Psy 2003

Co-requisites:

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

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

See Attached

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

n/a

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

n/a

How does this proposal support the University Mission?

This proposal supports the University Mission in that it will increase students' understanding of social science research. This includes not only increasing their ability to conduct their own research endeavors, but also their ability to interpret and understand research findings surrounding them in their day-to-day lives.

What assessment information is being used to support this proposal?

Students have commented informally and in the course evaluations for the methods course (SOC 3063) that there is too much information to be covered in one semester. Based on these assessments and the frustration of the professor to adequately cover so much material, we are creating this course which will focus on research design allowing the upper division methods course to go more in depth and involve application of research methodology. We believe this change reflects the goals of our department as well as the needs of the students.

How will the effect of the change be monitored?

As part of the departmental assessment, we will monitor the effects through students' performance in the course and their end of the semester course evaluations.

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

In addition to the student demand mentioned above, this proposed additional course will allow faculty to

provide a more hands on experience with research methodology in the upper division methodology course.

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

**SOC/PSY 2063
Research Design for
Behavioral Sciences
Spring 2011**

CONTACT INFORMATION:

Office Hours: Thursday 9am-1pm

Office: WPN 356

Telephone: 498-6050

Email: jmiklesschluterman@atu.edu

Dr. Mikles-Schluterman (Dr. Mikles)

TR 1-2:20pm

TEXTS: Babbie, E. (2008). The Practice of Social Research 11th edition. Belmont, CA: Wadsworth Publishing Company.

COURSE DESCRIPTION: "an introduction to research design with emphasis on foundations of social science, structuring of inquiry, and modes of operation." *Prereqs: SOC1003 or PSY2003*

COURSE OBJECTIVES: This course is designed to introduce you to the foundations of social science, the logic of research design and the many possible modes of operation. This course is reading and work intensive meaning you should put in at least 5-7 hours a week on this course. My goals for this course include:

- To demonstrate the basic principles that have created and guide social science research
- To introduce you to the research process, the elements of research design and the modes of operation
- To teach you how to read a research article and conduct a literature review
- To further spark your interest in sociology and to create an appreciation for the possibilities of sociological research

EVALUATION:

Grading is based on performance. If you would like any advice or help please feel free to contact me. In this course each of you can earn up to 1000 points:

Mid-term Exam	200pts
Final Exam	200pts
Article Summaries	300 pts
<u>Project Proposal</u>	<u>300 pts</u>
	1000 pts

Article Summaries: There will be article summaries due every week. These summaries are meant to be very time intensive and to be taken seriously. They are designed to introduce you to the nature of research, to familiarize you with the process of finding and reading scholarly work, as well as to give you examples of research methodologies that we will be learning about in the Babbie text.

Attendance: Attendance will be taken every day, because I want to keep record of who is attending. You will not receive points for attendance per say, but your attendance is ESSENTIAL to performing well in this class. Let me be clear: I EXPECT you to be in class EVERY day that we meet. If for some reason you cannot be in class on a day that something is due, I expect you to send the assignment with a classmate, friend, parent, child, pet, etc., or email it to me on that day. NO late assignments are accepted for any reason.

Project Proposal: The culmination of what you have learned in the class will be demonstrated in a final project. For this final project you and your partner will propose a research project. As such the final project will include two parts: 1) a written document, 10-15 pages (and an electronic copy to be submitted to online plagiarism checkers), and 2) a class presentation of your proposal, 15-20 minutes. More instructions for this project will be given later. **Exams:** There will be two exams at 200 points each. As such, exams make up 40% of your overall grade. Exams will consist of multiple choice questions covering all material up to that point. All exams will require a thorough understanding of the course material, which includes all text material as well as lecture notes.

Attendance: Attendance will be taken every day, because I want to keep record of who is attending. You will not receive points for attendance per say, but your attendance is ESSENTIAL to performing well in this class. Let me be clear: I EXPECT you to be in class EVERY day that we meet.

THIS IS A TENTATIVE CLASS SCHEDULE AND IS SUBJECT TO CHANGE.

Section 1: An Introduction to Inquiry

Jan. 13 Syllabus and introductions

Jan. 15 Research Process and Why you should learn about research methods

Jan. 20 Chapt. 17 Reading and Writing Social Research---Meet in Library RM 300A

Jan. 22 Chapt. 2 Paradigms, Theory, and Research (*article summaries due*)

Jan. 27 Chapt. 4 Research Design

Jan. 29 (*article summaries due*)

Section 3: Modes of Operation

Feb. 3 Chapt. 9 Survey Research

Feb. 5 (*article summaries due*)

Feb. 10 Chapt. 11 Unobtrusive Research

Feb. 12 Chapt. 11 Project Data Sets (*article summaries due*)

Feb. 17 Meeting to discuss paper (*1st draft of lit review due*)

Feb. 19 Meeting to discuss paper (*1st draft of lit review due*)

Feb. 24 Review for exam

Feb. 26 MID-TERM EXAM Chapters 17, 2, 4, and 9 of Babbie; lecture notes

Section 2: The Structuring of Inquiry

Mar. 3 Chapt. 5 Conceptualization and Measurement

Mar. 5 (*article summaries due*)

Mar. 10 Chapt. 7 The Logic of Sampling

Mar. 12 (*article summaries due*)

Section 4: Analysis of Data

Mar. 17 Chapt. 14 Quantitative Data Analysis

Mar. 19 Chapt. 16 Statistical Analyses (*article summaries due*)

Mar. 23-27 SPRING BREAK

Mar. 31 Meeting to discuss paper (*1st draft of analyses due*)

Apr. 2 Meeting to discuss paper (*1st draft of analyses due*)

Re-visiting Section 3: Modes of Operation

Apr. 7 Chapt. 10 Qualitative Research

Apr. 9 (*article summaries due*)

Apr. 14 Chapt. 12 Evaluation Research

Apr. 16 (*article summaries due*)

Apr. 21 Review of presentations

Apr. 23 (*article summaries due*)

Apr. 28 (*article summaries due*) Last day of classes

May 4-8 Final Exam Week

GRADING SCALE

The grading scale is as follows:

900+	= A
800-899	= B
700-799	= C
650-699	= D
649 or less	= F

MAKE-UP POLICY

All work is due on the specified dates.

ASSIGNMENT POINTS: If your absence from class is required on a day when an assignment is due you should notify me in advance so that arrangements can be made. **Assignments will NOT be accepted late!** If it is an unexpected absence you should make every effort to email the assignment to me or send it with a friend. Assignments will NOT be accepted late!

EXAM POINTS: All exams will be given ONLY on the dates announced. If an emergency prevents you from taking an exam on the assigned date, you should contact me immediately by phone or email, yet there is no guarantee that you will be able to make up the exam. Exceptions for exam absences will only be granted if the emergency is documented AND if they are made up within a week of the missed exam. In the case that an emergency is documented a make-up exam in essay format will be made available.

ACADEMIC DISHONESTY

Cheating/Plagiarism on an assignment means copying the work of someone else who is or has taken the class, or anyone else and turning it in as your own work. Cheating on an exam or quiz means that you bring to class with you on exam day materials that provide you with answers, OR that you look at someone else's answers during an exam. Any evidence of cheating on an assignment will result in failing that assignment. Any evidence of cheating on an exam will result in failing that exam, and possibly failing the course.

DISABILITY SERVICES

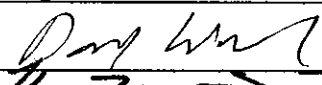
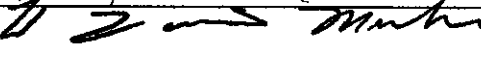

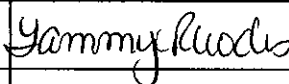
If you have any special needs you should contact the Office of Disability Services, then inform me about any arrangements that need to be made. If you will be taking your exam in the Learning Center it is your responsibility to make that appointment with them before each exam AND to remind me to get your exam there early. You should send me an email reminder a day in advance of each exam.

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Ward		09/21/09
Department Head Dan Martin		9/29/09
Dean Thomas DeBlack		9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/2/09
Vice President for Academic Affairs		

Course Subject: PSY	Course Number: 2093
Cross-listed with Subject: n/a	Course Number:
Official Title (Limited to 30 characters including spaces): Human Sexuality	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010	How frequently will course be offered? annually
Is this course repeatable? No How many times?	
Does this course require a fee? No	How much? Type of fee?

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: none	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ul style="list-style-type: none"> a. Course subject, number and title b. Catalog course description c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. no	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. no	
How does this proposal support the University Mission? It will increase the understanding of the social sciences and the diversity of human behavior.	
What assessment information is being used to support this proposal? Our review with students suggest more topical psychology should be offered	
How will the effect of the change be monitored? Student interviews and capstone interview	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. Our department faculty and expertise has grown in recent years and our curriculum need to support that.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. n/a	

HUMAN SEXUALITY

PSY 2083 SECTION 001

FALL 2010

Instructor: Jason E. Warnick, Ph.D.

Office: 350 Witherspoon

Phone: (479) 356-2005

Email: jwarnick@atu.edu

Webpage: <http://www.jasonwarnick.com>

Office Hours: M: 1-3; W: 1-3; F: 1-3; and by appointment.

Catalog Description

A survey of psychological applications in industrial settings with emphasis upon selection, placement, and training techniques; organizational theory; and decision-making processes.

Course Objectives

This course is designed to introduce students to the psychological themes associated with human sexuality. Major topics to be considered (but are not limited to) the following: love and intimacy, sexual behaviors, gender roles, sexual orientation, sexual development and paraphilias.

Course Materials

Required Text: Hock, R. R. (2010). *Human Sexuality (2nd Edition)*. Pearson/Prentice Hall (ISBN: 0-205-66071-1).

Website: Blackboard (<http://blackboard.atu.edu/>)

This book is available at the Tech Bookstore. Additionally, Exams, Assignments and the Final Comprehensive Exam will be made available on the internet via Blackboard.

Academic Policies

Exams (100 points each)

These exams will be in a multiple choice format and will cover the required readings for two weeks. These exams are time restricted (approximately 1 minute per question), consist of approximately 50 questions, and you can only take the test ONE TIME. Each exam will be available for approximately two weeks and will be due on Friday's at 5pm.

Assignments (25 points each)

These assignments will consist of essay questions. Assignments #2 & #3 require answers be at least 200 words in length. Each assignment will be available for at least two weeks and will be due on Friday's at noon.

Final Exam

Comprehensive Final Exam (100 points): This exam will cover all of the readings assigned during the semester. This exam will be in a multiple choice format. Additionally, the exam will be time restricted (approximately 1 minute per question), consist of 100 questions, and you can only take the test ONE TIME. This exam will be available during the entire Final Exam week and will be due on Tuesday, December 14th at 5pm.

Grading: Grades will be posted on Blackboard after each exam/quiz/essay. The lowest EXAM grade will be dropped from the final course grade (note: neither a quiz grade nor the final exam grade will be dropped from the course grade). Final grades will be based on the following percentages:

A=100 – 90.0% B=89.99 – 80.0% C=79.99 – 70.0% D=69.99 – 60.0% F=59.99 - 0%.

Make-up Tests: Make-up exams and assignment submission after the due date will only be allowed when adequate documentation (e.g., doctor's note) is provided.

University Services

Special Needs: Any student requiring assistance should contact the Office of Testing and Disability Services at 968-0302. The instructor will be happy to make reasonable accommodations. Please provide requests as early as possible as notification of need on the day of a test may not be honored.

Additional Policies

- As this is an internet-based course, it is expected that you have access to a well functioning computer and internet service. Thus, computer or internet-service problems that occur during an exam/study quiz/essay will not be considered as a legitimate excuse. I know that this is a strict policy, but previous classes used these excuses as a method to cheat. The drop-grade policy will allow for an unexpected computer or internet problem without affecting your grade.
- Any evidence of academic dishonesty (e.g., cheating, plagiarism, etc.) will MINIMALLY result in an F grade assigned for the course. Further details concerning academic dishonesty procedures can be found in the Student Handbook. Claiming ignorance of what constitutes academic dishonesty is not an adequate defense. If you have questions about these issues, please feel free to contact me.
- As stated above, I will make myself available during both scheduled office hours and by appointment. Feel free to contact me during these times or by email with any of your questions or concerns.
- I believe that the grade a student earns should be a fair and accurate representation of what they have learned and the quality of their completed projects/assignments. Due to this belief, I DO NOT CURVE FINAL GRADES and I DO NOT PROVIDE EXTRA CREDIT TO INDIVIDUAL STUDENTS.

Calendar of Events

Week	Dates	Topic
Week 1	Aug 19 – Aug 21	<i>Review of Course Requirements and Course Syllabus</i>
Week 2	Aug 24 – Aug 28	Chapter 1: <i>Studying Human Sexuality.</i>
Week 3	Aug 31 – Sept 4	Chapter 2: <i>Sexual Anatomy.</i> Exam 1 Due by 5:00pm!
Week 4	Sept 7 – Sept 11	Chapter 3: <i>The Physiology of Human Sexual Responding.</i> Assignment #1 Due by 5:00pm!
Week 5	Sept 14 – Sept 18	Chapter 4: <i>Love, Intimacy, and Sexual Communication.</i> Exam 2 Due by 5:00pm!
Week 6	Sept 21 – Sept 25	Chapter 5: <i>Contraception: Planning and Preventing Pregnancy.</i>
Week 7	Sept 28 – Oct 2	Chapter 6: <i>Sexual Behaviors: Experiencing Sexual Pleasure.</i> Exam 3 Due by 5:00pm!
Week 8	Oct 5 – Oct 9	Chapter 7: <i>Sexual Problems and Solutions.</i> Assignment #2 Due by 5:00pm!
Week 9	Oct 12 – Oct 16	Chapter 8: <i>Sexually Transmitted Infections.</i> Exam 4 Due by 5:00pm!
Week 10	Oct 19 – Oct 23	Chapter 9: <i>Conception, Pregnancy, and Birth.</i>
Week 11	Oct 26 – Oct 30	Chapter 10: <i>Gender: Expectations, Roles, and Behaviors.</i> Exam 5 Due by 5:00pm!
Week 12	Nov 2 – Nov 6	Chapter 11: <i>Sexual Orientation.</i> Assignment 3 Due by 5:00pm!
Week 13	Nov 9 – Nov 13	Chapter 12: <i>Sexual Development Throughout Life.</i> Exam 6 Due by 5:00pm!
Week 14	Nov 16 – Nov 20	Chapter 13: <i>Sexual Aggression and Violence: Rape, Child Sexual Abuse, and Harassment.</i>
Week 15	Nov 23 – Nov 27	<i>No Class!! Thanksgiving Break!!</i>
Week 16	Nov 30 – Dec 4	Chapter 14: <i>Paraphilias: The Extremes of Sexual Behavior.</i> Chapter 15: <i>The Sexual Marketplace: Prostitution and Pornography.</i> Exam 7 Due by 5:00pm!
Week 17	Dec 9 – Dec 14	Final Comprehensive Exam Due by 5:00pm!

Disclaimer: This schedule is subject to change due to extenuating circumstances. Changes to this schedule will either be emailed and/or posted on Blackboard.

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Ward	<i>David Ward</i>	09/21/09
Department Head Dan Martin	<i>Dan Martin</i>	9/29/09
Dean Thomas DeBlack	<i>Tom DeBlack</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Rhodes</i>	10/2/09
Vice President for Academic Affairs		

Course Subject: PSY	Course Number: 2063 2133
Cross-listed with Subject: n/a	Course Number:
Official Title (Limited to 30 characters including spaces): Cross-Cultural Psychology	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010	How frequently will course be offered? annually
Is this course repeatable? No How many times?	
Does this course require a fee? No	How much? Type of fee?

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: none	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: a. Course subject, number and title b. Catalog course description c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. no	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. no	
How does this proposal support the University Mission? It will increase the understanding of the social sciences and the diversity of human behavior.	
What assessment information is being used to support this proposal? Our review with students suggest more topical psychology should be offered	
How will the effect of the change be monitored? Student interviews and capstone interview	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. Our department faculty and expertise has grown in recent years and our curriculum need to support that.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. n/a	

Psychology
Cross-cultural Human Development
Psychology 2133

Instructor: Qing Zeng, Ph.D., Assistant Professor
Class Time: TR 11:00 a.m. – 12:20 p.m.
Classroom: 368 WPN
Office: 360 WPN **Office Hours:** Wednesday 9:00-11:00 a.m.
Telephone: 479.968.0463
E-mail Address: qzeng@atu.edu

I. Course Description:

What makes people in different countries 'different'? How can psychologists explain cross-cultural variations in attitudes and behaviors? Do people fall in love in the same way in every country? Do children of different countries acquire language in the same procedure?

Catalog Description: This course is designed to link basic principles in cross-cultural developmental psychology and practical everyday events and questions as above ones together to help students cultivate a global and multicultural perspective on human behavior and gain an understanding of, and appreciation for, human development as it takes place in diverse cultural settings throughout the world. Experiential learning will be an important component of this course. Each student will have a chance to observe the behavior of a child/adolescent of different ethnic background from his or her own and develop their own cross-cultural viewpoint on human development.

General Course Objectives:

The purpose of this course is to acquaint students with basic information about *human development in a cross-cultural perspective*, to provide opportunities to expand awareness and sensitivity to global similarities and differences in behavior of children, adolescents and/or adults, while helping to reduce any ethnocentric or biased thinking that we may have, whether conscious or unconscious. By allowing students to experience variations in behavior not normally found in our own surroundings, this perspective contributes to an understanding of human adaptation. Upon completion of the course students will be able to

1. Acquire theoretical and empirically based knowledge of human development in various cultures;
2. Consider cultural universals and variations in human development that stems from racial and ethnic influences;
3. Make connections from their first hand experience with children/adolescents of different ethnicity to the theories, principles presented and discussed in class.

II. Required Texts:

Gardiner, H. W. & Kosmitzki, C. (2008). *Lives across Cultures: Cross-cultural Human Development*. New York: Allyn and Bacon.

Some articles from academic journals such as Child Development.

Optional: Crash (2004); the Namesake (2006).

III. Measurement and Assignments:

Evaluation of student performance is based on a composite score including essay-styled exams, writing projects of one long paper and 2 short papers, and class participation and involvement.

Class attendance and participation	20%
Impressions of children of different cultures	5%
Comparing of your own childhood with a friend's	5%
Midterm Exam	20%
Term Paper	20%
Presentation of your paper	5%
<u>Final Exam</u>	<u>25%</u>
Total	100%

(1) **Class attendance and participation:** You are required to read the textbooks before each class. Formulate three discussion questions of your own for each reading assignment. Your preparedness is reflected in your participation in class discussion and presentation as well as writing short "one-minute" paper in class which has no make-up if missed. On the Final's day you are to submit your **self-rated** score on class attendance and participation on a scale of 10 points.

(2) **Impressions of children of different cultures:** Before you do any serious readings for this course, write your general impressions of children from different cultures, one or more from each continent of Africa, North- and South-America, Asia, Europe and Oceania; or children who immigrated from those cultures with their parents. No reference should be used. Two to three double-spaced pages. **Due Tuesday, Jan. 20.**

(3) **Make friends with a child/adolescent/adult of different cultural/ethnic background:** The experiential learning component of this course is to conduct a naturalistic observation of a child (age 0 to 12) of different ethnic background from your own (or adolescent/adult if a child is not available). Spend 3-5 hours observing/talking with this friend, find out what his/her experiences are like and make note; and then recollect your own past experiences in childhood/adolescence and make a comparison. This should be a short paper of 2-3 double spaced pages. Obtain permission from a parent/caregiver if necessary before your actual observations take place. **Due: Tuesday, Mar. 31** in class.

(4) **Term Paper/Project:** 8-10 pages. We'll talk more in class.

(5) **MidTerm and Final Exam** will be combination of multiple choice and short essay type questions. You will demonstrate your understanding of the course material and your ability to analyze, critique, and synthesize various readings, as well as your writing ability.

IV. Student Code of Conduct

Academic Integrity: It is our expectation that students will conduct themselves based on highest moral values and practices. Academic dishonesty or academic misconduct (such as cheating on tests or plagiarism in term papers and projects) is not tolerated and will be reported for disciplining. Please refer to ATU 2008-2009 Undergraduate Catalog for specific information related to maintaining Academic Integrity under the section of Regulations and Procedures (p.71).

Classroom Behavior: In class, you are expected to conduct yourself in an appropriate manner, respecting the rights of your fellow students and your professor. A part of your conduct includes coming in and leaving the classroom. Please arrive on time, *keep private conversations to a minimum*, show respect for the others even if you may disagree with their opinions, and refrain from packing up before the end of the class. Cell phones, iPods, MP3, and/or other noise-producing devices **must be turned OFF at the beginning of class** to show respect to fellow students, the instructor and the shared class time (otherwise you lose half of your participation score each time). In the situation when it is absolutely necessary to keep the phone on, such as when there is a medical condition in immediate family member, please inform the instructor in advance and turn the cell phone on vibration alert so that it will not disturb other class members.

V. Attendance and Due Date Policy:

Students are expected to attend class in keeping with University Policy stated in the Catalog. In those instances when a student is ill or misses class for other legitimate reasons, the student is responsible for securing notes on assignments or presentations from another student who was present at the period missed. This is particularly important as the instructor may assign additional material/activities during the semester that is not included in the syllabus. If there are questions about assignments, class content, or clarification of issues discussed, the student should approach the instructor with specific rather than general/vague questions.

Assignments are due as written in the syllabus. Assignments handed in late will be graded a letter grade lower for every late day, the day they are due will be included as the first day.

VI. Tentative Schedule of Classes (subject to change as necessary):

Introduction; Ch1-Ch5; MidTerm Exam; Ch6-Ch11; **Final Exam**

VII. VI. Converting Your Points to Grades

90%+ =A; 80%~89%=B; 70%~79%=C; 60%~69%=D; 59% or below=F.

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Ward	<i>David Ward</i>	09/21/09
Department Head Dan Martin	<i>Dan Martin</i>	9/29/09
Dean Thomas DeBlack	<i>Tom DeBlack</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Rhodes</i>	10/2/09
Vice President for Academic Affairs		

Course Subject: PSY	Course Number: 3083
Cross-listed with Subject: n/a	Course Number:
Official Title (Limited to 30 characters including spaces): Psychology of Women	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010	How frequently will course be offered? annually
Is this course repeatable? No How many times?	
Does this course require a fee? No	How much? Type of fee?

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: none	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: a. Course subject, number and title b. Catalog course description c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. no	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. no	
How does this proposal support the University Mission? It will increase the understanding of the social sciences and the diversity of human behavior.	
What assessment information is being used to support this proposal? Our review with students suggest more topical psychology should be offered	
How will the effect of the change be monitored? Student interviews and capstone interview	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. Our department faculty and expertise has grown in recent years and our curriculum need to support that.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. n/a	

Psychology 3083
Psychology of Women
Fall 2009

PSY 3143-01

Class Time/Location: 11:00a.m.-12:20p.m. TR/WPN334

Instructor: Qing Zeng, Ph.D.

Office: Witherspoon Hall 360

Office Hours: 2:00p.m. -4:00p.m. Tuesdays, 9:00a.m.-12:00p.m. Wednesdays, or by appointment

Telephone: 479.968.0463 E-Mail: qzeng@atu.edu

Catalog Description. The purpose of this course is to examine the lives of girls and women, including topics such as gender stereotypes, the development of gender roles, gender comparisons, women and work, love relationships, women's physical and mental health, violence against women, and women in later adulthood. Students who take this course should acquire an understanding of what it means to be female in North America.

I. Course Objectives

Welcome to Psychology 3143-01, a seminar in psychology of women!

The purpose of this course is to examine the lives of girls and women, including topics such as gender stereotypes, the development of gender roles, gender comparisons, women and work, love relationships, women's physical and mental health, violence against women, and women in later adulthood. Students who take this course should acquire an understanding of what it means to be female in North America.

Lectures, student-monitored discussions, and videos besides written assignments will be used to help students in understanding individual, interpersonal, contextual, and cultural factors contributing to women and girls' psychological development. As the course instructor, I'm hopeful that each of you will work toward the following goals:

1. To understand the basic information about women's lives, with a particular emphasis on the complexity of the issues.
2. To develop critical-thinking skills, so that you can analyze both the professional research and the articles in the popular media.
3. To know how to design your own psychology research project, to conduct the research, and to write an appropriately professional summary of the research, which emphasizes the potential methodological flaws in the research.
4. To explore your own ideas and attitudes about gender, appreciating that we do not need to be constrained by traditional gender roles.
5. To appreciate the inequities that many individuals face, based on social categories other than gender; these categories include age, disability, sexual orientation, ethnicity, social class, and country of residence. We will also consider some information about inequities in other cultures, outside North America.

Prerequisite: PSY 2003.

Academic Planning: PSY 3143 fulfills three credit hours of upper division psychology.

II. Required Text

Matlin, M. W. (2008). *The psychology of women* (6th ed.). Belmont, CA: Wadsworth.

Although the textbook is not particularly hard to read, you'll need to understand the material in the textbook in order to do well in the course. You will not be able to achieve this understanding from a superficial reading of the chapters. You should master the terminology and concepts in the textbook. The lectures and class discussion will assume that you are familiar with this information.

Further reading recommended:

Gilligan, C. (1993). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press. (ATU Library Call Number: 305.4 G415i)

Miller, J. B. (1986). *Toward a new psychology of women*. Boston: Beacon Press. (ATU Library Call Number: 155.6 M615t2)

III. Grading and Evaluation Policies

There will be 420 points for this course. The points break down as follows:

Exams: (55 points x 2 + 100 for the final)	210 points
Class participation:	50 points
Term paper:	100 points
<u>Written assignments:</u>	<u>60 points</u>
Total	420 points

Three exams (210 points) will be given over the semester. They will cover five, four, and six chapters respectively and will be worth about 55 points for the first two and 100 points for the final exam. They will take the format of multiple-choice questions and short essay questions.

Note: Makeup exams will be offered **only** in the case of a medically certified illness, school related excused absence, or a documented family emergency. To preserve academic integrity, the makeup exam will be altogether different from the scheduled exam; it will consist entirely of essay questions.

Class participation (50 points): Active participation and involvement in class is a key factor in learning for this course. Class participation will be a subjective score provided by your Self-Rating. Class participation score will reflect student's effort in two aspects: (1) Each student is expected to play an active role in class discussion and make contributions to class discussion by asking questions relevant to the course content and giving thoughtful comments from reflection and/or observation; (2) Each student should also take active part in group activity in organizing and presiding the chapter discussions (groups will be no more than 5 students and each group will have at least two chances to monitor a discussion/presentation). Prior to each class you need to read the Chapter beforehand, note any questions concerning the chapter information from your

own reflections and gather concrete **examples** from your observation, experience, and knowledge to illustrate your statements/comments. You are encouraged to keep a contribution log of the questions you asked. This way you will have solid evidence for your Self-Rating of Class Participation as you will **rate your own** participation on a scale of 10 by the end of the semester. The instructor will normally agree with your Self-Rating but she reserves the right to make adjustment if it is way too under- or over-rated. Class participation will be 50 points of your total score for this course. It is closely tied to class attendance.

Furthermore, you are encouraged to actively observe behavior of individuals (both male and female) of various ages informally—10 minutes or so at a time, in the parks, campus, shopping mall, gas station, community centers, home or wherever/whenever you can.

Term Paper/Research Project (100 points): A paper of 8-10 pages, double-spaced, 12 point-font in APA style on a research topic of your choice in the field of psychology of women. Observe the due date. No late work will be accepted. See Handout for more information.

Written Assignments (60 points): Short extemporaneous essays such as one-minute essay or worksheets will be assigned throughout the semester to encourage reading ahead as well as class attendance. There will be no make-up for this part.

Can I earn extra points? Yes. Throughout the semester, there will be opportunities for extra credit that will be announced in class and posted online in Blackboard. An example will be a one-page paper worth of 5 points noting your attendance of an invited speech or other events and your thoughts about its relevance to topics in psychology of women.

IV. Attendance

As class attendance is essential for students to receive maximum benefit from any course including this course (p. 77, ATU 2009-2010 Undergraduate Catalog), students are expected to attend all class sessions to assure their learning. However, something unexpected could happen that prevents a student from attending class. If a student misses a class, the student is responsible for securing any information missed during an absence by contacting a classmate. If there are unclear areas, the student should take the initiative to approach the instructor with **specific questions**, such as “Why do some of the researchers emphasize on gender comparison rather than gender differences?” or “Am I right in interpreting that the sexual double standard is pretty much universal?” Vague questions such as “What did I miss?” to the instructor, on the other hand, will be provided with a general answer--“You missed a whole class”.

V. Student Code of Conduct

Academic Integrity: It is our expectation that students will conduct themselves based on highest moral values and practices. Academic dishonesty or academic misconduct (such as cheating on tests or plagiarism in term papers) is not tolerated and will be reported for disciplining. Please refer to ATU 2009-2010 Undergraduate Catalog for specific information related to maintaining Academic Integrity under the section of *Regulations and Procedures* (p.76).

Classroom Behavior: In class, you are expected to conduct yourself in an appropriate manner, respecting the rights of your fellow students and your professor. A part of your conduct includes coming in and leaving the classroom. Please arrive on time, *keep private conversations to a minimum*, show respect for the others even if you may disagree with their opinions, and refrain from packing up before the end of the class. Cell phones, iPods, iPhones, and/or other noise-producing devices **must be turned OFF at the beginning of class** to show respect to fellow students, the instructor and the shared class time (otherwise you lose 10 points from your participation score). In the situation when it is absolutely necessary to keep the phone on, such as when there is a medical condition in immediate family member, please inform the instructor in advance and turn the cell phone on vibration alert so that it will not disturb other class members.

VI. Converting Your Points to Grades

Final Grade Determination based on 420 total points.

Point Range/Final Grade

378 -- 420	A
336 -- 377	B
294 -- 335	C
252 -- 293	D
251 or Below	F

VII. Tentative Course Outline (Some Dates Are Subject to Change)

<u>Dates</u>	<u>Contents</u>
8/20	Introduction to the course/overview—syllabus
8/25- 8/27	Ch.1 Introduction(concepts, history, & bias in research) /grouping
9/1-9/3	Ch.2 Gender Stereotypes
9/8-9/10	Ch.3 Infancy & Childhood
9/15-9/17	Ch.4 Adolescence
9/22-9/24	Ch.5 Gender and Cognitive abilities
9/24	ch.5/Review1
9/29	Exam #1 (Ch.1-Ch.5)
10/1-10/6	Ch.6 Gender Comparisons/Gilligan
10/8-10/13	Ch.7 Women's work
10/15-10/20	Ch.8 Love Relationships
10/22-10/27	Ch9 Sexuality
10/27	Review2
10/29	Exam #2 (includes Ch.6-Ch.9)
11/3-11/5	Ch.10 Pregnancy, Childbirth & Motherhood
11/10-11/12	Ch. 11 Women's Physical Health/ Ch. 12 Psychological Disorders
11/17-11/19	Ch.13 Violence against Women
11/24-12/1	Ch.14 Older Adulthood (Term Paper due)
12/3	Ch.15 Moving Onward.../Project Presentation
12/8	Reading Day
12/15 (10:30a.m.-12:30p.m.)	Final Exam (Covering Ch.10 to Ch.15 plus some of Ch.1 w/o ch12)

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. David Osburn	Dr. David Osburn	9-18-09
Department Head Dr. Daniel Martin	Dr. Daniel Martin	9/29/09
Dean Dr. DeBlack	Tom DeBlack	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhoads	Tammy Rhoads	10/2/09
Vice President for Academic Affairs Dr. John Watson		

Course Subject: Psychology Psy	Course Number: 3173 3173
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Psychology of Consciousness	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010	How frequently will course be offered? Each year year
Is this course repeatable? Y / <input checked="" type="radio"/> N How many times?	
Does this course require a fee? No How much? Type of fee?	

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: PSY 2003 UPPER Division standing	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> Course subject, number and title Catalog course description Course goals and/or objectives Course outline Methods of student performance assessment and evaluation Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. The course will be offered on Blackboard	
How does this proposal support the University Mission? Part of the university Mission is to nurture scholastic development and provide a solid educational foundation. This course provides foundation for advanced psychological studies	
What assessment information is being used to support this proposal? This course has drawn 15 to 20 students, and as offered on Blackboard could easily draw greater numbers.	
How will the effect of the change be monitored? Student support, evaluation, etc.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. This course provides more options for the students. It investigates an area of psychology	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. This course would not affect other departments.	

PSY 3173 – TC1

Psychology of Consciousness

Instructor: Dr. David Osburn

Office WPN 351

Hours : 10:00 – 12:00 TR, 1:00 – 3:00 MWF

Phone: 498 – 6051, dosburn@atu.edu

→ **Catalog Entry:** PSY 3173 Psychology of Consciousness. ~~Prerequisite six hours of psychology or instructor's approval.~~ *upper division standing. per Dr. Osburn per* An introduction to the various theoretical viewpoints as to the topic of consciousness and how it is investigated.

Course Description: This course examines a variety of approaches in determining just what consciousness is and the methods involved in investigating it. This course will commence with Wundt's attempts to define the components that make up consciousness, Freud's emphasis on the unconsciousness in everyday life, and various biological/physiological theories in determining how consciousness occurs.

Text: *Consciousness, an Introduction, Susan Blackmore, Oxford University Press, 2001*
There will also be supplemental readings

Justification/Rational: Provide 3 hours upper division credit in psychology.

Course Objectives: Provide a foundation for the study of the concept of Consciousness.

Course Grade: The course grade will be based on the students reaction papers and participation in the ongoing course discussion threads.

WRITING ASSIGNMENTS:

There will be a series of daily writings in this course as assigned by the professor, reaction papers to the assigned readings. Additionally there will be ongoing discussion threads about the major concepts and the methodological issues in the study of consciousness. The grading of the writings will be focused on the completeness of addressing the issues from the text and directed reading.

- | | |
|----------------------------------|---|
| 90% of Reaction papers completed | A |
| 80% of Reaction Papers completed | B |
| 70% of Reaction Papers completed | C |
| 60% of Reaction Papers completed | D |

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Ward	<i>David Ward</i>	9/29/09
Department Head Daniel Martin	<i>Dan Martin</i>	9/29/09
Dean Thomas DeBlack	<i>Tom DeBlack</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammie Kucos</i>	10/2/09
Vice President for Academic Affairs		

Course Subject: PSY	Course Number: 3813
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Lifespan Development	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010	How frequently will course be offered? Each semester
Is this course repeatable? No	
Does this course require a fee? No	

<input checked="" type="checkbox"/> Elective (Psychology) <input checked="" type="checkbox"/> Major (Nursing)	
This is an elective for the Psychology Program. The Nursing program's Program Change form is attached.	
Prerequisites: (1) Nursing Major OR (2) Psy major with 90 earned hours OR (3) Permission of Instructor .	Co-requisites: None
Grading Standard Letter	
For the proposed course, attach a syllabus that includes: <ul style="list-style-type: none"> a. Course subject, number and title b. Catalog course description c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No	
How does this proposal support the University Mission? This course will inform students of the diversity of human behavior, and prepare students to meet the demands of an increasingly competitive and intellectually challenging future by helping the nursing program meet the demands of accreditation organizations and the psychology program increase its psychological content offerings.	
What assessment information is being used to support this proposal? The Nursing Department's review process showed that they need to offer a one-semester developmental lifespan course to come into align with other nursing programs and meet accreditation demands. The psychology program wants to increase the ability to understand lifespan developmental psychology at a very high level.	
How will the effect of the change be monitored? During the assessment periods the nursing program and the psychology program will continue to discuss how the course is meeting its goals. Each program will continue to monitor if this course meets the individual goals of the respective department.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. The Nursing Departments review process showed that they need to offer a one-semester developmental lifespan course to come into align with other nursing programs and meet accreditation demand.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached: the Nursing Program Change is attached	

PSY 3813 **Lifespan Development**

Instructor: Dr. David Ward
WPN 357
dward@mail.atu.edu

Catalogue description: PSY 3813. Lifespan Development. Prerequisite: (1) Nursing Major OR (2) Psy major with 90 earned hours OR (3) Permission of Instructor. A study of the processes of human development from conception through the lifespan. Research, application, and other considerations for Nursing majors will be emphasized. Topics include, but are not limited to: how the maturation process affects an individual's physical and psychological state, genetic influences, child cognitive processes, moral reasoning, and early, middle, and late adulthood biological, psychosocial, and cognitive developmental processes.

Text: Kail/Cavanaugh (2009), Human Development: A Life-Span View, 5e, Wadsworth Publishing

Course Justification: This course's content contributions to the education and occupational requirements of many fields including clinical and counseling psychology, rehabilitation science, nursing, education, and any area of human services. It is also an important topical area for preparation in graduate training for gerontology or any area of psychology or nursing.

General Course Objectives: This course is designed with several purposes. It is designed to help you develop into a better student and critical thinker. To meet these goals, the class will often challenge your reading and thinking skills with discussions and tests about the complexities and motivations of people's development. Another purpose of the course is to learn about adult and adolescent development and the psychological attributes common in different life stages. At the end of the course, you will have a good understanding of biological, psychosocial, and cognitive developmental process. You should also have a better ability to understand psychological research, both its potentials and limitations.

Specific Course Objectives:

1. Demonstrate knowledge of scientific research related to human development through the lifespan.
2. Identify and understand the major theories of lifespan development
3. Apply knowledge of psychosocial, physical and cognitive aspects of human development during each stage of the lifespan.
 - a. Conception
 - b. Early Childhood
 - c. Middle Childhood
 - d. Adolescence
 - e. Young Adulthood
 - f. Middle Adulthood
 - g. Late Adulthood
 - h. The End of Life

Evaluation/grading: Four components are assigned for each chapter and three of these are graded: a chapter(s) and/or other information to read, a "study" test, essay questions, and a multiply choice test.

Study Quizzes. (10% of grade) These are like "study tools" for the chapters. These quizzes are untimed and can be taken as many times as you desire. Each quiz will be available for several days before, though they are due at the same time as, the multiply-choice test for each chapter. Study quizzes will NOT be available during any makeup period.

Essays. (40% of grade). A set of essay questions for each chapter will be posted under course documents several days before they are due. These essays are actually more like mini-papers than

test-essay questions. You will have the questions to prepare your answers, but the essays **MUST** be turned in via a Blackboard (under assignments). You can get the essays by simply logging onto the test – you can sign on and off the essays as many times as you like. **You are expected to write them in a word processor and “cut and paste” the answers into Blackboard.** Specific grading criteria will be provided (see course information page), and essays will be graded pass/fail. Discussion or sharing of answers of these questions with other students is cheating.

Multiply-Choice Tests (50% of grade). The multiple choice quizzes are the most important thing you do for each chapter. These are normal in class MC tests of the material.

Grades will be assigned on the standard scale: 90-100% = A, 80 – 89% = B, etc.

Cheating and Plagiarism will simply not be accepted. If caught cheating or plagiarizing, you will be given an F in the course and reported to the proper judiciary boards. See your student handbook for further details.

Course Outline:

- I. Human Development
 - a. Lifespan Approach
 - b. Theory and Research
- II. Beginnings: The first three years
 - a. Forming a new life
 - b. Physical and cognitive development
 - c. Psychosocial development
 - d. Nursing considerations
- III. Early Childhood
 - a. Physical and cognitive development
 - b. Psychosocial development
 - c. Nursing considerations
- IV. Middle Childhood
 - a. Physical and cognitive development
 - b. Psychosocial development
 - c. Nursing considerations
- V. Adolescence
 - a. Physical and cognitive development
 - b. Psychosocial development
 - c. Nursing considerations
- VI. Young Adulthood
 - a. Physical and cognitive development
 - b. Psychosocial development
 - c. Nursing considerations
- VII. Middle Adulthood
 - a. Physical and cognitive development
 - b. Psychosocial development
 - c. Nursing considerations
- VIII. Late Adulthood
 - a. Physical and cognitive development
 - b. Psychosocial development
 - c. Nursing considerations
- IX. The End of Life with emphasis on the psychosocial aspects as it relates to Nursing.

September 29, 2009

Colleagues,

The proposed course (PSY 3813) does not affect the Psychology Program of Study; it only changes the Nursing Program as a required course. Therefore, I am not sure if the "Request for Change in Program" (Nursing) is needed for the PSY course edition. However, I included it so you can easily see why they wanted the course. The attached form is the same as the nursing program provided with their other curriculum changes.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Ward', with a stylized flourish at the end.

David Ward, Ph.D

Associate Professor of Psychology

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department supports
Nursing	the change.
Comments: PSY 3813 is being developed in the Behavioral Sciences Department at the request of the Nursing Department.	

Department Head Signature: Peterson Burns

Date: 9/29/07

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Ward	<i>David Ward</i>	09/21/09
Department Head Dan Martin	<i>Dan Martin</i>	9/29/09
Dean Thomas DeBlack	<i>Tom DeBlack</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Tommy Skoedis</i>	10/2/09
Vice President for Academic Affairs		

Course Subject: PSY	Course Number: 4003
Cross-listed with Subject: n/a	Course Number:
Official Title (Limited to 30 characters including spaces): Advanced Research Method and Lab for Psychology	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010	How frequently will course be offered? annually
Is this course repeatable? No How many times?	
Does this course require a fee? No	How much? Type of fee?

<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: none Psy 2003, Psy 2063, Psy 2053	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> Course subject, number and title Catalog course description Course goals and/or objectives Course outline Methods of student performance assessment and evaluation Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. no	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. no	
How does this proposal support the University Mission? It will increase the understanding of the social sciences and the scientific method	
What assessment information is being used to support this proposal? Students have commented informally and in the course evaluations for the current methods courses that there is too much information for one semester. Based on these assessments and those of the professors we believe our department now has the resources to cover this material the way most psychology programs do.	
How will the effect of the change be monitored? Student interviews and capstone interview for end of course and degree requirements	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. Our department faculty and expertise has grown in recent years and our curriculum need to support that. Also, Psychology graduate schools also usually expect two courses in research methods.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. n/a	

ADVANCED RESEARCH METHOD AND LAB FOR PSYCHOLOGY

PSY 4003 SECTION 1
FALL 2010

CLASS: T-TR 9:30-10:50 AM
WPN ROOM 334

Instructor: Jason E. Warnick, Ph.D.

Office: 350 Witherspoon

Phone: (479) 356-2005

Email: jwarnick@atu.edu

Webpage: <http://www.jasonwarnick.com>

Office Hours: MWF: 1-3; and by appointment.

Catalog Description

Prerequisite: PSY 2003, 2053, 2063.

A study of research methods in psychology. Emphasis is placed upon developing skills in data gathering and analysis, report writing and application of basic research strategies.

Course Objectives

This course is designed to introduce students to the field of experimental psychology. Students will be exposed, in the lectures, readings, and laboratory assignments to: a) the principles of designing and conducting scientific experiments, b) conducting and interpreting descriptive and inferential statistics, and c) the details of the APA writing style and the peer-reviewed publication process. Additionally, the course will incorporate technology in the assignments. Most importantly, students will get a glimpse of the creative and exciting world of experimental psychology.

Course Materials

Required Texts:

1) *Essentials of Research Design and Methodology* (2005) by A. S. Kaufman & N. L. Kaufman (ISBN: 0-471-47053-8).

2) *Publication Manual of the American Psychological Association* 6th Edition (2009) by the APA

3) Research articles available on Blackboard.

Website: Blackboard (<http://blackboard.atu.edu/>)

NOTE: The course lectures will be based on, and supplement, the required text. This book is available at the Tech Bookstore. Additionally, assignments, demonstrations, and further readings will be made available on the internet via Blackboard.

Academic Policies

Individual Assessment * signifies laboratory based assignment.

Exams: There will be three exams worth 100 points each. These exams will consist of approximately 30-50 multiple choice questions. The questions will cover content from both the readings and lectures.

Research Article Quizzes: There will be 10 quizzes worth 10 points each for a total of 100 points. The quizzes will consist of 5-10 multiple choice questions covering the content from the assigned research articles.

***APA Style Assessment:** There will be one paper (text will be provided in class) that will be worth 50 points. The manuscript will be assessed as to the compliance with APA style.

***Portfolio:** At 5 lab meetings, you will turn in a listing of activities that you completed for the group project for 10 points each for a total of 50 points. Each of the other group members must sign each page of your portfolio. Each page of the portfolio will be assessed (pass/fail) as to whether the group work is equally distributed among the group members.

Team Assessment * signifies laboratory based assignment.

***Pre-Review Manuscript:** The manuscript that will be reviewed by the other teams will be worth 50 points. The manuscript will be assessed on the compliance with APA style, clarity, coherence, grammar and spelling.

***Manuscript Review:** Each team will review two other team's manuscripts for a total of 50 points (25 points each). The reviews will be assessed on their clarity, coherence and overall display of professionalism.

***Final Manuscript:** The final manuscript will be worth 100 points. The manuscript will be assessed on how well the manuscript reflects the changes suggested in the reviews, compliance with APA style, clarity, coherence, grammar and spelling.

***Poster Session:** There will be one poster presentation worth 50 points. The poster presentation will be assessed in terms of visual and oral presentation of the research project.

***Group Project Discussion:** There will be one group project discussion worth 50 points. The group will give a Powerpoint-based presentation detailing their research project (i.e., Background, Methods, Planned Statistical Procedures, Hypotheses). The group will also provide two research articles that will be used in their manuscript to the instructor one week before the scheduled discussion. The group will lead the class in a group discussion on these articles. Further, the students will provide a 5-10 question quiz over the research articles to the instructor one week before the scheduled discussion. This quiz will be worth 25 points.

Graduate School Presentation: There will be one graduate school presentation worth 25 points.

******PLEASE NOTE: On Team Assessment assignments, I will assess each student's contribution and will grade each student separately.**

Grading

*Grades will be posted on Blackboard after each assessment.

*In order to properly pursue a research agenda, one must have a solid understanding of the core issues in the scientific enterprise (e.g., methodology, data analysis, writing a research report, etc). As the Team Assessment portion of the course requires you to conduct a research project from beginning (planning and conducting the study) to end (reporting the study in a visual/verbal medium and written format), it is imperative that group members have an understanding of experimental psychology. **Students that do not grasp the subject matter are unable to fully participate in the research project and do not deserve the potential substantial benefit to their course grade from the Team Assessment projects.** Thus, final grades will be weighted in two different formats depending on how well students perform in the Individual Assessment. In other words, you must demonstrate you understand the material to get the full weight of the Team Assessments added to your grade.

*Final grades will be determined in one of two ways:

- **Method 1:** If your Exam, Research Article Quiz, APA Style Assessment & Portfolio average is a 75.0% or better, your grade will be determined by the following percentages and total number of points earned on the Individual and Team Assessments:
A=100-90.0% (850-765) B=89.99-80.0% (764-680) C=79.99-70.0% (679-595)
D=69.99-60.0% (594-510) F=59.99-0% (509-0).
- **Method 2:** If your Exam, Research Article Quiz, APA Style Assessment & Portfolio average is a 74.0% or lower, your grade will be consist of **100%** of your Exam, Research Article Quiz, APA Style Assessment & Portfolio scores & **50%** of your Pre-Review Manuscript, Manuscript Review, Final Manuscript & Poster Session, Group Project Discussion, and Graduate School Presentation scores.
A=100-90.0% (675-607) B=89.99-80.0% (606-540) C=79.99-70.0% (539-472)
D=69.99-60.0% (471-405) F=59.99-0% (404-0).

Attendance and Make-up/Late: Attendance to both the class and the lab is **MANDATORY**. Four unexcused class absences and/or two unexcused lab absences will result in an F for the course. Excused absences, make-up exams, and assignment submission after the due date will only be allowed when adequate documentation (e.g., doctor's note) is provided.

University Services

Special Needs: Any student requiring assistance should contact the Office of Testing and Disability Services at 968-0302. The instructor will be happy to make reasonable accommodations. Please provide requests as early as possible as notification of need on the day of a test may not be honored.

Additional Policies

- I will respect you and attempt to provide an informative and entertaining course. In return I ask that you respect your classmates and me by arriving to class on time with cell phones turned off. Text messaging during class will not be tolerated. Also, while the class and lab section is in a computer lab, it does not mean you can use the computers. Using the computers without permission during the lectures will not be tolerated. In other words, act like the professional you are training to become.
- ALL MANUSCRIPTS WILL BE SUBMITTED THROUGH TURNITIN.COM!! Any evidence of academic dishonesty (e.g., cheating, plagiarism, etc.) will MINIMALLY result in an F grade assigned for the course. Further details concerning academic dishonesty procedures can be found in the Student Handbook. Claiming ignorance of what constitutes academic dishonesty is not an adequate defense. If you have questions about these issues, please feel free to contact me prior to submitting an assignment.
- I believe that the grade a student earns should be a fair and accurate representation of what they have learned and the quality of their completed projects/assignments. Due to this belief, I DO NOT CURVE FINAL GRADES and I DO NOT PROVIDE EXTRA CREDIT TO INDIVIDUAL STUDENTS.
- As stated above, I will make myself available outside of class during both scheduled office hours and by appointment. Feel free to contact me during these times or by email with any of your questions or concerns.

Class Calendar of Events

Tuesday	Thursday
	Aug 20: Course Introduction
Aug 25: Publication & Peer-Review Process (pp. 261-276)	Aug 27: Research Ethics (pp. 233-260)
Sept 1: Scientific Integrity	Sept 3: The Scientific Method (pp. 1-25)
Sept 8: Theories & Hypotheses (pp. 26-63)	Sept 10: Reliability & Validity (pp. 65-122; 158-197)
Sept 15: Example Group Project Discussion / Example Graduate School Presentation.	Sept 17: Validity (pp. 65-122; 158-197)
Sept 22: Group Project Discussion! / Graduate School Presentation.	Sept 24: Test 1! (Covers readings & lectures from 8/20 to 9/17)
Sept 29: Group Project Discussion! / Graduate School Presentation.	Oct 1: Quasi-Experiments (pp. 123-157)
Oct 6: Group Project Discussion! / Graduate School Presentation.	Oct 8: Randomized Experiments (pp. 123-157)
Oct 13: Group Project Discussion! / Graduate School Presentation.	Oct 15: Experimental Designs (pp. 123-157)
Oct 20: Group Project Discussion! / Graduate School Presentation.	Oct 22: Experimental Designs (pp. 123-157)
Oct 27: Group Project Discussion! / Graduate School Presentation.	Oct 29: Test 2! (Covers readings & lectures from 10/1 to 10/22)
Nov 3: Group Project Discussion! / Graduate School Presentation.	Nov 5: Descriptive Statistics (pp. 198-232)
Nov 10: Group Project Discussion! / Graduate School Presentation.	Nov 12: Inferential Statistics (pp. 198-232)
Nov 17: Group Project Discussion! / Graduate School Presentation.	Nov 19: Alternative Statistical Procedures (Nonparametric, etc.)
Nov 24: Group Project Discussion! / Graduate School Presentation.	Nov 26: <u>Thanksgiving Break: No Class</u>
Dec 1: Alternative Research Techniques (Qualitative, Meta-analysis, etc.)	Dec 3: Alternative Research Techniques (Qualitative, Meta-analysis, etc.)
Finals Week: Test 3! (Final Exam covers readings and lectures from 11/5 to 12/3)	


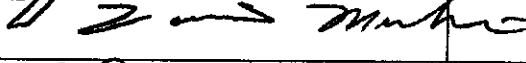

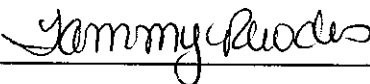
Disclaimer: This schedule is subject to change due to extenuating circumstances. Changes to this schedule will either be emailed and/or posted on Blackboard.

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Ward		09/21/09
Department Head Dan Martin		9/29/09
Dean Thomas DeBlack		1/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/2/09
Vice President for Academic Affairs		

Course Subject: PSY	Course Number: 4133
Cross-listed with Subject: n/a	Course Number:
Official Title (Limited to 30 characters including spaces): Psychopharmacology	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010	How frequently will course be offered? annually
Is this course repeatable? No How many times?	
Does this course require a fee? No	How much? Type of fee?

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: none Psy 2003 Psy 2053 or Permission of instructor	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ul style="list-style-type: none"> a. Course subject, number and title b. Catalog course description c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. no	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. no	
How does this proposal support the University Mission? It will increase the understanding of the social sciences and the diversity of human behavior.	
What assessment information is being used to support this proposal? Our review with students suggest more topical psychology should be offered	
How will the effect of the change be monitored? Student interviews and capstone interview	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. Our department faculty and expertise has grown in recent years and our curriculum need to support that.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. n/a	

PSYCHOPHARMACOLOGY

PSY 4133 SECTION 001

SUMMER II 2010

Instructor: Jason E. Warnick, Ph.D.

Office: 350 Witherspoon

Phone: (479) 356-2005

Email: jwarnick@atu.edu

Office Hours: by appointment.

Course Description

Prerequisites: PSY 2003, PSY 2053 or permission of instructor.

An introduction to the field of psychopharmacology. Representative topics include (but are not limited to) neuronal structures and processes, neurochemicals and neurotransmission, and the biological basis and pharmacological treatment of neurodegenerative diseases and mental illness.

Course Objectives

This course is designed to provide a survey of the field of psychopharmacology. Opportunities will be made available for students to gain the experience of reading, writing and presenting empirical research articles, and incorporating technology (e.g., word processing, internet, and email) in their assignments. Most importantly, students will be exposed to a field of scientific inquiry that is influencing society's conceptions of the mind, personality and free will.

Course Materials

Required Text: Dawson Hedges & Colin Burchfield (2006). *Mind, Brain, and Drug: An Introduction to Psychopharmacology*. Pearson Education.

Recommended Text: *Publication Manual of the American Psychological Association* 5th Edition (2001) by the APA (ISBN: 1-55798-810-2).

Website: Blackboard (<http://blackboard.atu.edu/>)

Academic Policies

Take-home Tests: These tests will consist of answers to questions from the lecture/readings and argumentative essays. There will be 4 short papers worth 100 points each for a total of 400 points.

Term Paper: There will be one paper due at the last day of class worth 100 points. The topic of the paper will need to be approved by the instructor by Friday, July 11th. The paper needs to be approximately 5-8 pages of text in APA (5th ed.) format. Only use primary peer-reviewed sources as references; in other words, do not use web sites (e.g., Wikipedia) or popular media (e.g., Psychology Today). Any evidence of plagiarism will minimally result in an F in the class. If you do not understand what constitutes plagiarism, do not hesitate to contact me prior to

turning in your paper.

Presentations: Students will develop a powerpoint presentation that discusses one pharmacological compound. The presentation will discuss the development of the compound, its medical/recreational uses, its adverse effects, and any other interesting features. The presentation will be worth 100 points.

Grading: Grades will be posted on Blackboard after each short paper and presentation. Final grades will be based on the following percentages:

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

University Services

Special Needs: Any student requiring assistance should contact the Office of Testing and Disability Services at 968-0302. The instructor will be happy to make reasonable accommodations.

Additional Policies

- While we will discuss many medical-related topics in this course, the information is not meant to convey medical advice, diagnosis or treatment recommendation. The instructor is a biobehavioral researcher/theorician, not a medical professional. If there is a medical issue that you are concerned about, please meet with a medical professional. Further, personal medical history will not be allowed to be discussed in class. If a student insists on discussing their own, or someone else's, medical history, the student will be asked to leave the classroom.
- I will respect you and attempt to provide an informative and entertaining course. In return I ask that you respect your classmates and me by arriving to class on time with cell phones turned off.
- ALL MANUSCRIPTS WILL BE SUBMITTED THROUGH TURNITIN.COM!! Any evidence of academic dishonesty (e.g., cheating, plagiarism, etc.) will MINIMALLY result in an F grade assigned for the course. Further details concerning academic dishonesty procedures can be found in the Student Handbook. Claiming ignorance of what constitutes academic dishonesty is not an adequate defense. If you have questions about these issues, please feel free to contact me prior to submitting an assignment.
- Any evidence of academic dishonesty (e.g., cheating, plagiarism, etc.) will MINIMALLY result in an F grade assigned for the course. Further details concerning academic dishonesty procedures can be found in the Student Handbook. Claiming ignorance of what constitutes academic dishonesty is not an adequate defense. If you have questions about these issues, please feel free to contact me.
- As stated above, I will make myself available outside of class by appointment. Feel free to contact me by email with any of your questions or concerns.

Calendar of Events

Mon, July 7: Course Introduction/Structure and Function of Nervous System (*pp. 3-46*)

Tues, July 8: Structure and Function of Nervous System (*pp. 3-46*)

Wed, July 9: Structure and Function of Nervous System (*pp. 3-46*)

Thurs, July 10: Structure and Function of Nervous System (*pp. 3-46*)

Fri, July 11: Pharmacokinetics and Pharmacodynamics (*pp. 47-63*)

Mon, July 14: Techniques in Psychopharmacology/Animal Modeling (*handouts*)

Tues, July 15: Depression (*pp. 66-72*)

Wed, July 16: Antidepressants (*pp. 202-237; 301-304*)

Thurs, July 17: Anxiety and Anxiolytics (*pp. 73-79; 97-110; 307-312*)

Fri, July 18: Sedatives (*pp. 97-110*)

Mon, July 21: Schizophrenia and Neuroleptics (*pp. 79-83; 256-279*)

Tues, July 22: Bipolar Disorder and Mood Stabilizers (*pp. 238-255*)

Wed, July 23: Pain and Opiates (*pp. 161-178*)

Thurs, July 24: Pain, Opiates and other pharmacotherapies (*pp. 161-178; handouts*)

Fri, July 25: Alcohol (*pp. 110-117*)

Mon, July 28: Marijuana (*pp. 180-187*)

Tues, July 29: Stimulants (*pp. 127-160*)

Wed, July 30: Hallucinogens (*pp. 187-193*)

Thurs, July 31: Inhalants (*pp. 193-195*)

Fri, Aug 1: Cognitive Enhancers (*pp. 280-298; 304-307*)

Mon, Aug 4: Student Presentations

Tues, Aug 5: Student Presentations





Wed, Aug 6: Student Presentations

Thurs, Aug 7: Student Presentations

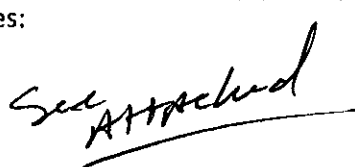
Fri, Aug 8: Student Presentations

Disclaimer: This schedule is subject to change due to extenuating circumstances. Changes to this schedule will either be emailed and/or posted on Blackboard.

TO: Curriculum Committee or Graduate Council (as appropriate)

Title	Signature	Date
Person Initiating Proposal Sean Huss		9/2/09
Department Head Dan Martin		9/29/09
Dean Thomas De Black		9/3/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/5/09
Vice President for Academic Affairs		

Course Subject: Sociology	500	Course Number: 3033
Cross-listed with Subject: n/a		Course Number: n/a
Official Title (Limited to 30 characters including spaces): ENVIRONMENT AND SOCIETY		
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other		
Effective Catalog Year: 2010-2011	How frequently will course be offered? Each academic year	
Is this course repeatable? Y / N How many times? No		
Does this course require a fee? No	How much?	Type of fee?

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: SOC 1003	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ul style="list-style-type: none"> a. Course subject, number and title b. Catalog course description c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media <div style="text-align: right; margin-top: 20px;">  </div>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. n/a	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. n/a	
How does this proposal support the University Mission? This class uses a timely topic (i.e., the environment) to enhance student's intellectual growth by understanding interconnections between norms and values, patterns of consumption, and environmental problems in modern society. The class also has an interdisciplinary character such that individuals in practical sciences (e.g., biology) and behavioral sciences (e.g., sociology) are afforded an opportunity to share a classroom experience. Thus, this class meets goals of both intellectual growth and skills development for students across disciplines.	
What assessment information is being used to support this proposal? Student interest in prior offerings of this topic as a seminar has led the faculty to conclude that this class should be offered.	
How will the effect of the change be monitored? The effect of the class will be monitored as part of the new criteria for yearly departmental assessment.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. The specialty areas of sociology faculty have changed with new hires over the past four years. Such	

changes require a change in the curriculum to better meet the educational needs of students and create a better fit with areas of expertise among the faculty.

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

n/a

Environment and Society

SAMPLE SYLLABUS

Instructor: Sean Huss
E-Mail: shuss@atu.edu
Office: 356 Witherspoon
Phone: 968-0465

Office Hours: 8:30 AM to 9:00 AM
12:35 AM to 1:35 PM
(or by appointment)

Course Description

Prerequisite: SOC 1003. This course focuses on the study of interrelationships between society and the natural environment from traditional to postindustrial forms. Topics in this class will include economic approaches to the natural environment, philosophical/ethical approaches to the natural environment, public opinion on the natural environment, the importance of the environmental movement and policy development on environmental issues.

Class Objectives

This class will focus on the study of interrelationships between society and the natural environment from traditional to postindustrial societies. Topics in this class will include economic approaches to the natural environment, philosophical/ethical approaches to the natural environment, public opinion on the natural environment, the importance of the environmental movement and policy development on environmental issues. Goals for this course are:

- 1) to help students understand the relationship between objective environmental conditions and subjective interpretations of conditions;
- 2) to help students develop critical thinking strategies regarding the role of movements and public opinion in a democracy; and,
- 3) to help students understand the relationships between local, national and global economies in terms of the natural environment.

Required and Recommended Readings

Textbooks:

1. "A Green History of the World," by Clive Ponting;
2. "Environment and Society" by Alan Schaiberg and Kenneth Alan Gould

Articles/Recommended Readings—Any additional readings will be made available on Blackboard or in handouts.

Assignments (subject to revision)

Papers—You will write four (4) papers over the course of the term. Each paper will be NO SHORTER than five (5) pages and NO LONGER than seven (7) pages, double spaced in ASA format. In these papers you will be required to do some research on your own, take a position, elaborate on theory, and then draw a conclusion. Paper topics will be assigned approximately two (2) weeks prior to their due date. NO MAKE UPS!!!!

You will receive a handout on how to write papers, with rules for citation, on the date your first paper is assigned. All additional handouts on papers will include evaluation criteria for paper topic. You must follow these rules or your paper will be returned un-graded. You must cite all relevant materials in approved ASA format. (Citation rules will be covered in the handout.)

Abstracts and Questions—You will be assigned book chapters and/or articles for each week. As part of your grade, you will be required to lead class discussion on the readings assigned at different points during the term. You must provide all members of the class with an abstract of the relevant points from the chapters assigned. The person leading the discussion also must provide a list of questions relevant to the materials assigned to guide discussion. Both the abstracts and questions will be distributed to class members at the beginning of each class.

Rules for abstracts and examples will be presented to you the second week of classes, as I will lecture the first few meetings and give you copies of abstracts I have written on the material. Put differently, I will go first so that you know what you need to do. (10 points per week)

Class Participation—All persons in the class will be required to discuss the materials presented each day. The comments of the person participating will be evaluated in terms of relevance to the materials. The comments of all class members also will be evaluated in the degree to which they demonstrate having read the material.

I will be an active participant in all discussions. This means that I may pose questions I feel need to be asked but were not asked. When I ask a question, it is to help discussions along, not a comment on your questions (if you're the one submitting materials).

Additional Information

Returned Materials Folder—You must keep copies of all returned/graded assignments in a folder just for this class. If you need to meet with me at any point in time, you are required to bring this folder with you to our meeting, so that I may offer suggestions or answer questions. If you feel a mistake has been made in a grade assigned on homework, then feel free to bring the homework to me (as part of your folder).

Class Conduct—You are expected to have fun in the learning process, so feel free to relax. But remember that any disruptive behavior or any conduct that begins to interfere with the learning of others will NOT be tolerated. All conversations in the classroom should be directed to the class and only materials for the class should be out during class meetings (no newspapers, conversations, or other disruptions are acceptable). *If you become a nuisance at any point during the class, you will be asked to leave and you MUST meet with me before returning to the next class.*

Special Needs—If you have any special needs, let me know NOW. If I know in advance, I can make adjustments to aid you in your learning experience.

Grading Scale—The standard grading format will be used in this class, with 400 points allocated to papers and 100 points allocated to abstracts and discussion. (subject to revision)

<u>Grade</u>	<u>Points</u>	<u>Percent</u>
A	450 to 500	90% and Above
B	400 to 449	80% to 89%
C	350 to 399	70% to 79%
D	300 to 349	60% to 69%
F	250 to 299	50% or Lower

Tentative Timeline--The following timetable will apply throughout the semester. Each module represents roughly 2 to 3 weeks, depending on the length of the term. Should circumstances arise that dictate a change in the timetable, I reserve the right to alter any of the following material. You will be notified well in advance of a change in the timetable if it becomes necessary.

<u>Module</u>	<u>Topics</u>	<u>Items Due</u>
1	Overview and Introductions; Central Problems in Environmental Sociology and Historical Contexts of Change	Abstracts from Readings Each Day
2	Instrumental, Rational, Ethical, and Aesthetic Approaches to Environment	Abstracts from Readings Each Day; Paper 1 Due (TBA)
3	Policy, Democracy and Environmental Concern; The Politics of Moderation and the Environmental Costs	Abstracts from Readings Each Day
4	Environmental Racism, Environmental Classism, and NIMBY; Issues of Environmental Stratification; Issues of Grassroots Action	Abstracts from Readings Each Day; Paper 2 Due (TBA)

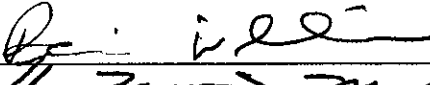
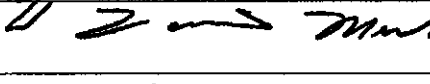

5	What Do We Do? Globalization, Environmentalism, Labor, and Social Justice Movements	Abstracts from Readings Each Day; Final Paper Due on Last Day of Classes
---	---	--

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dennis Williams		9/20/09
Department Head Dan Martin		9/29/09
Dean Thomas DeBlack		9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Course Subject: Sociology SOC	Course Number: 4013
Cross-listed with Subject: Criminal Justice CJ	Course Number: 4013
Official Title (Limited to 30 characters including spaces): Drugs in Society	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010/2011	How frequently will course be offered? Every 2 years
Is this course repeatable? N How many times? N/A	
Does this course require a fee? N/A How much? N/A Type of fee? N/A	

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: SOC 1003 <i>OR CS 2003</i>	Co-requisites: N/A
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ul style="list-style-type: none"> a. Course subject, number and title b. Catalog course description c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media <div style="text-align: right; margin-top: 20px;"><i>See Attached</i></div>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No special resources will be required.	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No special classroom will be required.	
How does this proposal support the University Mission? This course is relevant to the degree program in sociology and criminal justice by exploring a topic that is of national and local academic interest. This allows us to further the overall knowledge of the students at the university.	
What assessment information is being used to support this proposal? Past student interest when the class was taught as a seminar as well as community interest through the River Valley Meth Project.	
How will the effect of the change be monitored? Standard yearly department assessment.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. This course fits the research interest of the faculty as well as provides another upper level elective for degree completion.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A	

Course Description:

1. SOC (CJ) 4013 Drugs in Society

Prerequisites: SOC 1003 or CJ 2003. This course presents a comprehensive study of the history and prohibition of drug use in the United States, as well as the effects of drugs on society in the form of crime, prison and treatment. The main focus of this class is on the history of drug use, how certain drugs become illegal, and the intended and unintended consequences of drug prohibition for communities and society.

SOCIOLOGY 4013:
DRUGS IN SOCIETY

INSTRUCTOR:
CLASSROOM:
EMAIL:

OFFICE:
OFFICE HOURS:

Self
assigned
COURSE DESCRIPTION: A comprehensive study of the history and prohibition of drug use in the United States as well as the effects of drugs on society in the form of crime, prison and treatment. *Prereq: Soc 1503*

REQUIRED MATERIAL:

Goode, Erich (2008). *Drugs in American Society* (7th ed.). Boston, MA: McGraw Hill.

Inciardi, James A. (2008). *The War on Drugs IV: The Continuing Saga of the Mysteries and Miseries of Intoxication, Addiction, Crime, and Public Policy* (4th ed.). Boston, MA: Allyn and Bacon.

Williams, Terry (1989). *The Cocaine Kids: The Inside Story of a Teenage Drug Ring*. Cambridge, MA: Perseus Books.

GOALS: The goal of this course is to help the student better understand the effects of drug use, as well as how drugs became illegal, and the effects of drug prohibition on society.

ATTENDANCE: This class will be mostly a discussion class. ATTENDANCE IS REQUIRED. You may have 3 unexcused absences. You will receive a warning after the fourth unexcused absence as per university policy, and you will be dropped from class after the fifth unexcused absence. Attendance will be recorded by sign-in sheet that will be circulated at the beginning of class. It is YOUR responsibility to make sure you sign the sign-in sheet. It is up to you to keep track of your absences and it will not be discussed in class, you may come by during office hours if there is a question. Only university approved excuses will be accepted.

PARTICIPATION: This class will be mostly a discussion class, and you can not discuss if you are not prepared. Therefore if you come to class unprepared, you will receive 3 warnings. If after 3 warnings you still come to class unprepared, you will be counted as absent, refer to attendance policy for consequences of excessive absences.

TESTS: 200 PTS. You will have 2 take home essay tests. They will be worth 100 points each. Test dates will be announced in class and you will have one week to complete the test. Tests will be due in class and will not be accepted by email. The last test will be due in class on the day of the final (see the final schedule for specifics). See the criteria for assignments section for further information.

PAPER: 100 PTS. You will be required to produce a 15-18 page paper on a subject pertaining to drugs in society. Your sources for this paper should be scholarly books and peer reviewed journals. **NO INTERNET SOURCES.** This paper is due in class on November 18. See the criteria for assignments section for further information.

PRESENTATION: 50 PTS. Starting August 28 every Friday there will be student presentations. You will choose an article and turn in a copy of the article to me during class the Monday preceding your presentation. This article must have something to do with drugs in society and must come from a peer reviewed scholarly journal. I will post the citation for the selected article on blackboard so that the rest of the class may acquire the article. In addition to the presentation you will write a 5-7 page review of the article, due the day of the presentation. You may not read from the article or the paper during your presentation. This is worth a total of 50 points, 25 presentation and 25 for the paper.

MAKEUP EXAMS: Since the exams are take home, there will be no makeup exams for this class.

ADDITIONAL MATERIALS:

Drug Wars: Silver or Lead (2008) - Director Rusty Fleming's graphic documentary depicts the drug wars waged in Juarez, Mexico's most violent city, where kidnappings, torture and executions are commonplace and brazen narco-terrorist gangs are funded by cartel businessmen. The film examines the situation from the viewpoints of the gangs and their victims and includes disturbing images of the conflict in this violence-crippled city located just across the border from El Paso, Texas.

World's Most Dangerous Drugs (2006) - Cheap, powerful and highly addictive, methamphetamine -- or meth -- has been called the world's most destructive drug. National Geographic correspondent Lisa Ling shows why in this documentary charting meth's impact across America -- and the world. From rural communities and sleepy suburbs to major metropolitan areas, Ling travels the globe, talking to those who've been affected by the potent pharmaceutical and examining its devastating power.

COURSE OUTLINE:

Discussion on each chapter shall last at least one class and up to 3 as appropriate.

Discussion Goode Ch 1

Discussion Goode Ch 2

Discussion Goode Ch 3

Discussion Goode Ch 4

Discussion Goode Ch 5

Discussion Goode Ch 6

Discussion Goode Ch 7

Discussion Goode Ch 8

Discussion Goode Ch 9

Discussion Goode Ch 10

Discussion Goode Ch 11

Discussion Goode Ch 12

Discussion Goode Ch 13

Discussion Goode Ch 14

Discussion Goode Ch 15

Movie: *World's Most Dangerous Drugs* (2006)

Test 1

Discussion Williams

Discussion Inciardi Ch 1

Discussion Inciardi Ch 2

Discussion Inciardi Ch 3

Discussion Inciardi Ch 4

Discussion Inciardi Ch 5

Discussion Inciardi Ch 6

Discussion Inciardi Ch 7

Discussion Inciardi Ch 8

Discussion Inciardi Ch 9

Discussion Inciardi Ch 10

Discussion Inciardi Ch 11

Discussion Inciardi Ch 12

Movie: *Drug Wars: Silver or Lead* (2008)


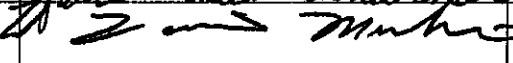

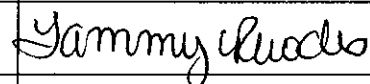
Test 2

Arkansas Tech University

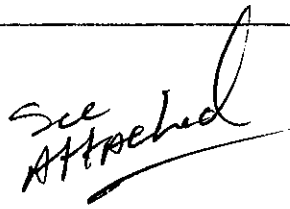
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Julie Mikles-Schluterman		9/2/09
Department Head Dan Martin		9/29/09
Dean Tom De Black		9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/5/09
Vice President for Academic Affairs		

Course Subject: <u>Gender Soc</u>	Course Number: 4023
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Sociology of Gender	
Mode of Instruction: (check appropriate box) X <input type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Each academic year
Is this course repeatable? Y / N How many times? No	
Does this course require a fee? How much? Type of fee? No	

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: SOC 1003	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <div style="float: right; text-align: right;">  </div> <ol style="list-style-type: none"> a. Course subject, number and title b. Catalog course description c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No	
How does this proposal support the University Mission? Gender is considered one of the key factors in sociological research. It is a complex concept with far reaching implications. This proposal supports the University Mission in that it will enhance students' understanding of this concept and thus enhance their academic experience at the University.	
What assessment information is being used to support this proposal? As one of the major sociological factors, the others being race and social class, gender is the only one without a course dedicated to it in our department. We believe the addition of this course to our curriculum is a better reflection of the sociology discipline.	
How will the effect of the change be monitored? As part of the departmental assessment, we will monitor the effects through students' performance in the course and their end of the semester course evaluations.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. The course is currently being offered as a seminar course with much enthusiasm from students. In addition, the specialty areas of sociology have changed with new hires over the past four years. As such, this class fits well with the specialty areas of the faculty now in sociology.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

402³

SOCIOLOGY 4143
Sociology of Gender
Fall 2009

CONTACT INFORMATION:

Office Hours: Thursday 9am-1pm

Office: WPN 356

Telephone: 498-6050

Email: jmiklesschluterman@atu.edu

Dr. Julie Mikles-Schluterman (Dr. Mikles)

TR 2:30pm

TEXTS: Friednan, Betty. 1997. The Feminine Mystique. Norton Publishing. NY: New York.
Crittenden, Ann. 2001. The Price of Motherhood Why the Most Important Job in the World is Still the Least Valued. Henry Holt and Company. NY: New York.
Townsend, Nicholas W. 2002. The Package Deal Marriage, Work and Fatherhood in Men's Lives. Temple University Press. PA: Philadelphia.

COURSE DESCRIPTION: Prerequisites: SOC 1003. This course addresses definitions of gender, gendered identities, how gender is created and maintained as a social construct, and the importance of gender in our daily lives. This class mainly focuses on the theoretical and empirical literature that encourages critical thinking about gender and challenges students to move beyond their preconceived notions/assumptions about gender.

COURSE OBJECTIVES: What is gender? How is it created? How are gender identities socially constructed? What role do social institutions play in gender identity formation? What role does gender play in our lives?

The major goal of this course is to address these questions from a sociological perspective. It is my goal to provide you with theoretical and empirical literature that will foster your critical thinking about gender. I want you to go beyond merely digesting other people's ideas to actively engaging with the material and critiquing both commonly held assumptions *and* sociological theories about gender.

We will accomplish this by breaking the course into five sections: 1) explanations of gender, 2) gender identities, 3) gender interactions, 4) what is feminism and finally 5) re-evaluating what we have learned.

EVALUATION:

Grading is based on performance. If you would like any advice or help please feel free to contact me. In this course each of you can earn up to 500 points:

RPT Reports	100pts
Interview Instrument	100pts
Qualitative Project	300pts
	500pts

RPT Reports: (Reaction, Progress and Timeline Reports) On Tuesdays I will lecture on theoretical and empirical material concerning sociology of gender. On Thursdays we will discuss the readings and your project progress. These reports should include:

1. **REACTION** to the week's reading. In the reaction portion you are to address TWO of the following questions:
 - What is your personal response to the reading?
 - What questions does this reading answer or raise for you?
 - What did this reading make you think about?
 - What did you learn from this reading?
 - How could this reading be applied to real-world situations?
 - What specific passage or idea would you like to discuss further in class?
2. **PROGRESS** description: Explain how the reading and lecture have shaped your project (the questions you form for the interview, who you will interview, how you are thinking about the project).
3. **TIMELINE:** Describe what steps you have taken for your project and what steps you plan to take next

Each RPT report will be 2-3 pages long (typed, double-spaced; Times New Roman font; 1.25 inch margins on all four sides).

You will earn the 100 points for these reports by turning them ALL in. For each report that you do NOT turn in you will lose 10 points.

Qualitative Research Project: The culmination of what you have learned in the class will be demonstrated in a final project. For this final project you will conduct and present a qualitative research project. As such the final project will include two parts: 1) a written document, 10-15 pages (submitted electronically), and 2) a class presentation of your project. Extra credit will be provided to those who would like to present their project at the Behavioral Sciences Symposium scheduled for November 2009. More information about the symposium can be found at <http://www.atu.edu/symposium>. More instructions for this project will be given later.

Attendance: Attendance will be taken every day. Please let me know if you come in after roll call.

GRADING SCALE

The grading scale is as follows:

A = 90% = 450 and above

B = 80% = 400-449

C = 70% = 350-399

D = 60% = 300-349

F = 50% = 250 and below

MAKE-UP POLICY

RPT Reports: All work is due on the specified dates. If your absence is required you should notify me through e-mail AND turn in your paper either **EARLY** or email it on that day. These papers will **NOT BE ACCEPTED** after the due date.

Qualitative Research Paper: This paper will **ONLY** be accepted on the day it is due or early.

ACADEMIC DISHONESTY

Academic dishonesty is defined and clarified in the student handbook. Any evidence of academic dishonesty will result in failing the course.

DISABILITY SERVICES

Any student requiring assistance should contact the Office of Testing and Disability Services at 968-0302. I will be happy to make reasonable accommodations. Please provide requests as early as possible as notification of need on the day of a test may not be honored.

THIS IS A TENTATIVE CLASS SCHEDULE AND IS SUBJECT TO CHANGE.

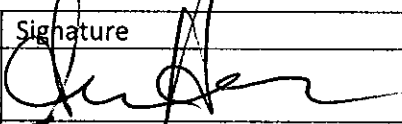
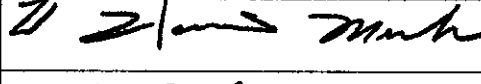

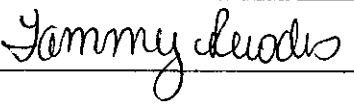
DATE	READING ASSIGNMENT	WRITTEN ASSIGNMENT
Aug. 20	Syllabus and Introductions	
Aug. 25	Sociological Perspective	
Section 1: Explanations of Gender—<i>The Feminine Mystique</i> by B. Friedan		
Aug. 27	Introduction; Metamorphosis Two Generations Later; Introduction to the 10 th edition pages 11-53	
Sept. 1	Chapt. 1	
Sept. 3	Chapt. 1	RPT Report
Sept. 8	Chapt. 2	
Sept. 10	Chapt. 2	RPT Report
Sept. 15	Chapt. 3	
Sept. 17	Chapt. 3	RPT Report
Section 2: Gendered Identities—<i>The Package Deal: Marriage, Work and Fatherhood in Men's Lives</i> by N. Townsend		
Sept. 22	Chapt. 1	
Sept. 24	Chapt. 1	RPT Report
Sept. 29	Chapt. 2	
Oct. 1	Chapt. 2	RPT Report
Oct. 6	Chapt. 3	
Oct. 8	Chapt. 3	RPT Report
Oct. 13	Review interview instrument	
Oct. 15	Interview instrument due	
Section 3: Gendered Interactions—<i>The Price of Motherhood</i> by A. Crittenden		
Oct. 20	MOVIE: <i>Juggling Work and Family</i>	
Oct. 22	MOVIE: <i>Juggling Work and Family</i>	RPT Report
Oct. 27	Introduction and Chapt. 1	
Oct. 29	Introduction and Chapt. 1	RPT Report
Nov. 3	Chapt. 2	
Nov. 5	Chapt. 2	RPT Report
Nov. 10	Chapt. 3	
Nov. 12	Chapt. 3	RPT Report
Section 4: What is Feminism?		
Nov. 17	Lecture and Presentations	
Nov. 19	Presentations	
Nov. 24	Presentations	
Nov. 25-27	THANKSGIVING HOLIDAY	
Dec. 1	Presentations	
Dec. 3	Presentations	
Section 5: What did we learn?		
Final Exam Day	Presentations	

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Sean Huss		9/2/09
Department Head Dan Martin		9/29/09
Dean Thomas DeBlack		9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/5/09
Vice President for Academic Affairs		

Course Subject: SOC	Course Number: 4283
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): SOCIOLOGY CAPSTONE	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Yearly
Is this course repeatable? Y / N How many times? No	
Does this course require a fee? How much? Type of fee? No	

<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form. (see form included in packet)	
Prerequisites: <i>All required Sociology courses</i> SOC 1003, SOC 2053, SOC 2063, 2073, SOC 2083, SOC 3163; AND 9 HOURS UPPER DIVISION SOC ELECTIVES <u>OR Consent of instructor</u>	Co-requisites: <i>(lower and upper division)</i>
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <div style="margin-left: 40px;"> a. Course subject, number and title b. Catalog course description c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media </div> <div style="text-align: right; margin-top: 20px;"> <i>See Attached</i> </div>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. N/A	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. N/A	
How does this proposal support the University Mission? <p>The capstone class in sociology will serve two purposes. First, the capstone class will serve as the final class a sociology student may take as a major, where each student will be required to work with a professor on identifying and addressing a social issue of local importance. By working with a professor and by reaching out to the community, the students will experience opportunities to identify how classroom knowledge differs from "real world" application. Not only will student's skill sets be enhanced through recognition of this difference but also their intellectual maturity, which will increase likelihood of graduate study or gainful employment. Second, this capstone class is part of an ongoing effort among sociology faculty to better meet the needs of the students through assessment. This class will aid the faculty in determining the needs of the students and adjusting materials in the classroom to fit with these needs. Identification of such needs will arise from evaluation of the students and their final projects in this class.</p>	
What assessment information is being used to support this proposal? This class will be a new and major component of our regular program assessment.	

How will the effect of the change be monitored?

We will identify areas of weakness in students' ability to practice sociology and work to change the classroom experience to remove such weaknesses. These weaknesses will be identified by the sociology faculty during the review of students completing the capstone class each year, as part of our annual assessment.

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

This class provides opportunities for research experience, community outreach/work, and development of applied skills. Each of these elements provided in the class increase the likelihood of finding employment or moving into graduate programs due to: 1) increased social networking with community leaders; 2) increased interaction with professors; and 3) increased proficiency in research and writing skills.

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

N/A

Request for Course Addition: SOCIOLOGY CAPSTONE

Course Subject/Title: Sociology Capstone (SOC 4283)

Course Description--Prerequisites: ^{require 2 sociology courses (lower and upper division) or} ~~All lower division sociology requirements and 12 hours of upper~~
division electives in sociology or consent of instructor. This course must be completed by all sociology majors prior to graduation. The course content/topic is determined by the professor and current issues in the local community, which may vary semester to semester. Emphasis will be placed on linking theory, research methods, and social action to community defined problems in the form of applied sociology.

Course Goals and/or Objectives: The goal of this course is to familiarize students with current issues in sociology not covered in the core curriculum or by elective classes currently offered. The specific focus will depend upon research underway, community or student need, and the unique educational opportunity available.

Course Outline: This will vary depending on the topic covered in the seminar.

Methods of Student Performance Assessment and Evaluation: Faculty will evaluate students based on test performance and a required paper.

Course Bibliography, Reading List, and /or Listing of Other Instructional Media: This will vary depending on the topic covered in the seminar.

Pat Chronister

From: Sean Huss [shuss@atu.edu]
Sent: November 05, 2009 10:43 AM
To: 'Pat Chronister'
Subject: RE: course descriptions/prereqs

Yes...we weren't sure how specific we needed to be, so I just listed out all required courses and elective hours in the description. If you want to put something like, "all required courses (lower and upper division) and 9 hours upper division electives", then that would be consistent with what we meant.

Let me know how I can help further...and thanks for your help!

sean

*and consent of
instructor*

From: Pat Chronister [mailto:pchronister@atu.edu]
Sent: Thursday, November 05, 2009 9:45 AM
To: 'Sean Huss'
Subject: RE: course descriptions/prereqs

One question: On SOC 4283, the prereqs on the course proposal form state as follows: SOC 1003, 2053, 2063, 2073, 2083, 3163, and 9 hours upper division SOC electives.

Is that the same thing as "All lower division sociology requirements and 12 hours of upper division electives in sociology or consent of instructor" ???? Obviously the consent of instructor is different but I'm not sure about the rest since I don't know what the lower division sociology requirements are.

Please clarify the prereqs for me and I will make them the same on both the course proposal form and on the course description.

Thanks for your help on this.

Pat

From: Sean Huss [mailto:shuss@atu.edu]
Sent: November 04, 2009 3:33 PM
To: pchronister@atu.edu
Cc: 'Daniel Martin'
Subject: RE: course descriptions/prereqs

I've attached a copy of the course descriptions written for all changes in Sociology/CJ and attached revised copies of the syllabi that now include the course descriptions for the Sociology/CJ courses listed. I highlighted the changes in these copies, so that they will be easy to identify.

Hope this helps...sorry for the omission...

sean

From: Daniel Martin [mailto:wmartin@atu.edu]
Sent: Wednesday, November 04, 2009 3:15 PM
To: 'Sean Huss'
Subject: FW: course descriptions/prereqs

Arkansas Tech University
REQUEST FOR COURSE ADDITION

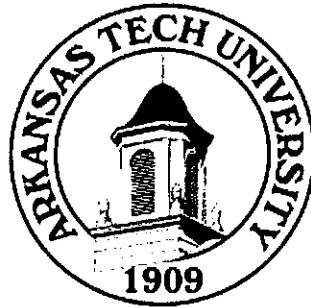
TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: 09/18/09

Title	Signature	Date
Person Initiating Proposal	<i>Peg D Williams</i>	<i>9/16/09</i>
Program Director, Rehabilitation Science	<i>Rayman B. Harris</i>	<i>9-16-09</i>
Department Head	<i>[Signature]</i>	<i>9/29/09</i>
Dean	<i>Tom DeBlatt</i>	<i>9/30/09</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Rubio</i>	<i>10/5/09</i>
Vice President for Academic Affairs		

Course Subject: Rehabilitation Science <i>RS</i>	Course Number: 3153
Cross-listed with Subject: N/A	Course Number: N/A
Official Title (Limited to 30 characters including spaces): Assistive Technology in Rehabilitation Settings	
Mode of Instruction: (check appropriate box) XX 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Once Per year
Is this course repeatable? NO How many times? N/A	
Does this course require a fee? NO How much? N/A Type of fee? N/A	

<input type="checkbox"/> Elective XXX Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: RS 2003 or Consent	Co-requisites:
Grading XX Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ul style="list-style-type: none"> a. Course subject, number and title b. Catalog course description c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation Course bibliography, reading list, and /or listing of other instructional media	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. NONE	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. N/A	
How does this proposal support the University Mission? "Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism...innovative programs which provide a solid educational foundation for life-long learning..." This proposal increases the professional skills of rehabilitation majors and is part of a solid educational foundation for future rehabilitation professionals. Furthermore, the proposal supports the Rehabilitation Science Major, and is required for students who are recipients of the Rehabilitation Services Administration Tuition Assistance Grant. It will count in the RS emphasis areas of Aging and Vocational Rehabilitation.	
What assessment information is being used to support this proposal? Qualitative data supports this proposal. Current students and graduates have requested access to assistive technology (AT) resources and information, and have identified AT as a need in the workplace. Community field placement supervisors have also requested this training for RS students.	
How will the effect of the change be monitored? The yearly evaluation sent to students and student employer/graduate schools will ask for an assessment of student knowledge of assistive technology resources.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. Student demand. In addition, within the next 4-5 years undergraduate programs in Rehabilitation Science will have the opportunity for accreditation. The TECH RS program is represented on the accreditation planning committee, and all indications are that AT will be a required component of accredited programs.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A	



SYLLABUS

RS 3153, Assistive Technology in Rehabilitation Settings

INSTRUCTOR

OFFICE HOURS

CATALOG DESCRIPTION:

Prerequisite: RS 2003 or consent. A study of the types of technology devices and services available to individuals with disabilities. Emphasis will be placed on knowledge of resources, assessment of individual needs, funding of devices and services, and methods to use assistive technology to improve the quality of life for all individuals.

REQUIRED TEXT:

Schere, Marcia J. (2002). *Assistive technology: Matching devices and consumers for successful rehabilitation*. Washington, D.C: American Psychological Association.

SUPPLEMENTAL READING MATERIALS:

Bryant, D. P. & Bryant, B. R. (Eds.) (2003). *Assistive technology for people with disabilities*. Boston: Pearson.

Johnston, L., Beard, L. A., & Carpenter, L. B. (2007). *Assistive technology for all students*. Columbus, Ohio: Pearson.

COURSE OBJECTIVES:

1. Develop an understanding of how assistive technology is defined
2. Develop an understanding of the differences between high tech and low-tech technology
3. Develop an understanding of the necessity of effective individualized program planning
4. Develop an understanding of how to utilize program planning and assistive technology resources to help the consumer/client achieve increased independence

PROJECT

In lieu of a comprehensive final, each student will complete a case study. The case study will involve a fictitious case and the student will address the assistive technology needs and service planning involved with the individual client. This project will be worth 200 points and will be due no later than 4 p.m. on April 25th. **NO LATE PAPERS WILL BE ACCEPTED.** Early submissions are welcome! Directions for the final project will be provided to the student during

the first month of classes and will be posted in the Documents section of Blackboard. In addition to submitting a hard copy of the paper, each student must also submit a disk containing the paper for potential review using turnitin.com. Word to the wise, do NOT plagiarize!

In addition to completing a written case study, on the day of the final exam, each student will provide a brief synopsis of his/her individual case and the assistive technology used to assist the person with a disability.

The presentation will be worth 25 points. Failure to present or attend the final will result in the student failing the class.

TESTS:

There will be three exams, each worth 100 points. An in class review will be conducted during the class period prior to a scheduled exam. **STUDENTS ARE REQUIRED TO COME TO REVIEW WITH QUESTIONS AND TO BE PREPARED TO VERBALLY ANSWER SAMPLE TEST QUESTIONS GENERATED BY THE INSTRUCTOR.** Each student is expected to take the exams on the scheduled date and time. If there are extenuating circumstances (death in family, major illness, auto accident, etc.) preventing this, each student **MUST** contact the instructor prior to the test **AND** schedule a makeup ASAP. There will be a 5 point extra study time penalty administered for tests that are not taken on the day and time scheduled.

ATTENDANCE AND CLASS PARTICIPATION:

Each student is expected to attend class. Role will be taken at the beginning of each class period. Students may have 3 unexcused absences without a penalty. Each additional absence will result in a deduction of 5 points for each absence deducted from your final points for the course. More than 3 unexcused absences may result in being dropped from the class with an "F." Please be considerate and turn off or silence all cell phones, pagers, etc. In addition, please do not make a habit of arriving late to class. Chronic lateness may result in a drop in your grade.

GRADES:

Grades will be based on attendance, class participation, exam scores and completion of the final project, including the final presentation. You cannot pass this class without completing all exams **AND** the final project and presentation. Grades will be assigned according to the following percentages: 90-100 A, 80-89 B, 70-79 C, 60-69 D, below 60 F.

ACCOMODATIONS

If you have a disability and need accommodations, you are encouraged to discuss it with the instructor.

COURSE TOPICS AND SCHEDULE (Subject to Change)

THERE MAY BE OTHER TOPICS AND READINGS AS ASSIGNED BY INSTRUCTOR.

Week 1: Introduction to course, discussion of syllabus, case study, and exams, begin reading Chapter 1

Week 2: Chapter 1-Evolving legislation and public policy

Week 3: Chapter 2- Understanding the person behind the technology

Week 4: Chapter 3- Personality assessment in Rehabilitation

Week 5: Review and Exam 1

Week 6: Chapter 4-Pain and other influences on assistive technology devices and services

Week 7: Chapter 5-Satisfaction and comfort

Week 8: Chapter 6-Gender and ethno racial differences in the ownership and use of AT

Week 9: Chapter 7-AT in the home and community

Week 10: Review and Exam II

Week 11: Chapter 8-Coping and adjustment

Week 12: Chapter 9-Eduating the consumer and caretaker about AT

Week 13: Chapter 11-AT and Retraining under the Rehabilitation Act

Week 14: Guest Speaker: Assessment and Funding for AT

Week 15 and 16: Class presentations and review for final

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>[Signature]</i>	9-15-09
Department Head	<i>[Signature]</i>	9-29-09
<i>Rehab Science Director</i>	<i>[Signature]</i>	9-18-09
Dean	<i>[Signature]</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/5/09
Vice President for Academic Affairs		

Course Subject: Rehabilitation Science <i>RS</i>	Course Number: RS 3163
Cross-listed with Subject: N/A	Course Number: N/A
Official Title (Limited to 30 characters including spaces): Addictions Assessment, Planning, and Treatment Strategies <i>e</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Once per year
Is this course repeatable? No How many times? N/A	
Does this course require a fee? No How much? N/A Type of fee? N/A	

XX ☐ Elective ☐ Major ☐ Minor

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

Prerequisites:

RS 2003 or consent

Co-requisites: None

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

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. None

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. None

How does this proposal support the University Mission? "...nurturing scholastic development, integrity, and professionalism." "...offers a wide range of traditional and innovative programs" This proposal increases the professional knowledge base of RS majors who seek emphasis in addictions as part of the rehabilitation science studies. In addition, other Behavioral Sciences majors may be interested in the coursework. Furthermore, the proposal is responsive to the needs and interests of the broader substance abuse professional community.

What assessment information is being used to support this proposal? A 2006 proposal by Dr. Penny Willmering illustrated the extent of the need for development of an addictions emphasis in the Rehabilitation Science Program. On-going advice and encouragement from the Rehabilitation Science Advisory Committee to develop an addictions emphasis brings statewide support for the proposal. Along with the availability of the 'ARVAC/Bob Adkison Addictions Research Scholarship', qualitative data suggests increasing student interest in addictions studies, more requests for field placements in the area of addictions and need to better understand addictions in relation to client populations served, i.e. corrections, child maltreatment, juvenile drug use, etc.

How will the effect of the change be monitored? The yearly evaluation sent to students and student employers/graduate schools will ask for an assessment of student knowledge of addictions.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. The RS program is a major with an applied emphasis. Many of our students seek employment as case managers, working with client populations at high risk of addictive behaviors. There is increasing need for student to be able to enhance their knowledge in the area of addictions. In addition, the local agency, ARVAC and Freedom House, have repeatedly recommended over the years that ATU develop an addictions studies program of study. ARVAC has verbally agreed to support the proposal with a one year commitment to remunerate a visiting lecturer to teach this course and one other addictions course. In addition, this course will assist students in becoming certified by the Arkansas Substance Abuse Certification Board.

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

COURSE SYLLABUS

Instructor: TBA
Office: TBA
Phone: TBA
Office Hours: TBA

RS 3163

Addictions Assessment, Planning and Treatment Strategies

Prerequisites

RS 2003 or consent of instructor.

Course Description

A study and assessment of addiction disorders and related treatment planning approaches with an overview of evidence based intervention techniques and strategies. Group facilitation skills and meeting cultural issues in the group setting will be addressed.

Required Text:

Miller, Peter. (2009). "Evidence Based Addiction Treatment". Academic Press, Elsevier, Inc., typeset by Macmillan Publishing.

Supplemental Reference: DSM IV-TR

Course Objectives:

1. Develop an understanding of how addiction disorders are defined and diagnosed.
2. Develop an understanding of the need for individualized treatment planning.
3. Develop an understanding of effective facilitation of group work which leads to potential behavior change.
4. Develop an understanding of the value and importance of evidence based approaches to working with client populations with addiction issues.

Course Outline: (Subject to Change)

There may be other topics and readings as assigned by instructor.

Week 1. Introduction to course, discussion of syllabus, exams, and begin reading.

Week 2. Chapters 1 and 2, What is Evidence based... and The Clinical Course ...

Week 3. Chapters 3 and 4, History and current SA and Dependence and Diagnosis

Week 4. Chapters 5,6, & 7, Assessment of Co-occurring ... and Individualized Problem Assessment...

Week 5. Test

Week 6. Chapters 8 and 9. CB and MI Treatment methods.

Week 7. Chapters 10 & 11. Brief Therapy and Relapse Prevention

Week 8. Chapters 12 & 13. Behavioral Couples therapy and Contingency Management

Week 9. Chapters 14 & 15. Self change and Pharmacotherapy

Week 10 Test

Course Outline continued:

Week 11: Chapters 16 & 17. Ethnic and Sexual Minorities and Comorbidity

Week 12: Chapters 18 & 19. Adolescent Substance abusers and College Student Applications

Week 13: Chapters 20 & 21. Internet and Evidence Based Planning

Week 14: Chapters 22 & 23. Adoption of EB approaches and Challenges of EB approaches

Final Exam during final exam week.

Tests:

There will be three exams, each worth 100 points. An in class review will be conducted during the class period prior to a scheduled exam. If there are extenuating circumstances preventing the student from taking the test on the scheduled date and time, the instructor must be notified in advance and schedule a make-up exam. There will be a 5 point extra study time penalty administered for tests that are not taken on the scheduled day and time.

Attendance and Class Participation:

Each student is expected to attend class. Role will be taken at the beginning of each class period. Students may have 3 absences without a penalty. Each additional absence will result in a deduction of 5 points from final points earned for the course. More than 3 unexcused absences may result in being dropped from the class with an "F". Turn off cell phones, pagers, and messaging devices. Chronic tardiness may result in a drop in grade.

Grades:

Grades will be base upon attendance, class participation, exam scores and completion of the assigned projects. Grades will be assigned according to the following percentages: 90-100 – A; 80-89 – B; 70-79 – C; 60-69 – D; below 60 – F.

Accommodations:

If you have a disability and need accommodations, you are encouraged to discuss it with the instructor.

Bibliography for RS 3163, Addictions Assessment, Planning and Treatment Strategies

Connors, G., Donovan, D. & DiClemente, C. (2004). *Substance Abuse Treatment and the Stages of Change: Selecting and Planning Interventions*. The Guilford Press.

Bronder, S. (1999). *Group work: Skills and strategies for effective interventions*. Routledge.

DeJong, Peter & Berg, Insoo Kim. (2002). *Interviewing for Solutions* (2nd ed.). Wadsworth.

Fanning, P. & O'Neill, J. (1996). *The Addiction Workbook: A Step-By-Step Guide to Quitting Alcohol and Drugs*. New Harbinger Publications.

Gorski, T. (1996). *Relapse Prevention Counseling Workbook: Managing High-Risk Solutions*. Herald Publications.

Ivey, A. (1994). *Intentional Interviewing & Counseling: Facilitating Client Development in a Multicultural Society* (3rd ed.). Allyn & Bacon.

Macgowan, M. (2008). *A guide to evidence-based groupwork*. Oxford University Press

McClam, T. & Woodside, M. (1994). *Problem Solving in the Helping Professions*. Pacific Grove, CA Brooks/Cole Publishing.

Miller, W.R. & Rollnick, S. (2002). *Motivational Interviewing: Preparing People for Change* (2nd ed.). The Guilford Press.

Murphy, J. (2007). *Brief Counseling with Children, Adolescents, and Families*. Workshop presentation by John J. Murphy, Ph.D., Professor of Psychology at University of Central Arkansas, March 14-15, 2007 at Arkansas Tech University.

Titelman, P. (1998). *Clinical Applications of Bowen Family Systems Theory*. Routledge.

Velasquez, M., Maurer, G.G., Crouch, C. & DiClemente, C. (2001). *Group Treatment for Substance Abuse: A Stages-Of-Change Therapy Manual*. The Guilford Press.

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	<i>Marty Wellerson</i>	9-15-09
Department Head	<i>W. Andrew Smith</i>	9-29-09
Rehabilitation Science Director	<i>Logan B. Harris</i>	9-18-09
Dean	<i>Tom DeBlasi</i>	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Claudio</i>	10/5/09
Vice President for Academic Affairs		

Course Subject: Rehabilitation Science RS		Course Number: RS 3173	
Cross-listed with Subject: N/A		Course Number: N/A	
Official Title (Limited to 30 characters including spaces): Addictions and the Family			
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other			
Effective Catalog Year: 2010-2011		How frequently will course be offered? Once per year	
Is this course repeatable? No How many times? N/A			
Does this course require a fee? No How much? N/A Type of fee? N/A			

XX ☐ Elective ☐ Major ☐ Minor

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

Prerequisites:

Co-requisites: None

RS 2003 or consent

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

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. None

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. None

How does this proposal support the University Mission? "...nurturing scholastic development, integrity, and professionalism." "...offers a wide range of traditional and innovative programs" This proposal increases the professional knowledge base of RS majors who seek emphasis in addictions as part of the rehabilitation science studies. In addition, other Behavioral Sciences majors may be interested in the coursework. Furthermore, the proposal is responsive to the needs and interests of the broader substance abuse professional community.

What assessment information is being used to support this proposal? A 2006 proposal by Dr. Penny Willmering illustrated the extent of the need for development of an addictions emphasis in the Rehabilitation Science Program. On-going advice and encouragement from the Rehabilitation Science Advisory Committee to develop an addictions emphasis brings statewide support for the proposal. Along with the availability of the 'ARVAC/Bob Adkison Addictions Research Scholarship', qualitative data suggests increasing student interest in addictions studies, more requests for field placements in the area of addictions and need to better understand addictions in relation to client populations served, i.e. corrections, child maltreatment, juvenile drug use, etc.

How will the effect of the change be monitored? The yearly evaluation sent to students and student employers/graduate schools will ask for an assessment of student knowledge of addictions.

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. The RS program is a major with an applied emphasis. Many of our students seek employment as case managers, working with client populations at high risk of addictive behaviors. There is increasing need for student to be able to enhance their knowledge in the area of addictions. In addition, the local agency, ARVAC and Freedom House, have repeatedly recommended over the years that ATU develop an addictions studies program of study. ARVAC has verbally agreed to support the proposal with a one year commitment to remunerate a visiting lecturer to teach this course and one other addictions course. In addition, this course will assist students in becoming certified by the Arkansas Substance Abuse Certification Board.

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

COURSE SYLLABUS

Instructor: TBA
Office: TBA
Phone: TBA
Office Hours: TBA

RS 3173

Addictions and the Family

Prerequisites

RS 2003 or consent of instructor.

Course Description

A study of the impact of addictions upon families, the social fabric of the nation. The course includes a review of family systems theory and family addictions counseling models.

Required Texts:

Juhnke, G. & Hagedorn, W. B. (2006). *Counseling addicted families: An integrated assessment and treatment model*. Brunner-Routledge.

Gilbert, R. (2006). *The eight concepts of Bowen theory*. Leading Systems Press.

Course Objectives:

1. Develop an understanding of the extent and prevalence of addiction disorders.
2. Develop an understanding of family systems theory and its application to individual treatment.
3. Develop an understanding of family counseling models related to addictions.
4. Develop an understanding of the value and importance of evidence based approaches to working with client populations with addiction issues.

Course Outline: (Subject to Change)

There may be other topics, papers and readings as assigned by instructor.

- Week 1. Introduction to course, discussion of syllabus, exams, and begin reading in Gilbert text.
- Week 2. Chapters 1 in both texts
- Week 3. Chapters 2 in both texts;
- Week 4. Chapters 3 in both texts
- Week 5. Exercise "Family Genograms: Looking for Patterns of Addiction" and Test week.
- Week 6. Chapters 4 in each text.
- Week 7. Chapters 5 in each text
- Week 8. Chapter 6 in Gilbert
- Week 9. Chapter 7 in Gilbert
- Week 10 Test

Course Outline continued:

Weeks 11-14 – finish and review chapters; visit addictions center; volunteer to assist with addictions center family counseling, if appropriate.

Final exam during scheduled final exam period.

Tests:

There will be three exams, each worth 100 points. An in class review will be conducted during the class period prior to a scheduled exam. If there are extenuating circumstances preventing the student from taking the test on the scheduled date and time, the instructor must be notified in advance and schedule a make-up exam. There will be a 5 point extra study time penalty administered for tests that are not taken on the scheduled day and time.

Attendance and Class Participation:

Each student is expected to attend class. Role will be taken at the beginning of each class period. Students may have 3 absences without a penalty. Each additional absence will result in a deduction of 5 points from final points earned for the course. More than 3 unexcused absences may result in being dropped from the class with an "F". Turn off cell phones, pagers, and messaging devices. Chronic tardiness may result in a drop in grade.

Grades:

Grades will be based upon attendance, class participation, exam scores and completion of the assigned projects. Grades will be assigned according to the following percentages: 90-100 – A; 80-89 – B; 70-79 – C; 60-69 – D; below 60 – F.

Accommodations:

If you have a disability and need accommodations, you are encouraged to discuss it with the instructor.

Bibliography for RS 3173, Addictions and the Family

- Connors, G., Donovan, D. & DiClemente, C. (2004). *Substance Abuse Treatment and the Stages of Change: Selecting and Planning Interventions*. The Guilford Press.
- DeJong, Peter & Berg, Insoo Kim. (2002). *Interviewing for Solutions* (2nd ed.). Wadsworth.
- Fanning, P. & O'Neill, J. (1996). *The Addiction Workbook: A Step-By-Step Guide to Quitting Alcohol and Drugs*. New Harbinger Publications.
- Gilbert, R. (2006). *The Eight Concepts of Bowen Theory*. Leading Systems Press.
- Gorski, T. (1996). *Relapse Prevention Counseling Workbook: Managing High-Risk Solutions*. Herald Publications.
- Ivey, A. (1994). *Intentional Interviewing & Counseling: Facilitating Client Development in a Multicultural Society* (3rd ed.). Allyn & Bacon.
- McClam, T. & Wodside, M. (1994). *Problem Solving in the Helping Professions*. Pacific Grove, CA Brooks/Cole Publishing.
- Miller, W.R. & Rollnick, S. (2002). *Motivational Interviewing: Preparing People for Change* (2nd ed.). The Guilford Press.
- Murphy, J. (2007). *Brief Counseling with Children, Adolescents, and Families*. Workshop presentation by John J. Murphy, Ph.D., Professor of Psychology at University of Central Arkansas, March 14-15, 2007 at Arkansas Tech University.
- Titelman, P. (1998). *Clinical Applications of Bowen Family Systems Theory*. Routledge.
- Velasquez, M., Maurer, G.G., Crouch, C. & DiClemente, C. (2001). *Group Treatment for Substance Abuse: A Stages-Of-Change Therapy Manual*. The Guilford Press.

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal	Marti Wickerson	9-18-09
Department Head	D. J. ...	9-29-09
Rehab. Science Director	Lyman B. Harris	9-18-09
Dean	Tom DeBlack	9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Gammy Rhodes	10/5/09
Vice President for Academic Affairs		

Course Subject: Rehabilitation Science RS		Course Number: RS 4094	
Cross-listed with Subject: N/A		Course Number: N/A	
Official Title (Limited to 30 characters including spaces): Field Placement in Addictions			
Mode of Instruction: (check appropriate box) 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ XX <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other			
Effective Catalog Year: 2010-2011		How frequently will course be offered? Fall, Spring and summer	
Is this course repeatable? No How many times? N/A			
Does this course require a fee? No How much? N/A Type of fee? N/A			

XX <input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: RS 2003, RS 3023 (C or better), junior standing, completion of six hours in emphasis area (except RS 4024), 2.0 GPA and consent of instructor.	Co-requisites: None
Grading XX <input type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> Course subject, number and title Catalog course description Course goals and/or objectives Course outline Methods of student performance assessment and evaluation Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. None	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. None	
How does this proposal support the University Mission? "...nurturing scholastic development, integrity, and professionalism." "...offers a wide range of traditional and innovative programs" This proposal increases the professional knowledge base of RS majors who seek emphasis in addictions as part of the rehabilitation science studies. In addition, other Behavioral Sciences majors may be interested in the coursework. Furthermore, the proposal is responsive to the needs and interests of the broader substance abuse professional community.	
What assessment information is being used to support this proposal? A 2006 proposal by Dr. Penny Willmering illustrated the extent of the need for development of an addictions emphasis in the Rehabilitation Science Program. On-going advice and encouragement from the Rehabilitation Science Advisory Committee to develop an addictions emphasis brings statewide support for the proposal. Along with the availability of the 'ARVAC/Bob Adkison Addictions Research Scholarship', qualitative data suggests increasing student interest in addictions studies, more requests for field placements in the area of addictions and need to better understand addictions in relation to client populations served, i.e. corrections, child maltreatment, juvenile drug use, etc.	
How will the effect of the change be monitored? The yearly evaluation sent to students and student employers/graduate schools will ask for an assessment of student knowledge of addictions.	

Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. The RS program is a major with an applied emphasis. Many of our students seek employment as case managers, working with client populations at high risk of addictive behaviors. There is increasing need for student to be able to enhance their knowledge in the area of addictions. In addition, the local agency, ARVAC and Freedom House, have repeatedly recommended over the years that ATU develop an addictions studies program of study. ARVAC has verbally agreed to support the proposal with a one year commitment to remunerate a visiting lecturer to teach this course and one other addictions course. In addition, this course will assist students in becoming certified by the Arkansas Substance Abuse Certification Board.

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

COURSE SYLLABUS

RS 4094
Rehabilitation Science Field Placement in Addictions

Instructor: Marti Wilkerson
12 p.m. Wednesday
Office: WPN 367A
Phone: 968-0466
Office Hours: TBA

Prerequisites

RS 2003, RS 3023 (C or better), junior standing, completion of six hours in emphasis area (except RS 4024), 2.0 GPA and consent of instructor.

Course Description

A supervised 10-14 weeks field placement in a setting related to addiction services. Emphasis will be placed on the student's acquiring first hand experiences in practitioner roles such as case management, interviewing, risk assessment, interagency collaboration, crisis management, group services, motivational interviewing approaches, and client solution/change strategies.

Course Requirements

The student will complete 10-14 weeks with a selected agency and 14-15 hours in faculty supervision seminar. Students are required to develop a resume, interview and be accepted by faculty and field supervisors for a field placement position, purchase liability insurance as well as meeting course standards outlined in the Rehabilitation Science Field Placement guidelines.

Students are furnished a check-off list, guidelines for field placement and orientation to the process of field placement. Field supervisors are furnished an orientation/information packet as well as an introductory meeting to establish expectations.

The faculty supervisor arranges for field placement visitation for evaluation of students, performs a mid semester student evaluation interview and an exit evaluation interview with the field placement students.

A third week paper and final student evaluation of the agency are required.

RS 4094 Syllabus

Course Objectives

1. To provide opportunities for application of principles, knowledge, values, and ethical behaviors learned in the classroom.
2. To develop competence in relating to individuals.
3. To develop competence in assessing needs and problems as well as strengths and assets.
4. To develop competence in planning and intervening appropriately.
5. To develop competence in case documentation.
6. To promote the transition from being a passive learner to becoming an active professional.

Course Outline

- I. Orientation/Review Guidelines and Expectations
- II. Ethical Considerations Reviewed: Social Work or Rehab Counselor Code of Ethics
- III. Third Week Papers and Discussion of Weekly Events
- IV. Discussion of Weekly Events and Resume Improvement
- V. Discussion of Weekly Events and Solution Focused Change
- VI. Eight Interview Questions
- VII. Field Visitation Reports/Mid Semester Students Interviews
- VIII. Autobiographical Sketch
- IX. Writing Cover Letters/Applying for Jobs
- X. Summarizing Accomplishments
- XI. Writing "Thank You" Letters
- XII. Exit Interview/Final Evaluations

Grading

Students will be graded based upon hours completed in the field, seminar attendance and participation, quality of 3rd week paper and final evaluation reports, mid-term and final evaluations from field supervisors, and completion of other field tasks as assigned. Ethical violations of codes of conduct may result in failing grades.

Bibliography

Royse, D.; Dhooper, S.S.; Rompf, E.L. (1996). *Field Instruction: A Guide for Social Work Students*. 2nd edition. White Plains, NY: Longman Publishers.

Schulman, L. (1994). *Teaching the Helping Skills: A Field Instructor's Guide*. New York: Aldine De Gruyter.

Wilson, S.J. (1980). *Recording: Guidelines for Social Workers*. New York: The Free Press.

Wilson, S.J. (1981). *Field Instruction: Techniques for Supervisors*. New York: The Free Press.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Eric Bowne	<i>[Signature]</i>	9/4/09
Department Head N. DANIEL MARTIN, PhD	<i>[Signature]</i>	9/8/09
Dean Tom DeBlack	<i>[Signature]</i>	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/2/09
Vice President for Academic Affairs		

Course Subject: ANTHROPOLOGY ANTH	Course Number: 3223
Cross-listed with Subject:	Course Number:
Official Title NORTH AMERICAN ARCHAEOLOGY	
Request to change: (check appropriate box) <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year:	

Course Number (Limited to 30 characters including spaces): 2223		
Course Description:		
Cross-list: <input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite:		
Grading <input type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:	How much?	Type of Fee?
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change. COURSE TO BE TAUGHT AT THE INTRODUCTORY LEVEL		
If this course will affect other departments a Departmental Support Form for each affected department must be attached.		

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Eric Bowne	<i>Eric Bowne</i>	9/4/09
Department Head W. David Martin, PhD	<i>W. David Martin</i>	9/8/09
Dean Tom DeBlase	<i>Tom DeBlase</i>	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammie Woods</i>	10/2/09
Vice President for Academic Affairs		

Course Subject: ANTHROPOLOGY ANTH	Course Number: 3203
Cross-listed with Subject:	Course Number:
Official Title INDIANS OF NORTH AMERICA	
Request to change: (check appropriate box) <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year:	

Course Number (Limited to 30 characters including spaces): <div>2203</div>		
Course Description:		
Cross-list: <input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite:		
Grading <input type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (if other, please specify below)		
Fee:	How much?	Type of Fee?
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change. <div>COURSE TO BE TAUGHT AT THE INTRODUCTORY LEVEL</div>		
If this course will affect other departments a Departmental Support Form for each affected department must be attached.		

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Lowell H. Lybarger	Lowell H. Lybarger	9/4/09
Department Head Cynthia Hunkill	Cynthia Hunkill	9-4-09
Dean Tom DeBlack	Tom DeBlack	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Jammy Rhodes	10/2/09
Vice President for Academic Affairs		

Course Subject: MUS	Course Number: MUS 4853
Cross-listed with Subject: ANTH	Course Number: ANTH 4853
Official Title Music of the World's Peoples	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010 - 2011	

Course Number (Limited to 30 characters including spaces):		
Course Description: A survey of predominantly non-Western world music cultures with attention to sonic structures, musicians, musical instruments, and socio-cultural contexts of music making. Open to students in all majors. Listening emphasized.		
Cross-list: <input checked="" type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number <u>ANTH 4853</u>		
Prerequisite/Co-requisite: <u>N/A</u>		
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:	How much?	Type of Fee?
<u>N/A</u>		
<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change.		
If this course will affect other departments a Departmental Support Form for each affected department must be attached.		

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. William Schumann	<i>Dr. W. Schumann</i>	9/3/09
Department Head Dr. Daniel Martin	<i>D. Daniel Martin</i>	9/8/09
Dean Tom DeBlack	<i>Tom DeBlack</i>	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Rhodes</i>	10/2/09
Vice President for Academic Affairs		

Course Subject: MUSIC MUS	Course Number: 4853/5853
Cross-listed with Subject: ANTH	Course Number: 4853/5853
Official Title MUSIC OF THE WORLD'S PEOPLES	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

Course Number (Limited to 30 characters including spaces):

4853

Course Description:

SAME AS IN EXISTING CATALOGUE
(Photocopy attached)

Cross-list:

☒ Adding Cross-listing ☐ Changing Cross-listing ☐ Deleting Cross-listing

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

Add:

ANTH 4853

Prerequisite/Co-requisite:

N/A

Grading



Standard Letter



P/F

☐ Other (If other, please specify below)

Fee:

N/A

How much?

Type of Fee?

☒ Elective

☐ Major

☐ Minor

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

Please provide a rationale for the change.

INCREASING STUDENT
DEMAND FOR ANTHROPOLOGY COURSES

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

SYLLABUS

MUS 4853/5853

Music of the World's Peoples

Monday 6:30-9:20 PM – Witherspoon Hall 315

**Lowell H. Lybarger, Ph.D.
Arkansas Tech University
Fall 2009**

Office Hours and Contact Information

Dr. Lybarger's office: RPL 209 (in the music lab)
Office hours: Monday 2-4 PM or by appointment.
email: llybarger@atu.edu

Office phone: (479) 964-0584

Description

This course is a multicultural survey of current and past music cultures from an ethnomusicological perspective. We will study the rich descriptive data of each musical tradition as well as theories for understanding this information. We will explore select case studies of specific traditions and geographic-culture areas with a focus on the sonic, social, and cultural contexts of music making.

Listening to audio CDs and viewing video recordings is an integral aspect of this course; however, no formal music training is required.

Catalog Description

A survey of predominantly non-Western world music cultures with attention to sonic structures, musicians, musical instruments, and socio-cultural contexts of music making. Open to students in all majors. Listening emphasized.

Objectives

- To study music from an intellectual, cross-cultural perspective.
- To obtain a broad knowledge of numerous international music styles and genres.
- To develop critical theoretical tools for understanding the sociocultural basis of music making.
- To discover greater insight into one's own musical and cultural identity.

Required Readings and Listening/Viewing

There is no required text for this class. The majority of required readings are from the excellent *Garland Encyclopedia of World Music* which is available as a print (paper) and electronic (web-based) resource through the ATU library or music lab websites. Another excellent resource that is also available in print and electronic formats is *The New Grove Dictionary of Music and Musicians* or *Grove Music Online*. Please contact the instructor immediately if you have difficulty locating these resources. Furthermore, some readings will be taken from academic and popular journals and websites.

Two copies of a weekly audio CD of required listening will be placed on reserve at the music lab control room which is located on the second floor of Ross Pendergraft Library. It is highly suggested that you maintain a regular discipline of listening to these examples and knowing the descriptive information that accompanies sonic recognition. For example, one needs to know the cultural and historical information of the Japanese *koto* in addition to recognizing that the instrument is a *koto*. The quizzes and tests for this class will be based primarily upon your ability to recognize the musical examples and to explain their sociocultural and historical significance.

Video examples will be shown in every lecture and select films will be placed on reserve at the music lab control room.

Suggested Texts

If one would like to purchase a text for this course, I would suggest two introductory texts meant for the layperson that cover international popular music and to a lesser extent, older genres that do not readily fall under the "popular" rubric. A third text is more scholarly in approach and well worth exploring for obtaining an in-depth knowledge of world music cultures.

The first text is a short but pleasantly concise summary of major world culture areas, focused on more recent popular music styles:

Nidel, Richard O.

2005 *World music: the basics*. New York: Routledge.

The second is similar to Nidel's work, but contains greater breadth and depth of information, published as a two volume set:

Broughton, Simon

2006 *The rough guide to world music. Vol. 1, Africa & Middle East*. London: Rough Guides, third edition.

Rough Guides

2000 *The rough guide to world music Volume 2, Latin and North America, Caribbean, India, Asia and Pacific*. London: Rough Guides.

For the serious seeker of international, cross-cultural musical knowledge, an academic text which takes a very broad historical and sociocultural perspective is Peter Fletcher's excellent survey:

Fletcher, Peter

2004 *World musics in context; A comprehensive survey of the world's major musical cultures*. Oxford: Oxford University Press.

Blackboard

Select announcements, readings, assignments, and other course materials will be made available through the Blackboard website for this class. Please check this site regularly. Other essential materials will be given in hard copy format, thus requiring your physical presence in the class. All assignments and tests must be submitted in hard copy form to the instructor.

Assessment

Participation is not a formal component of assessment; however, your class attendance will be noted with negative consequences for significant lack thereof (see below).

MUS 4853 (Undergraduate)

Your grade will be determined by the following assessment opportunities: two quizzes (15% each), concert report (10%), midterm exam (30%), and final exam **or** final project (30%). Undergraduate students have the option of producing a final project in lieu of the final exam to be submitted at the exam period.

MUS 5853 (Graduate)

Your grade will be determined by the following assessment opportunities: two quizzes (15% each), concert report (10%), four one-page article summaries (10%), midterm exam (20%), and final project (30%).

Grading Scheme

100—90 **A (4)** 89—80 **B (3)** 79—79 **C(2)** 69—60 **D (1)** 59 and below **F (0)**

Attendance Policy

You are required to attend all scheduled classes. Only two unexcused absences are permitted before a deduction of five percentage points (5%) from the final grade with additional reductions increasing for every two unexcused absences. A total of seven unexcused absences will result in the “FE” (failure) grade.

Assignments

Submission of Assignments

Specific instructions will be given for the format and style of required written assignments. Submissions must be made in person by the student to the teacher in analog format (i.e. a hard copy print-out). Electronic submissions will not be accepted unless the electronic format is integral to the final project option that a student may choose in lieu of the final exam.

Concert Report Assignment

You will be required to attend the ATU Percussion Ensemble concert on Monday, September 21 after taking your first quiz for this class. The concert will feature performances of music of several culture areas: Native America, India, Europe, and the United States. You will be required to observe the event from a strictly objective, sociological perspective—like observing bugs under a microscope—and be required to ask the basic question: what's really going on here? You will be given a questionnaire to assist in your observations and short essay of the musical experience.

One-page Article Summaries (graduate students)

You will be assigned four concise articles that address a theoretical topic in the sociocultural study of music. You will be required to submit a short one-paragraph abstract or a list of sentences in point form that outline the key concepts of the article. Each article summary will be worth one point each. Furthermore, these summaries will be useful in the analysis section of your final project.

Final Project Option: Video Transcription and Sociocultural Analysis

Undergraduate students who choose to produce a final project in lieu of the final exam will be given a deadline to commit to this option several weeks prior to this decision. The project will involve documenting a video recording of a musical event—live or studio post-produced—by graphically representing the events of the recording and producing critical social commentary about its sonic and social structures. Graduate students are required to undertake this assignment. The instructor will readily assist students in their transcriptions. All video transcription projects will include a five minute presentation on the day of the final exam.

Note on Academic Dishonesty

To quote directly from the ATU Faculty handbook (p. 74):

Academic Dishonesty.

Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student, b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source, and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.
2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

MUS 4853 Music of the World's Peoples – Fall 2009

Class Schedule

Assessment	Week	Date	Theory (ideas about music)	Music Culture
	1 - 2	Aug. 24	<i>Defining Music, Language & Music, Musicking, Ethnomusicology, Music & Identity</i>	Class Overview, Lecture Format, Assignments, Assessment, Basic Concepts
	3	Aug. 31	<i>Acoustic Ecology / Soundscape Theory</i>	Aboriginal Australia & Oceania
		Sept. 7	N/A	
Concert Report Assignment	4	Sept. 14	First Nations cultures of North America: Plains, Navajo, Hopi, Inuit; Peyote Ceremony	
Quiz I	5	Sept. 21	<i>Quiz I</i>	ATU Percussion Concert (7:30 pm)
	6	Sept. 28	<i>Otherness, Alterity, Cultural Difference</i>	South America: Brazil, Paraguay, Argentina
	7	Oct. 5	Indonesia: Java, Bali, Sumatra	
Concert Report Due	8	Oct. 12	<i>Midterm</i>	
Midterm	9	Oct. 19	<i>Sociology of Music & Musicians</i>	South Asia
	10	Oct. 26	China and Korea	
	11	Nov. 2	Japan	
	12	Nov. 9	Middle East: Egypt, North Africa, Turkey	
Quiz II	13	Nov. 16	<i>Quiz II</i>	Iran & Central Asia
	14	Nov. 23	<i>Modernity, Post-modernity</i>	Western Art Music
	15	Nov. 30	<i>Music & Dance</i>	Africa: East, Central, West
	16	Dec. 7	<i>Music Industry, Globalization, Schizophonia, Fusion, Sampling, Recording Consciousness</i>	International Pop
Final Exam or Project		TBA	Final Exam or Project Presentation(s)	

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Music</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <i>Since Music of the World's People, is an elective, this cross-listing will not impact any of our degree requirements.</i>	

Department Head Signature

[Signature]

Date: *9-7-09*

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Behavioral Science, Music</i>	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: <i>MUS 4853 / ANTH 4853 MUSIC OF THE WORLD'S PEOPLES</i>	

Department Head Signature:

[Handwritten Signature]

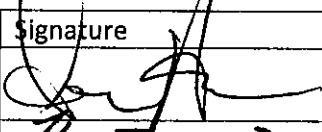
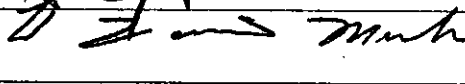
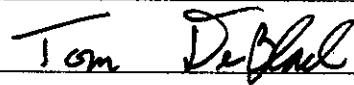
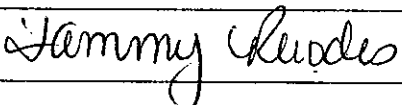
Date:

9-8-09

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

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Sean Huss		9/20/09
Department Head Dan Martin		9/29/09
Dean Thomas DeBlack		9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/5/09
Vice President for Academic Affairs		

Program Title: Sociology	Effective Date: Fall 2010 (2010-2011 Catalog)
<p>Detail change in program:</p> <p>The sociology curriculum is designed to prepare students for employment in a range of careers or for advanced study in sociology, law, criminology, criminal justice, counseling, or other related fields. Sociology prepares majors to deal with the constant social change that is today's world. In addition to understanding the organization of social groups and the human behaviors that comprise everyday social life, sociologists remain an important contributor to the collection of data pertaining to these levels of human behavior. The undergraduate sociology student learns to identify problems, formulate appropriate questions, search for answers, analyze data, organize information, and express themselves verbally and in writing.</p> <p>Over the past few years, the sociology program has experienced a great deal of personnel turn-over. This turn-over has resulted in a shift in the specialty areas and research interests of the faculty members in our department. Accordingly, the sociology faculty wishes to make changes in the present curriculum in order to better meet university goals, meet departmental goals, and meet the needs of our students. These changes include removing previous requirements and adding others to our curriculum. While this form is mainly applicable to changes in required courses, all changes in the program are briefly addressed below to give committee members a sense of our program, our</p>	

proposed curriculum changes, and the reasons for these changes.

To begin, the sociology faculty members wish to make the following changes in program requirements:

- 1) Drop COMS 1003 (computer skills) from the list of required courses;
- 2) Add SOC 2063 (Research Design for the Behavioral Sciences) as a required course; ~~and~~;
- 3) Add SOC 4283 (sociology capstone) as a required course; *and*
- 4) *Reduce 3000/4000 - SOC Electives to 12 hrs.*

These changes will come at no cost to the department, will require no additional resources, and will help us to develop a more rigorous curriculum designed to help our majors in their intellectual and practical skills development. More specifically, the addition of a research design (SOC 2063) class will help students in understanding the process of asking research questions and designing studies meant to empirically address such questions. This experience will enhance our students' skills in conducting research projects for SOC 3163 (Introduction to Research Methods). The addition of the Capstone class (SOC 4283) will provide graduating seniors an opportunity to apply their skills to specific community related issues, as well as serve as one of the ways our department can assess our own performance. By completing this class, our students are more marketable, because of practical experience and contacts made in community work, and our students are better prepared for applying to graduate programs. Finally, we feel that the COMS 1003 class is best utilized as a lower-division elective for our majors, as opposed to a requirement. Often, students have the necessary computer skills to complete class work in statistics/research methods classes, which makes the COMS 1003 requirement redundant.

The sociology faculty members wish to make the following changes to the electives options in our program:

- 1) Add SOC 3033 (Environment and Society) as an upper division elective;
- 2) Add SOC 4013 (Drugs in Society) as an upper division elective;
- 3) Add SOC 4023 (Sociology of Gender) as an upper division elective; and,
- 4) Add CJ 4141-4 (Criminal Justice Seminar) as an upper division elective;

Note that SOC 3033 (Environment and Society), SOC 4013 (Drugs in Society), and SOC 4023 (Sociology of Gender) have been or are presently being taught as seminars. Due to their popularity and the need for a larger number of upper division electives consistent with the expertise of new faculty, we have decided that these three classes should be added to the curriculum. The criminal justice seminar (CJ 4141-4) is a necessary addition, based on student demand, to provide additional opportunities for advanced study to our criminal justice minors and associates students.

In addition to the changes listed above, the sociology faculty has also proposed to drop a select number of elective courses from the curriculum. These courses are as follows:

- 1) Dropping SOC 3003 (Complex Organizations);
- 2) Dropping SOC 3053 (Population Problems);
- 3) Dropping CJ 2013 (Introduction to Security); and,
- 4) CJ/RS 3063 (Prisons and Corrections).

In each instance, as discussed in the attached documents, the deletions eliminate redundancies. In short, these changes to electives in our curriculum, along with the changes in our required courses, should not only streamline our program but also better prepare our students for subsequent study or work in related fields.

Please provide a rationale for the change.

Please see the previous section.

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

These changes will impact Computer/Information Science and Rehabilitation Sciences. We propose to drop the COMS 1003 (Introduction to Computer Systems) as a major requirement and we propose to drop RS/CJ 3063 (Probation and Parole)

If this course will affect other departments a Departmental Support Form for each affected department must be attached. (forms attached to specific course change proposals)

9/24/2009

To: ATU Curriculum Committee

From: Department of Behavioral Sciences

RE: Proposed Curriculum Changes in Sociology for 2010-2011 Catalog

Committee Members:

Enclosed you will find the proposed course additions and course deletions for the Sociology major at Arkansas Tech University. These changes have become necessary due to a turn-over in faculty, an increased student demand for elective alternatives, and a need to revise past research methods requirements. Briefly, the changes include the following:

<u>Prefix</u>	<u>Number</u>	<u>Course</u>	<u>Change</u>
CJ	4141-4	Seminar in Criminal Justice	Add as Elective
SOC	3033	Environmental Sociology	Add as Elective
SOC	4013	Drugs in Society	Add as Elective
SOC	4023	Gender	Add as Elective
SOC	²⁰⁶³ 3123	Research Design	Add as Requirement ✓
SOC	4283	Capstone in Sociology	Add as Requirement ✓
SOC	3003	Sociology of Complex Organizations	Drop as Elective
SOC	3053	Population Problems	Drop as Elective
RS/CJ	3063	Probation Parole	Drop as Elective
COMS	1003	Introduction to Computer Systems	Drop as Requirement ✓
CJ	2013	Introduction to Security	Drop as Elective

The enclosed materials are organized by overall program change, additions (along with course descriptions, sample syllabi, and a sample degree audit checklist), and course deletions. If you have any questions about the changes we propose, please feel free to contact me by email (shuss@atu.edu) or by phone (479-968-0465) with your questions.

Respectfully Submitted on Behalf of the Sociology Faculty,


Sean Huss, Ph.D.
Department of Behavioral Sciences

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

SEE ATTACHED SAMPLE DEGREE AUDIT CHECKLIST AND CURRICULUM OUTLINE BY SEMESTER


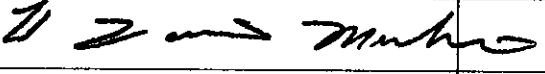

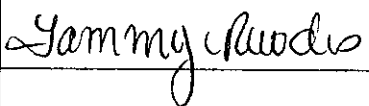
Fall Start	
<p>Freshman Fall Semester</p> <p>Add/Change: NO CHANGES</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change: NO CHANGES Social Sciences'</p> <p>Delete: Any coms 3hrs</p> <p>Total Hours: 18 hrs</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: SOC 2063 SHOULD BE TAKEN AS SOPHOMORE SOC 2053</p> <p>Delete: Social Sciences' Fine Arts/Humanities'</p> <p>Total Hours: 14 hrs</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: SOC 2063 SHOULD BE TAKEN AS SOPHOMORE Fine Arts/Humanities'</p> <p>Delete: SOC 2053</p> <p>Total Hours: 16 hrs</p>
<p>Junior Fall Semester</p> <p>Add/Change: NO CHANGES Elec Minor 3hrs</p> <p>Delete: SOC Elective 3hrs (3000-4000)</p> <p>Total Hours: 15 hrs</p>	<p>Junior Spring Semester</p> <p>Add/Change: NO CHANGES</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester NO CHANGES</p> <p>Add/Change: SOC 4283 SHOULD BE TAKEN AS A SENIOR</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change: SOC 4283 SHOULD BE TAKEN AS A SENIOR</p> <p>Delete: Elec Minor 3hrs</p> <p>Total Hours: 15 hrs</p>

Spring Start (If applicable)	
<p>Freshman Spring Semester</p> <p>Add/Change: NO CHANGES</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change: NO CHANGES Gen Elec² 3 hrs</p> <p>Delete: Any Coms 3 hrs</p> <p>Total Hours: 18 hrs</p>
<p>Sophomore Spring Semester</p> <p>Add/Change: SOC 2063 SHOULD BE TAKEN AS SOPHOMORE</p> <p>Delete: Soc Elective 3 (3000-4000 level)</p> <p>Total Hours: 16 hrs</p>	<p>Sophomore Fall Semester</p> <p>Add/Change: SOC 2063 SHOULD BE TAKEN AS SOPHOMORE</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change: NO CHANGES</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change: NO CHANGES</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change: SOC 4283 SHOULD BE TAKEN AS A SENIOR</p> <p>Delete: Gen Elec² 3 hrs</p> <p>Total Hours: 15 hrs</p>	<p>Senior Fall Semester</p> <p>Add/Change: SOC 4283 SHOULD BE TAKEN AS A SENIOR NO CHANGES</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours 124</p>	

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

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal David Ward		9/24/09
Department Head Dan Martin		9/29/09
Dean Thomas DeBlack		9/30/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		10/5/09
Registrar		
Vice President for Academic Affairs		

Program Title: Psychology	Effective Date: Fall 2010
Detail change in program:	
Attached for clarity.	
Please provide a rationale for the change. With the growth of the psychology program and the diversity of the courses we are able to offer, the faculty feel we need to insure that our students take a core of psychology courses. Additionally, the faculty wants to bring our research methods requirements into line with most other universities by requiring two methods (one upper and one lower) division) classes.	
What impact will the change have on staffing, on other programs and space allocation? None	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. n/a	

Proposed Psychology Program Changes

Detailed Changes

With the growth of the psychology program and the diversity of the courses we are able to offer, the faculty feel we need to insure that our students take a core of psychology courses. Additionally, the faculty wants to bring our research methods requirements into line with most other universities by requiring two methods (one upper and one lower division) classes.

Basic Core (12 hours):

1. PSY 2003 General Psychology
2. PSY 2053 Statistics for the Behavioral Sciences
3. PSY 2063 Research Methods for the Behavioral Sciences
4. PSY 4003 Advanced Research Methods for Psychology

Topical Core (12 hours must be chosen from these classes):

1. PSY 3003 Abnormal Psychology
2. PSY 4073 Cognitive Psychology
3. PSY 3063 Developmental Psychology I
4. PSY 3053 Physiological Psychology
5. PSY 3073 Psychology of Learning
6. PSY 4043 Social Psychology

Other:

1. Upper Division Elective, PSY 6 hours
2. Minor or Second Major

Total Psychology Requirements: 30 hours (a reduction of 1)
All other requirements remain unchanged.

Spring Start (If applicable)	
<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>UNCHANGED</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>UNCHANGED</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>UNCHANGED</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <ol style="list-style-type: none"> 1. Psy Elective to Psy Topical Core 3hrs 2. Psy 2074 to Psy 2063 3. Elective 1 hr. <p>Delete:</p> <p>Total Hours: unchanged</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <ol style="list-style-type: none"> 1. Psy (3000-4000) to Psy Topical Core 3hrs 2. Psy (3000-4000) to Psy Topical Core 3hrs 3. Psy 2074 to Psy 2063 <p>Delete: 4. Elective 1 hr</p> <p>Total Hours: unchanged</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <ol style="list-style-type: none"> 1. Psy (3000-4000) to Psy Topical Core 3hrs <p>Delete:</p> <p>Total Hours: unchanged</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>UNCHANGED</p> <p>Delete:</p> <p>Total Hours: unchanged</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <ol style="list-style-type: none"> 1. Psy (3000-4000) to Psy 4003 3hrs <p>Delete:</p> <p>Total Hours: unchanged</p>
<p>Total Program 30 Hours</p>	

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

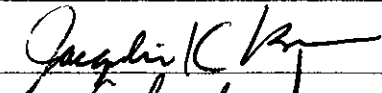
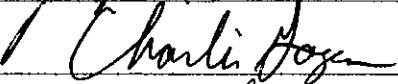

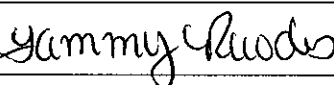
Fall Start	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>UNCHANGED</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>UNCHANGED</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>UNCHANGED</p> <p>Delete:</p> <p>Total Hours: unchanged</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <ol style="list-style-type: none"> 1. Psy Elective to Psy Topical Core 3hrs 2. Psy 2074 to Psy 2063 3. Elective: 1 hr <p>Delete:</p> <p>Total Hours: unchanged</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <ol style="list-style-type: none"> 1. Psy (3000-4000) to Psy Topical Core 3hrs 2. Psy (3000-4000) to Psy Topical Core 3hrs <p>Delete:</p> <p>Total Hours: unchanged</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <ol style="list-style-type: none"> 1. Psy (3000-4000) to Psy Topical Core 3hrs <p>Delete:</p> <p>Total Hours: unchanged</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>UNCHANGED</p> <p>Delete:</p> <p>Total Hours: unchanged</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <ol style="list-style-type: none"> 1. Psy (3000-4000) to Psy 4003 3hrs <p>Delete:</p> <p>Total Hours: unchanged</p>

SEP 30 2009

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

TO: Curriculum Committee

DATE SUBMITTED: Sept. 22, 2009

Title	Signature	Date
Person Initiating Proposal Jacqueline K. Bowman		9/22/09
Department Head Charlie Gagen		9/28/09
Dean Richard Cohoon		9-29-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/8/09
Vice President for Academic Affairs		

Program Title: Life Science/Earth Science Education (LSED)	Effective Date: Fall 2010
Detail change in program: Students may take BIOL 3124 General Physiology or 3174 Ecological Physiology	
Please provide a rationale for the change. The Biological Sciences Department no longer offers BIOL 3124 on a regular basis and BIOL 3174 has similar content and taking this course should allow LSED students to pass the Praxis II content exam.	
What impact will the change have on staffing, on other programs and space allocation? None. There are only a few students in the LSED program.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached.	

AppTEC 11/3/09

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

Fall Start	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change: BIOL 3124 to BIOL 3124 ^{or} BIOL 3034</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Junior Spring Semester</p> <p>Add/Change: BIOL 3034 to BIOL 3034 ^{or} BIOL 3174</p> <p>Delete:</p> <p>Total Hours:16</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Spring Start (If applicable)	
<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change: BIOL 3034 to BIOL 3034 ^{or} BIOL 3174</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change: BIOL 3124 to BIOL 3124 ^{or} BIOL 3034</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours <u>Unchanged</u></p>	

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee

DATE SUBMITTED: 9-30-09

Title	Signature	Date
Person Initiating Proposal Dr. Lovely, Associate Professor of Biology	<i>Jan C. Lovely</i>	9/30/09
Department Heads Dr. Jeff Robertson, Head Physical Sciences Dr. Gagen, Head Biological Sciences	<i>Jeff W. Katter</i> <i>Charles Gagen</i>	2009 Sep 30 9/30/09
Dean Dr. Cohoon, Dean College of Natural and Health Sciences	<i>R. Cohoon</i>	9-30-09
Teacher Education Council (if applicable)	NA	
Graduate Council (if applicable)	NA	
Registrar Ms. Rhodes	<i>Gammie Rhodes</i>	10/8/09
Vice President for Academic Affairs Dr. Watson		

Course Subject: BIOL /PHSC	Course Number: 1004
Cross-listed with Subject: BIOL /PHSC	Course Number: 1004
Official Title Principles of Environmental Science	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input checked="" type="checkbox"/> Other: This proposal is to offer an additional alternative for TECH's general education requirement in the area of science. We feel that it will meet TECH's general education objectives with increased flexibility while remaining within constraints of AR law. If approved, the modification would allow use of our existing, cross-listed, Principles of Environmental Science course as either the biological or physical sciences portion of the science requirement.	

Supported Den Ed Com 10/30/09

Effective Catalog Year: **2010-2011**

Course Number (Limited to 30 characters including spaces):
BIOL/PHSC 1004 Principles of Environmental Science (syllabus attached)

Course Description: **Proposed Change to General Education Requirements**

Science – 8 hours

A total of two sciences courses that include associated labs from the following three alternatives:

BIOL 1014 Introduction to Biological Science OR

Any other biology course (BIOL) that includes a lab* **AND**

PHSC 1013 Introduction to Physical Science AND its lab, PHSC 1021 OR

Any other physical science course (CHEM, GEOL, PHYS, PHSC) that includes a lab* **OR**

BIOL/PHSC 1004 Principles of Environmental Science AND either of the two alternatives listed above.

* Note that the science courses specifically listed above are designed to meet general education objectives and are highly recommended unless you meet the prerequisites for a more specialized science course identified by your major curriculum.

Cross-list:

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

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

No change in cross-listing because this existing course is already cross-listed.

Prerequisite/Co-requisite:

This course is suitable for entering freshmen and has no prerequisites.

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

Fee:	How much?	Type of Fee?
	\$20	Laboratory fee

☐ Elective ☐ Major ☐ Minor

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

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

Syllabus: Principles of Environmental Science

BIOL/PHSC 1004

Arkansas Tech University

Lecture (room MCE 7) M, W, F 2:00-2:50pm

Lab (room MCE 30)

Instructor: Dr. Eric C. Lovely (room MCE 19, 498-6077, elovely@atu.edu)

Office hours: M W F 9-11 and 3-5

Catalog Description

This course is designed to bring the student to a basic but informed awareness of and responsible behavior toward our environment and the role of the human race therein. The content will include a study of the philosophical and scientific basis for the study of ecosystems and the environment, the nature of ecosystems, the techniques used to study the environment, the origin and development of current environmental problems, the interdisciplinary nature of environmental studies, the processes of critical thinking and problem solving, and the moral and ethical implications of environmentally-mandated decisions. Lecture three hours, Laboratory three hours. \$20 laboratory fee.

Required Text

Miller, G. T. and S.E. Spoolman. 2009. *Living in the Environment: Principles, Connections, and Solutions*, Thompson Learning, Inc. .

Bibliography

No supplemental reading is assigned. The instructor reserves the right to assign outside reading as applicable to class topics. Students will be informed of such readings in class and on the course web page.

Justification/Rationale

Environmental Science is a broad, interdisciplinary field bridging all the sciences, economics, political science, psychology, and sociology. It is important to have a course that can help the student gain perspective to the wide range of concepts and disciplines that are included in the study of our environment.

“The environmental crisis we face provides us with the most singular opportunity for greatness ever offered to any generation in any civilization” –Roger Payne

“When the history of the twentieth century is finally written, the single most important social movement of the period will be judged to be environmentalism.” –Robert Nisbet

“Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.” –Margaret Mead

“With man gone, will there be hope for gorilla? With gorilla gone, will there be hope for man?”
–Daniel Quinn

Course Objectives

Principles of Environmental Science will help students develop:

- 1) A basic understanding of key environmental issues;
- 2) the skills of observation necessary for awareness of our personal, local, national, and global environments;
- 3) perspectives and insights into the global community;
- 4) intellectual skills to cope with ambiguity and complexity;
- 5) essay writing, reading, and communication skills;
- 6) the ability to carefully follow directions;
- 7) the ability to conduct research (laboratory, library, and internet) and evaluate sources of environmental information;
- 8) the skills necessary to apply the scientific method, problem solving and critical thinking techniques to studying the environment and environmental problems and their solutions;
- 9) the ability to critically examine environmental issues and separate scientific conclusions from special interest propaganda;
- 10) the skills to study biomass, ecosystems, food chains, food webs, niches, populations and the way that these systematically change with time and stress;
- 11) an understanding of basic techniques (laboratory and field) used by scientists in determining the health of an ecosystem by carrying out simple experiments used by scientists in characterizing ecosystems and environmental problems; and
- 12) the tools needed to allow him/her to make environmentally sound decisions about the way he/she is going to live his/her life and understand that environmental problems are multi-disciplinary and that, in fact, the non-scientific portion of the problem is normally the most difficult to solve.

General Education Objectives

The content of this course contributes substantially to the first four TECH General Education goals. Specifically, it is a science course where the main content and laboratory experiences include applications and examples of scientific and quantitative reasoning. The materials and approach require students think critically relative to abstract ideas, employ mathematical models, and accomplish scientific experiments. The text and discussions will emphasize the global and interdisciplinary nature of environmental science and the fact that all of us are on this planet together. Thus, ethical perspectives will emerge in the area of thinking and acting globally.

Course Grading and Letter Grade Criteria

Exams (3 of 4)	30%
Proposal/Poster	20%
Lab Reports and Assignments	30%
Cumulative final exam	<u>20%</u>
	100%

The normal grading scale is applicable to this course with the instructor reserving the right to lower the scale when the final grades are assigned. However, the grading scale will not be raised when final grades are assigned. I do not use plus or minus grades.

- A: Excellent work 90.0% and above
B: Good work 80.0% to 89.99%
C: Acceptable or Average 70.0% to 79.99%
D: Marginal work 60.0% to 69.99%

A student with less than a 60.0% average will fail the course.

Essays will be graded on a 5 point scale;

- 0: Blank or completely incorrect. Your written work does not address the question asked
- 1: Some relevant information with significant errors, flaws, or omissions. Your answer is on the right track but is underdeveloped in terms of explanations and use of appropriate vocabulary
- 2: Relevant but incomplete with errors. Your description is fairly complete; however the reader may still be able to ask you "how" or "why" at least once. Not enough appropriate vocabulary has been incorporated in your answer.
- 3: Correct but incomplete, or complete with errors. Your description is fairly complete; however the reader may still be able to ask you "how" or "why" at least once. Appropriate vocabulary has been incorporated in your answer.
- 4: Correct and complete but lacking insight. You have submitted a full and complete description. The reader has no more "how" or "why" questions and all appropriate vocabulary have been included.
- 5: Insightful and completely correct. You have submitted a full and complete description. The reader has no more "how" or "why" questions and all appropriate vocabulary have been included.

Three of the four in class exams will count (lowest score is dropped). The exams are designed to test the student's knowledge and understanding of materials from lectures, discussion, in and out of class exercises and labs, homework, text, and readings/handouts. **There will be no make-up exams.** Students are responsible for all homework, activities, tests, and readings. The final exam will only be given on the specified date during finals week. It will be cumulative and significantly longer than in class exams. Late assignments will lose one grade level (10%) per day, and **no late work will be accepted after assignments are graded and returned to the rest of the class.**

Policies: Attendance, Cheating and Plagiarism

Students are expected to have read, thought about, and taken notes on each reading before the dates outlined. Procrastination will quickly result in overwhelming reading loads. Don't put off what can be read today! All students are expected to read, download, and complete all assignments posted on the courses web page. All assignments will be collected on the due dates as announced in class and/or posted on Blackboard. Extensions must be prearranged and cleared by the instructor in advance. Late assignments will lose one grade level (10%) per day and **no late work will be accepted after assignments are graded and returned to the rest of the class.**

Attendance is required. It is the policy of Arkansas Tech University that "regular class attendance is considered essential if students are to receive maximum benefit from any course. Control of class attendance is vested in the teacher, who has the responsibility of defining early in each course his/her standards and procedures." (see page 62, 2003-2004 Undergraduate Catalog). The policy in this course is that if a student accumulates unjustifiable absences equal to or greater than 10% of the scheduled class days, the student will be dropped from the course by the instructor with a grade of F. There are 58 scheduled lecture days and 13 laboratory days, therefore, your first 6 absences will result in a zero for the projects for that day only (quiz, exam, assignment, etc...), but the 7th absence will result in failure for the course.

Cheating - Any student found guilty of giving and/or receiving any information to/from other students during examinations (quiz, hour exam, laboratory exam, or final exam) will earn a zero grade on that examination. A student found guilty of two such offenses will be dropped from the course with a grade of F.

Plagiarism - A written work, idea, passage or plot that is copied or closely paraphrased from any source and that is included on any instrument submitted by the student to satisfy a course assignment must have the source referenced. Not to do so constitutes plagiarism and will earn the student a zero grade on that assignment.

If you have any questions or concerns about your academic performances at any time throughout the semester please do not hesitate to contact me.

Each and every person in the class, including your peers and instructor has the right to be treated with respect. Because we will be engaging in lively discussions and working in groups, we must all be responsible for creating an environment in which cooperation and listening to one another is paramount. For the course to be successful, your attendance and participation in all activities is required. Disrespectful behavior will result in being asked to leave the room. In addition, you must come prepared for each class session, with assigned readings completed!

The Americans with Disabilities Act of 1992 mandates the elimination of discrimination against persons with disabilities. If you need course adaptations or accommodations because of a disability please contact me within the first two weeks of class.

Course Content and Important Dates

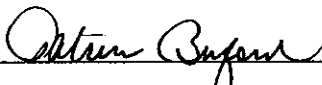
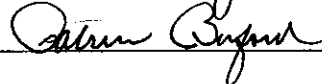
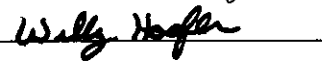
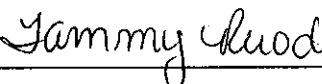
Week	Date		Reading
1	Aug 24	Classes begin, introduction to course and syllabus	
	26	History and introduction to globalization	Chapter 1
2	29	Economics and politics	Chapter 2
	30	Lab #1	
	31	Scientific method and introduction to chemistry	Chapters 26, 27, 28
	Sept 2	Energy	Chapter 3
	6	Lab #2, Assignment #1 due	
3	7	Earth support system and biogeochemistry	Chapter 4
	9	More biogeochemistry	
4	12	Finish biogeochemistry	
	13	Lab #3, Assignment #2 due	
	14	Evolution	Chapter 5
	16	Review for exam	
5	19	Exam I	
	20	Lab #4	
	21	Weather and introduction to ecology	Chapter 6
	23	Symbiosis and biodiversity	Chapter 7
6	26	Energy flow in ecosystems	Chapter 8
	27	Lab #5, Assignment #3 due	
	28	Net primary productivity	Chapter 9
	30	Aquatic ecology	Chapter 22
7	Oct 3	Community ecology	Chapter 23
	4	Lab #6, Assignment #4 due	
	5	Competition, and R-K strategies, Proposal due	Chapter 24
	7	Conservation and biodiversity	
8	10	Review for exam	

	11	Lab #6 continued, Assignment #5 due	
	12	Exam II	
	14	Human population	Chapter 12
9	17	Urbanization	Chapter 25
	18	Lab #7, Assignment #6 due	
	19	Food resources	Chapter 13
	21	Water resources	Chapter 14
10	24	Geology and soil	Chapter 10
	25	Lab #8, Assignment #7 due	
	26	Energy resources	Chapter 15
	28	Energy continued	Chapter 16
11	31	Energy continued	
	Nov 1	Lab #9, Assignment #8 due	
	2	Review for exam	
	4	Exam III	
12	7	Risk	Chapter 11
	8	Lab #9 continued	
	9	Air pollution	Chapter 17
	11	Climate change and ozone	Chapter 18
13	14	Video	
	15	Discussion or field trip, Assignment #9 due	
	16	Video continued	
	18	Water pollution	Chapter 19
14	21	Pesticides	Chapter 20
	22	Discussion or field trip	
15	28	Solid and hazardous waste	Chapter 21
	30	Review for exam	
	Dec 2	Exam IV	
16	5	Flex Day	
	6	Poster session, essay due	
	7	Review for final	
	9	Reading day	
	Finals Dec 12-16	FINAL EXAM As of the writing of this schedule the Final Exam Date was unavailable. It will be published on the registrar's page of the ATU web pages when it is determined.	

Arkansas Tech University
REQUEST FOR COURSE DELETION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: **10/01/09**

Title	Signature	Date
Person Initiating Proposal Patricia Buford		9/28/09
Department Head Patricia Buford		9/28/09
Dean William Hoefler		10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes		10/2/09
Vice President for Academic Affairs John Watson		

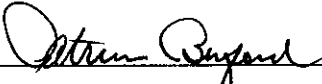
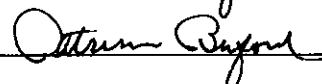
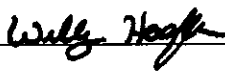
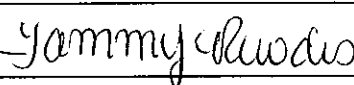
Course Subject: ELEG	Course Number: 3151
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Electrical Machines Laboratory	
Effective Catalog Year: 2010-2011	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Provide rationale for the request. Major components of this lab are included in the course. This lab has not been offered for several years.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

Arkansas Tech University

REQUEST FOR COURSE DELETION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: 10/01/09

Title	Signature	Date
Person Initiating Proposal Patricia Buford		9/28/09
Department Head Patricia Buford		9/28/09
Dean William Hoefler		10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes		10/2/09
Vice President for Academic Affairs John Watson		

Course Subject: ELEG	Course Number: 4163
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Acoustics	
Effective Catalog Year: 2010-2011	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Provide rationale for the request. This course was a specialty of a former department member who left in 2003. It has not been taught since that time.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED: August 31, 2009

Title	Signature	Date
Person Initiating Proposal Dr. Michael E. Garner	<i>Michael E. Garner</i>	9/18/2009
Department Head Mr. Ed Leachman	<i>Ed Leachman</i>	9/18/2009
Dean Dr. William Hoefler	<i>Wally Hoefler</i>	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10/2/09
Vice President for Academic Affairs Dr. John Watson		

Course Subject: Forecasting Weather for EM	Course Number: EAM 4063
Cross-listed with Subject: Forecasting Weather for EM	Course Number: EMHS 5063
Official Title (Limited to 30 characters including spaces): Forecasting Weather for EM Emergency Managers	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010/2011	How frequently will course be offered? Annually - spring
Is this course repeatable? No How many times?	
Does this course require a fee? No How much? Type of fee?	

☐ Elective ☒ Major ☐ Minor

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

Prerequisites:

EAM 1003/1013

*or consent of
instructor*

Co-requisites:

Grading

☒ Standard Letter

☐ P/F

☐ Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

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

No

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

Computer Lab

How does this proposal support the University Mission?

Broadens a wide range of traditional and innovative programs in Emergency Management and which provide a solid educational foundation for those emerging special needs in the field of severe weather related to emergency management.

What assessment information is being used to support this proposal?

Pre/post quiz from special problems along with student comments from the course evaluation and a general understanding that weather is the primary source of disasters in the United States.

How will the effect of the change be monitored?

Pre/post quizzes along with course evaluation information

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

Department recognizes that weather related disasters are the leading cause of loss of life and economic losses to business and industry. Opportunity to adapt geospatial technologies to assessing risk during planning and mitigation events.

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

No outside effect.

Course Syllabus

Emergency Administration and Management

COURSE NUMBER: EAM 4993 -- 02

COURSE TITLE: SP: Severe Weather Forecasting for Emergency Managers

INSTRUCTOR: Michael E. Garner PhD
Dean Hall 110
Russellville, AR 72801
Office: (479) 356-2159
mgarner@atu.edu

COURSE TIME: Tuesday (Lecture) & Thursday (Lab) 9:30 -- 10:50am

OFFICE HOURS: Monday -- Thursday 8:00 to 11:00 M/W 1:00 to 3:00 OR By Appointment

CATALOG DESCRIPTION:

Prerequisites: EAM 1003 and 1013 or consent of instructor^{or}. The topics will vary to reflect the continual changes in the emergency management field. This course may also serve as an independent study course upon recommendation of the advisor and approval by the Dean.

REQUIRED TEXT:

None

Additional References (not required):

TEXT:

Ahrens, Donald. 2007. *Meteorology Today (8th edition)*. Canada: Thompson/Brooks/Cole.

Campbell, Tim.. 1979. *The (Do-it-yourself) Weather Book*. Birmingham, AL: Oxmoor House, Inc.

Dunlap, Storm. 2003. *The Weather Identification Handbook*. Guilford, CT.: Lyon Press.

Elliott, George. 1988. *Weather Forecasting: Rules, Techniques and Procedures*. Boston, MA.: American Press.

Lutgens, F. K. & E. J. Tarbox. 1998. *The Atmosphere: An Introduction to Meteorology*. Upper Saddle River, NJ.: Prentice Hall.

Vasquez, Tim. 2003. *Weather Map Handbook*. Austin, TX: Weather Graphics Technology.

Vasquez, Tim. 2001. *Weather Forecasting Handbook*. Austin, TX: Weather Graphics Technology.

Williams, Jack. 1994. *The Weather Book (USA Today)*. NY: Vintage Books, Random House.

ADDITIONAL MATERIALS:

Basic Field Spotters Guide: <http://www.weather.gov/om/brochures/basicspot.pdf>

Advanced Field Spotters Guide: http://www.weather.gov/om/brochures/adv_spotters.pdf

Cloud Chart: <http://www.weather.gov/om/brochures/cloudchart-hres.pdf>

WEB SITES:

Other sites will be provided throughout the semester.

Doppler Radar Sites <http://www.hwn.org/home/radarsites.html>

Monitoring and Data site: http://www.cpc.ncep.noaa.gov/products/MD_index.shtml

SOFTWARE:

This is not a computer course; however, there will be some instruction/demonstrations in the use of various software packages.

GR2Analyst: Gibson Radar software is capable of downloading real-time radar data from any of the over 155 Doppler sites in the continental United States. For radar sites outside the US see the web link above.

Digital Atmosphere: Developed by Weather Graphics Technology, Inc., This is a powerful weather prediction tool used by the National Weather Service, the Air Force and Navy, dozens of television stations and consulting firms, and hundreds of amateurs and hobbyists. Digital Atmosphere is essentially a geographical display program that ingests raw weather bulletins disseminated by the National Weather Service to Internet sites, satellite feeds, and weather databases.

WXZIM: Weather Simulator (WXSIM) is a program which models single-station air temperature and a number of related weather phenomena. In so doing, it enables the user to make accurate forecasts of temperature, humidity, type of precipitation, and a number of other weather parameters. WXSIM is mainly a local model and is generally ignorant of large-scale weather patterns; therefore, the simulator can generate complete weather forecasts based on local information only. ***For this reason it can't forecast 'weather' in the broader sense of the***

word.

RAOB: Sounding software that can decode over 35 different raw data formats; create a variety of sounding diagrams, 3-D holograms, time- and distance-based vertical cross-sections, mountain (lee) wave turbulence diagrams; produce forecast soundings; display over 100 atmospheric parameters including icing, turbulence, wind shear, clouds, inversions -- plus a unique severe weather analysis table, a cloud parameter table, several thunderstorm analyses options, and graphically interactive diagrams.

JUSTIFICATION FOR COURSE:

Severe weather events (tornadoes, blizzards, hail, and tropical storms such as hurricanes) impact every person and state in this country, and 80% of all Presidential declarations are weather related. These severe weather events create short-lived hazards such as destruction of structures, threat to lives and set in motion other erosion forces and long-term hazards, such as flash flooding, storm surges and droughts. Many of these events exacerbate secondary hazards such as wildfire which in turn have other short-lived and long-term hazards.

Each year hundreds of lives are lost and billions of dollars are impacted because of the inability to reliably forecast and warn decision makers and the public about impending weather hazards. Socioeconomic sectors (including agriculture, energy distribution, construction, financial, tourism and recreation, public health, ecosystems and biodiversity) are directly affected by severe changes in temperature, precipitation and other general weather conditions. For example, the annual cost of electricity could decrease by at least \$1 billion per year if the accuracy of temperature forecast improved by 1° Fahrenheit (Jones, Del, *USA Today*, June 19, 2001).

Better preparation, response, and mitigation could reduce the average annual cost of storm-related disaster by approximately 10% or \$700 million per year (Heinz, John, Washington D.C. 2000). Improved flash and river flood forecasts will save lives and an estimated \$240 million per year in flood losses (National Hydrologic Warning Council, April 1, 2002), and agricultural benefits from better El Nino forecasts could exceed \$500 million per year (Dept. Agi Economics, Texas A&M, College Station, Tx).

COURSE OBJECTIVES:

Students will gain a better understanding of:

- Energy budgets
- Cloud formation and classification
- Winds, Temperature and Precipitation
- Severe Weather
- Various technologies used in forecasting
 - Observational Charts

- Satellite Imagery
- Radar
- Radiosnode
- Numerical Weather Forecasting
- Human Weather Forecasting
- Map Analysis (General)
- Long term Forecasting (Climate)
- Sources of Weather Information

HOW COURSE MEETS GENERAL EDUCATION REQUIREMENTS:

The general education curriculum is designed to provide a foundation for knowledge common to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to: communicate effectively, think critically, develop ethical perspectives, apply scientific and quantitative reasoning, demonstrate knowledge of the arts and humanities and understand wellness concepts.

COURSE ASSESSMENT:

Quizzes, Exams and Exercises (classroom).

There will be two quizzes, one prior to the midterm exam and one prior to the final exam; these are intended to help you stay current with the material. Mid-term and Final Exams are to evaluate how well you comprehend the material and synthesize concepts. Classroom exercises will give students the opportunity to apply forecasting techniques to sampled data.

Team Project:

The Team Project will begin during the second half of the semester and be comprised of a paper and presentation. Students will be required to conduct a weather briefing and submit a written synopsis of the weather briefing.

Point Accumulation		Grade Scale		
Assignments	Points	Accumulated Points	Percent	Grade
Exercises (Hodograph)	25	368 - 400	92 - 100	A
Quizzes (1 @ 50 ea.)	50	328 - 367	82 - 92	B
Mid - Term	100	288 - 327	72 - 81	C
Final (Table Top)	100	240 - 287	60 - 71	D
Team Project	100	< 239	0 - 59	F
Attendance	25			
Total	400			

COURSE POLICIES:

Computer Etiquette:

Non-educational use of the computers during class or lab time will not be allowed. It is rude, causes a distraction to the individual as well as other students and distracts from the classroom learning environment. Non-educational uses may include surfing the web, chatting with friends, reading and sending emails and playing games.

Classroom Environment:

It will be assumed in this class that nobody know everything about the atmosphere. With this in mind, everyone is free to be curious and ask questions.

Assignment Completion

Students must complete their assignments within the timeframe specified by the instructor or as listed in the **'Course Schedule'** on **Blackboard** under **'Course Information'**. All assignment will be announced in class and posted on **Blackboard** under **'Assignments'**. Any changes in the course schedule and/or assignments will be announced in class and updated on **Blackboard**.

Late Assignments

Due to the nature of field exercises in this course it will be difficult to complete an exercise if you miss either the weekly lecture or weekly lab. ***If you have not made arrangements with the instructor, late assignments will have points deducted for each day past the due date.***

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you fail to attend class for three sessions, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following two class periods, you may be dropped from the course by your instructor with an "F" for excessive absences or non-performance.

It is your responsibility to contact the instructor when you are having a problem completing an assignment. Campus policy outlines the dates for dropping a course with a "W." If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F." Tech has a lenient withdrawal policy and has extended the period for withdrawing with just a "W" until almost the end of the semester. Contact your advisor for official dates for withdrawal.

For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Academic Misconduct

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

COURSE CONTENT:

Topics to be Covered:

- I. Science of Weather
- II. Weather Technology
- III. Forecasting Weather
- IV. Weather Communication

Assignments:

Students will follow the schedule as discussed in class and posted under Assignments section in Blackboard. Various topics covered during the semester will have appropriate assignments.

Discussions:

All students are expected to participate in discussions throughout the semester. There may be readings, a topic, or current events which will require your comments. During these discussions grade assessment will be made on participation in discussion.

Quizzes, Exams and Project:

There will be two quizzes and two exams. See Course Schedule for more information about dates. Quiz and exam material will be discussed throughout the semester. There will be a team project during the second half of the semester. A paper and presentation will be required.

Weekly Exercises:

Each week (Thursday) the class will participate in a lab exercise that reinforces the Tuesday lecture. The topic of each lab will vary from week to week (see class schedule located in the Course Document section of Blackboard).

NOTE: This syllabus is subject to change with notification.

For help using Blackboard:

Go to <http://etech.atu.edu/> and click on "Help Desk" then "FAQs -- Students" or for further information call 479-964-0546 or toll free at 866-400-8022.

Or email Annette Stuckey astuckey@atu.edu for help.

Updated January 4, 2009

Class Schedule
Tentative Assignment Schedule
Forecasting Severe Weather
EAM 4993/EMHS 5993 – Spring 2009

Date	Assignment	Begin	Due
Week 1 1/13 – 1/15	Tuesday: Introduction to course Thursday: Introduction Observation		
Week 2 1/20 – 1/22	Tuesday: Severe Weather Forecasting Thursday: Cloud Identification		
Week 3 1/27- 1/29	Tuesday: Temperature & Pressure Thursday: Observation and Temperature Charting		
Week 4 2/3 – 2/5	Tuesday: Charts Thursday: Quiz I		
Week 5 2/10 – 2/12	Tuesday: Three Charts: 850mb Thursday: Observations and Temp/Press Charting		
Week 6 2/17 – 2/19	Tuesday: Three Charts: 500mb Thursday: Observations and Temp/Press Charting		
Week 7 2/24 – 2/26	Tuesday: Three Charts: 300mb Thursday: Observations and Temp/Press Charting		
Week 8 3/3 – 3/5	Tuesday: Soundings Thursday: Mid Term		
Week 9 3/10 – 3/12	Tuesday: Soundings Thursday: Soundings		
Week 10 3/17 – 3/19	Tuesday: Soundings Thursday: Putting it all together		
Week 11 3/24 – 3/26	Spring Break		
Week 12 3/31 – 4/2	Tuesday: Radar & Satellite Imagery Thursday:		
Week 13 4/7 – 4/9	Tuesday: Forecasting Sequence Thursday: Quiz II		
Week 14 4/14 – 4/16	Tuesday: Fire Weather & Hydrometeorology Thursday:		
Week 15 4/21 – 4/23	Tuesday: Presentations Thursday:		
Week 16 4/28 – 4/30	Tuesday: Presentations Thursday: Presentations		
Week 17 5/5 – 5/7	Final Exam		
Week 18 5/12	Graduation		

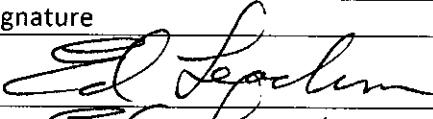
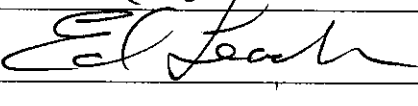
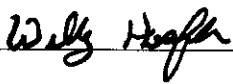
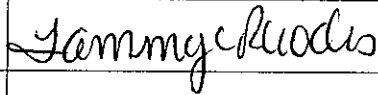
Published: January 4, 2009

SEP 21 2009

**Arkansas Tech University
REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: September 15, 2009

Title	Signature	Date
Person Initiating Proposal Ed Leachman		9/15/2009
Department Head Ed Leachman		9/15/2009
Dean Dr. William Hoefler		9-17-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes		10/2/09
Vice President for Academic Affairs Dr. John Watson		

Course Subject: EAM	Course Number: 4023
Cross-listed with Subject:	Course Number:
Official Title Information Technology and Emergency Management	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010/2011	

SEP 21 2009

Course Number (Limited to 30 characters including spaces):
EAM 4023

Course Description: EAM 4023 Information Technology and Emergency Management
Perquisites: EAM 1003 and EAM 1013 or consent of the instructor. This course emphasizes the application of computer technology to emergency management issues. It includes determining information requirements and the acquisition, analysis, modeling and data management processes used to address those requirements. Technologies covered include geospatial, networking, communications, remote sensing, and decision support systems and other emerging technologies related to emergency management. Required for major.

Cross-list:

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

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

Prerequisite/Co-requisite: EAM1003 and EAM 1013 are perquisites.

Grading ☒ Standard Letter ☐ P/F ☐ Other (if other, please specify below)

Fee: How much? Type of Fee?

☐ Elective ☒ Major ☐ Minor

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

Please provide a rationale for the change. Because information technology is a subject area required by all professionals in the emergency management field, this course should be required of all graduates from the undergraduate emergency management program.

If this course will affect other departments a Departmental Support Form for each affected department must be attached. **Not Applicable**

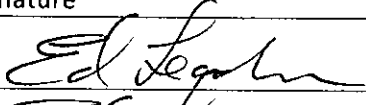
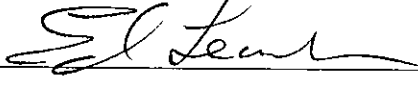
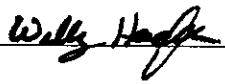
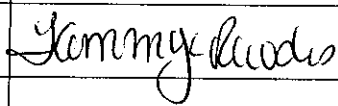
SEP 21 2009

Arkansas Tech University
REQUEST FOR CHANGE IN PROGRAM

Modification of the Existing Emergency Management Major

TO: Curriculum Committee

DATE SUBMITTED: September 15, 2009

Title	Signature	Date
Person Initiating Proposal Ed Leachman		9/15/2009
Department Head Ed Leachman		9/15/2009
Dean Dr. William Hoefler		9-17-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes		10/2/09
Vice President for Academic Affairs Dr. John Watson		

Program Title: Bachelor of Science in Emergency Management	Effective Date: July 1, 2010
Detail change in program: Change EAM 4023, Information Technology and Emergency Management, to a required class for all students in the program. This will not change the 30 hours of credit required from EAM courses. <i>Delete EAM 3133 from EAMcore and Admin Core.</i>	
Please provide a rationale for the change. Because information technology is a subject area required by all professionals in the emergency management field, the course indicated above should be required of all graduates from the undergraduate emergency management program.	
What impact will the change have on staffing, on other programs and space allocation? None, the total EAM core class hours remains at 30.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. Will not affect other departments.	

SEP 21 2009

Outline in specific detail how your proposal will alter the program (include course number and title): No change to the current schedule as shown in the 2009/2010 catalog is required.

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: add footnote 4 to EAM 3123 Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

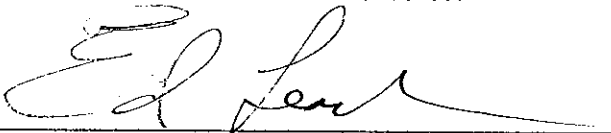
SEP 21 2009

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: add EAM Core ⁴ Delete: delete EAM 3123 ⁴ 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: add footnote 4 to EAM 3123 Delete: Total Hours:	Senior Fall Semester Add/Change: add Footnote ⁴ to EAM 3003 Delete: Total Hours:
Total Program Hours <u>124</u>	

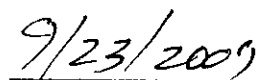
CURRICULUM CHECKLIST FOR EDITING CURRICULAR PROPOSALS

- ✓1. The course number should be checked against the current printed catalog or Banner catalog to see if the course number is currently being used. Re-using the course number should be avoided. Contact the Registrar's Office for additional information, if needed.
- ✓2. The course number selected should be appropriate for the course. The level of the course and the sequencing of the course should be considered.
- ✓3. Pre/co-requisites in the course description should be verified as correct by checking the current catalog or Banner catalog.
- ✓4. 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.
- ✓5. General Education requirements should be checked carefully to ensure compliance.
- ✓6. The number of upper division hours should be checked to ensure that 40 or more are required.
- ✓7. 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.
- ✓8. If the number of credit hours in a program of study is being increased, a justification should be included in the proposal.
- ✓9. If unable to identify coordinating departments that proposed change affects, Academic Affairs can offer assistance in identifying courses.
- ✓10. 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.



Department Head



Date

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED: September 25, 2009

Title	Signature	Date
Person Initiating Proposal Dr. Forrest Anderson	<i>FW</i>	9-21-09
Department Head: Dr. Carl Brucker	<i>Carl Brucker</i>	9-21-09
Dean; Dr. Thomas DeBlack	<i>Tom DeBlack</i>	9/22/09
Teacher Education Council: Dr. Eldon Clary		
Graduate Council: Dr. Mary Gunter		
Registrar: Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	9/29/09
Vice President for Academic Affairs: Dr. John Watson		

Course Subject: Engl	Course Number: 3043
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Literary Editing and Publishing	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010	How frequently will course be offered? Annually
Is this course repeatable? Y / N How many times? No	
Does this course require a fee? How much? Type of fee? No	

app TEC 11/3/09

<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: Engl 1023	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ul style="list-style-type: none"> a. Course subject, number and title b. Catalog course description c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. The course will be able to utilize free online resources such as WordPress or Google Sites.	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. This course will be most effectively taught in one of our department's three smart classrooms.	
How does this proposal support the University Mission? This course will promote scholastic development and professionalism.	
What assessment information is being used to support this proposal? Data gathered from exit interviews of graduating creative writing and creative writing education majors as well as data from self-assessment surveys of undergraduate majors.	
How will the effect of the change be monitored? We will continue to interview graduates and survey undergraduates.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. Student responses have indicated a desire for information regarding professional aspects of writing and editing and some dissatisfaction with the effectiveness of our present practicum requirement.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. As a requirement for creative writing and creative writing education majors this course addition and program change will have no effect on other departments or programs.	

Topics in Publishing

Engl 3043 Literary Editing and Publishing

Prerequisite: Engl 1023. A study of literary editing and publishing in print and online.

Course Objective

This course focuses on the editing, publishing and business aspects of creative writing for students interested in fiction, poetry, creative nonfiction, and screenwriting. The first half of the course explores practical issues in getting published such as editing for publication, crafting cover letters, finding an agent, and submitting manuscripts. In addition, students are expected to participate in "literary citizenship" by writing book reviews and conducting interviews about craft and professionalism with poets, authors, agents, and editors. In the second half of the course, students experience the editorial side of publishing by writing, designing, and producing their own web publication.

Course Outline

Unit 1: Getting Published—Electronic and Print

The course opens with an examination of the business of writing from the writer's perspective—how to place creative writing for publication on the web and in print. In this unit, instructors discuss venues for publication, writing cover letters, finding agents, and submitting manuscripts. In addition, students receive training in editing their creative work for publication and explore the intellectual and practical issues involved in their editorial decisions. The unit culminates in an independent project. Students analyze print and online publications, and create an annotated list of venues appropriate for their work. Then, they submit their poetry, fiction, or creative nonfiction to three of these publications.

Week 1

Course Introduction

Week 2

The Intellectual Issues of Editing Creative Work

Week 3

The Practical Issues of Editing Creative Work

Week 4

How to Publish Your Work

How to Find an Agent

Week 5

How to Craft Cover Letters

How to Manage and Track Your Submissions

Week 6

How to Prepare a Manuscript for Submissions

Submit Your Manuscript

Assessment #1 Due: An Annotated List of Print and Online Publications

Unit 2: Literary Citizenship—Book Reviews and Interviews

For this unit, the class participates in literary citizenship by writing book reviews and conducting interviews about craft and professionalism with poets, authors, agents, and/or editors. Students learn how contributing book reviews, author interviews, and other nonfiction content can help them break into magazine publishing. In addition, conversations with professional writers and editors offer insight into the publishing world and networking opportunities.

Week 7

What Makes a Good Book Review?

Print and Online Venues for Book Reviews

Week 8

Writing and Editing Your Book Review

Week 9

What Makes a Good Interview?

Print and Online Venues for Interviews

Assessment #2 Due: A Book Review

Week 10

Conducting, Writing, and Editing Your Interview

Unit 3: Web Publication—Designing, Editing, and Launching an Online Literary Journal

The course culminates with an exploration of the business of writing from the editorial perspective. Students have an opportunity to make their creative work (as well as book reviews and interviews) public by designing, editing, and launching an online literary review. Students read submissions culled

from the class (as well as online publications like *Ploughshares*, *Blackbird*, and *Poetry Daily*), write submission reports, and become part of an editorial team that will produce the online review. Students are divided into teams, based on genre, but everyone is responsible for reading several manuscripts a week, and for contributing to the ongoing business of the magazine. No previous computer experience required.

Week 11

Surveying the Online Literary Landscape

Editorial Team Assignments

Assessment #3 Due: An Interview

Week 12

Masthead Elections (Editor, Asst Editors, Fiction Editor, Asst. Fiction Editor, Creative Nonfiction Editor, Asst Creative Nonfiction Editor, Poetry Editor, Asst. Poetry Editor, Book Review Editor, Asst. Book Review Editor)

Student Submission Week

Culling Hyperlinked Stories and Poems from the Internet

Week 13

Arriving at a Theme or Editorial Direction for the Publication

Editorial Team Meetings

Week 14

Editorial Board Meeting

Selecting the Final Manuscripts

Assessment #4: Editorial Reports Due

Week 15

Designing Our Literary Journal

Design Team Assignments (Online Editor, Asst. Online Editor, Layout Editor, Copywriters, Asst. Copywriters)

Week 16

Launch Party!!!

Bibliography

Getting Published

<http://www.newpages.com/>

An online guide to independent publishers, literary magazines, and alternative periodicals.

<http://www.duotrope.com>

A free writers' resource listing over 2600 current Fiction, Poetry, and Creative Nonfiction publications.

Book Reviews

Welty, Eudora. *A Writer's Eye: Collected Book Reviews*. Edited by Pearl Amelia McHaney. Oxford: UP of Mississippi, 2009.

Interviews

Vida, Vendela. *The Believer Book of Writers Talking to Writers*. San Francisco: McSweeney's, 2008.

Editing

Judd, Karen. *Copyediting: A Practical Guide*. Menlo Park: Crisp Publications, 2001.

White, EB and William Strunk. *The Elements of Style*. Boston: Longman, 2008.

Assessment

- Annotated List of Print and Online Publications
An annotated list of venues appropriate for publishing student work. In addition, students develop a submission-tracking system, craft a cover letter, and submit to at least three publications.
- Book Review
A publication-quality review of a contemporary novel, memoir, or collection of poetry or fiction. Screenwriting students may write a review or create a treatment of a produced screenplay.
- Interview with a Poet, Author, Agent, or Editor
A Q&A of at least ten questions and answers.
- Final Project: An Electronic Publication
Students are graded on their submission reports and contributions to their editorial board (fiction, poetry, creative nonfiction, book reviews, interviews, etc.) as well as their participation in the business of designing and producing the publication.

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED: September 22, 2009

Title	Signature	Date
Person Initiating Proposal Dr. Deborah Wilson	<i>Deborah Wilson</i>	9-22-09
Department Head Dr. Carl Brucker	<i>Carl Brucker</i>	9-22-09
Dean Dr. Thomas DeBlack	<i>Tom DeBlack</i>	9-22-09
Teacher Education Council (if applicable) Dr. Eldon Clary		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	9/29/09
Vice President for Academic Affairs Dr. John Watson		

Course Subject: ENGL		Course Number: 4173	
Cross-listed with Subject: ENGL		Course Number: 5173	
Official Title (Limited to 30 characters including spaces): Seminar in Film Studies			
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other			
Effective Catalog Year: 2010		How frequently will course be offered? No set schedule, but probably once every two years.	
Is this course repeatable? Yes How many times? Unlimited if course content differs.			
Does this course require a fee? No		How much? Type of fee?	

app TEC 11/3/09

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: ENGL 1023 or equivalent	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ul style="list-style-type: none"> a. Course subject, number and title b. Catalog course description c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. This class could be taught in any of our classrooms all of which are equipped with projection and sound systems.	
How does this proposal support the University Mission? This course will nurture scholastic development and help us offer a range of course work that will help build a solid foundation for life-long learning.	
What assessment information is being used to support this proposal? Student exit interviews and analysis of enrollment patterns in existing film studies support this proposal.	
How will the effect of the change be monitored? We will monitor enrollment patterns, student evaluations of instruction, and exit interviews.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. This course fits both the strengths of our faculty and the expressed interests of our students. Seven of our tenure-track faculty have taught film courses and enrollment in our 2000 –level and 3000-level film courses has more than doubled in recent years.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. This course will be used as an upper-level English elective and should not affect any other department.	

ENGL 4173 Seminar in Film Studies: Feminist Film Theory

Prerequisite: ENGL 1023 or equivalent. Course content will vary. May be repeated for credit as ENGL 4173 or ENGL 5173 if course content differs.

Course Objective

This course will examine debates within feminist film theory from structuralism and psychoanalysis in the 1970s to post-colonial theory, queer theory and post-modernism in the 1990s. Analyses of specific films will focus on the cinematic representation of femininity and masculinity, gendered subjectivities within history and culture, and issues surrounding the cinematic apparatus and spectatorship.

Course Outline

Week 1:

Course introduction

Week 2:

Looking back at forerunners and beginnings: early feminist film criticism in Marjorie Rosen's *Popcorn Venus* (1973) and Molly Haskell's *From Reverence to Rape* ((1974)

Week 3:

Apparatus Theory and Laura Mulvey; Alfred Hitchcock's *Rear Window* (1954)

Weeks 4 and 5:

Director Dorothy Arzner: *Christopher Strong* (1933); *Dance, Girl, Dance* (1940); *Craig's Wife* (1936)

Weeks 6-7:

Maternal Melodramas and Class: *Stella Dallas* (1937); *Now, Voyager* (1942)

Weeks 8-9:

Maternal Melodramas and Race: both versions of *Imitation of Life* (1934 and 1959); *Blonde Venus* (1932)

Weeks 10-11:

Film Noir: *Gilda* (1946); *The Lady from Shanghai* (1948); *Klute* (1971)

Week 12:

Sex and Pornography: *She's Gotta Have It* (1986); *Variety* (1983)

Weeks 13-14:

Lesbian Sexuality: *Queen Christina* (1933); *Maedchen in Uniform* (1931); *Entre Nous* (1983)

Week 15:

Independent Women Directors: *The Piano* (1993)

Week 16:

View in class, followed by discussion of film in relation to Laura Mulvey: *Peeping Tom* (1962)

FINAL EXAM; FINAL ESSAYS DUE

ASSESSMENT AND EVALUATION

Students will write two 5-page papers (and that page requirement does NOT include the bibliography), each of which will constitute 30% of the course grade. There will be a final exam, which will count 20%. And the remaining 20% will come from quizzes and/or 1-page directed writing assignments.

BIBLIOGRAPHY

Doane, Mary Anne. *Femmes Fatales: Feminism, Film Theory, Psychoanalysis*. New York: Routledge, 1991.

Fischer, Lucy. *Imitation of Life*. New Brunswick, NJ: Rutgers UP, 1991.

Gaines, Jane, and Charlotte Herzog, eds. *Fabrications: Costume and the Female Body*. New York: Routledge, 1990.

Gledhill, Christine. *Home Is Where the Heart Is: Studies in Melodrama and the Woman's Film*. London: BFI, 1987.

hooks, bell. *Black Looks: Race and Representation*. Boston: South End, 1992.

James, David E. and Rick Berg, eds. *The Hidden Foundation: Cinema and the Question of Class*. Minneapolis: U of Minnesota P, 1996.

Kaplan, E. Anne ed. *Feminism and Film*. New York: Oxford UP, 2000.

---. *Women and Film: Both Sides of the Camera*. New York: Routledge, 1990.

---. *Women in Film Noir*. London: BFI, 2008.

Mayne, Judith. *Directed by Dorothy Arzner*. Bloomington: Indiana UP, 1994.

Modleski, Tania. *The Women Who Knew Too Much: Hitchcock and Feminist Theory*. New York: Routledge, 1988.

Penley, Constance. *Feminism and Film Theory*, New York: Routledge, 1988.

Rosen, Marjorie. *Popcorn Venus: Women, Movies and the American Dream*, New York: Coward, McCann and Geoghegan, 1973.

Thornham, Sue. *Passionate Detachments: An Introduction to Feminist Film Theory*. London: Arnold, 1997.

---., ed. *Feminist Film Theory: A Reader*. New York: New York UP, 1999.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee

DATE SUBMITTED: September 21, 2009

Title	Signature	Date
Person Initiating Proposal Dr. Deborah Wilson	<i>Deborah Wilson</i>	9-21-09
Department Head Dr. Carl Brucker	<i>Carl Brucker</i>	9-21-09
Dean Dr. Tom DeBlack	<i>Tom DeBlack</i>	9/22/09
Teacher Education Council (if applicable) Dr. Eldon Clary		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	9/29/09
Vice President for Academic Affairs Dr. John Watson		

Course Subject: ENGL	Course Number: 4683
Cross-listed with Subject:	Course Number:
Official Title: Seminar in Gender Studies	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010	

apz TEC 11/3/09

Course Number (Limited to 30 characters including spaces):			
Course Description:			
Cross-list:			
<input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____			
Prerequisite/Co-requisite:			
Grading x Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)			
Fee: None How much? Type of Fee?			
X Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.			
Please provide a rationale for the change. Currently, academic courses labeled "Women's Studies" tend to be more sociological in content than our course, which is from a cultural studies perspective. Not only that, the courses we have been offering under the present title include studies of masculinity as well as femininity. These courses, in other words, are not limited to studying women only, as the title implies. The title should reflect the course approach and content more clearly.			
If this course will affect other departments a Departmental Support Form for each affected department must be attached.			

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

TO: Curriculum Committee

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. Forrest Anderson	<i>Forrest Anderson</i>	9-21-09
Department Head Dr. Carl Brucker	<i>Carl Brucker</i>	9-21-09
Dean Dr. Thomas DeBlack	<i>Tom DeBlack</i>	9/22/09
Teacher Education Council (if applicable) Dr. Eldon Clary		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10/1/09
Vice President for Academic Affairs Dr. John Watson		

Program Title: B.F.A. Creative Writing B.F.A. Creative Writing Education	Effective Date: Fall 2010
Detail change in program: Add requirement for Engl 3043 Delete requirement for 3 hours of Engl 2881; 4881-4	
Please provide a rationale for the change. Assessment data has shown that our current practicum requirement of 3 hours taken from Engl 2881 and Engl 4881-4 does not provide all creative writing and creative writing education majors with adequate experience in and knowledge of literary editing and publishing	
What impact will the change have on staffing, on other programs and space allocation? One of our full-time creative writing faculty member will be assigned to teach this course once a year, but this requirement change will have no other effect on our staffing or facilities.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. This requirement will have no effect on other majors or departments. It is, however, possible that some non-majors who are interested in publishing may want to enroll in the course as an elective.	

Agg TEC 11/3/09

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

Fall Start: B.F.A. Creative Writing	
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: Engl 3043 Delete: Engl 2881 Total Hours: 18
Junior Fall Semester Add/Change: Delete: Engl 2881 or 4881 Total Hours: 15	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Engl 2881 or 4881 Total Hours: 15	Senior Spring Semester Add/Change: Delete: Total Hours:

Spring Start: B.F.A. Creative Writing	
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: Engl 3043 Delete: Engl 2881 Total Hours: 18
Junior Spring Semester Add/Change: Delete: Engl 2881 or 4881 Total Hours: 15	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Engl 2881 or 4881 Total Hours: 15	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours _____	

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

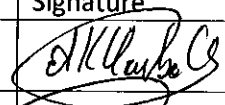
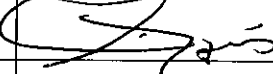

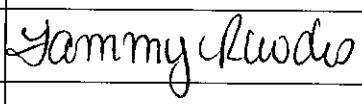
Fall Start: B.F.A. Creative Writing Education	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Engl 3043 Delete: Engl 2881 Total Hours: 17
Junior Fall Semester Add/Change: Delete: Engl 2881 or 4881 Total Hours: 17	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Engl 2881 or 4881 Total Hours: 15	Senior Spring Semester Add/Change: Delete: Total Hours:

Spring Start: B.F.A. Creative Writing Education	
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: ENGL 3043 Delete: ENGL 2881 Total Hours: 17
Junior Spring Semester Add/Change: Delete: ENGL 2881 or 4881 Total Hours: 16	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: ENGL 2881 or 4881 Total Hours: 15	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours _____	

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED: September 14th, 2009

Title	Signature	Date
Person Initiating Proposal Dr. Alejandra Karina Carballo		15 Sept, 09
Department Head Dr. Ramón Magráns		15 Sept. 09
Dean Dr. Thomas DeBlack		16 Sept 09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		9/29/09
Vice President for Academic Affairs		

Course Subject: <i>Spanish</i> SPAN		Course Number: SPAN 4813	
Cross-listed with Subject:		Course Number:	
Official Title (Limited to 30 characters including spaces): <i>U.S. Latino/a Literature and Culture</i>			
Mode of Instruction: (check appropriate box) X 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other			
Effective Catalog Year: <i>2010</i>		How frequently will course be offered? <i>Every four semesters</i>	
Is this course repeatable? N How many times?			
Does this course require a fee? No How much? Type of fee?			

X Elective Major Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: <i>Span 1024</i>	Co-requisites:
Grading X Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> Course subject, number and title Catalog course description Course goals and/or objectives Course outline Methods of student performance assessment and evaluation Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. N/A	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No	
How does this proposal support the University Mission? <i>Along the lines of the Arkansas Tech University Mission, this course will provide an educational foundation that will expose students to diversity as it applies to Latinos in Arkansas and the United States.</i>	
What assessment information is being used to support this proposal? <i>Students have indicated interest though a survey carried out in the Department of Foreign Languages and International Studies.</i>	
How will the effect of the change be monitored? <i>Students evaluations and enrollment</i>	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. <i>In the past years, literature by U.S. Latinos has gained an extraordinary public currency and has engendered a great deal of interest among educators. Because of the increase in numbers of Latinos in ATU classrooms, teachers in many disciplines have recognized the benefits of including a course that addresses this movement. U.S. Latino/a Literature and Culture is a new course that will introduce the major trends of U.S. Latinos Literature and Culture, emphasizing similarities and differences in the experiences in the United States among different Latino/a groups.</i>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	



Department of Foreign Languages and International Studies
U.S. Latino/a Literature and Culture

SPAN 4813

Fall 2010

Profesora: Dr. Alejandra Karina Carballo

Oficina: 116-D, Dean Hall

Horas de oficina: TBA

Correo electrónico: acarballo@atu.edu

Teléfono: (479) 968-0639

Prerequisite: SPAN 1024

Course description: This survey course offers an overview of the history of U.S. Latino/a literature, introducing the major trends and placing them into an historical framework stretching from the nineteenth century to today. Topics to be discussed include the construction of identity in terms of race, gender, sexuality, and class; bilingualism and code-switching; the experiences of the exile, the immigrant, the marketing of the Latino/a identity; and the relationship of the artist to his or her community.

Objectives:

During and at the end of the course students will:

- a- Study the social-political-cultural evolution of the Hispanic/ Latinos culture(s) in the U.S.
- b- Develop awareness and become knowledgeable about many different aspects of U.S. Latino history, literature, culture, and scholarship.
- c- Explore the concepts of race, class and gender and how they applied to the U.S. Latinos/Hispanic culture(s).
- d- Study the U.S. Latinos cultural production and how it derived from the different social-political-economic historical circumstances.
- e- Discuss past and current U.S. Latino social-cultural issues and problems and their influences in the present, and a study of the possibilities for the future.
- f- Reflect critically upon and have formulated informed and intelligent responses to the questions posed during the course.

Required Texts:

Romero, Mary, Pierrete Hondagneu-Sotelo, & Vilma Ortiz. *Challenging Fronteras: Structuring Latina and Latino Lives in the U.S.* New York & London: Routledge, 1997.

Acosta, Iván. *El super*. (1976)

Anzaldúa, Gloria. *Borderlands/La Frontera*. (1987)

Cisneros, Sandra. *The House on Mango Steet*. (1984)

Cruz, Nilo. *Anna in the Tropics* (2003)

Díaz, Junot. *Drown*. (1996)

García Cristina. *Dreaming in Cuban*. (1992)

Menéndez, Ana. *Loving Che*. (2003)

Murray, Yxta Maya. *Locas*. (1998)

Prida, Dolores. *Beautiful Señoritas*. (1977)

Quiñonez, Ernesto. *Bodega Dreams*. (2000)
 Rivera, Carmen. *La gringa*. (1996)
 Valdez, Luis. *Los vendidos*. (1971)

Films to be viewed in the language lab:

The Ballad of Gregorio Cortez. (1982) Directed by Robert M. Young.
Piñero. (2001) Directed by León Ichaso.
El Súper. (1979) Directed by León Ichaso.
Washington Heights (2002) Directed by Alfredo de Villa.
Nueva Yol (1995) Directed by Ángel Muñiz.

Supplementary Readings: Available in Blackboard.

Class Participation: This class demands active student participation. I expect you to contribute to the class discussions. Be sure to complete the assigned reading before each class. Otherwise, you will be unable to take effective notes and to take part in the discussions. While lectures will cover the general topics, the assigned readings will provide you with complimentary information. You will also attend the film viewing in the lab previous to coming to class.

Remember: Reading, analytical thinking, questioning, challenging old beliefs, expressing one's own opinions and writing represent the main components of this course.

Attendance Policy: ATTENDANCE AND PARTICIPATION POLICY:

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

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

Note: Please, contact me regarding excused absences such as medical emergencies, jury duty, and other I could include in this category.

Grading policies: Assignments Percentage of Course Grade

1. Class participation & attendance 10%
2. Quizzes, and other assignments 10%
3. Two exams 30% (midterm 20%, final exam 10%)
4. A community project 10%
5. Oral Presentation 10%
6. Term paper 30%

Grading Scale

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

Exams:

Your midterm and final exam answers must incorporate ideas and issues addressed in class, along with your own points of view. The exams will measure your knowledge of the assigned readings, the videos, the class lectures, and the material introduced in the oral presentations.

Papers:

I will provide details about the term paper on the second week of classes

Submitting work: You must submit your paper and related assignments at the start of the class on the date stated in the assignment schedule. I will not accept late papers unless you and I have mutually agreed upon an extension before the paper's deadline.

Oral Presentations:

You must give a research oral report (25-30 minutes). I will provide a list of possible topics and details on the second week of classes.

Academic Honor Code

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

Calendario de lecturas

Semana 1-

Introduction: Latinos in the U.S.

Readings & Assignments:

- "Hispanics Don't Exist"
- "Latinos, Hispanics . . . , What Next?"
- **Video: Fragments of *Americanos* and *Americas***

Semana 2- Developing the concept of Latinos or Hispanos: ¿Race or ethnicity?

Readings & Assignments:

- *Challenging*, Chapter 1. Candance Nelson & Marta Tienda, "The Structuring of Hispanic Ethnicity: Historical and Contemporary Perspectives."
- *Challenging*, Chapter 3 Jorge Klor de Alva, "The Invention of Ethnic Origins and the Negotiation of Latino Identity, 1969-1981."
- Novel: *Dreaming in Cuban*.
- Fernández, Enrique. "Salsa x 2."

Semana 3- | Labor Day. No class

Semana 4 | Chicanos/Aztlán |

Readings & Assignments:

- Rendón, Armando. "The People of Aztlán: The Chicano Manifesto"
 - "Delano Grape Worker's Boycott Day Proclamation"
 - Macias, Ramón Ysidro. "The Chicano Movement."
 - Takaki, Ronald. "'Occupied' Mexico."
 - *Challenging*, Chapter 6 Pierrette Hondagneu-Sotelo, "The History of Mexican Undocumented Settlement in The United States."
 - Documentary Fragments of Chicanos! Part I & III
-

Semana 5 | Chicano Literature

Readings & Assignments:

- Final paper topic due
 - Valdez, Luis. *Los vendidos*.
-

Semana 6 | Borderlands

Readings & Assignments:

- Anzaldúa, Gloria. "Borderlands."
 - Montoya, Margaret E. "Border Crossings."
 - Novel: *The House on Mango Street*, Sandra Cisneros
 - Película: *Santitos*= discussion
-

Semana 7 | Domincanyorks

Readings & Assignments:

- Final paper proposal and bibliography due
 - *Challenging*, Chapter 8. Luis E. Guarnizo. "Los Dominicanyorks: The Making of a Binational Society."
 - Novel: *Drown*
 - Film: *Nueba Yol*= discussion
-

Semana 8 – Midterm exam**Readings & Assignments:**

- **Videos:** Fragments of *Yo Soy Boricua, Pa' Que Tu Lo Sepas ...*, *Americas*, and others TBA.
-

Semana 9 | Nuyoricans/The Puerto Rican Diaspora**Readings & Assignments:**

- Challenging, Chapter 5. Clara Rodríguez, "A Summary of Puerto Rican Migration to the United States."
 - Arroyo, Pauly. "I'm a Nuyorican." En Algarín 391-92.
 - Carlos, Laurie. "Borinquen." En Algarín 406.
 - From *Beautiful Señoritas Play: "La botánica"*
-

Semana 10 | Nuyoricans/The Puerto Rican Diaspora |**Readings & Assignments:**

- Challenging, Chapter 9. Juan Flores. "'Qué Assimilated, Brother, Yo soy Asimilao': The Structuring of Puerto Rican Identity in the U.S."
- **Novel:** *Cuando era puertorriqueña*
- **Oral Presentations:**

Semana 11 | Nuyoricans/The Puerto Rican Diaspora |**Readings & Assignments:**

- Esteves, Sandra María. "Puerto Rican Discovery #23: Portrait in Raising Self-Esteem." En Algarín 320-21.
 - Levins Morales, Aurora. "Puertoricaness." and "Kitchens" En González. 24-30.
 - Morales, Ed. "Rebirth of New Rican." En Algarín 98-99.
 - Piñero, Miguel. "New York City Hard Times Blues." En Algarín 351-57.
 - —. "This Is Not the Place Where I Was Born." En González. 113-15.
 - *Play: La gringa*
 - **Documentary and Film** (fragments): *Nuyorican Dream* & TBA
 - **Oral Presentations:**
-

Semana 12 | Language**Readings & Assignments:**

- *Challenging*, Chapter 16. "The Politics of Language in Miami"
- Crawford, James. "Hold Your Tongue."
- <http://www.us-english.org/inc/default.asp>
- http://www.boston.com/news/nation/washington/articles/2006/05/19/senate_vote_endorses_english_as_the_national_language/
- <http://ourworld.compuserve.com/homepages/JWCRAWFORD/engonly.htm>
- **The New Americans**

- **Film:** *The City/La ciudad*
- Oral Presentations:**
-

Semana 13| The Cuban Diaspora

Readings & Assignments:

- **Final paper draft due**
- Menéndez, Ana. In Cuba I Was a German Shepherd..
- Monge-Rafuls, Pedro R.. Trash.
- Pérez Firmat, Gustavo. Six Mambos: _Life on the Hyphen: The Cuban American Way_.
- **Play:** *El super*

Oral Presentations:

Semana 14 | Latina Writers Readings & Assignments:

- García, Alma. "The Development of Chicana Feminist Discourse, 1970-1980."
- Balbosa-Carter, Edwina. "Multiply Identity."

Semana 15 | Latina Writing


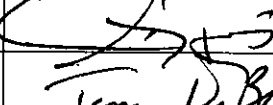

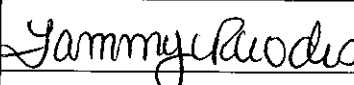
Readings & Assignments:

- **Final Paper Due**
- Class evaluation.
- **Oral Presentations:**

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

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Ramon Magrans		9/27/09
Department Head Ramon Magrans		9/27/09
Dean		9/28/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		9/29/09
Vice President for Academic Affairs		

Program Title: Foreign Languages with Concentration in Medical Spanish Interpretation	Effective Date: Fall 2010
Detail change in program: Nursing has changed NUR 3303 to 3302; that is, from three hours to two hours of credit.	
Please provide a rationale for the change. The change creates the need for a one hour elective.	
What impact will the change have on staffing, on other programs and space allocation? None.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. None.	

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 Change: NUR 3303 to 3302 Add: Spanish Elective 1 hour Delete: Total Hours:17	Senior Spring Semester Add/Change: Delete: Total Hours:

Arkansas Tech University
REQUEST FOR CHANGE IN PROGRAM
Modification of Existing Major

TO: Curriculum Committee

DATE SUBMITTED: 23 September 2009

Title	Signature	Date
Person Initiating Proposal <i>Ramon Magrins</i>	<i>[Signature]</i>	9/23/09
Department Head <i>Ramon Magrins</i>	<i>[Signature]</i>	9/23/09
Dean <i>Tom DeBlau</i> <i>Tom DeBlau</i>	<i>Tom DeBlau</i>	9/23/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Rhodes</i>	9/29/09
Vice President for Academic Affairs		

Program Title: B.A. in International Studies	Effective Date: Fall 2010
<p>Detail change in program:</p> <p>This proposal is to add HIST 3313 (Colonial Latin America) and HIST 3323 (Modern Latin America) as required courses for the Bachelor of Arts Degree in International Studies. The proposal also adds HIST 3803 (Modern Middle East) to the option of courses that can be taken as part of the student's world history block. Finally, this proposal corrects some outdated courses currently used in the degree matrix which were previously modified or deleted by another department.</p>	
<p>Please provide a rationale for the change.</p> <p>These changes are needed in order to update the course numbers and offerings for the program. In addition, the two new required courses are designed to expand the majors' content in Hemispheric affairs.</p>	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>There is no anticipated impact on staffing or space allocation. The re-designed degree uses existing</p>	

courses with established rotations.

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

See attached Department Support Form from the Department of History and Political Science.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: History and Political Science	This department <u>supports</u> the changes below.
Comments: 1) Students will be required to take HIST 3313 and HIST 3323; 2) Students will have the option to take either HIST 3353, HIST 3603, HIST 3703, or HIST 3803 to satisfy their world history block. These changes are for the Bachelor of Arts Degree in International Studies.	

Department Head Signature: _____



Date: _____

9-23-09

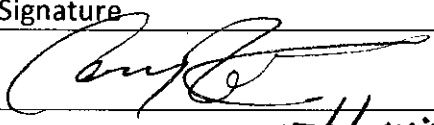

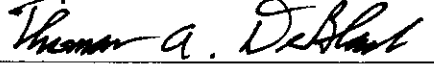
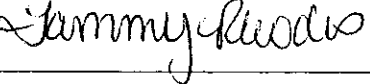
Outline in specific detail how your proposal will alter the program (include course number and title):

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: HIST 3313 (Colonial Latin America) Delete: Electives (3 credits) ✓ Total Hours: 15	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: HIST 3323 (Modern Latin America) Delete: None Total Hours: 16 (increase from 13)	Senior Spring Semester Add/Change: HIST 3533, HIST 3603, HIST 3703, or HIST 3803 <div style="text-align: center;"> ✓ ✓ ✓ ✓ ✓ </div> Delete: HIST 3323, 4443, 4463, 4603, or 4703 Delete: Electives (3 credits) ✓ Total Hours: 12 (decrease from 15)

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED: 1 October 2009

Title	Signature	Date
Person Initiating Proposal		10/19/09
Department Head		10/19/09
Dean		10/19/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/19/09
Vice President for Academic Affairs		

Course Subject: HIST	Course Number: 1903
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Survey of American History	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-11	How frequently will course be offered? Every Semester
Is this course repeatable? No How many times?	
Does this course require a fee? No How much? Type of fee?	

Supported Sen Ed Com 10/30/09

☐ Elective ☐ Major ☐ Minor

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

Prerequisites:

Co-requisites:

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

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Catalog course description
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. **NO**

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

How does this proposal support the University Mission?

Through the creation of a one-semester American History course, the Department of History and Political Science is supporting the general education curriculum in its goal of providing a foundation for knowledge common to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Specifically, this course will reinforce the goals of critical thinking and an appreciation for the arts and humanities. This course will also help develop responsible citizens by introducing ATU students to the entirety of United States history.

What assessment information is being used to support this proposal?

For the past several years, several ATU History faculty have promoted the idea of a single-semester American history course. Of particular concern was the issue that non-majors were generally being exposed to a portion of the American story. This course is designed to fully introduce non-majors to the entirety of American history.

This course was also developed after a review of neighboring institutions and current trends in general education programs across the county.

How will the effect of the change be monitored?

The proposed course would be a general education course, and thus the General Education Committee will have the primary responsibility of assessing its impact on general education. In addition to those efforts, the Department Assessment Committee will monitor the course as it does all HPS departmental courses via standard course assessment instruments.

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

This course will provide students with an exposure to the full scope of American history as opposed to the partial exposure they are currently receiving. The Department believes that an informed citizenry should have some knowledge of both the formative earlier period of our nation's history as well as its more recent history.

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

The HPS Department Head sent emails to all Department Heads on campus in notification of this proposal and requested notification of any program that opposes this proposed change. No objections were received.

Only one non-History program requires HIST 2003 and HIST 2013: MLED in English Language Arts and Social Studies. Because of the nature of that program, the current requirement will not be changed via this proposal. All other programs include the standard general education requirement that students choose one of the State-mandated general education courses on either American History or American Government. This new course would satisfy that requirement.

Summary:

(a) Add HIST 1903, Survey of American History, to the course descriptions

(b) Replace HIST 2003, U.S. History ~~to 1865~~^I, and HIST 2013, U.S. History ~~since 1865~~^{II}, in the listing for General Education Requirements in the section titled:

Social Sciences – 12 hours

Three hours from one of the following:

HIST 1903, Survey of American History

~~HIST 2003, U.S. History to 1865~~ (Remove)

~~HIST 2013, U.S. History since 1865~~ (Remove)

POLS 2003, American Government

(c) Add HIST 1903, Survey of American History, to the section titled:

Nine additional hours from the following:

*HIST 1503, World Civilization I

*HIST 1503, World Civilization II

HIST 1903, Survey of American History

~~HIST 2003, U.S. History to 1865~~^I

~~HIST 2013, U.S. History since 1865~~^{II}

POLS 2003, American Government

ECON 2003, Principles of Economics I

SOC 1003, Introductory Sociology

PSY 2003, General Psychology

*ANTH 1213, Introduction to Anthropology OR

*ANTH 2003, Cultural Anthropology

*GEOG 2013, Regional Geography of the World

AMST 2003 American Studies

NOTE: HIST 2003, U.S. History ~~to 1865~~^I, and HIST 2013, U.S. History ~~since 1865~~^{II}, would remain in the section.

Catalogue Description

Survey of American History. An overview of American history from the pre-colonial period to the present. May not be taken for credit after completion of HIST 2003 or HIST 2013.

SURVEY OF AMERICAN HISTORY

INSTRUCTOR:	Dr. DeBlack	COURSE:	HIST 1903
OFFICE:	Witherspoon 268	SEC:	1
HOURS:	MWF 9:00-10:00; 11:00-12:00 T 2:30-5:00, or by appointment	TIME:	MWF 10:00
PHONE:	(479) 968-0342	LOCATION:	WPN 274
EMAIL:	thomas.deblack@atu.edu	TERM:	FALL 2010

COURSE DESCRIPTION

This course is an overview of American History from the pre-colonial period to the present.

REQUIRED TEXT

Kevin M. Schultz, *HIST*

EXAMS

Students are responsible for all assigned material as well as class presentations. Exams will consist primarily of multiple-choice questions but will also include identification and essay questions.

MAKE-UP EXAMS

A student who misses one of the first two exams for any reason other than a school-sponsored activity must make up the exam(s) during the last regular class period. Those students who have to miss an exam to participate in a school-sponsored activity should present the instructor with a written form signed by the sponsor or coach of the activity and specifically describing the nature and date of the activity. The form should be submitted **prior** to the absence. **Quizzes may not be made up.**

CLASS POLICIES

Regular and punctual attendance is necessary for the successful completion of the course. A student discovered to be guilty of cheating or plagiarism on any graded assignment will be given a grade of zero on the work and will be referred to proper university authorities. Plagiarism is defined as the act of appropriating and passing off as one's own the writings, ideas, etc. of another person. **Please turn off all cell phones and/or pagers when entering the classroom.**

GRADING SCALE

100% - 90% of all graded material	A	69% - 60%	D
89% - 80%	B	59% & below	F
79% - 70%	C		

SUPPLEMENTAL READINGS

Brian Fagan, *The Great Journey: The Peopling of Ancient America*, rvd. ed. (2004)
David Hackett Fischer, *Albion's Seed: Four British Folkways in America* (1989)
Edward Countryman, *The American Revolution*, rev. ed. (2003)
Jack Rakove, *Original Meanings: Politics and Ideas in the Making of the Constitution* (1996)
Marshall Smelser, *The Democratic Republic, 1801-1815* (1968)
Daniel Feller, *The Jacksonian Promise: America, 1815-1840* (1995)
John Blassingame, *The Slave Community: Plantation Life in the Antebellum South* (1979)
David Potter, *The Impending Crisis, 1848-1861* (1976)
James McPherson, *Battle Cry of Freedom: The Civil War Era* (1988)
Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877* (1988)
Edward Ayers, *The Promise of the New South: Life After Reconstruction* (1992)
Roger Daniels, *Coming to America: A History of Immigration and Ethnicity in American Life* (1990)
Richard White, *"It's Your Misfortune and None of My Own": A New History of the American West* (1991)
Robert Wiebe, *The Search for Order, 1877-1920* (1967)

Arthur Link and Richard McCormick, *Progressivism* (1983)
Walter LaFeber, *The American Search for Opportunity, 1865-1913* (1993)
Robert Ferrell, *Woodrow Wilson and World War I, 1917-1921* (1985)
Nancy MacLean, *Behind the Mask of Chivalry: The Making of the Second Ku Klux Klan* (1994)
Doris Goodwin, *No Ordinary Time: Franklin & Eleanor Roosevelt: The Home Front During World War II* (1994)
David Halberstam, *The Fifties* (1993)
Stanley Karnow, *Vietnam: A History* (1983)
Garry Wills, *Reagan's America: Innocents at Home* (1987)

JUSTIFICATION

The future of democratic government in America depends on a citizenry that is not only informed and enlightened with regard to current events but one that has an understanding of its own past. This course is designed to give students that crucial understanding of the events, movements, and personalities that shaped America.

SPECIFIC OBJECTIVES

At the conclusion of the course, the student should be able to

- describe the cultural landscape of pre-Columbian America.
- identify the major patterns of immigration to colonial America.
- discuss the major factors that led to the American Revolution.
- describe the major strategies, battles, and leaders of the American Revolution.
- describe the principles that underlay the creation of the Constitution.
- identify the major personalities and developments of the early national period.
- describe the characteristics of Jacksonian America.
- describe the characteristics and various interpretations of American slavery.
- identify the events leading to the Civil War.
- describe the major strategies, battles, leaders, and results of the Civil War.
- assess the successes and failures of Reconstruction
- assess to what extent the New South differed from the Old South
- assess the impact of immigration and industrialization on the U.S. in the late 19th century
- discuss the ways in which the various frontiers in the American West transformed the region
- discuss the fundamental tenets of populism and progressivism
- trace the steps that led to the emergence of the U.S. as a world power
- identify the causes and assess the solutions of the Great Depression
- explain how World War I and World War II transformed America
- identify the major developments and trends in American life since the end of World War II

GENERAL EDUCATIONAL OBJECTIVES

In addition to the specific objectives, the course is designed to:

- develop an appreciation for the arts and humanities by covering the complete narrative of American history from the colonial period to the present
- develop verbal and written communication skills by encouraging student participation in class discussions and through the use of essay questions and other written assignments.
- develop critical thinking through the analysis of historical events, concepts, and patterns of American life.

These objectives specifically address criteria of the General Educational Requirements of Arkansas Tech University.

DISABILITIES, SPECIAL CONDITIONS

A student who has a learning or other disability or who requires special consideration in taking exams or performing other required activities should notify the instructor of the condition and should document the disability with the university's disabilities coordinator at Bryan Hall 103 (968-0302).

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

TO: Curriculum Committee

DATE SUBMITTED: 1 October 2009

Title	Signature	Date
Person Initiating Proposal	<i>H. M. In</i>	10-5-09
Department Head	<i>H. M. In</i>	10-5-09
Dean	<i>Tom DeBlase</i>	10/5/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Rueda</i>	10/7/09
Vice President for Academic Affairs		

Program Title: <i>B.A. in Social Studies Education (7-12)</i>	Effective Date: Fall 2010
Detail change in program: <p style="text-align: center;"><i>ADD ECON 2013 to program curriculum</i> <i>DEL HLED 1513 from program curriculum</i></p>	
Please provide a rationale for the change. <p><i>The Arkansas State Board of Education passed a new policy in Summer 2009 affecting high school social studies courses. Beginning in the 2013 school year, one-half unit of economics will be required for high school graduation. According to the revised frameworks for the economics course, our majors will be required to know more than they currently cover in only one semester of economics. As such, a second semester of economics, specifically Macroeconomics, will need to be added to the Social Studies Education curriculum.</i></p>	
What impact will the change have on staffing, on other programs and space allocation? <p><i>Unknown at this point, but we are anticipating 25 students per year, although only the new incoming</i></p>	

app TEC 11/3/09

students would be required to take the class, to give us some time to assess the strain on the Economics faculty.

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

See Attached.

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

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Electives 3 credits Delete: HLED 1513 Total Hours: 16
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: ECON 2013: Macroeconomics Delete: Electives 3 credits 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: Delete: Total Hours:	Freshman Fall Semester Add/Change: Electives 3 credits Delete: HLED 1513 Total Hours: 16
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: ECON 2013: Macroeconomics Delete: Electives 3 credits Total Hours: 16	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
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Accounting and Economics	This department <u>supports</u> the change.
Comments: This request is to add ECON 2013 to the B.A. in Social Studies Education program curriculum.	

Subject: RE: ECON II

From: Pamela Carr <pcarr@atu.edu>

Date: Thu, 01 Oct 2009 13:47:49 -0500

To: mtarver@atu.edu

Department Head Signature: VIA EMAIL

Micheal,
We (Acct & Econ Dept) will support this request from you....
Pam

-----Original Message-----

From: Dr. H. Micheal Tarver [mailto:mtarver@atu.edu]
Sent: Tuesday, September 29, 2009 7:22 PM
To: Dr. Pamela Carr
Cc: Dr. Carey Roberts
Subject: ECON II

Pam,

I learned this evening that the Arkansas State Board of Education passed a new policy this past summer affecting high school social studies courses. Beginning in the 2013 school year, one-half unit of economics will be required for high school graduation. Schools will have two options of addressing this requirement: If the course is taught by an appropriately licensed social studies teacher, credit may be applied to meet social studies graduation requirements. If the course is taught by an appropriately licensed business education teacher, graduation credit can only be applied toward career focus requirements.

Revisions to the frameworks for the economics course were completed this summer. As you can see on page 2 of the attached, the students are required to know more than they currently cover in only one semester of economics. As such, I think we are going to be forced to add ECON II to the Social Studies Education curriculum. We had previously discussed this matter, but I think the State has dealt the cards that we must now play with.

So, would you support, at this time, the addition of ECON II to the curriculum for Social Studies Education. We are looking at probably 25 students per year, although only the new incoming students would be required to take the class, to give us some time to assess the strain on your faculty. If so, I will complete the paperwork tomorrow and send on for signatures and to the Teacher Education Committee for their approval before it goes to the Curriculum Committee.

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

TO: Curriculum Committee

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Kevin Mason & Pam Carr	<i>Kevin Mason Pam Carr</i>	9/23/09
Department Heads Kevin Mason & Pam Carr	<i>Kevin Mason Pam Carr</i>	9/23/09
Dean Tom Tyler	<i>Tom Tyler</i>	9/25/09
Teacher Education Council (if applicable) Eldon Clary		
Graduate Council (if applicable) Not Applicable		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/1/09
Vice President for Academic Affairs John Watson		

Program Title: BSBA - all majors (BUED [REDACTED])	Effective Date: Fall 2010
Detail change in program: Replace requirement of COMS 1003 for all business majors (BUED, [REDACTED], with BUAD 2003.	
Please provide a rationale for the change. Program assessments results show a weakness in generating and managing information. Sophomore-level course exercises indicate students are not sufficiently prepared in the Excel and Access software packages. BUAD 2003 will focus more closely on these packages and on business applications.	
What impact will the change have on staffing, on other programs and space allocation? The MGMK department would need to offer 3 to 4 sections of BUAD 2003 per semester, hence this change will require another full-time faculty member (not necessarily a tenure-track position). This change may require 2-3 add'l adjuncts per Dr. Mason.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. This change would reduce staff requirements in the Department of Computer and Information Science. This has been discussed with Mr. Ron Robison (Head, Computer and Information Science Department). See Attached Departmental support form.	

App TEC 11/3/09

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature:

Don Polian

Date: 8/27/09

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

BUED Fall Start	
Freshman Fall Semester Add: BUAD 2003 Delete: COMS 1003 Total Hours:	Freshman Spring Semester Add: 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: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

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

BUED Spring Start	
Freshman Spring Semester Add: BUAD 2003 Delete: COMS 1003 Total Hours:	Freshman Fall Semester Add: 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:

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

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

TO: Curriculum Committee

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Kevin Mason & Pam Carr	<i>Kevin Mason Pam Carr</i>	9/23/09
Department Heads Kevin Mason & Pam Carr	<i>Kevin Mason Pam Carr</i>	9/23/09
Dean Tom Tyler	<i>Tom Tyler</i>	9/29/09
Teacher Education Council Eldon Clary		
Graduate Council (if applicable) Not applicable		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/1/09
Vice President for Academic Affairs John Watson		

Program Title: BSBA ([REDACTED] , BUED, [REDACTED] majors)	Effective Date: Fall 2010
Detail change in program: Replace requirement of MATH 2243 with MATH 2223.	
Please provide a rationale for the change. Past assessments results have consistently shown a weakness in quantitative skills of Business majors. Material covered in MATH 2243 (Business Calculus) is not directly needed for [REDACTED] BUED majors. MATH 2223 has been designed as a service course offered by the Math department to cover quantitative skills needed for solving problems in management and marketing contexts.	
What impact will the change have on staffing, on other programs and space allocation? This proposal will lower the number of sections of MATH 2243 needed to be offered by the MATH department by approximately 6 sections per year. However this proposal will require the MATH department to offer approximately 6 sections of MATH 2223 per year.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. This change has no increase or decrease of staff requirements in the Department of Math. However, this proposal will shift Math resources from MATH 2243 to MATH 2223. This has been discussed with Dr. Tom Limperis (Head, Math Department). See Attached Departmental support form.	

app TFC 11/3/09

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: *Jim Ligin*

Date: 8/27/09

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

BUED Fall Start	
<p>Freshman Fall Semester</p> <p>Add:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add: MATH 2223 ²</p> <p>Change Footnote 2 to read: Students who have two years of high school algebra with a grade of "C" or better and a math ACT score of 22 or above may omit College Algebra and enroll directly in Math 2223, Quantitative Business Analysis. If omitted, an additional 3 hours of electives will be required. Students considering graduate school are advised to use free elective hours to take MATH 2914.</p> <p>Delete: MATH 2243</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

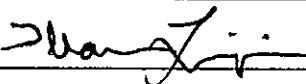
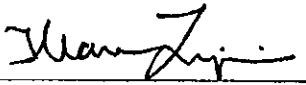
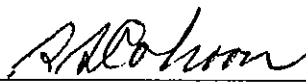
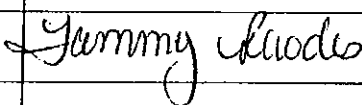
BUED Spring Start

<p>Freshman Spring Semester</p> <p>Add:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add: MATH 2223 ²</p> <p>Change Footnote 2 to read: Students who have two years of high school algebra with a grade of "C" or better and a math ACT score of 22 or above may omit College Algebra and enroll directly in Math 2223, Quantitative Business Analysis. If omitted, an additional 3 hours of electives will be required. Students considering graduate school are advised to use free elective hours to take MATH 2914.</p> <p>Delete: MATH 2243</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Arkansas Tech University
REQUEST FOR COURSE DELETION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. Tom Limperis		9/28/09
Department Head, Mathematics Dr. Tom Limperis		9/28/09
Dean, College of Natural and Health Sciences Dr. Richard Cohoon		10-1-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes		10/8/09
Vice President for Academic Affairs Dr. John Watson		

Course Subject: MATH	Course Number: 1103
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Algebra for General Education	
Effective Catalog Year: 2010-2011	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form. Listed under general education requirements.	
Provide rationale for the request. MATH 1103 was replaced by the course MATH 1003. MATH 1103 has not been taught for several semesters and the course no longer being offered.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

Supported Gen Ed Com 10/30/09

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

DATE SUBMITTED: September 28, 2009

Title	Signature	Date
Person Initiating Proposal F. R. Frasier	<i>F. Robert Frasier</i>	9/29/09
Department Head John L. Krohn	<i>John L. Krohn</i>	9/29/09
Dean W. Hoefler	<i>W. Hoefler</i>	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy L. Luedis</i>	10/2/09
Vice President for Academic Affairs		

Course Subject: MCEG		Course Number: 4053	
Cross-listed with Subject:		Course Number:	
Official Title (Limited to 30 characters including spaces): Corrosion Principles			
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other			
Effective Catalog Year: 2010-2011		How frequently will course be offered? Approximately once every two years	
Is this course repeatable? Y / <input checked="" type="radio"/> N How many times?			
Does this course require a fee? No		How much? Type of fee?	

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: MCEG 2023, MCEG 3013 , <i>MCEG 3313</i>	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ul style="list-style-type: none"> a. Course subject, number and title b. Catalog course description c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No	
How does this proposal support the University Mission? This course complements the department's current offerings in materials and metallurgy and will aid in preparing students for professional work in this field. As such, it supports the University Mission to provide a solid educational foundation for life-long learning.	
What assessment information is being used to support this proposal? Feedback from graduates of the program who gained employment or admission to graduate programs related to materials/metallurgy indicated that this course would improve their preparation for such work.	
How will the effect of the change be monitored? The effect of the addition of this course will be monitored by feedback obtained through graduate surveys and communications from graduates regarding how the course prepared them for work in this area.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. The proposed course will be a complement to existing courses in the same topic which is a common area for concentrated study for upper level mechanical engineering students. The course was offered as a special problem in the summer of 2009 and proved popular as an elective with students.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. No other departments will be affected by the addition of this course.	

Pat Chronister

From: John Krohn [jkrohn@atu.edu]
Sent: November 05, 2009 4:32 PM
To: 'Pat Chronister'
Subject: Catalog description for MCEG 4053

Pat,

Here's the catalog description. We also left off one pre-req on the form. MCEG 3313 should also be on the pre-requisites list as reflected in the below:

MCEG 4053 – Corrosion Principles

Prerequisites: MCEG 2023, MCEG 3013, MCEG 3313. A study of the fundamental causes of corrosion and corrosion damage in metals and metallic components. Electrochemistry is used to explore the basic reactions governing environmental corrosion while thermodynamics and kinetics are used to investigate the rate controlling steps of environmental attack. Includes an overview of techniques commonly used to control corrosion damage in industry and architecture. Lecture three hours.

Let me know if you need anything else.

John L. Krohn, Ph.D., P.E.
Professor & Dept. Head
Mechanical Engineering
Arkansas Tech University
(479) 968-0259

4053
MCEG ~~4993~~ Principles Of Corrosion Engineering
Summer Semester, 2009, Syllabus and Policies

Instructor: Dr. Frasier CES 161 968-0497
Office Hours: 1000-1100 M,T,W,Th,F
e-mail: ffrasier@atu.edu

Pre-Requisite courses: MCEG 2023, MCEG 3313, CHEM 2124.

Text: Corrosion Engineering, Roberge, P.R., McGraw-Hill, pub., ISBN: 978-0-07-148243-1

Supplementary Material: Class Handouts.

Course Objectives

1. Introduce the study of corrosion and corrosion principles.
2. Develop a first-principles level understanding of electrochemistry applied to metallic corrosion.
3. Study the applications of chemical thermodynamics to corrosion study and analysis.
4. Relate electrochemistry and thermodynamics to Corrosion Kinetics.
5. Study corrosion failures, and factors in those failures.
6. Study effects of environment on corrosion potentials and kinetics.

Topics

1. Fundamental concepts, units, numerical calculations.
2. Electrochemistry.
3. Condensed Phase Thermodynamics.
4. Reaction Kinetics.
5. Materials Selection for corrosion applications.
6. Corrosion control methods.

Grading

Grades will be awarded on a straight percentage scale; 90% and above—A, 80%—B, 70%—C, 60%—D. Below 60% is failing. Normally, I do not use a curve. Grades will be based on the following:

Homework	5%
Notebooks	5%
Class Participation	10%
Quizzes	<u>80% (may drop two)</u>
Total	100%

Performance Criteria:

Students are expected to demonstrate skill and familiarity with applying all of the topics listed above, and anything discussed or covered in class or as an outside assignment.

MCEG 4993 Principles Of Corrosion Engineering
Summer Semester, 2009, Syllabus and Policies

Policies

Attendance is not mandatory after the first 11 class days. Attendance is *highly* recommended, as the lessons will contain material that is not necessarily in the text, as well as unannounced quizzes.

No cellphones, beepers or pagers in class. **TURN THEM OFF.** I will take 5 points off of that day's assignment and/or you will be asked to leave class for the remainder of the period if your cellphone is left on. Texting during class **will not be tolerated.**

Study assignments for each lesson will be assigned during the previous class. You should come to class with a basic understanding of the major concepts to be discussed that day.

You are responsible for bringing the textbook, a calculator, notetaking materials and any additional tools needed for class or a quiz.

You can expect to spend approximately 2-3 hours per class period on outside assignments.

All scheduled quizzes and assignments must be completed on time unless you make arrangements **well in advance** of the due date. In general, the only acceptable reason for missing an assignment is a medical emergency.

The majority of your grade will be determined by in-class quizzes. Some unannounced, and there will almost always be a quiz every Friday. The point value of the quiz will be announced at the time. In general, the quizzes will be based on recent assignments and recent classwork. However, I retain the right to administer a quiz on **ANY** topic I feel is relevant to the course.

Save **ALL** class notes, graded, returned work, *everything*, for your notebook, which will be turned in at the end of the term. The notebook is worth 5% and will be evaluated on completeness, organization, and neatness.

Errors in adding up points can be discussed after papers are returned. **Point assignments are not open to discussion.**

Additional Instruction: My goal is to help you understand this material. If you are having trouble, please come talk to me. If you cannot come during my scheduled office hours, contact me to schedule another time. I will make every effort to help you out. *Please do not come to my office in the 60 minutes prior to any scheduled class or lab.*

Homework

Homework is due **at the beginning of the next class period unless** announced with the assignment. **Late assignments will not be accepted.**

The following requirements for your homework submissions are **NOT NEGOTIABLE:**

- Assignments must be turned in on "engineering paper."
- Double or triple space, neat and legible.
- Multiple pages MUST BE STAPLED.
- All problems must be identified and stated.
- Final solutions underlined or boxed in.**
- Skip extra lines between problems.
- Close each problem with a double line all the way across the page.

MCEG 4993 Principles Of Corrosion Engineering
Summer Semester, 2009, Syllabus and Policies

- Graphs should be computer generated when possible.

Solutions: Homework solutions will be posted on the board outside of my office on the day they are due. At my discretion, some but not all, of the homework assignments will be solved in class after the assignments are turned in.

Academic Integrity

As engineers, you will be responsible for upholding the ethics of the profession. As students, you are expected to follow the same ethical canons. Academic Dishonesty includes any form of cheating, including plagiarism. This includes unreferenced cutting and pasting from the internet, and copying of homework, from your friends or from other sources. If I even suspect that a submission is a copy of someone else's work, I will deal with the issue according to the ATU Faculty Handbook. At the minimum, copying or other forms of dishonesty will result in a grade of zero for that assignment.

Arkansas Tech University

REQUEST FOR COURSE CHANGE

TO: Curriculum Committee

DATE SUBMITTED: September 28, 2009

Title	Signature	Date
Person Initiating Proposal F. R. Frasier	<i>F. Robert Frasier</i>	
Department Head John Krohn	<i>John Krohn</i>	9/29/09
Dean W. Hoefler	<i>Wally Hoefler</i>	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Rhodes</i>	10/2/09
Vice President for Academic Affairs		

Course Subject: MCEG	Course Number: 3043
Cross-listed with Subject:	Course Number:
Official Title Physical Metallurgy	
Request to change: (check appropriate box) <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

Course Number (Limited to 30 characters including spaces):
MCEG 4043 Physical Metallurgy

Course Description:

This course provides the student with an in-depth background to the mechanisms and applications of dislocation motion, crystal plasticity, phase transformations and solidification processes. Common industrial and experimental processes are studied for both ferrous and non-ferrous materials. Lecture three hours.

Cross-list:

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

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

Prerequisite/Co-requisite:

MCEG 2023, MCEG 3013, MCEG 3313

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

Fee: How much? Type of Fee?

☒ Elective ☐ Major ☐ Minor

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

Please provide a rationale for the change.

After offering this course a number of times at the 3000 level, it is the opinion of the instructor, and agreed by the department faculty, that the course is more appropriately a 4000 level course. This is due to course content and expected student learning and is consistent with the placement of this or a similar course in the majority of mechanical engineering programs. This change will not result in any changes in the frequency or staffing of this course.

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

This change should not affect any other departments.

MCEG 3043 Physical Metallurgy Principles
Spring Semester, 2009, Syllabus and Policies

Instructor:	Dr. Frasier	CES 161	968-0497
Office Hours:	1100-1300 1000-1400		M,W,F TH
e-mail:	ffrasier@atu.edu		

Pre-Requisite courses: MCEG 2023, MCEG 3013, MCEG 3313.

Text: Physical Metallurgy and Advanced Materials, 7th ed., Smallman, R.E., and Ngan, A.H.W., Elsevier Publishers, ISBN: 978-0-7506-6906-1, 2007.

Supplementary Material: Class Handouts.

Course Objectives

1. Develop proficiency in determining crystallographic directions, planes, space and point groups.
2. Develop a first-principles level understanding of basic crystallography.
3. Learn to create and manipulate stereographic projections using the Wulff net and other techniques.
4. Learn the foundations of the origin and effect of crystal defects, and crystal plasticity.
5. Introduce the thermodynamics of condensed phases.
6. Apply thermodynamics to predicting and understanding solidification properties.
7. Develop an understanding of solidification effects, microstructures and the relationships of structure to mechanical properties.

Topics

1. Fundamental concepts, units, numerical calculations.
2. Vector products, vector translation, equivalent force systems.
3. Coordinate transformation methods.
4. Tensor algebra for zero through third—order tensors.
5. Miller Indices of directions and planes.
6. The Miller/Bravais Lattice for hexagonal systems.
7. Stereographic two—dimensional projections of three dimensional systems.
8. Rotation and Orientation changes using the Wulff net.
9. Dislocations, dislocation motion, and dislocation interactions.
10. Gibb's Free Energy.
11. Thermodynamic forces behind solidification processes and microstructures.
12. Microstructure/property relationships in common engineering alloy systems.
13. Common solidification microstructures and structural changes due to thermomechanical processing, and the effects on mechanical properties.

MCEG 3043 Physical Metallurgy Principles
Spring Semester, 2009, Syllabus and Policies

Grading

Grades will be awarded on a straight percentage scale; 90% and above—A, 80%—B, 70%—C, 60%—D. Below 60% is failing. Normally, I do not use a curve. Grades will be based on the following:

Homework	10 %
Notebooks	5%
Quizzes	<u>80% (may drop two)</u>
Total	100%

Performance Criteria:

Students are expected to demonstrate skill and familiarity with applying all of the topics listed above.

Policies

Attendance is not mandatory after the first 11 class days. Attendance is *highly* recommended, as the lessons will contain material that is not necessarily in the text, as well as unannounced quizzes.

No cellphones, beepers or pagers in class. **TURN THEM OFF**. I will take 5 points off of that day's assignment and/or you will be asked to leave class for the remainder of the period if your cellphone is left on. Texting during class **will not be tolerated**.

Study assignments for each lesson will generally be posted on the board during the previous class. You should come to class with a basic understanding of the major concepts to be discussed that day.

You are responsible for bringing the textbook, a calculator, notetaking materials and any additional tools needed for class or a test.

You can expect to spend approximately 2-3 hours per class period on outside assignments.

All scheduled tests and assignments must be completed on time unless you make arrangements well in advance of the due date. In general, the only acceptable reason for missing an assignment is a medical emergency.

The majority of your grade will be determined by in-class quizzes. Some unannounced, and there will almost always be a quiz every Friday. The point value of the quiz will be announced at the time. In general, the quizzes will be based on recent assignments and recent classwork. However, I retain the right to administer a quiz on **ANY** topic I feel is relevant to the course.

Save **ALL** class notes, graded, returned work, *everything*, for your notebook, which will be turned in at the end of the term. The notebook is worth 5% and will be evaluated on completeness, organization, and neatness.

Errors in adding up points can be discussed after papers are returned. **Point assignments are not open to discussion.**

Additional Instruction: My goal is to help you understand this material. If you are having trouble, please come talk to me. If you cannot come during my scheduled office hours, contact me to schedule another time. I will make every effort to help you out. *Please do not come to my office in the 60 minutes prior to any scheduled class or lab.*

Homework

Homework is due **at the beginning of the next class period** unless announced with the assignment.
Late assignments will not be accepted.

The following requirements for your homework submissions are **NOT NEGOTIABLE**:

- Assignments must be turned in on “engineering paper.”
- Double or triple space, neat and legible.
- Multiple pages **MUST BE STAPLED**.
- All problems must be identified and stated.
- **Final solutions underlined or boxed in.**
- Skip extra lines between problems.
- Close each problem with a double line all the way across the page.
- Graphs should be computer generated when possible.

Solutions: Homework solutions will be posted on the board outside of my office on the day they are due. At my discretion, some but not all, of the homework assignments will be solved in class after the assignments are turned in.

Academic Integrity

As engineers, you will be responsible for upholding the ethics of the profession. As students, you are expected to follow the same ethical canons. Academic Dishonesty includes any form of cheating, including plagiarism. This includes copying of homework, from your friends or from other sources. If I even suspect that homework is a copy of someone else's work, I will turn the issue over to the department ethics review board. At the minimum, copying or other forms of dishonesty will result in a grade of zero for that assignment.

Arkansas Tech University

REQUEST FOR COURSE CHANGE

TO: Curriculum Committee

DATE SUBMITTED: September 28, 2009

Title	Signature	Date
Person Initiating Proposal F. R. Frasier	<i>F. Robert Frasier</i>	9/29/09
Department Head John Krohn	<i>John Krohn</i>	9/29/09
Dean W. Hoefler	<i>W. Hoefler</i>	10-08-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Chudis</i>	10/2/09
Vice President for Academic Affairs		

Course Subject: <div style="text-align: center;">MCEG</div>	Course Number: <div style="text-align: center;">3042</div>
Cross-listed with Subject:	Course Number:
Official Title <div style="text-align: center;">Metallurgy Laboratory</div>	
Request to change: (check appropriate box) <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: <div style="text-align: center;">2010-2011</div>	

Course Number (Limited to 30 characters including spaces): MCEG 4042 Metallurgy Laboratory		
Course Description: Laboratory experiments in heat treating, phase transformation, plastic deformation, work hardening and creep. Concepts and topics from MCEG 4043 are emphasized in the lab exercises. Failure analysis modes and examples are included. Lecture one hour, lab three hours.		
Cross-list: <input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite: Co-requisite: MCEG 4043		
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:	How much?	Type of Fee?
<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change. After offering this course a number of times at the 3000 level, it is the opinion of the instructor, and agreed by the department faculty, that the course is more appropriately a 4000 level course. This is due to course content and expected student learning and is consistent with the placement of this or a similar course in the majority of mechanical engineering programs. This change will not result in any changes in the frequency or staffing of this course.		
If this course will affect other departments a Departmental Support Form for each affected department must be attached. This change should not affect any other departments.		

MCEG 3042
PHYSICAL METALLURGY LABORATORY

Instructor	Dr. Robert Frasier
Office Hours	1200-1300 M,W,F 0900-1200, 1300-1600Th
Office	CES 161
e-mail:	ffrasier@atu.edu
Office phone	968-0497

Text:

ATU Experiment Handouts (provided).

Experimental Methods For Engineers, 7th ed. J.P.Holman, McGraw-Hill Publishers Inc.

Course Objective:

This lab provides students the opportunity to expand their knowledge of microstructure/property relationships in engineering alloys, learn how to set up an investigation, and use their knowledge of metallurgical principles to determine root cause of mechanical failure.

Pre-Requisite Courses: MCEG 2023 Engineering Materials, MCEG 3013 Mechanics of Materials.

Attendance:

Attendance for ALL labs is required, unless prior arrangements have been made. In general, the only acceptable reason for missing a lab is a medical emergency. Attendance will be taken each session the lab meets.

Evaluation:	Four (4) Formal Reports	100 points each.
	Attendance, Participation	100 points.
	Pre-Lab quizzes and assignments	100 points.

Grading: Grades will be awarded on a straight percentage basis. I am not planning to use any type of curve at this time. 90% and above, A; 80% and above, B; 70% and above, C; 60% and above, D. Below 60% is failing.

Reports:

- Report 1: Crystal Structure/Grain Structure Evaluation.
- Report 2: Phase And Crystal Structure Transformation in Steel.
- Report 3: Temperature/Deformation/Fracture
- Report 4: Introduction To Fractography
- Report 5: Fracture Surface/Failure Analysis

Teams:

Students work in teams of 3 or 4. For reports that are prepared as a team, each member is responsible for one or more sections of the report. The report must clearly identify the responsible person for each section on the cover page and at the section heading.

MCEG 3042
PHYSICAL METALLURGY LABORATORY

Policies:

SAFETY GLASSES are the property and responsibility of the individual student. Safety glasses must be clear, ANSI Z-87 rated and worn at **ALL TIMES** when in the lab area.

No cellphones, beepers or pagers in class or lab. **TURN THEM OFF.** If you fail to do so, you will be removed from lab and given a grade of zero for that day.

All scheduled assignments must be completed on time.

Errors in adding up points can be discussed after work is returned. Point assignments are not open to discussion.

Additional Instruction: My goal is to help you understand this material. If you are having trouble, please come talk to me. If you cannot come during my scheduled office hours, contact me to schedule another time. I will make every effort to help you out. However, please do not try to talk to me in the 60 minutes prior to a scheduled class.

Written Submissions:

1. A major part of engineering is written communication; of lab or design work, design studies, and problem solving/analysis. **Heavy** emphasis will be placed on neatness, clarity, organization and readability of your work. I retain significant freedom to downgrade your work due to poor readability, poor spelling, improper sentence structure, etc.
2. Any written submissions must be typed and follow the assigned, standard, report format. You do not need to reference assistance from me. You must reference assistance from your other instructors and fellow students with a proper bibliographic citation. Obviously, any information taken from books, the Internet or other reference sources must be appropriately referenced as endnotes.
3. Internet references are now common. For this class, "Wikipedia" is not an acceptable reference for technical theory, engineering data or properties.

Academic Integrity:

As engineers, you will be responsible for upholding the ethics of the profession. As students, you are expected to follow the same ethical canons. Any instance of academic dishonesty will be dealt with in accordance to University Policy. For this course, the following definition of "Plagiarism" will be applied:

According to the Merriam-Webster Online Dictionary; to "plagiarize" means:

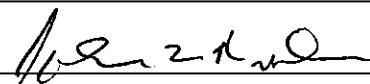
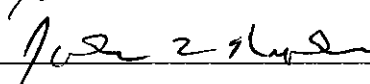
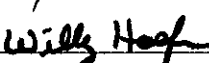
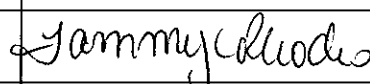
- 1) To steal and pass off (the ideas or words of another) as one's own.
- 2) To use (another's production) without crediting the source.
- 3) To commit literary theft.
- 4) To present as new and original, an idea or product derived from an existing source.

The minimum penalty for plagiarism will be a grade of zero on the assignment.

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

TO: Curriculum Committee

DATE SUBMITTED: 14 September 2009

Title	Signature	Date
Person Initiating Proposal John L. Krohn		9/14/09
Department Head John L. Krohn		9/14/09
Dean W. Hoefler		10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/2/09
Vice President for Academic Affairs		

Program Title: Associate of Science in Nuclear Technology	Effective Date: 1 July 2010 ✓ ✓
Detail change in program: Remove the following courses: MCEG 1002, Technical Elective – 6 hrs, P.E. 241 , MCEG 2033, ELEG 2103, <u>PHYS 2124</u> ✓ ✓ Add the following courses: Social Science – 6 hrs, ECON 2003, Fine Arts – 3 hrs, Humanities – 3 hrs, Biological Science – 4 hrs ✓	
Please provide a rationale for the change. To comply with ADHE regulations for General Education content of an Associate of Science program	
What impact will the change have on staffing, on other programs and space allocation? These changes will have little, if any, effect on other programs and/or space allocations. Virtually all students completing this program over the past 10 years have also completed a bachelor's degree in engineering and, thus, have taken the full complement of General Education courses. This change may result in a maximum of 3-4 more students per year taking the added courses.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. No effect on other departments is anticipated.	

Nuclear Technology

The department also offers a two-year program leading to the Associate of Science in Nuclear Technology (ASNT) degree. This degree is designed to allow the student to obtain the knowledge base and training necessary to work in one of many areas in the nuclear field. While many technology degrees, especially at the associate's level, are seen as less rigorous paths, the ASNT program at Arkansas Tech includes most of the same courses as the first two years of the engineering programs.

Graduates of the program leading to the associate of science degree in nuclear technology may find employment in many areas of the nuclear industry. Many past ASNT graduates have continued their studies to obtain bachelors degrees in engineering or the physical sciences either at Tech or at other institutions.

Associate of Science in Nuclear Technology (ASNT)

Freshman Year	Fall	Spring
Social Science ¹	3✓	
Introduction to Engineering (MCEG 1012)	2✓	
General Chemistry (CHEM 2124)	4✓	
Physical Activity ¹	1✓	
English Composition (ENGL 1013, 1023) ¹	3✓	3✓
Calculus I, II (MATH 2914, 2924)	4✓	4✓
Biological Science ¹		4✓
Engineering Materials (MCEG 2023)		3✓
General Physics I (PHYS 2114)	<u>17</u>	<u>4✓</u>
		18
 Sophomore Year		
Statics (MCEG 2013)	3✓	
Calculus III (MATH 2934)	4✓	
Basic Nuclear Engineering (MCEG 3503)	3✓	
Humanities ¹	3✓	
Social Science ¹	3✓	
Physical Activity ¹	1✓	
Fine Arts ¹		3✓
Thermodynamics I (MCEG 3313)		3✓
Social Science ¹		3✓
Radiation Detection Laboratory (MCEG 3512)		2✓
Radiation Health Physics (MCEG 3523)		3✓
Economics I (ECON 2003)	<u>17</u>	<u>3✓</u>
		17

¹ See General Education requirements.

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

Fall Start	
<p>Freshman Fall Semester</p> <p><u>Add/Change:</u> Add: Fine Arts - 3 hrs. <i>No change</i></p> <p><u>Delete:</u> Physical Activity - 1 hr. MCEG 1012 - Intro. To Engineering</p> <p>Total Hours: 17</p>	<p>Freshman Spring Semester</p> <p><u>Add/Change:</u> Add: PHYS 2114 - General Physics I ✓ Biological Science - 4 hrs. ✓</p> <p><u>Delete:</u> MCEG 1002 - Engineering Graphics ✓ Technical Elective - 3 hrs. ✓ Physical Activity - 1 hr. ✓</p> <p>Total Hours: 18</p>
<p>Sophomore Fall Semester</p> <p><u>Add/Change:</u> Add: Humanities - 3 hrs. ✓ Social Science - 3 hrs. ✓ MCEG 1012 - Intro. To Engineering Physical Activity - 1 hr.</p> <p><u>Delete:</u> PHYS 2114 - General Physics I ✓ MCEG 3313 - Thermodynamics I ✓</p> <p>Total Hours: 18 17</p>	<p>Sophomore Spring Semester</p> <p><u>Add/Change:</u> Add: <i>Fine Arts - 3 hrs</i> Social Science - 3 hrs. ✓ ECON 2003 - Principles of Economics I MCEG 3313 - Thermodynamics I ✓</p> <p><u>Delete:</u> Technical Elective - 3 hrs. ✓ MCEG 2033 - Dynamics ✓ ELEG 2103 - Electric Circuits I ✓ PHYS 2124 ✓</p> <p>Total Hours: 18 17</p>
Spring Start (If applicable)	
Total Program Hours 71 69	

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Lowell H. Lybarger	Lowell H. Lybarger	9/4/09
Department Head Cynthia Hunkill	Cynthia Hunkill	9-4-09
Dean Tom DeBlack	Tom DeBlack	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Jammy Rhodes	10/2/09
Vice President for Academic Affairs		

Course Subject: MUS	Course Number: MUS 4853
Cross-listed with Subject: ANTH	Course Number: ANTH 4853
Official Title Music of the World's Peoples	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010 - 2011	

Course Number (Limited to 30 characters including spaces):		
Course Description: A survey of predominantly non-Western world music cultures with attention to sonic structures, musicians, musical instruments, and socio-cultural contexts of music making. Open to students in all majors. Listening emphasized.		
Cross-list: <input checked="" type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number <u>ANTH 4853</u>		
Prerequisite/Co-requisite: <u>N/A</u>		
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:	How much?	Type of Fee?
<u>N/A</u>		
<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change.		
If this course will affect other departments a Departmental Support Form for each affected department must be attached.		

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. William Schumann	<i>Dr. W. Schumann</i>	9/3/09
Department Head Dr. Daniel Martin	<i>D. Daniel Martin</i>	9/8/09
Dean Tom DeBlack	<i>Tom DeBlack</i>	9/8/09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Rhodes</i>	10/2/09
Vice President for Academic Affairs		

Course Subject: MUSIC MUS	Course Number: 4853/5853
Cross-listed with Subject: ANTH	Course Number: 4853/5853
Official Title MUSIC OF THE WORLD'S PEOPLES	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

Course Number (Limited to 30 characters including spaces):

4853

Course Description:

SAME AS IN EXISTING CATALOGUE
(Photocopy attached)

Cross-list:

☒ Adding Cross-listing ☐ Changing Cross-listing ☐ Deleting Cross-listing

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

Add:

ANTH 4853

Prerequisite/Co-requisite:

N/A

Grading



Standard Letter



P/F

☐ Other (If other, please specify below)

Fee:

N/A

How much?

Type of Fee?

☒ Elective

☐ Major

☐ Minor

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

Please provide a rationale for the change.

INCREASING STUDENT
DEMAND FOR ANTHROPOLOGY COURSES

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

SYLLABUS

MUS 4853/5853

Music of the World's Peoples

Monday 6:30-9:20 PM – Witherspoon Hall 315

**Lowell H. Lybarger, Ph.D.
Arkansas Tech University
Fall 2009**

Office Hours and Contact Information

Dr. Lybarger's office: RPL 209 (in the music lab)
Office hours: Monday 2-4 PM or by appointment.
email: llybarger@atu.edu

Office phone: (479) 964-0584

Description

This course is a multicultural survey of current and past music cultures from an ethnomusicological perspective. We will study the rich descriptive data of each musical tradition as well as theories for understanding this information. We will explore select case studies of specific traditions and geographic-culture areas with a focus on the sonic, social, and cultural contexts of music making.

Listening to audio CDs and viewing video recordings is an integral aspect of this course; however, no formal music training is required.

Catalog Description

A survey of predominantly non-Western world music cultures with attention to sonic structures, musicians, musical instruments, and socio-cultural contexts of music making. Open to students in all majors. Listening emphasized.

Objectives

- To study music from an intellectual, cross-cultural perspective.
- To obtain a broad knowledge of numerous international music styles and genres.
- To develop critical theoretical tools for understanding the sociocultural basis of music making.
- To discover greater insight into one's own musical and cultural identity.

Required Readings and Listening/Viewing

There is no required text for this class. The majority of required readings are from the excellent *Garland Encyclopedia of World Music* which is available as a print (paper) and electronic (web-based) resource through the ATU library or music lab websites. Another excellent resource that is also available in print and electronic formats is *The New Grove Dictionary of Music and Musicians* or *Grove Music Online*. Please contact the instructor immediately if you have difficulty locating these resources. Furthermore, some readings will be taken from academic and popular journals and websites.

Two copies of a weekly audio CD of required listening will be placed on reserve at the music lab control room which is located on the second floor of Ross Pendergraft Library. It is highly suggested that you maintain a regular discipline of listening to these examples and knowing the descriptive information that accompanies sonic recognition. For example, one needs to know the cultural and historical information of the Japanese *koto* in addition to recognizing that the instrument is a *koto*. The quizzes and tests for this class will be based primarily upon your ability to recognize the musical examples and to explain their sociocultural and historical significance.

Video examples will be shown in every lecture and select films will be placed on reserve at the music lab control room.

Suggested Texts

If one would like to purchase a text for this course, I would suggest two introductory texts meant for the layperson that cover international popular music and to a lesser extent, older genres that do not readily fall under the "popular" rubric. A third text is more scholarly in approach and well worth exploring for obtaining an in-depth knowledge of world music cultures.

The first text is a short but pleasantly concise summary of major world culture areas, focused on more recent popular music styles:

Nidel, Richard O.

2005 *World music: the basics*. New York: Routledge.

The second is similar to Nidel's work, but contains greater breadth and depth of information, published as a two volume set:

Broughton, Simon

2006 *The rough guide to world music. Vol. 1, Africa & Middle East*. London: Rough Guides, third edition.

Rough Guides

2000 *The rough guide to world music Volume 2, Latin and North America, Caribbean, India, Asia and Pacific*. London: Rough Guides.

For the serious seeker of international, cross-cultural musical knowledge, an academic text which takes a very broad historical and sociocultural perspective is Peter Fletcher's excellent survey:

Fletcher, Peter

2004 *World musics in context; A comprehensive survey of the world's major musical cultures*. Oxford: Oxford University Press.

Blackboard

Select announcements, readings, assignments, and other course materials will be made available through the Blackboard website for this class. Please check this site regularly. Other essential materials will be given in hard copy format, thus requiring your physical presence in the class. All assignments and tests must be submitted in hard copy form to the instructor.

Assessment

Participation is not a formal component of assessment; however, your class attendance will be noted with negative consequences for significant lack thereof (see below).

MUS 4853 (Undergraduate)

Your grade will be determined by the following assessment opportunities: two quizzes (15% each), concert report (10%), midterm exam (30%), and final exam **or** final project (30%). Undergraduate students have the option of producing a final project in lieu of the final exam to be submitted at the exam period.

MUS 5853 (Graduate)

Your grade will be determined by the following assessment opportunities: two quizzes (15% each), concert report (10%), four one-page article summaries (10%), midterm exam (20%), and final project (30%).

Grading Scheme

100—90 **A (4)** 89—80 **B (3)** 79—79 **C(2)** 69—60 **D (1)** 59 and below **F (0)**

Attendance Policy

You are required to attend all scheduled classes. Only two unexcused absences are permitted before a deduction of five percentage points (5%) from the final grade with additional reductions increasing for every two unexcused absences. A total of seven unexcused absences will result in the “FE” (failure) grade.

Assignments

Submission of Assignments

Specific instructions will be given for the format and style of required written assignments. Submissions must be made in person by the student to the teacher in analog format (i.e. a hard copy print-out). Electronic submissions will not be accepted unless the electronic format is integral to the final project option that a student may choose in lieu of the final exam.

Concert Report Assignment

You will be required to attend the ATU Percussion Ensemble concert on Monday, September 21 after taking your first quiz for this class. The concert will feature performances of music of several culture areas: Native America, India, Europe, and the United States. You will be required to observe the event from a strictly objective, sociological perspective—like observing bugs under a microscope—and be required to ask the basic question: what's really going on here? You will be given a questionnaire to assist in your observations and short essay of the musical experience.

One-page Article Summaries (graduate students)

You will be assigned four concise articles that address a theoretical topic in the sociocultural study of music. You will be required to submit a short one-paragraph abstract or a list of sentences in point form that outline the key concepts of the article. Each article summary will be worth one point each. Furthermore, these summaries will be useful in the analysis section of your final project.

Final Project Option: Video Transcription and Sociocultural Analysis

Undergraduate students who choose to produce a final project in lieu of the final exam will be given a deadline to commit to this option several weeks prior to this decision. The project will involve documenting a video recording of a musical event—live or studio post-produced—by graphically representing the events of the recording and producing critical social commentary about its sonic and social structures. Graduate students are required to undertake this assignment. The instructor will readily assist students in their transcriptions. All video transcription projects will include a five minute presentation on the day of the final exam.

Note on Academic Dishonesty

To quote directly from the ATU Faculty handbook (p. 74):

Academic Dishonesty.

Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student, b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source, and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.
2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

MUS 4853 Music of the World's Peoples – Fall 2009

Class Schedule

Assessment	Week	Date	Theory (ideas about music)	Music Culture
	1 - 2	Aug. 24	<i>Defining Music, Language & Music, Musicking, Ethnomusicology, Music & Identity</i>	Class Overview, Lecture Format, Assignments, Assessment, Basic Concepts
	3	Aug. 31	<i>Acoustic Ecology / Soundscape Theory</i>	Aboriginal Australia & Oceania
		Sept. 7	N/A	
Concert Report Assignment	4	Sept. 14	First Nations cultures of North America: Plains, Navajo, Hopi, Inuit; Peyote Ceremony	
Quiz I	5	Sept. 21	<i>Quiz I</i>	ATU Percussion Concert (7:30 pm)
	6	Sept. 28	<i>Otherness, Alterity, Cultural Difference</i>	South America: Brazil, Paraguay, Argentina
	7	Oct. 5	Indonesia: Java, Bali, Sumatra	
Concert Report Due	8	Oct. 12	<i>Midterm</i>	
Midterm	9	Oct. 19	<i>Sociology of Music & Musicians</i>	South Asia
	10	Oct. 26	China and Korea	
	11	Nov. 2	Japan	
	12	Nov. 9	Middle East: Egypt, North Africa, Turkey	
Quiz II	13	Nov. 16	<i>Quiz II</i>	Iran & Central Asia
	14	Nov. 23	<i>Modernity, Post-modernity</i>	Western Art Music
	15	Nov. 30	<i>Music & Dance</i>	Africa: East, Central, West
	16	Dec. 7	<i>Music Industry, Globalization, Schizophonia, Fusion, Sampling, Recording Consciousness</i>	International Pop
Final Exam or Project		TBA	Final Exam or Project Presentation(s)	

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Music</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <i>Since Music of the World's People, is an elective, this cross-listing will not impact any of our degree requirements.</i>	

Department Head Signature

[Signature]

Date: *9-7-09*

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Behavioral Science, Music</i>	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: <i>MUS 4853 / ANTH 4853 MUSIC OF THE WORLD'S PEOPLES</i>	

Department Head Signature:

[Handwritten Signature]

Date: *9-8-09*

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: 9/30/09

Title	Signature	Date
Person Initiating Proposal Glen Bishop	<i>Glen Bishop</i>	9-30-2009
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	9/30/2009
Dean Dr. William Hoefler	<i>Willy Hoefler</i>	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/2/09
Vice President for Academic Affairs Dr. John Watson		

Course Subject: Recreation and Park Administration	Course Number: RP 3403
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Financing Recreation and Parks	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010 -- 2011	How frequently will course be offered? Once yearly
Is this course repeatable? Y / N How many times? No limit	
Does this course require a fee? No	How much? Type of fee?

<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: Junior standing. Recreation and Park Administration Major	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> Course subject, number and title Catalog course description Course goals and/or objectives Course outline Methods of student performance assessment and evaluation Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No.	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No.	
How does this proposal support the University Mission? This course attempts to fill a void identified through program assessment practices.	
What assessment information is being used to support this proposal? Development of new learning outcomes by accrediting body led to faculty identifying a need for better addressing the financing of recreation and park services with majors.	
How will the effect of the change be monitored? Students will be required to complete an examination and several assignments.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. Recreation and park finance is directly mentioned in new learning outcomes developed by accrediting body. The program does not currently have a course that adequately addresses this area.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. This course will have limited affect on other departments.	

Arkansas Tech University
Dept. of Parks, Recreation and Hospitality Administration
RP XXXX Financing Recreation and Parks

3403

Fall Semester 2010 - 3 credits

Williamson 205

Monday, Wednesday, and Friday 8:00 to 9:50

Instructor: Dr. Glen Bishop

Office: 204 Williamson

Phone: (479) 964-3228

Department Phone: (479) 968-0378

email: gbishop@atu.edu

Office Hours:

Monday 1:00 – 5:00

Tuesday 1:00 – 5:00

Wednesday 1:00 – 3:00

Other hours are available by appointment.

Program Mission Statement:

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

Course Description:

An introduction to recreation and park Financial management including revenue and expenditure management.

Educational Objectives:

*prereqs: Junior Standing.
 Rec & Park Adm major*

The Council on Accreditation for Recreation, Park Resources and Leisure Services Learning Outcomes:

The Council requires the curricula that it accredits to adequately address three learning outcomes and eight sub learning outcomes. The learning outcome listed below is addressed in RP XXXX Financing Recreation and Parks.

- 7.05** Students graduating from the Program shall be able to demonstrate entry-level knowledge about management/administration, infrastructure management, financial and human resource management, and marketing/public relations.
- 7.05.01 Students graduating from the Program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration, infrastructure management, financial and human resource management, and marketing public relations.
- 7.05.02 Students graduating from the Program shall be able to apply entry-level concepts, principles, and procedures of management/administration, infrastructure management, financial and human resource management, and marketing public relations to a specific setting.

The Council in the document "Learning Outcomes Standards and Assessment" instructs programs to "devise their own assessment programs. The Council further suggests that programs derive more precise learning outcomes to reflect the focus of the program. The learning outcomes developed by the Arkansas Tech University Recreation and Park Administration Program that support the 7.05 Council standard are listed in the table below.

Arkansas Tech University Recreation and Park Administration Financial Management Learning Outcomes.

Learning Outcome	Evidence
Recognize how to prepare a budget. (7.05.01)	Examination Answers
Prepare budget for areas of responsibility. (7.05.02)	Assignment
Recognize how to forecast revenue and expenses. (7.05.01)	Examination Answers
Forecast revenue and expenses for areas of responsibility. (7.05.02)	Assignment
Recognize how to provide input concerning capital improvements. (7.05.01)	Examination Answers
Provide input concerning capital improvements. (7.05.02)	Assignment
Recognize how to pursue alternate sources of funding. (7.05.01)	Examination Answers

Pursue alternate sources of funding. (7.05.02)	Assignment
Recognize how to prepare financial reports. (7.05.01)	Examination Answers
Prepare financial reports. (7.05.02)	Assignment
Recognize how to provide input for capital improvements program. (7.05.01)	Examination Answers
Provide input for capital improvements program. 7.05.02)	Assignment

Required Textbook:

Brayley, R. E. & McLean, D. D. (2008). *Financial resource management: Sport, tourism, an leisure services*. Champaign, Illinois: Sagamore.

Note: According to Barnes & Noble and Amazon the book listed below was published in June. It would also be a candidate for the text for this class. It is possible it will be the same 1999 book with a new cover. We will see.

Crompton, J. L. (2009). *Financing and acquiring park and recreation resources*. Long Grove, Illinois: Waveland.

Additional readings may be assigned during the semester. These readings will be placed on reserve at the Arkansas Tech University Library.

MAJOR ASSIGNMENTS:**Budget Exercise:**

Students will put together a budget for a hypothetical recreation and or park organization using data and information provided. Consider additional situations such as a camp, TR department, recreation budget for COE reservoir, NPS unit, USFS district.

Forecast Exercise:

Students will forecast likely budget impacts for a hypothetical recreation and or park organization given information about previous budgets and recent events that will impact revenues and expenses. Impacts may include expanding or contracting property tax, income tax, sales tax base, increased operating and or programming responsibilities, increased salaries, increased prices of commodities such as energy.

Capital Improvement Exercise:

Students will perform and benefit cost analysis and recommend finance source(s).

Examinations:

There will be four exams including the final. The final exam will be comprehensive and will be given during finals week. The final exam is required for successful completion of the course regardless of your score on other work.

SCHEDULE HOLIDAY TRAVEL AFTER THE FINAL EXAM!**Quizzes:**

Quizzes will be given throughout the semester. The purpose of the quizzes is to provide an assessment on preparation for class meetings and to identify areas that need more attention.

GRADING:

Assignments will be graded using a four point system as described below. A work will receive a 4. B work will receive a 3. C work will receive a 2. D work will receive a 1. F work will receive 0. The resulting scores will be weighted according to the percentages listed below and added together. In computing the final grade all quizzes will be averaged together and then weighted as will all of the minor assignments.

Final Grade:

Final grades will be assigned using the following scale:

3.5—4.0	A
2.5—3.4	B
1.5—2.4	C
1.0—1.4	D
Less than 1.0	F

Grading of Projects and Assignments:

Grading of projects and assignments will be based on the following general principles.

- A A work is superior work.** It is work that provides more than what the instructor requires and shows initiative by the student. It demonstrates proper grammar, spelling, and professional report writing skills. Concepts have been presented in a professional manner.
- B B work is above average work.** It is work that meets the requirements of the assignment, demonstrating a good understanding of the course concepts and is well written. Concepts are presented in a professional manner with the use of proper grammar, spelling, and report writing skills.
- C C work is average work.** The work meets requirements of the assignment in general but has not thoroughly and or correctly applied course concepts. The work falls short of demonstrating application of concepts at a professional level using proper grammar, spelling, and report writing skills. The student needs to continue to work on some areas of the course concepts.
- D D work is below average work.** The work does not meet the assignment requirements. It demonstrates a need for improved understanding to interpret and apply course concepts. The work is lacking key information, is poorly organized, or demonstrates a need to work on a better understanding of course material. Students should see the instructor to discuss how the student can improve his or her work. More time needs to be spent on the study and application of course material. Additional practice and development of written and or spoken communication skills may be needed.
- F F work is failing work.** The work does not meet the assignment requirements. The work is very poorly organized and contains numerous errors. There is little or no evidence of understanding course concepts. This grade, in general, will be reserved for work that exhibits little or no effort in its preparation.

Attendance:

Attendance will be taken at the beginning of each class to fulfill requirements of financial aid programs and the registrar.

If you will be absent from class for course field trips, illness, or other legitimate reasons, please notify the instructor in advance when possible. If you miss class for a legitimate reason, the instructor will, in most cases, allow you to make up missed work or complete an alternative assignment. Providing documentation of the reason for your absence will increase the likelihood of being allowed to make-up missed work. If you will be absent on the day an assignment is due, please turn the assignment in ahead of time.

Course Work Deadlines:

Assignments and due dates will be stated in class for major projects and short assignments. Tentative due dates for some assignments are also listed in the course schedule at the end of this syllabus. In most cases, assignments are due at the beginning of class.

Reading assignments, in most cases, should be completed before class. Reading assignments are listed in the course schedule attached to this syllabus. Additional reading assignments may be made during the semester.

Late Assignments:

Late Assignments will be accepted with a penalty of 10% per day beginning on the day and time originally due. Exceptions may be made by the instructor when the instructor deems the circumstances reasonable for an extension following

discussion with the student. Extensions are more likely to be granted if requested in advance of due dates for valid reasons such as field trips or other university events which should be documented by notes or signed memos. In most circumstances, when the student knows in advance they will be absent from class on the day an assignment is due, the student should turn in the assignment early.

Typing:

All assignments completed outside of class should be typed unless otherwise instructed. Assignments which have not been typed may be penalized one level (going from a 4 to a 3 for example).

Stapling: Please remember to staple assignments or secure in a binder when appropriate.

Blackboard:

Many assignments will be made available on the course Blackboard web site. In addition, many assignments will be turned in on the course Blackboard web site.

Cheating/Plagiarism:

Any student caught cheating or plagiarizing someone else's work on a test, project, or assignment will receive zero points for that assignment. In cases where two or more students turn in identical or nearly identical assignments, all students involved may receive zero points for that assignment. While you are encouraged to work together by sharing ideas and library references, be careful with whom you share nearly completed assignments. Some students have been known to ask a student who has completed an assignment to share the completed assignment to see how it should be done, only to copy the completed assignment word-for-word. Students may be asked to provide proof of original work if there is a question of cheating or plagiarism. Such proof could include working notes and prior drafts. In addition, students may be subject to University discipline according to University policy as outlined in the Student Handbook. "Plagiarism is using the thoughts or words of somebody else and claiming them as your own" (T. Herrick, personal communication, August 16, 2002). Student work may be submitted to turnitin.com to assess plagiarism. Student work submitted to Turnitin.com is added to the Turnitin.com database. Participation in this course constitutes your agreement that your assignments may be contributed to Turnitin.com or similar services.

Disability Services:

Services for students with disabilities are arranged through the University's Disabilities Coordinator. In order for the instructor to make accommodations for students with disabilities or special needs, students should register with the Disabilities Coordinator (phone: 968-302, TDD: (479) 968-0308, FAX: (479) 968-0375, email: disabilities@atu.edu) in the University Testing Center Suite 103 Bryan Hall. Once a student registers with the Disabilities Coordinator, the Coordinator will work with the instructor to make proper accommodations to ensure that the student has a fair opportunity to succeed in this course.

Electronic Devices:

While in class, all electronic devices should be turned off including cell phones, beepers, and any other devices that can distract students or the instructor during class. The instructor may confiscate devices that continually make a disturbance. Should your electronic device accidentally go off, please turn it off and wait for an appropriate time to attend to the message.

Caps and Hats:

Unless you have a good reason for wearing a hat, please remove it while in class. Being able to see your whole face, not just your chin, will make it easier for everyone to get to know you. Plus, removing your hat while inside is just good manners.

Please Note:

The instructor may depart from the course outline during the course of the semester. The course outline is only tentative. Assignment due dates; types and numbers of projects; and point values for all required work may be changed to accommodate situations that may arise during the semester. Any variations or alterations will be announced in class in time for you to prepare accordingly, assuming diligent work on your part.

Tentative Schedule. This schedule is subject to change.

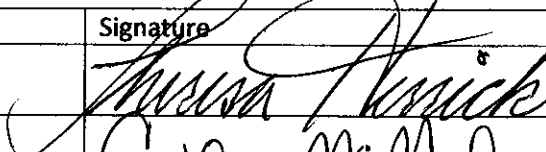
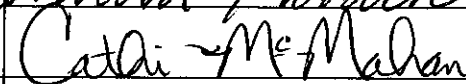
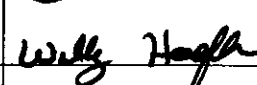
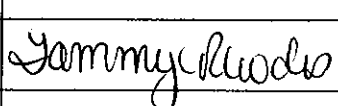
Week	Date	Topic	Reading Assignment	Assignments
1		Course Introduction	Syllabus	
1				
1				
2				
2				
2				
3				
3				
3				
4				
4				
4				
5				
5				
5				
6				
6				
6				
7				
7				
7				
8				
8				
8				
9				
9				
9				
10				
10				
10				
11				
11				
11				
12				
12				
12				
13				
13				
13				
14				
14				
14				
15				
15				
15				
16				
16				
16				
		Reading Day		
		Finals Week	Finals Week	Finals Week

Learning Outcome	Reading Chapters	Evidence
Recognize how to prepare a budget. (7.05.01)	13, 14, 15, 16, 17	Examination Answers
Prepare budget for areas of responsibility. (7.05.02)	13, 14, 15, 16, 17	Assignment
Recognize how to forecast revenue and expenses. (7.05.01)	7, 8, 9	Examination Answers
Forecast revenue and expenses for areas of responsibility. (7.05.02)	7, 8, 9	Assignment
Recognize how to provide input concerning capital improvements. (7.05.01)	16	Examination Answers
Provide input concerning capital improvements. (7.05.02)	16	Assignment
Recognize how to pursue alternate sources of funding. (7.05.01)	9, 10, 11, 12	Examination Answers
Pursue alternate sources of funding. (7.05.02)	9, 10, 11, 12	Assignment
Recognize how to prepare financial reports. (7.05.01)	18	Examination Answers
Prepare financial reports. (7.05.02)	18	Assignment
Recognize how to provide input for capital improvements program. (7.05.01)	16	Examination Answers
Provide input for capital improvements program. 7.05.02)	16	Assignment

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: Sept 25, 2009

Title	Signature	Date
Person Initiating Proposal Theresa Herrick		9-25-09
Department Head Cathi McMahan		9/25/09
Dean Willy Hoefler		10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes		10/2/09
Vice President for Academic Affairs John Watson		

Course Subject: Landscape Planning	Course Number: RP 2013
Cross-listed with Subject:	Course Number:
Official Title Landscape Planning and Design	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-11	

Course Number (Limited to 30 characters including spaces):		
RP 2013 Landscape Planning and Design		
Course Description: An introduction to the use of plants and other materials in the landscape planning process and environmental design.		
Cross-list:		
<input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite:		
Grading <input type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:	How much?	Type of Fee?
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change. The new title and course description more accurately fits the content of the course		
If this course will affect other departments a Departmental Support Form for each affected department must be attached.		

Arkansas Tech University

REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: 9/28/09

Title	Signature	Date
Person Initiating Proposal Cathi McMahan	Cathi McMahan	9/28/09
Department Head Cathi McMahan	Cathi McMahan	9/28/09
Dean Willy Hoefler	Willy Hoefler	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	Tammy Rhodes	10/2/09
Vice President for Academic Affairs John Watson		

Course Subject: Recreation and Park Administration	Course Number: RP 2133
Cross-listed with Subject: Hospitality Administration	Course Number: HA 2133
Official Title Introduction to Travel and Tourism	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

Course Number (Limited to 30 characters including spaces):

RP(HA)2133

Course Description:

The introduction to travel and tourism, its components and relationship to the recreation and 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.

Cross-list:

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

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

Prerequisite/Co-requisite:

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

Fee: **How much?** **Type of Fee?**

☐ Elective ☐ Major ☐ Minor

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

Please provide a rationale for the change.

The new description more accurately describes the content of the course.

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

Arkansas Tech University

REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: 9/29/09

Title	Signature	Date
Person Initiating Proposal Dr. Cathi McMahan	Cathi McMahan	9/29/09
Department Head Dr. Cathi McMahan	Cathi McMahan	9/29/09
Dean Dr. Willy Hoefler	Willy Hoefler	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	Tammy Rhodes	10/2/09
Vice President for Academic Affairs Dr. John Watson		

Course Subject: Recreation and Park Administration	Course Number: RP 3043
Cross-listed with Subject: HA	Course Number: 3043
Official Title Work Experience	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

Course Number (Limited to 30 characters including spaces):

RP 3043

Course Description:

By permission. Supervised field application of class skills and knowledge in Parks and Recreation work situations. Students are given the opportunity to take part in meaningful management and work experiences in actual work situations under the supervision of both university faculty and professionals in the field. Minimum of 100 clock hours of work experience is required.

Cross-list:

☐ Adding Cross-listing ☐ Changing Cross-listing ☒ Deleting Cross-listing

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

Prerequisite/Co-requisite:

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

Fee: How much? Type of Fee?

☐ Elective ☒ Major ☐ Minor

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

Please provide a rationale for the change.

Course is no longer cross listed with HA (HA/CUL course is now cross listed). Course description was changed to better suit the course.

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

Arkansas Tech University

REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Glen Bishop	<i>Glen Bishop</i>	9/29/09
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	9/29/09
Dean Dr. William Hoefler	<i>Wally Hoefler</i>	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10/21/09
Vice President for Academic Affairs Dr. John Watson		

Course Subject: RP	Course Number: 3063
Cross-listed with Subject:	Course Number:
Official Title Outdoor Education	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010—2009	

Course Number (Limited to 30 characters including spaces):

RP 3063

Course Description: An introduction to outdoor education foundations, methods, and practice. Preparation and planning for teaching in, about and for the outdoors. Leadership of outdoor education programs.

Cross-list:

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

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

Prerequisite/Co-requisite:

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

Fee: How much? Type of Fee?

☐ Elective ☒ Major ☐ Minor

If major or minor course, you must complete the Request for Program Change form. This requested form would merely repeat the information on this form. In the interest of saving paper and time let's wave the additional form. The only change being proposed is a modification of the course description for RP 3063. This change will not affect program schedules

Please provide a rationale for the change. Focus and content of the course has changed over the years. The course no longer emphasizes outdoor education in k-12 schools.

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

This change will have negligible effects on other departments.

Arkansas Tech University

REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Glen Bishop	<i>Glen Bishop</i>	9/29/09
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	9/29/09
Dean Dr. William Hoefler	<i>Will Hoefler</i>	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	10/2/09
Vice President for Academic Affairs Dr. John Watson		

Course Subject: RP	Course Number: 3063
Cross-listed with Subject:	Course Number:
Official Title Outdoor Education	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input checked="" type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010—2009	

Course Number (Limited to 30 characters including spaces):		
RP 3063		
Course Description: An introduction to outdoor education foundations, methods, and practice. Preparation and planning for teaching in, about and for the outdoors. Leadership of outdoor education programs.		
Cross-list:		
<input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite:		
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:	How much?	Type of Fee?
\$25.00 for transportation to outdoor education experience (5 th grade camp) and program supplies.		
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form. This requested form would merely repeat the information on this form. In the interest of saving paper and time let's wave the additional form. The only change being proposed is to implement a course fee for RP 3063. This change will not affect program schedules		
Please provide a rationale for the change. In recent years the department has struggled to find funds to transport students to 5 th grade camp and purchase supplies for use with the 5 th grade during camp. The purpose of the proposed fee is to provide funding for camp transportation and activities.		
If this course will affect other departments a Departmental Support Form for each affected department must be attached. This change will have negligible effects on other departments.		

Arkansas Tech University

REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Dr. Cathi McMahan	<i>Cathi McMahan</i>	9/29/09
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	9/29/09
Dean Dr. Willy Hoefler	<i>Willy Hoefler</i>	10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	10/2/09
Vice President for Academic Affairs Dr. John Watson		

Course Subject: Recreation and Park Administration	Course Number: RP 3503
Cross-listed with Subject:	Course Number:
Official Title Recreational Sport Management	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

Course Number (Limited to 30 characters including spaces):

RP 3503

Course Description:

An overview of recreational sport and event management in various settings. Topics include informal, intramural, club, extramural, instructional sports, and sporting events programming; values of recreational sports; administration and operation of recreational sports and sporting events; terminology and career opportunities in various sport settings.

Cross-list:

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

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

Prerequisite/Co-requisite:

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

Fee: How much? Type of Fee?

☐ Elective ☒ Major ☐ Minor

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

Please provide a rationale for the change.

Course description is now more suitable for the course (proper content).

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

SEP 30 2009

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Glen Bishop	<i>Glen Bishop</i>	9/9/09
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	9/10/09
Dean Dr. William Hoefler	<i>Wally Hoefler</i>	9-24-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	9/28/09
Vice President for Academic Affairs Dr. John Watson		

Course Subject: RP	Course Number: 3763
Cross-listed with Subject:	Course Number:
Official Title Introduction to Turfgrass Management	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

Course Number (Limited to 30 characters including spaces):		
RP 3763		
Course Description:		
Current description remains the same except delete Pre and Corequisites: Biol 2134 and CHEM 1114		
Cross-list:		
<input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite:		
Delete current pre and corequisites.		
Grading <input type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:	How much?	Type of Fee?
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change.		
Student numbers are not adequate to support pre and corequisite requirements.		
If this course will affect other departments a Departmental Support Form for each affected department must be attached.		
This change will have negligible impact on other departments.		

SEP 30 2009

**Arkansas Tech University
REQUEST FOR COURSE CHANGE**

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Glen Bishop	<i>Glen Bishop</i>	9/09/09
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	9/10/09
Dean Dr. William Hoefler	<i>Wally Hoefler</i>	9-24-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	9/28/09
Vice President for Academic Affairs Dr. John Watson		

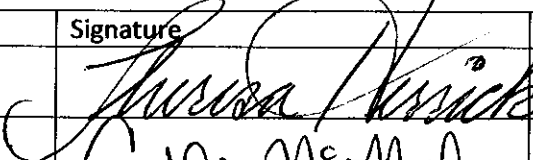
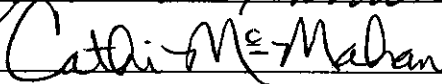
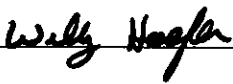
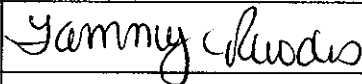
Course Subject: RP	Course Number: 3793
Cross-listed with Subject:	Course Number:
Official Title Turfgrass Pest Control	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

Course Number (Limited to 30 characters including spaces):		
RP 3793		
Course Description:		
Current description remains the same except delete Pre and Corequisites: RP 3763		
Cross-list:		
<input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite:		
Delete current pre and corequisite.		
Grading <input type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:	How much?	Type of Fee?
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change. Student numbers are not adequate to support pre and corequisite requirements.		
If this course will affect other departments a Departmental Support Form for each affected department must be attached. This change will have negligible impact on other departments.		

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: Sept 25, 2009

Title	Signature	Date
Person Initiating Proposal Theresa Herrick		9-25-09
Department Head Cathi McMahan		9/25/09
Dean Willy Hoefler		10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes		10/2/09
Vice President for Academic Affairs John Watson		

Course Subject: Administration	Course Number: RP 4013
Cross-listed with Subject:	Course Number:
Official Title Recreation and Park Administration	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-11	

Course Number (Limited to 30 characters including spaces):

RP 4013

Course Description: Prerequisite: Six hours of RP courses. A study of the administrative process of planning, organizing, staffing, directing, evaluating, budgeting, and coordinating of recreation and park agencies.

Cross-list:

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

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

Prerequisite/Co-requisite:

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

Fee: How much? Type of Fee?

☐ Elective ☐ Major ☐ Minor

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

Please provide a rationale for the change.

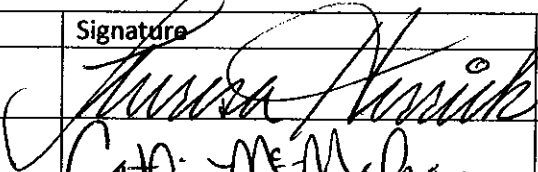
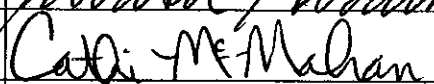
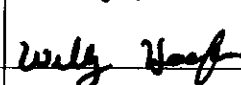
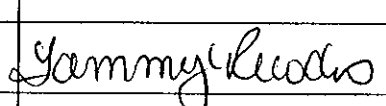
The new description more accurately describes the content of the course.

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

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: 9/25/09

Title	Signature	Date
Person Initiating Proposal Theresa Herrick		9-25-09
Department Head Cathi McMahan		9/25/09
Dean Willy Hoefler		10-8-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes		10/2/09
Vice President for Academic Affairs John Watson		

Course Subject: Research Methods	Course Number: RP 4023
Cross-listed with Subject:	Course Number:
Official Title Research Methods	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-11	

Course Number (Limited to 30 characters including spaces):

RP 4023

Course Description: Prerequisite: Twelve hours of RP courses. An introduction to the spirit and theory of research including the scientific method and its application to the recreation and parks profession.

Cross-list:

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

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

Prerequisite/Co-requisite:

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

Fee: How much? Type of Fee?

☐ Elective ☐ Major ☐ Minor

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

Please provide a rationale for the change.

The new description more accurately fits the content of the course.

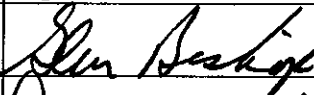
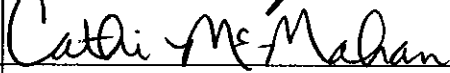
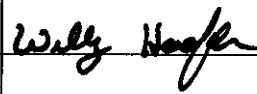
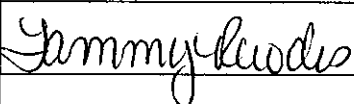
If this course will affect other departments a Departmental Support Form for each affected department must be attached.

SEP 30 2009

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Glen Bishop		09/09/09
Department Head Dr. Cathi McMahan		9/10/09
Dean Dr. William Hoefler		9-24-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes		9/28/09
Vice President for Academic Affairs Dr. John Watson		

Course Subject: RP	Course Number: 4753
Cross-listed with Subject:	Course Number:
Official Title Sports Field Management and Design	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

Course Number (Limited to 30 characters including spaces):		
RP 4753		
Course Description:		
Current description remains the same except delete Pre or Corequisites: RP 3034, 3763, and 3793 or permission.		
Cross-list:		
<input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite:		
Delete current pre and corequisites.		
Grading <input type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:	How much?	Type of Fee?
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change. Student numbers are not adequate to support pre and corequisite requirements.		
If this course will affect other departments a Departmental Support Form for each affected department must be attached.		
This change will have negligible impact on other departments.		

SEP 30 2009

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Glen Bishop	<i>Glen Bishop</i>	09/09/09
Department Head Dr. Cathi McMahan	<i>Cathi McMahan</i>	9/10/09
Dean Dr. William Hoefler	<i>Wally Hoefler</i>	9-24-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes	<i>Tammy Rhodes</i>	9/28/09
Vice President for Academic Affairs Dr. John Watson		

Course Subject: RP	Course Number: 4763
Cross-listed with Subject:	Course Number:
Official Title Golf Course Operations and Design	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-2011	

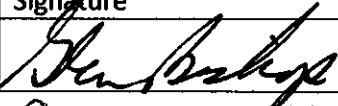
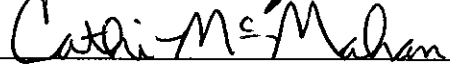
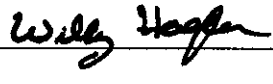
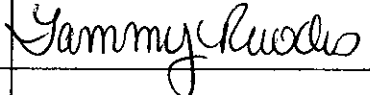
Course Number (Limited to 30 characters including spaces):		
RP 4763		
Course Description:		
Current description remains the same except delete Pre or Corequisites: RP 3034, 3763, and 3793.		
Cross-list:		
<input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
Prerequisite/Co-requisite:		
Delete current pre and corequisites.		
Grading <input type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
Fee:	How much?	Type of Fee?
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.		
Please provide a rationale for the change.		
Student numbers are not adequate to support pre and corequisite requirements.		
If this course will affect other departments a Departmental Support Form for each affected department must be attached.		
This change will have negligible impact on other departments.		

AUG 25 2009

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

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal Glen Bishop		8/17/2009
Department Head Dr. Cathi McMahan		8/19/09
Dean Dr. William Hoefler, Jr.		8-21-09
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes		9/3/09
Vice President for Academic Affairs Dr. John Watson		

Program Title: Turf Management	Effective Date: Spring 2010
Detail change in program: Delete AGEG 3003 and AGSS 3033 as required courses. Add six hours approved electives.	
Please provide a rationale for the change. AGEG 3003 and AGSS 3033 are no longer offered on a regular basis.	
What impact will the change have on staffing, on other programs and space allocation? None.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. No other departments will be affected by this change.	

AUG 26 2009

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: Delete: Total Hours:	Senior Spring Semester Add/Change: 6 hours approved electives Delete: AGE 3003; AGSS 3033 Total Hours: 13

AUG 25 2009

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 <u>124</u>	

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: September 23, 2009

Title:	Signature	Date
Person Initiating Proposal David J. Eshelman	<i>David J. Eshelman</i>	9-23-09
Department Head Donna R. Vocate	<i>Donna R. Vocate</i>	9/23/09
Dean Thomas A. DeBlack	<i>Tom DeBlack</i>	9/23/09
Teacher Education Council (if applicable) N/A		
Graduate Council (if applicable) N/A		
Registrar Tammy Rhodes	<i>Tammy Rhodes</i>	9/29/09
Vice President for Academic Affairs John Watson		

Course Subject: Speech	Course Number: 3163
Cross-listed with Subject: N/A	Course Number: N/A
Official Title (Limited to 30 characters including spaces): Writing for Performance	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2010-2011	How frequently will course be offered? Once every 1-2 years
Is this course repeatable? Y <input checked="" type="radio"/> N <input type="radio"/> How many times? <div style="text-align: center;">N/A</div>	
Does this course require a fee? No	How much? N/A
	Type of fee? N/A

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: None	Co-requisites: None
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> Course subject, number and title Catalog course description Course goals and/or objectives Course outline Methods of student performance assessment and evaluation Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No special resources.	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No special classroom.	
How does this proposal support the University Mission? Courses in dramatic writing serve to increase the scholastic development of our students by teaching them how to use an aesthetic form to communicate complex ideas through the medium of performance. Such a course serves a diverse population of students by improving writing, performance, and basic self-expression skills.	
What assessment information is being used to support this proposal? Assessment to date has indicated that STJ needs more upper-level writing coursework.	
How will the effect of the change be monitored? Plays and performances from the Writing for Performance class will be presented at public readings/showcases/productions. Since dramatic writing is intended for a general audience---not just an academic one---the public showings will be a way for the student participants to share their work with others and for a general audience to experience the work of the students. Venues for the plays/performances already exist at the university through the Arkansas Radio Theatre, the River Valley Play Series, the Evenings of Oral Interpretation, and the ATU Forensics Team.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. Writing for Performance has much to offer to a variety of students. Since they will be called upon to teach both forensics and theatre, the course is of special interest to Speech Education majors. An understanding of performance writing will enable aspiring teachers to use creative dramatics and group devising in the classroom. Speech Ed majors will leave the course with the skills needed to create custom-made plays for their student populations; they will also leave with the skills necessary to lead	

student playwriting projects. The course will also appeal to Theatre students, who will learn create the scripts that they themselves would like to perform, direct, or design. Students studying Public Relations will find the course useful should they pursue careers that demand script writing, such as television commercial writing.

Writing for Performance is a perfect course for the Department of Speech, Theatre, & Journalism because of the special training/experience of the faculty in the specific area of performance writing. Also, since plays and monodramas are meant to be performed, collaboration with the Theatre Program will give rise to valuable performance opportunities for new pieces. Also, the STJ Department already houses several unique programs which feature new dramatic writing---programs such as the River Valley Play Series (a new play reading series) and the Arkansas Radio Theatre (performance of radio scripts). Through these programs, students in Writing for Performance will have a variety of possible venues for their work: dramatic writing in this course, then, can lead to the very practical application of public performance and a polishing of delivery skills.

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

This course will not affect any other department.

SPEECH 3163: WRITING FOR PERFORMANCE

Dr. David J. Eshelman

E-mail: deshelman@atu.edu
Office: 1209 N. Fargo Ave., T1-D **Office phone:** 498-6058
Office hours: MW 8-9 a.m., MWF 12-12:50 p.m., TR 10-10:50 a.m., TR
12:30-2 p.m., and by appointment

Catalog Description: Students will learn to communicate orally through the medium of aesthetic texts such as monologues and plays. This course teaches skills necessary to all forms of dramatic writing, with emphasis on plot structure, character development, and dialogue.

Course Objectives

- To understand the process of writing for performance and how such writing differs from other genres
- To demonstrate knowledge of the importance of dramatic structure
- To communicate ideas effectively through performance
- To practice those performance skills necessary to the playwright, to gain a rudimentary knowledge of the work of the actor, director, designer
- To learn how to critique work intended for the stage
- To create short plays and monodramas that are ready to be staged, produced, performed

Textbooks:

Albee, Edward. "The American Dream."

Catron, Louis E. *Playwriting: Writing, Producing, and Selling Your Play.*

Catron, Louis E. *The Power of One: The Solo Play for Playwrights, Actors, and Directors.*

Other handouts to be provided in class.

Grading

Ten-minute play	150 points
Ten-minute monodrama	150 points
1 st draft of longer play/monodrama	100 points
Final play/monodrama project	200 points
Written exercises and quizzes	150 points
Exam	150 points
Participation	100 points

Your grade will be computed out of a possible 1000 points.

1000-900 = A ; 899-800 = B ; 799-700 = C ; 699-600 = D ; 599 and under = F

Quizzes

Quizzes (both announced and unannounced) will be given frequently to test your knowledge/reading of the material. If missed, they cannot be made up.

Exam

The exam will be cumulative, covering the readings for class, along with any additional notes. Missed exams cannot be made up.

Course Calendar

WEEK ONE:	Overview Playwriting Preliminaries Read <i>Playwriting</i> 11-17 and 19-26; ten-minute plays (handout)
WEEK TWO:	More Playwriting Preliminaries (and Credo) Conflict Read <i>Playwriting</i> 31-35, 56-60, 103-07, 163-82; ten-minute plays (handout) DUE: Play without Words

- WEEK THREE: Plot
Workshopping Techniques
Script Format
Read script format handout
Read *Playwriting* 229-34
DUE: Conflict Scene
DUE: Play Idea Worksheet
- WEEK FOUR: Plot
Workshop Ten-Minute Plays
Read *Playwriting* 97-98 and 109-22
DUE: Mini-Play
DUE: First Drafts of Ten-Minute Plays
- WEEK FIVE: Workshop Ten-Minute Plays
DUE: Read *Power of One* 1-13, 19-33, 44-48
- WEEK SIX: Intro to Monodramas
Types of Monodramas
Read *Power of One* 34-44, handout
DUE: FINAL DRAFTS OF TEN-MINUTE PLAYS
DUE: Mini-monodrama (self)
- WEEK SEVEN: Character Objective
Read *Power of One* 118-40
DUE: Mini-monodrama (strong character)
- WEEK EIGHT: Conflict (French Scene Outlines in class)
Workshop Ten-Minute Monodramas
Read *Power of One* 153-75
DUE: First Drafts of Ten-Minute Monodramas
- WEEK NINE: Workshop Ten-Minute Monodramas
DUE: Read *Playwriting* 64-72, 77-82, 195-217
- WEEK TEN: Discussion of Final Project
Read "The American Dream" (Albee)
DUE: FINAL DRAFTS OF TEN-MINUTE MONODRAMAS
- WEEK ELEVEN: Discussion of Exam
EXAM
DUE: French Scene Outline for Final Piece
- WEEK TWELVE: Workshop First Drafts of Final Pieces
- WEEK THIRTEEN: Workshop First Drafts of Final Pieces

RECEIVED SEP 25 2009

WEEK FOURTEEN: Workshop First Drafts of Final Pieces

WEEK FIFTEEN: Workshop First Drafts of Final Pieces

FINAL PLAY/MONODRAMAS will be due during the exam period, according to the university schedule. At this time, students will also present a brief sample of their best written work from the semester.

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Jan Jenkins, Univ. Hums</i>	<i>[Signature]</i>	<i>10/8/09</i>
Department Head <i>Dr. Charles Gagen</i>	<i>Charles Gagen</i>	<i>10/12/09</i>
Dean <i>Dr. Richard Choon</i>	<i>[Signature]</i>	<i>10/12/09</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Tammy Rhodes</i>	<i>Tammy Rhodes</i>	<i>10/13/09</i>
Vice President for Academic Affairs <i>Dr. John Watson</i>		

Course Subject: <i>Hums Zoology</i>	<i>(B10L)</i>	Course Number: <i>2144</i>
Cross-listed with Subject:		Course Number:
Official Title (Limited to 30 characters including spaces): <i>Hums Zoology</i>		
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other		
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>Spring odd years</i>	
Is this course repeatable? <input checked="" type="checkbox"/> Y <input type="checkbox"/> N How many times?		
Does this course require a fee? <i>yes</i>	How much? <i>\$10.00</i>	Type of fee? <i>Lab</i>

Same as Gen Ed Biol courses

Supported Sen Ed Com 10/30/09

☒ Elective ☐ Major ☐ Minor

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

Prerequisites: *Admission to the Univ
Hons program or permission
of the instructor*

Co-requisites:

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

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

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

No

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

Classroom and laboratory

How does this proposal support the University Mission?

*This proposal will support the continuing development
of the University Hons program.*

What assessment information is being used to support this proposal?

*General Education Assessment criteria; University
Hons Assessment Criteria.*

How will the effect of the change be monitored?

*By the Head of the Biology Department and the
Director of University Hons.*

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

*Creating a Zoology course for Hons students will
allow the Hons designation to appear on transcripts.*

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

Honors Zoology – Proposed Course Syllabus

BIOL 2144

Spring Odd Years

Arkansas Tech University

Instructor: Dr. Eric C. Lovely (room MCE 19, 498-6077, eric.lovely@atu.edu)

Office hours: M W F 10:00-11:00, W F 3:00-5:00, Tues 10:00-11:00 and 1:00-5:00

Catalog Description

Prerequisite: Admission to the Tech Honors Program or permission of the instructor. An honors course which includes a survey of the major animal phyla: morphology, physiology, and natural history. The presentation will foster rational inquiry, critical thinking, and analytical skills in general and specifically toward discussions of evolution and associated implications for world views. Duplicate credit for BIOL 2124 and 2144 will not be allowed. Lecture 3 hours & lab 2 hours.

Required Texts

- 1) Cleveland P. Hickman, Jr., Larry S. Roberts, Allan Larson, and Helen I'Anson. 2004. *Integrated Principles of Zoology: 13th Edition*
- 2) Lovely and Tedford. 2006. *Principles of Zoology Laboratory Workbook*

Bibliography

- 3) Chiras, D.D. 1994. *Study Skills for Science Students* (on reserve in library)
- 4) Digital Zoology CD-ROM (on reserve in library)

Justification/Rationale

This course is required for students majoring in biology or fisheries and wildlife science and it serves a general education science selection for other majors. It provides familiarity with a broad spectrum of zoological terms and concepts to serve as a foundation for students pursuing more advanced biological and especially zoological courses. The emphasis is on evolutionary relationships among animals and form and function of vertebrate systems.

Course Objectives

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

1. Outline major stages in embryonic development including germ layers and coelom formation.
2. Categorize five major groups of vertebrate tissue and describe their structure.
3. Use specific examples in many animal phyla to describe the evolutionary development of more complex digestive systems in the kingdom Animalia.
4. Draw and label cross-sectional and longitudinal structure of the vertebrate digestive system.
5. List digestive enzymes, their sources, and functions.
6. Outline the general structure and function of the excretory system for vertebrates from nephron to urethra.
7. Use specific examples in many animal phyla to describe the evolutionary development of more complex excretory and osmoregulatory systems in the kingdom Animalia.
8. Use specific examples in many animal phyla to describe the evolutionary development of a variety of respiratory systems exhibited by members of the kingdom Animalia.
9. Use specific examples in many animal phyla to describe the evolutionary development of more complex circulatory systems in the kingdom Animalia.
10. Outline the general structure and function of the vertebrate circulatory systems (2, 3, and 4 chamber hearts).
11. Draw and label the skeletal system of vertebrates and list major functions.
12. Explain the nature of nerve impulses and identify the structure and function of sensory organs.
13. Use specific examples in many animal phyla to describe the evolutionary development of more complex nervous/sensory systems in the kingdom Animalia.
14. List hormones and their actions for the major endocrine organs.
15. Explain the roles of FSH, LH, estrogen, and progesterone in the female reproductive cycle.
16. Use specific examples in many animal phyla to outline the diversity of reproductive systems in the kingdom Animalia.
17. Identify the evolutionary novelty(ies) which contributed most the success of each of the animal phyla covered, to include Porifera, Cnidaria, Platyhelminthes, Nematoda, Mollusca, Annelida, Arthropoda, Echinodermata, and Chordata.
18. Use specific examples in many animal phyla to outline the wide diversity of feeding strategies in the kingdom Animalia.
19. Provide the phylum and common name for specimens that represent the wide diversity found in kingdom Animalia.
20. Use specific structural characteristics to distinguish among all extant vertebrate classes and explain evolutionary relationships.
21. Show the relevance of the Hardy-Weinberg principle to evolution.
22. Show the relevance of natural selection to speciation.
23. Understand the scientific method, and be able to cite characteristics that distinguish scientific explanations and theories from religious and philosophical beliefs.

Meeting these objectives will enable students who earn degrees at Arkansas Tech University to better comprehend the basic principles, philosophy, and methodology of science and the influence of science on society. Upon successful completion of this course will also enhance the listening, reading, and writing skills of students and improve their competence in reasoning and handling abstract ideas.

Course Grading and Letter Grade Criteria

Exams (2 of 3)	50%
Laboratory performance	25%
Cumulative final exam	25%
	100%

The normal grading scale is applicable to this course with the instructor reserving the right to lower the scale when the final grades are assigned. However, the grading scale will not be raised when final grades are assigned. I do not use plus or minus grades.

A: Excellent work 90.0% and above

B: Good work 80.0% to 89.99%

C: Acceptable or Average 70.0% to 79.99%

D: Marginal work 60.0% to 69.99%

A student with less than a 60.0% average will fail the course.

Essays will be graded on a 5 point scale;

0: Blank or completely incorrect. Your written work does not address the question asked

1: Some relevant information with significant errors, flaws, or omissions. Your answer is on the right track but is underdeveloped in terms of explanations and use of appropriate vocabulary

2: Relevant but incomplete with errors. Your description is fairly complete; however the reader may still be able to ask you "how" or "why" at least once. Not enough appropriate vocabulary has been incorporated in your answer.

3: Correct but incomplete, or complete with errors. Your description is fairly complete; however the reader may still be able to ask you "how" or "why" at least once. Appropriate vocabulary has been incorporated in your answer.

4: Correct and complete but lacking insight. You have submitted a full and complete description. The reader has no more "how" or "why" questions and all appropriate vocabulary have been included.

5: Insightful and completely correct. You have submitted a full and complete description. The reader has no more "how" or "why" questions and all appropriate vocabulary have been included.

Two of the three in class exams will count (lowest score is dropped). The exams are designed to test the student's knowledge and understanding of materials from lectures, discussion, in and out of class exercises and labs, homework, text, and readings/handouts. There will be no make-up exams. Students are responsible for all homework, activities, tests, and readings. The final exam will only be given on the specified date during finals week. It will be cumulative and significantly longer than in class exams.

This is an Honors Course

This is an honors course which will include the same course content as BIOL 2124. It is not designed to be more difficult; however, in keeping with the Honors Program goals, it should provide the "challenging atmosphere of small, innovative Honors classes specially designed to foster rational inquiry, critical thinking, and analytical skills".

Differences between this course and Principles of Zoology (BIOL 2124) include the following:

- 1) Additional time will be spent in discussion of evolution. While evolution is not controversial among biologists, it is often viewed as controversial among the general public. We will take more time to discuss this issue and the implications of world views than in BIOL 2124.
- 2) Exams will include multiple choice questions and essays just as in BIOL 2124; however, most exams will include additional essays designed to give students an opportunity to express critical thinking and analytical skills.

Due to the increased emphasis on discussions and because coverage includes all the course content in BIOL 2124, students may be asked to master more exam material outside of the lectures and labs. For example, reading the textbook is not only suggested, but required. Students are also expected to study the PowerPoint lectures entirely even if they are not reviewed completely during class time.

Policies: Attendance, Cheating and Plagiarism

Students are expected to have read, thought about, and taken notes on each reading before the dates outlined. Procrastination will quickly result in overwhelming reading loads. Don't put off what can be read today! Extensions must be prearranged and cleared by the instructor in advance.

Attendance is required. It is the policy of Arkansas Tech University that "regular class attendance is considered essential if students are to receive maximum benefit from any course. Control of class attendance is vested in the teacher, who has the responsibility of defining early in each course his/her standards and procedures." (see relevant sections of the Undergraduate Catalog). The policy in this course is that if a student accumulates unjustifiable absences equal to or greater than 10% of the scheduled class days, the student will be dropped from the course by the instructor with a grade of F.

Cheating - Any student found guilty of giving and/or receiving any information to/from other students during examinations (quiz, hour exam, laboratory exam, or final exam) will earn a zero grade on that examination. A student found guilty of two such offenses will be dropped from the course with a grade of F.

Plagiarism - A written work, idea, passage or plot that is copied or closely paraphrased from any source and that is included on any instrument submitted by the student to satisfy a course assignment must have the source referenced. Not to do so constitutes plagiarism and will earn the student a zero grade on that assignment.

If you have any questions or concerns about your academic performance at any time throughout the semester do not hesitate to contact me. The course web page can be found at <http://eric-lovely.pageout.net>

Each and every person in the class, including your peers and instructor has the right to be treated with respect. Because we will be engaging in lively discussions and working in groups, we must all be responsible for creating an environment in which cooperation and listening to one another is paramount. For the course to be successful, your attendance and participation in all activities is required. Disrespectful behavior will result in being asked to leave the room. In addition, you must come prepared for each class session, with assigned readings completed!

The Americans with Disabilities Act of 1992 mandates the elimination of discrimination against persons with disabilities. If you need course adaptations or accommodations because of a disability please contact me within the first two weeks of class.

How to do well:

- 1) Read the text before lectures!
- 2) Take good notes; even if I'm not writing things down you probably should be!
- 3) Read the text after lectures!
- 4) Read the text; some concepts not covered extensively in lecture will become clearer.
- 5) Learn the vocabulary; this will help you understand many of the concepts, there is a glossary in the back of your text.
- 6) Read the chapter reviews and summaries; if you don't understand them, go back and reread the section you don't understand. If you still have a problem - SEE ME or a tutor.
- 7) You must understand that there is no easy or simple way to learn all of the material in this course; it takes effort!
- 8) Plan your schedule, don't let deadlines and "emergencies" run your life; set up times that you can spend on each course, for hobbies, social events, etc.; take control of your time, plan ahead!

What grade should you expect?

Grades reflect both effort and achievement, not effort alone.

The "A" Student is an outstanding student

Attendance - "A" students have virtually perfect attendance. Their commitment to the class resembles that of the teacher.

Preparation - "A" students are prepared for class. They always read the assignment. Their attention to detail is such that they occasionally catch the teacher in a mistake.

Curiosity - "A" students show interest in the class and in the subject. They look up or dig out what they don't understand. They often ask interesting questions or make thoughtful comments.

Retention - "A" students have retentive minds. They are able to connect past learning with the present. They bring a background to the class (For this class that means that they have had a good biology course within the past 5 to 8 years, and did well in that class).

Attitude - "A" students have a winning attitude. They have both the determination and the self-discipline necessary for success. They show initiative. They do things they have not been told to do.

Talent - "A" students have something special. It may be exceptional intelligence and insight. It may be unusual creativity, organizational skills, commitment - or a combination thereof. These gifts are evident to the teacher and usually to the other students as well.

Results - "A" students make high grades on tests - usually the highest in the class. Their work is a pleasure to grade. "A" students typically do not work more than 20 hours per week, are not usually fatigued, and know how to plan their time.

The "C" student is an average or typical student

Attendance - "C" students miss class frequently. They put other priorities ahead of their academic work. In some cases, their health or constant fatigue renders them physically unable to keep up with the demands of high-level performance.

Preparation - "C" students prepare their assignments consistently but in a perfunctory manner. Their work may be sloppy or careless. At time, it is incomplete, done last minute, or late.

Attitude - "C" students are not visibly committed to the class. They participate without enthusiasm. Their body language often expresses boredom.

Talent - "C" students vary enormously in talent. Some have exceptional ability but show undeniable signs of poor self-management or bad attitudes. Others are diligent but simply average in academic ability.

Results - "C" students obtain mediocre or inconsistent results on tests. They have some concept of what is going on but clearly have not mastered the material.

The average student is expected to put in two hours out of class for every hour of class; If you are a weak student you may have to put in substantially more. That means that during a semester, the average student taking a load of 15 hours is expected to put in 45 hours per week for coursework. If a student cannot put in this time because he or she is working full-time or have other responsibilities, the average student can expect a grade of less than a C.

Parts of this are from Williams, J. H. 1994. "The Teaching Professor" Volume 7(7)

Important Dates

Jan 16 Classes begin
 Mar 26 through April 1 Spring Break
 Apr 20 Last day to drop with a W
 May 3 Last day of classes
 May 4 Reading day
 May 7-11 **Finals week**

Tentative Schedule For Honors Zoology

Week	Date		Reading
1	Jan 17	Course Orientation and Evidence of Evolution	
	19	Microevolution / Macroevolution	Chapter 1
2	22	Homology	Chapter 6
	24	Phylogeny and Classification	Chapter 10
	26	Kingdom Protista- Unicellular organisms	Chapter 11
3	29	Protozoa continued	
	31	Porifera	Chapter 12
	Feb 2	Porifera continued and Cnidaria	Chapter 13
4	5	Cnidaria continued	
	7	Cnidaria continued and Review	
	9	Exam I	
5	12	Platyhelminthes and other Acoelomates	Chapter 14
	14	Platyhelminthes continued	
	16	Platyhelminthes continued	
6	19	Psuedocoelomates	Chapter 15
	21	Psuedocoelomates continued	
	23	Nematodes	
7	26	Mollusca	Chapter 16
	28	Mollusca continued	
	March 2	Annelida	Chapter 17
8	5	Annelida continued	
	7	Exam II	
	9	Arthropoda I - Chelicerates	Chapter 18
9	12	Arthropoda II - Crustacea	Chapter 19
	14	Arthropoda III - Insecta & Myriapoda	Chapter 20
	16	Arthropoda IV - Insecta & Myriapoda continued	
10	19	Lophophorates -- animals of uncertain relationship	Chapter 21
	21	Echinodermata	Chapter 22
	23	Non-vertebrate Chordates	Chapter 23
11	April 2	Non-vertebrate Chordates	
	4	Fish and Amphibians	Chapters 24, 25
	6	"Reptiles" and Birds	Chapter 26, 27
12	9	Mammals and Review	Chapter 28
	11	Exam III	
	13	Integumentary and Skeletal Systems	Chapter 29
13	16	Muscles, Digestion, & Nutrition	Chapter 32
	18	Respiration and Circulatory System	Chapter 31
	20	Excretory System	Chapter 30
14	23	Osmotic Regulation	
	25	Nervous System	Chapter 33
	27	Sensory Systems and Chemical Coordination	Chapter 34
15	30	Reproduction	Chapter 7
	May 2	Development	Chapter 8
	4	Reading Day	
	Finals May 7-11	FINAL EXAM As of the writing of this schedule the Final Exam Date was unavailable. It will be published on the registrar's page of the ATU web pages when it is determined.	

Honors Zoology, BIOL 2144
Tentative Schedule of Laboratory Topics

Week	Date	Topic	Reading
1	Jan 19	Animal Architecture and Classification	Chapter 9, 10
2	26	Porifera & Cnidaria	Chapters 12, 13
3	Feb 1	Platyhelminthes & Pseudocoelomates	Chapters 14, 15
4	8	Mollusca	Chapter 16
5	15	Annelida	Chapter 17
6	22	Arthropoda	Chapters 18, 19, 20
7	March 1	Echinodermata and Protochordates	Chapter 22, 23
8	8	Chordata I – Non-amniote Vertebrates	Chapters 24, 25
9	15	Chordata II– Amniote Vertebrates	Chapters 26, 27, 28
10	22	Mammalian External Landmarks, Skeletal & Muscular Systems	Chapter 29
11	April 5	Mammalian Digestive System & Accessory Organs	Chapter 32
12	12	Mammalian Respiratory System & Heart	Chapter 31
13	19	Mammalian Circulatory System	
14	26	Mammalian Excretory & Reproductive Systems	Chapters 30, 7, 8
15	May 3	Mammalian Nervous System & Special Senses	Chapter 33

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Jan Jenkins, Univ. Hums</i>	<i>[Signature]</i>	<i>10/9/09</i>
Department Head <i>Dr. Pam Carr</i>	<i>[Signature]</i>	<i>10/12/09</i>
Dean <i>Dr. Tom Tyler</i>	<i>[Signature]</i>	<i>10/13/09</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Tammy Charles</i>	<i>Tammy Charles</i>	<i>10/13/09</i>
Vice President for Academic Affairs <i>Dr. John Watson</i>		

Course Subject: <i>Hums Principles of Economics I</i>	Course Number: <i>2103</i>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <i>Hums Principles of Economics I</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>every year (Fall)</i>
Is this course repeatable? <i>Y</i> / <input checked="" type="radio"/> <i>N</i> How many times?	
Does this course require a fee? <i>No</i>	How much? Type of fee?

Supported by Sen Ed Com 18/38/09

☒ Elective ☐ Major ☐ Minor

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

Prerequisites: *Admission to University* Co-requisites:

Honors or permission of Honors Director

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

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

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

None

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

No

How does this proposal support the University Mission?

This proposal will support the continuing development of the University Honors program.

What assessment information is being used to support this proposal?

Assessment criteria for General Education; criteria for Univ. Honors assessment.

How will the effect of the change be monitored?

By the Head of Accounting and Learning and the Director of University Honors.

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

Creation of an Honors Principles of Learning I will allow the Honors designation to appear on transcripts.

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

2103
ECON 2003 HO1
Principles of Economics I
Fall 2008

Course Description:

Macroeconomic analysis of output, income, employment, price level, and business fluctuations, including the monetary system, fiscal and monetary economics, and international economics.

Prerequisites:

None

Instructor Information:

Name: Richard S. Smith

Office: Corley 223

Phone: 968-0613

Office Hours: 10:00-11:00 MWF
1:30-3:30 MW
11:00-12:00 TR
2:30-3:30 TR
and by appointment

E-Mail: rsmith@atu.edu

Textbook and Instructional Materials:

Required: McConnell, Campbell R. and Brue, Stanley L., Economics, seventeenth edition, 2007, McGraw-Hill Higher Education.

Recommended: Walsted, William B., Study Guide to accompany McConnell and Brue, Economics, seventeenth edition, McGraw-Hill Higher Education.

Course Justification:

The course provides students with the tools of economic thinking and foundation knowledge of macroeconomic concepts, theories and institutions.

General Education Objectives Met by Course:

The course provides students with a background for recognizing the interdependent nature of the global economic system and the development and ongoing evolution of the American economic system.

Course Objectives:

1. To understand the basic economic concept of scarcity and its relationship to resource allocation and the market economy.
2. To understand the nature and causes of unemployment and inflation, the two basic macroeconomic problems.
3. To understand, measure, and evaluate the major components of a macroeconomic system - households, business, government, and the foreign sector.
4. To understand the basic function of the U.S. monetary system and its relationship to the level of real output and inflation.
5. To gain the ability to objectively evaluate economic proposals.

Course Content:

See attached calendar.

Examinations and Evaluation:

The grading system will incorporate a curve, both for individual exams and for the final course grade. Exams will be multiple choice or true-false. The ability to solve mathematical problems graphically and algebraically will be necessary.

The component grade weights will be as follows:

1. Pop quizzes	16.67%
2. 3 midterms @ 16.67% each	50.00%
3. Comprehensive final exam	<u>33.33%</u>
Total	100.00%

Class Policies and Procedures:

A seating chart will be used for attendance purposes and in order for me to learn your names more quickly. Please choose the seat you wish to keep for the semester at the second class meeting.

Regular attendance is expected. Individuals with irregular attendance will not receive the intended benefits of the course and their final grade will almost certainly reflect this. Extreme cases of absenteeism (i.e., more than 8 absences) may result in your being dropped from the class with a grade of "F".

If you must leave class early, please inform me before class. Otherwise if you come to class, **you will be expected to remain for the entire class**. If you leave before the end of class, I will convert your highest quiz score to a "0". In the event that this occurs before you have taken any quizzes, you will receive a "0" on the next quiz you take. You may take restroom breaks as needed.

Teaching Methods:

Due to the larger class size and the introductory nature of the material, this will be primarily a lecture course supported by class questions and discussion. However, more emphasis will be placed on class discussion in this honors section, particularly regarding the economic ramifications of current events.

Oral/Written Communication:

Questions can be asked of the instructor in person or by e-mail. Class discussion will provide practice in oral communication skills. Little emphasis is placed on written communication skills in the course itself.

Library Use:

Economic issues are important to almost every facet of our lives. Consequently, much of the class discussion will involve current events. Information on these events may readily be gained by using the periodicals room at the library, by diligently watching the televised news, and by accessing the World Wide Web.

Required Computer Applications:

Computer usage is not required. However, computer literacy will open up many avenues for researching economic (and all other) issues.

Global Content:

It will be shown early in the course that economic relationships are universal rather than national in scope. International economic dependence and interdependence will be discussed at various points in the course.

Ethics Content:

Economic efficiency implicitly assumes the presence of ethical (but not necessarily equitable) behavior. It will be demonstrated that unethical behavior will result in a less-than-perfectly efficient allocation of society's scarce resources.

Diversity Content:

Diversity will be examined by exploring the degree and cause of relative economic standing of various demographic groups.

2103
Econ 2003
Principles of Economics I (Macroeconomics)
Fall 2009

Course Description:

This course includes macroeconomic analysis of output, income, employment, price level, and business fluctuations, including the monetary system, fiscal and monetary policy, and international economics.

Prerequisites:

Working knowledge of basic algebra.

Instructor:

Dr. Marc Fusaro
Office: 212 Corley Hall
Phone: 968-0688
e-mail: mfusaro@atu.edu

Office Hours: MWF 8:30 – 9:00
MWF 10:00 – 11:00
MWF 1:30 – 2:00
TR 8:30 – 9:30
TR 11:00 – 12:00

Text:

Mankiw, N. Gregory, *Principles of Economics*, 5th edition, South-Western Cengage Learning, 2009.

Course Justification:

The course provides students with the tools of economic thinking and a foundation in knowledge about economic concepts, theories, and institutions.

General Education Objectives Met by the Course:

The course provides students with a background for recognizing the interdependent nature of the global economic system and the development and change of the American economic system.

Evaluation:

Evaluations will be based on 3 midterm exams, a final exam, and unannounced quizzes. The final exam is **cumulative**. Also, bonus points are given for successful participation in various classroom games and for any student who brings a news article to class that illustrates class material. Each of the five components are normalized on a bell curve. Then letter grades are calculated from the weighted averages using the weights (percentages) provided below. Thus your grade will be determined based on your performance relative to your classmates.

	Weight	Date
Exam 1	15%	February 10
Exam 2	20%	March 26
Exam 3	15%	April 21
Final Exam	25%	May 7 11–1:30
Quizzes	25%	Periodically

Course Objectives:

1. To gain historical, theoretical, and practical knowledge about how a market system functions.
2. To demonstrate an understanding of a market system by applying knowledge to selected problems and policy issues.
3. To evaluate economic issues in a global context.
4. To improve thinking skills.

Class Policies and Procedures:

Attendance Class attendance is a critical part of the learning process. Consequently class attendance is expected unless you have a good excuse. I will take attendance each class at a time which is convenient to me. If you are not in class at that time you will be counted as absent.

Extra Credit There are *only* two ways to earn extra credit. The first is through participation in frequent classroom games. The second is to bring to class an article from a legitimate news source which is relevant to any topic covered in the class. You will be asked to summarize the article and explain why the article is relevant to course content.

Quizzes There will be ten in class quizzes. Each quiz consists of one multiple choice question and a problem from the chapter or class notes, usually where you show your answer on a graph. Because many quiz questions are taken from past exams reviewing quiz answers is crucial to success in the class.

Final Exam The final exam is optional for those students who have taken all of the quizzes (one excused missed quiz is allowed). For such students their two best exams replace the final exam. This is NOT AUTOMATIC; further conditions will be announced in class the last week of class.

Returned Exams and Quizzes In such a large class I make mistakes. Occasionally I fail to record a quiz or record the grade in error. If I fail to record your quiz grade and we discover a discrepancy you need to bring the quiz to me so I can fix my grade book. Therefore, it is your responsibility to keep your returned quizzes until the end of the semester. Further, if I return the quizzes and you do not get yours, it is your responsibility to inform me that your quiz is missing on the day I return the quizzes. After that it is too late.

Course Outline

0. Introduction

<u>Aug 19, 21, 24 & 26</u>	Introduction to Economics	Chs 1 & 2
<u>Apr 28, 31 & Sept 2, 4</u>	The Gains from Trade	Chs 3 & 9
<u>Sept 9, 11, 14 & 16</u>	Supply and Demand	Chs 4 & 33
<u>Sept 23</u>	First Exam covering Chapters 1, 2, 3, 4, 9 & 33	

I. Investing for the Future

<u>Sept 18, 21, 25 & 28</u>	Output and Employment	Chs 23 & 28
<u>Sept 30 & Oct 2, 5, 7</u>	Economic Growth	Ch 25
<u>Oct 9, 12, 14 & 16</u>	Investment and Savings	Ch 26
<u>Oct 23</u>	Second Exam covering Chapters 23, 25, 26 & 28	

II. Money & the Economy

<u>Oct 19, 21, 26 & 28</u>	Inflation	Ch 24
<u>Oct 30 & Nov 2, 4, 6</u>	The Monetary System	Ch 29
<u>Nov 9, 11, 13 & 16</u>	Monetary Policy & Inflation	Ch 30
<u>Nov 23</u>	Third Exam covering Chapters 24, 29, & 30	

III. The Government & the Economy

<u>Nov 18, 20, 30, Dec 2, 4</u>	Fiscal Policy	Ch 34 & (5 & 8)
---------------------------------	---------------	-----------------

Content Coverage:

Ethics Content: Integrated throughout the course, e.g., alternatives to price rationing (“scalping”, black market, etc.), monopolies, taxes, agency problems, medical and health care costs.

Global Content: Cover Chapters 3 (Interdependence and the Gains from Trade), 9 (Application: International Trade), 25 (Production and Growth). Integrated throughout the course, e.g., “FYI” and “In The News” throughout the book.

Political: Politics are discussed relative to their effects on taxes, interest rates, regulations, capital regulation, budget and trade deficit, risk, and international economics.

Legal/Regulatory: Regulatory bodies such as the SEC (Securities Exchange Commission), NYSE (New York Stock Exchange), and Fed (Federal Reserve Bank) are discussed. Different government effects on businesses and economics are covered.

Social: A major topic covered is the “agency problem” (or principal/agent problem) in economics and business.

Environmental: Discussion of pollution (for example) as a cost saving strategy in economics and business is offset by the loss of goodwill in the community/society. This is emphasized in international/ developing nations

Technological: Changes in economics and business due to changing technology are covered.

Demographic Diversity: The need to be open and adapt is mainly addressed in the “international” chapters.

Process Coverage:

Oral/Written Communications: Every exam has an essay question on current events. For extra credit, the student discusses a current event along with its economic, financial, and business implications.

Required Computer Applications: We make use of the WWW.

Library Use: Current events are discussed frequently.

Problem Solving: Every exam has a number of numerical problems, which must be solved. (These are all “word problems” rather than set-up calculations.)

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Jan Jenkins, Univ. Hums</i>	<i>[Signature]</i>	<i>10/8/09</i>
Department Head <i>Dr. Carl Brueker</i>	<i>Carl Brueker</i>	<i>10/12/09</i>
Dean <i>Dr. Tom DeBlack</i>	<i>Tom DeBlack</i>	<i>10/12/09</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Tammy Rhodes</i>	<i>Tammy Rhodes</i>	<i>10/13/09</i>
Vice President for Academic Affairs <i>Dr. John Watson</i>		

(ENGL)

Course Subject: <i>Hums World Literature</i>	Course Number: <i>2023</i>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <i>Hums World Literature</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>every other year (Spring odd years)</i>
Is this course repeatable? Y / <input checked="" type="radio"/> N How many times?	
Does this course require a fee? <i>No</i>	How much? Type of fee?

Supported Sen Ed Com 10/30/09

☒ Elective ☐ Major ☐ Minor

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

Prerequisites: *or permission of Honors director* Co-requisites:

Engl 1043 or equivalent

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

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

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

No

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

No

How does this proposal support the University Mission?

This proposal will support the continuing development of the University Honors program.

What assessment information is being used to support this proposal?

General Education Assessment criteria; University Honors Assessment Criteria

How will the effect of the change be monitored?

By the Head of the English Department and the Director of University Honors.

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

Creating an Honors World lit course will allow the Honors designation to appear on transcripts and will allow further development for Honors students.

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

Course number, title and catalog description

Engl 2023: Honors World Literature

Prerequisite: successful completion of ENGL 1013 or ENGL 1043 and admission to the Tech Honors Program or permission of the Honors Program Director. An honors course that explores significant authors and themes in world literature. ENGL 2023 may be used to fulfill the general education humanities requirement.

Course Objective

1. Introduce students to significant author and themes in world literature.
2. Broaden students appreciation for global culture.
3. Improve students critical reading and writing skills.

Course Outline

Texts:

Achebe, Chinua. *Things Fall Apart*. Anchor Books, 1958.
Brown, Alan. *Audrey Hepburn's Neck*, Washington Square Press, 1996.
Kanafani, Ghassan. *Men in the Sun*. Lynne Riemer Publishers, 1963.
Lindsay, Joan. *Picnic at Hanging Rock*, Buccaneer Books, 1967.
MacLaverly, Bernard. *Cal*. W. W. Norton & Co., 1983.
Ondaatje, Michael. *The English Patient*, Vintage Books, 1992.
Oz, Amos. *A Perfect Peace*. Harcourt, Inc., 1982.

SCHEDULE:

Week 1	1/17	Introduction to course
Week 2	1/22 & 1/24	Chinua Achebe (Nigeria) Monday: Part One, Chapters 4-7 (3-62) Quiz 1 Wednesday: Part One, Chapters 8-11 (63-109)
Week 3	1/29 & 1/31	Chinua Achebe Monday: Part One, Chapters 12-13, Part Two, Chapters 14-18 (110-161) Quiz 2 Wednesday: Finish novel
Week 4	2/5 & 2/7	Joan Lindsay (Australia)

		Monday: Chapters 1-5 (1-64) Wednesday: Chapters 6-8 (65-106)	Quiz 3
Week 5	2/12 & 2/14	Joan Lindsay	
		Monday: Chapters 9-14 (107-181) Wednesday: Finish novel	Quiz 4
Week 6	2/19 & 2/21	Bernard MacLaverty (Ireland)	
		Monday: Frank O'Connor, "Guests of the Nation" Wednesday: <i>Cal</i> , Parts One & Two (7-56)	Quiz 5
Week 7	2/26 & 2/28	Bernard MacLaverty	
		Monday: Parts 3 & 4 (57-121) Wednesday: Finish novel	Quiz 6
Week 8	3/5 & 3/7	Michael Ondaatje (Canada)	
		Monday: Chapters 1-2 (1-65) Wednesday: Chapter 3 (69-131)	Quiz 7
Week 9	3/12 & 3/14	Michael Ondaatje	
		Monday: Chapters 4-8 (133-224) Wednesday: Finish novel	Quiz 8
Week 10	3/19 & 3/21	Ghassan Kanafani (Palestinian)	Quiz 9

Reading schedule to be announced

SPRING BREAK

Week 11	4/2 & 4/4	Amos Oz (Israel)	
		Reading schedule to be announced	Quiz 10
Week 12	4/9 & 4/11	Amos Oz	
Week 13	4/16 & 4/18	Alan Brown (USA)	
		Monday: Yukio Mishima, "Patriotism" Wednesday: <i>Audrey Hepburn's Neck</i> ,	

(1-54)

Quiz 11

Week 14 4/23 & 4/25

Alan Brown

Monday: (55-166)

Wednesday: (167-198)

Week 15 4/30 & 5/2

Alan Brown

Monday: (199-232)

Wednesday: (233-290)

Quiz 12

Assessment:

QUIZZES: These are 10 questions short-answer or multiple choice reading quizzes, given at the beginning of class.

FINAL EXAM: This will be a short answer test given during exam week.

WRITTEN EXERCISES: Students will write 4 short papers, following the MLA format, for this class.

ORAL REPORT: Students will sign up for a research topic related to one of our Readings and present an informal (roughly 10 minute) report to the class.

Reading Quizzes	30%
Final Exam	10%
Attendance and Participation	15%
Written Exercises (4)	40%
Oral Report	5%

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Jan Jenkins, Univ. Hmnrs</i>	<i>[Signature]</i>	<i>10/4/09</i>
Department Head <i>Dr. Jeff Robertson</i>	<i>Jeff W. Rath</i>	<i>2009 Oct 12</i>
Dean <i>Dr. Richard Cohen</i>	<i>[Signature]</i>	<i>10/12/09</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Tammy Rhodes</i>	<i>Tammy Rhodes</i>	<i>10/13/09</i>
Vice President for Academic Affairs <i>Dr. John Watson</i>		

PHSC

Course Subject: <i>Hmnrs Introduction to Physical Science</i>	Course Number: <i>1033/1031</i>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <i>Hmnrs Introduction to Physical Science</i>	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>Spring even years</i>
Is this course repeatable? Y / <input checked="" type="radio"/> N How many times?	
Does this course require a fee? <i>yes</i>	How much? Type of fee? <i>\$10 lab fee Lab</i>

*or same as
Gen Ed Phys
Science courses*

Supported Gen Ed Com 18/30/09

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: <i>Admission to University Honors or permission of instructor</i>	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> Course subject, number and title Catalog course description Course goals and/or objectives Course outline Methods of student performance assessment and evaluation Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. <i>No</i>	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. <i>Classroom and laboratory</i>	
How does this proposal support the University Mission? <i>This proposal will support the continuing development of the University Honors program.</i>	
What assessment information is being used to support this proposal? <i>General Education Assessment criteria; University Honors Assessment criteria.</i>	
How will the effect of the change be monitored? <i>By the Head of the Dept. of Physical Sciences and the Director of University Honors.</i>	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. <i>Creation of an Honors Intro to Physical Science course will enable the Honors designation to appear on transcripts.</i>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

PHSC 1033

~~PHYS 1013~~ Honors

Introduction to Physical Science

Spring 2010

Instructor:

Jim Musser

Office: McEver 12

Phone: 968-0361

Email: jmusser@atu.edu

Office Hours:

Catalog's Course Description:

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. Specific topics are selected from disciplines of physics, chemistry, astronomy, geology, and meteorology.

Honors Section:

Honors students are guided to derive physical principles based on natural phenomena and then challenged to apply those principles to new situations. The honors section relies heavily on inquiry, collaboration and experimentation (including testable thought experiments*). Creativity and critical evaluation are both encouraged in the process.

Prerequisites:

Mastery of basic math skills is a requirement for success in any science course.

* By testable thought experiments, I mean experiments conceived by students that are beyond their means to conduct, for which there is a reasonable expectation that the data from such an experiment is publicly available.

Text:

An Introduction to Physical Science, 12th Ed. by James T. Shipman,
Jerry D. Wilson and Aaron W. Todd

Instructor's Course Methodology Description:

Every academic endeavor requires the acquisition of information, the development of skills and the understanding of concepts. The first two can be achieved utilizing learning techniques mastered by most university students. Conceptual understanding is more elusive. The scientific process of employing mental discipline to systematically investigate a concept intellectually is within itself a challenging concept. This course is designed to guide students in this scientific process. **AS SUCH, CLASS TIME WILL PRIMARILY BE USED TO DEVELOP CONCEPTUAL UNDERSTANDING RATHER THAN DISSEMINATE INFORMATION. [IT IS THE STUDENT'S RESPONSIBILITY TO READ AND REVIEW THE MATERIAL IN THE TEXT.]** Classroom activities include,

- mini-lectures,
- demonstrations,
- question/discussion sessions,
- problem solving exercises
- and assessments.

Academic Etiquette:

Each member of the university community is expected to contribute to a positive educational environment by showing respect for others and pursuing their studies with high standards of academic integrity. Note the following policies in addition to the information presented in the Student Handbook:

- Be present and ready for class at the scheduled time.
- Be supportive of your classmates.

email:

Information concerning the class will occasionally be sent to Tech email accounts. Students are expected to check their Tech email accounts regularly.

Blackboard:

This course uses the blackboard learning system. Announcements, assignments and notes are posted on a regular basis. In addition, a discussion forum is provided for student communication (ie. discussion of course material and coordination of study groups). Blackboard can be accessed at <http://blackboard.atu.edu>

Assessment:

The course grade will be calculated as a number between 0 and 100 and given a letter grade according to the scale given.

90 - 100	A
80 - 90	B
70 - 80	C
60 - 70	D
Below 60	F

Contributions to the grade come from each of the following categories according to the percentages given.

Exercises	25%
Exams	60%
Final Exam	15%

Exercises - Students will engage in various learning exercises, such as homework, quizzes, demonstrations, discussions, group problem solving. The exercise grade will reflect both quality of work and participation.

Attendance - Attendance at all classes is mandatory. Absences that result from participation in officially sanctioned ATU activities will not count against a student IF the instructor has received appropriate documentation AND the student has completed the required work. In accordance with ATU policies, a student may be dropped from the course with an "F" due to excessive non-sanctioned absences.

Tardiness - Classes will start at the scheduled time. Repeated tardiness may contribute to recorded absences.

Exams - Regular exams will be administered throughout the semester.
An outline is included at the end of the syllabus.

Final Exam - The final exam is a comprehensive exam that focuses on major concepts.

Tentative Course Outline:

<u>Topic</u>	<u>Chapter</u>
Science and Knowing	1
Physics	2-5
Test I	
Building Blocks I	9,11
Chemistry	12-14
Nuclear Physics	10
Building Blocks II	Extra
Test II	
Astronomy	15-18
Geology	19-24
Test III	

TO: Curriculum Committee or Graduate Council (as appropriate)

Title	Signature	Date
Person Initiating Proposal Dr. Jan Vanhook	[Signature]	10/14/07
Department Head Dr. M. Tarver	Dr. Tarver (by H. with permission)	10/14/07
Dean Dr. Tom DeBlack	Tom DeBlack	10/14/07
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	Tammy Rhodes	10/14/07
Vice President for Academic Affairs Dr. John Watson		

Course Subject: <i>Honors World Civilization I</i>	Course Number: <i>1543</i>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <i>Honors World Civilization I</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>every other fall (even years)</i>
Is this course repeatable? Y / <input checked="" type="radio"/> N How many times?	
Does this course require a fee? <i>No</i>	How much? Type of fee?

Supported Den 9d Com 18/38/09

☒ Elective ☐ Major ☐ Minor

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

Prerequisites: *Admission to University* Co-requisites:

Honors or permission of the director.

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

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

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

No

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

No

How does this proposal support the University Mission?

By supporting the continuing development of University Honors.

What assessment information is being used to support this proposal?

General Education Assessment criteria and University Honors Assessment criteria.

How will the effect of the change be monitored?

By the Head of the History and Political Science Dept and the Director of University Honors.

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

Creation of an Honors World Civ I course will allow the Honors designation to appear on transcripts.

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

Course Description for History 1543 Honors World Civilizations I:

The history of humanity from prehistoric times to the sixteenth century with an emphasis on the critical analysis of primary source documents and the methods by which historians and other scholars interpret historical evidence.

1543

HIST 1543-H01: WORLD CIVILIZATIONS I

Arkansas Tech University - Fall 2008

Mon - Wed - Fri 11:00 - 11:50 Witherspoon 238

Dr. Peter Dykema - Witherspoon 262 - 968-0453 - pdykema@atu.edu
Office Hours: M-W 10 - 11, 2 - 3:30; T-Th 8:20 - 9:15, 2:30 - 3:30; F 10 - 11, 2 - 3;
or by appointment

CATALOG DESCRIPTION, CURRICULUM, AND CONTENT:

- ~~"The history of humanity from prehistoric times to the sixteenth century."~~ (Please see attached)
- Completion of History 1503 constitutes partial fulfillment of the Social Science requirement for the General Education curriculum at Arkansas Tech University.
- This course will introduce aspects of the political, social, cultural, and economic development of human societies from their earliest roots to about 1500 CE. Beginning with the ancient agricultural centers, we will compare parallel traditions (especially religious traditions) and focus on encounters and exchange between societies, ending finally with the powerful cross-cultural interactions of the early modern period. One aspect of our study will be to address why certain human societies have accumulated wealth and gained power while others have not. Another aspect will be to study two leading paradigms for how to order the past in a college survey: the Western Civ approach and the World History approach. The material for our inquiry will be two historical monographs, a graphic novel on the Persian Wars (300), primary source readings, classroom lecture, and lots of discussion.

OBJECTIVES:

- To recognize the interdependent nature of global economic, political, and social institutions and systems and to understand the debate over "Western Civilization" and "World History."
- To gain a basic knowledge of several significant civilizations of Europe, Asia, North Africa and the Americas up to the year 1500 CE; to understand the traditions of each of these civilizations, to understand how these civilizations interacted with one another, and to understand the relative wealth and power of these civilizations.
- To understand the historical development and some basic characteristics of Buddhism, Christianity, and Islam, up to the year 1500 CE.
- To gain proficiency in reading and interpreting primary sources through frequent discussion.
- To gain proficiency in reading and interpreting secondary scholarship.
- To exercise writing skills by managing source evidence and presenting concise essays to support a clear argument.

WEEKLY READING SCHEDULE, ASSIGNMENTS AND LECTURE THEMES

Dr. Dykema reserves the right to amend this schedule if necessary

Introductory Discussions

- Aug 20-22 Introduction and Goals of Course; Our Approach to World History; Globalization and the "Rise of the Rest"
- Read Preface to Bentley and Ziegler, *Traditions and Encounters: A Global Perspective on the Past*, and be prepared to discuss these questions:
 - What is globalization?
 - What do authors mean by "traditions"?
 - What do authors mean by "encounters"?
 - What is their goal/agenda in writing this textbook?
 - Note: We will not be using this book this semester, however, it is the textbook I use in my standard world history courses. Thus, it has helped to shape the way I approach world history, and so we read its preface and discuss its approach.
 - Read Fareed Zakaria, "The Rise of the Rest," *Newsweek*, May 12, 2008
 - Be able to summarize his main argument and the argument in each of his 4 sub-points.
 - Be able to explain to me what all of the underlined sentences mean; be able to continue his points in the underlined sentences.
 - What is your personal reaction to this article? What thoughts or emotions does this article provoke in you as you read it? Is he too easy on Americans and the USA? Too harsh? Do you feel glum? Do you fear the "new world coming into being"? (page 24) Do you feel that America is "closing down" just as the "world is opening up"? (near end of article)

Block One: Comparative, Large-Scale, Long-Term World History – Jared Diamond's *Guns, Germs and Steel: The Fates of Human Societies*

- Aug 25-29 Introduction to Diamond's *Guns, Germs, and Steel*; racism and imperialism in world history
- Read handout, pp. 934-36 of Bentley and Ziegler, *Traditions and Encounters*
 - Read covers, front material, preface, and prologue up to p. 28 (everything up to p. 28) of Jared Diamond, *Guns, Germs, and Steel*.
 - Read Prologue ("Yali's Question") and chapter 1 of *G G & S*
- Sept 3-5 *Guns, Germs, and Steel*, chapters 2-6 (pp. 53-103)
Write 1-page essay on either chapter 2 or 3 of *G G & S* (see assignment handout)
- Sept 8 *G G & S*, chapters 7-8 (pp. 114-56)
- Sept 10 *G G & S*, chapters 9-10 (pp. 157-91)
- Sept 12 *G G & S*, chapters 11-12

Nov24-Dec1 *Universal Religions in World History*, chapter 4

Nov 24 **Paper due on *Discovering the Global Past*, chapter 5 or 11**

Dec 3-5 The Two Faces of "Holy War": Christians and Muslims, *Discovering the Global Past*,
ch. 7

Dec 8 *Universal Religions in World History*, chapter 5

Dec 15 **Examination 2 8:00 - 10:00 a.m.**

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Jan Jenkins</i>	<i>[Signature]</i>	10/14/07
Department Head <i>Dr. Sh. Jarver</i>	<i>Sh. Jarver (by [Signature])</i>	10/14/07
Dean <i>Dr. Tom DeBlase</i>	<i>Tom DeBlase</i>	10/14/07
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Jimmy Rhodes</i>	<i>Jimmy Rhodes</i>	10/14/09
Vice President for Academic Affairs <i>Dr. John Watson</i>		

Course Subject: <i>Hists</i> <i>U.S. History I</i>	Course Number: <i>2043</i>
Cross-listed with Subject: <i>HIST</i>	Course Number:
Official Title (Limited to 30 characters including spaces): <i>Hists U.S. History I in the Civil War/Reconstruction Era</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>every other fall (odd years)</i>
Is this course repeatable? Y <input checked="" type="checkbox"/> N <input type="checkbox"/> How many times?	
Does this course require a fee? <i>No</i>	How much? Type of fee?

Supported Sen Ed Com 10/30/09

<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: <i>Admission to University Honors or permission of Honors director</i>	Co-requisites:
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> Course subject, number and title Catalog course description Course goals and/or objectives Course outline Methods of student performance assessment and evaluation Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. <i>No</i>	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. <i>No</i>	
How does this proposal support the University Mission? <i>This proposal will support the continuing development of the University Honors program.</i>	
What assessment information is being used to support this proposal? <i>General Education criteria; Assessment of Honors Assessment criteria</i>	
How will the effect of the change be monitored? <i>By the Head of the History and Political Science Department and the Director of University Honors.</i>	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. <i>Creating an Honors U.S. History I course will allow the Honors designation to appear on transcripts.</i>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.	

2043
History 2003 - Honors
Section .H01
United States History I
Fall 2009
Arkansas Tech University

INSTRUCTOR Dr. Carey M. Roberts
 WPN 239A
 968-0449
 croberts@atu.edu

Office hours: M-Th, 2:00-3:30 p.m. , F 2-3:00 p.m.
 M, F 11:00-11:30 a.m.
 TTH. 9:30-12:00 p.m.

Or, by appointment

Contacting Dr. Roberts: It is always preferred that students email me from their ATU webmail account. Voicemail to my office phone is NOT regularly checked

All Arkansas Tech University students are legally required to use their ATU webmail account when communicating to their professors about grades. No email concerning grades or absences will be sent to unauthorized email accounts.

COURSE <http://blackboard.atu.edu>
WEBSITE

From here you will access additional course material, your grades, and the course discussion board.

CATALOG History 2003 concentrates on the development of the American nation with emphasis
DESCRIPTION upon the winning of independence, the origin of the Constitution, the rise of Jeffersonian
 Democracy, European influence upon America, Jacksonian Democracy, westward
 expansion, the emergence of sectionalism, and the Civil War.

REQUIRED David Hackett Fischer, *Albion's Seed: Four British Folkways in America* (Oxford,
TEXT 0195069056 or later edition).
 Benjamin Franklin *Autobiography*, edited by Lemay.

Additional readings may be posted on Blackboard in the Course Documents area.

SUPPLEMENTAL Avery O. Craven, *The Coming of the Civil War*
READING David H. Fischer, *Albion's Seed: Four British Folkways in America*
 Forrest McDonald, *Novus Ordo Seclorum: The Intellectual Origins of the Constitution*
 George Dangerfield, *The Awakening of American Nationalism*
 Michael Holt, *The American Whigs*
 Russell B. Nye, *Society and Culture in America*
 Jeffrey Hummel, *Emancipating Slaves, Enslaving Free Men*

GENERAL This course emphasizes several university general education goals including effective
EDUCATION communication, critical thinking, and appreciation for the arts and humanities.

WHAT YOU SHOULD LEARN

Students will analyze the cultural, intellectual, political, and economic development of the United States from the colonial period to the Civil War. Of particular interest will be the consolidation of very diverse societies into a composite nation and its ramifications. We will also focus on the creation of the modern American state in relation to global currents in the 18th and 19th centuries. Students will be able to discuss the causes of the American Civil War in terms of sectionalism, slavery, constitutionalism, and economic trends.

Students who receive a grade of "A" typically master all of these concepts and should have an excellent understanding of early American history. Those receiving a "B" master most of these concepts and have an above-average understanding of early American history compared to other college-educated Americans. Students receiving a "C" have not fully mastered these concepts, but should be thoroughly acquainted with them. Students with a "D" have performed poorly in class and have displayed little understanding of these concepts.

This course helps fulfill the general education goals of this university as well as the program goals for numerous majors on campus.

GRADING

Exams (100 points each. 300 total points.)

Three exams will be offered during the semester to test your understanding of class material. The format of the exam includes two blocs of essays, where students will choose to answer one from each bloc. The first bloc covers the readings, the second covers the lectures. Students are strongly encouraged to use all study material and test preparation aids available through Blackboard.

Some tests may be administered online. For any exam administered online, you may use your notes, but you are not allowed to "cut and paste" any information. I expect an original essay response.

For exams administered in class, you are not allowed to use any notes.

All information taken from books, readings, or websites must be properly cited.

Final Exam (200 points)

The final exam will follow the same format as the midterms and will be cumulative (covering the entire course). Consult the final exam schedule for date, time, and location.

Course Discussion (optional)

Each week students may post to the Discussion Board comments or questions covering course material. There is no grade associated with the discussion board, but I find students who actively participate tend to learn more than those student who do not.

Review Essay (100 points)

Students will write a four page essay (1000 words) reviewing Benjamin Franklin's *Autobiography*. Special attention should be paid to what Franklin believes is the secret to life-long success and what this tells us about the emergence of American identity in the late 18th and early 19th century.

The essay should be written using a common font, third-person narrative, and proper grammar.

Grade Distribution

Total of 600 points.

- A Mastery of 90% or more of the course material
- B Mastery of 80-89% of the course material
- C Mastery of 70-79% of the course material
- D Mastery of 60-69% of the course material
- F Failure to master at least 60% of the course material.

Please note that final grades are not based upon a student's standing vis-à-vis other students in the course.

Students should periodically check their grades using Blackboard.

STUDY GUIDES Study Guide

A study guide for the lectures is available on the course Blackboard page under the "Course Documents" area. The class schedule at the end of this syllabus also provides study questions.

Students may also post their own study guides to the course Discussion Board.

ACADEMIC POLICIES

Students are required to attend each class meeting. My experience is that student performance is directly proportional to the amount of attendance. Students are also asked to dress appropriately so as not to distract other students.

During exam times, please do not bring notes or books to class. If you must do so, you will be asked to place them away from your desk. **Do not wear hats or caps during exam time.** You will not be allowed to leave the room before finishing the test.

If your exam is taken online, you are never to use notes, books, or the internet to complete the test unless specifically asked to do so by the instructor.

Punishment for cheating will be swift and severe. The professor reserves the right to fail a student for any instance of cheating and/or give an "F" for the assignment in question.

Plagiarism is a serious offense and constitutes stealing the ideas of other people. All material quoted or **paraphrased** must be properly cited. If you have any questions, please contact me immediately.

Makeups:

Make-up exams are not offered for this course. Students with excused absences for exams may substitute their final exam grade for what they missed. Excused absences are limited to the following: illness with a doctor's excuse, death in the immediate family, illness of a child with a doctor's excuse, military service, and school-sponsored activities with a written excuse. Students are allowed to makeup only ONE missed exam unless they are participating in a university sponsored activity.

GUIDE TO THE COURSE WEBPAGE

History 2003 will be a heavily web-based course in order to best meet the needs of all students. Those needing additional assistance as well as students wishing to further engage the issues and material presented will find supplements through the course and textbook web pages.

Course Web page: Tips on Using Blackboard

Blackboard is a data management tool designed to assist college students and professors. There are many fine features of this product, which, if properly used, will help students manage their grades, monitor class assignments, and discuss questions with other students.

The first step is to logon to Blackboard through the Arkansas Tech server (<http://blackboard.atu.edu>) using your onetech ID and password. If you do not know your eID, please consult the Tech student e-mail directory (<http://www.atu.edu/directory>). The login username and password for Blackboard is the same that ATU students use to access their ATU webmail account. Students preregistered for this course should already be enrolled. If you have married and/or changed your last name since first enrolling at Tech, you may be listed under your previous name. Please alert Dr. Roberts as soon as possible if this affects you.

When you access Blackboard, under "My Courses" you will find this course, US History I. Click on this course's title to access the Course Announcements page. From here you can navigate to various areas of assistance (discussion board, syllabus, grade book, etc.).

If for some reason you cannot access the course page, or if your onetech ID is unavailable, please contact Dr. Roberts as soon as possible.

Students will find the grade book especially helpful and should regularly consult it especially after the professor returns

Study guides and reading assignments will be posted on the Blackboard page. They will not be handed out in class or made available in any other format.

Announcements

As a student at ATU you should login to Blackboard regularly (everyday!) and check your announcements. This can be done after login when you are taken to your Blackboard page. Alternatively, you may check the course Blackboard page to review recent announcements.

Course Documents

In this area you will find the study guide as well as the material found on the textbook website.

Assignments

Periodically through the semester, you will be required to read or view special material covering course topics. Students will be tested on this material on the exams. Access to these documents or videos can be found in this area.

Discussion Board

Students are strongly urged to make use of the discussion board. Forums will be created for each week or major section of the course. Also remember that anything and everything posted to the discussion board is public information. Derogatory or abusive comments about students or faculty are not allowed.

The discussion board depends upon student lead discussion. I will occasionally participate, but not often. You are graded on the quantity and quality of your posts.

Communication

From this area, students may contact Dr. Roberts by way of email. **Make certain to sign your name to all emails sent through Blackboard as only your student onetech ID will be displayed as the sender**

Tools

In this area, students can access valuable features of Blackboard. Most important of all is the "My Grades" feature from which students can see the grades they are making in the course. Remember, that chapter quizzes for the textbook do not count toward your grade even if they appear in the My Grades area.

Course Lectures

Under the course documents section, students will find mp3 recordings of the essential parts of each week's lectures. Please be advised that these lectures are not substitutes for coming to class, but are provided to help students understand material they find difficult.

Always e-mail Dr. Roberts to resolve any problem you may have with the course.

Dr. Roberts does not endorse the political affiliation or agenda of any web page linked to the specified course web pages.

Tips on Successfully Completing History 2003

1. Make certain that you do not miss class. Students who often miss class universally perform poorly.
2. Contact me with any problem as soon as possible.
3. I am happy to meet with students during regular office hours. Take advantage of this opportunity.
4. Take detailed notes. If your notes look like paragraphs and are difficult to follow, then you should try alternative note-taking methods. Students typically do better if they organize their notes as outlines, underline all proper nouns, and write the headings and key terms in the left-hand margin. You can then use your notes like note cards by covering the body of your notes and reviewing the key terms. I can look at your notes after class meetings to guide you in this process.
5. Always read the textbook before coming to class. Class lectures on the material are given after the assigned readings. Students should then be familiar with the material when they come to class so as to avoid getting lost in the lecture. Remember that the lectures cannot cover everything a student ought to learn from taking a U.S. history survey course. For this reason, you must read and learn some things on your own.

6. Always use the online study guide and practice tests. Many of the questions on the exams are taken directly from the textbook webpage.
7. Quizzes and exams are not returned or reviewed in class. However, all students are encouraged to come to my office and go over the quiz or exam with me. Apart from reading more carefully and taking better notes, this is the only way you can improve your scores.
8. Try to follow the main themes of the course units as listed in the syllabus and study guides for both the textbook and the lectures. There are several key questions that we try to answer over the course of the semester. Lecture study guides can be found in the course documents section of Blackboard.
9. Pay careful attention to the storyline of the lectures. These things are not added to make you laugh, but to help you remember important events and concepts.
10. If you have previously had bad experiences taking history courses, remember that every class is different. Try to avoid preconceived notions about what history classes are like.
11. One way to make the course more enjoyable is to explore the textbook website. Don't limit yourself to simply taking the practice quizzes.
12. By all means, take advantage of other media to learn history. Watch the History Channel, etc. Feel free to ask questions in class about other interpretations of the events and people we cover.
13. Keep in mind that the tests are designed so that students who do not study should not pass the exam.
14. Finally, if you realize that your grades are suffering because of things beyond your control or if you are unwilling to make changes in your study habits, then it is in your best interest to drop this course. **Do not entrust others with the responsibility of dropping the course.** Make certain that you confirm the drop with me as soon as possible.

CLASS SCHEDULE

WEEK (Sunday)	TOPIC	READING	OTHER
August 16 <i>World History</i>	Introduction Why Did Europe Colonize the Western Hemisphere? Origin and Development of European Capitalism: Christianity, Property Rights, and Decentralism	AS: 13-206	
August 23 <i>History of Liberty</i>	Why Was English Colonization More Successful than Spanish Colonization? Native American Civilizations English Colonization Spanish Colonization	AS: 207-418	
August 30 <i>Cultural History</i>	How Were the English Colonies Different From Each Other? The central themes of <i>Albion's Seed</i>	AS: 419-604	
Sept. 6 <i>Atlantic History</i>	What Impact Did Events in England Have on the North American Colonies? Visions for the New World Colonial Failure, Colonial Liberty Salutary Neglect and Decentralism	AS: 605-782	
Sept. 13 <i>Intellectual History</i>	Why Were North American Colonists Disgruntled with the British Empire? Custom and Tradition Natural Rights and Liberty In class exam!!	AS: 807-832	Exam due Friday
Sept. 20 <i>Military History</i>	Was the American Revolution a Radical or Conservative Event? George Washington and the Revolution George Mason and the Revolution	Commence Ben Franklin's <i>Autobiography</i>	
Sept. 27 <i>Political History</i>	Were the Articles of Confederation Really That Bad? What Really Happened at the Philadelphia Convention?	DB: 235-302	

	Financial Disaster of the Revolution Decentralism and Nationalism The Philadelphia Convention		
Oct. 4 <i>History of Liberty</i>	Was the United States Really "Founded?" Hamilton's America versus Jefferson's America. Hamilton's America and the Federalists Jefferson's America and the Republicans Oct. 9: No class, take exam online.	DB: 303-362	Exam due Friday
Oct. 11 <i>Cultural History</i>	Creating a National "Identity." Understanding the Louisiana Purchase Exploring the West		
Oct. 18 <i>Political History</i>	The Great Triumvirate: What Can Henry Clay, John Calhoun, and Daniel Webster Tell Us About American History? Daniel Webster and Sectional Nationalism Henry Clay and the Transportation Revolution John Calhoun and the Price of Union October 23: Special Class Presentation	Benjamin Franklin Paper due by email on Friday, October 23.	
Oct. 25 <i>Social History</i>	How Did Slaves Live in the Old South? The Emergence of Slavery in North America Social History of Slavery Understanding the Second Great Awakening		
Nov.1 <i>Religious History</i>	What Role Did Religion Play in Antebellum America? Revivalism and Reform Abolitionism, Religion, and Reform Nov. 6: No class, take exam online.		Exam on Friday
Nov. 8	How Not to Keep a Federation Together:		

<i>Politics of Destruction</i>	the 1850s Tolerance and Decentralism Manifest Destiny and the German Problem Slavery, Immigration, and the End of Compromise		
Nov. 15	Why Did the Confederacy Lose? Secession and Confederate Finance		
Nov. 22	Was Reconstruction Radical or Limited? The Costs of War Lincoln and Civil Liberties Nov. 25, 27: Thanksgiving		
Nov. 29	The End of the Old Republic Federalism and the Civil War		
Dec. 6	Review Last Day of Class and Finals		

NOTE: All information included on this syllabus is subject to change.

I will be involved in some academic meetings during the semester. These usually correspond to your exam days so that class time is not lost while I'm out of town or unavailable.

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED:

Title	Signature	Date
Person Initiating Proposal <i>Dr. Van Venkies, Hums</i>	<i>[Signature]</i>	<i>10/8/09</i>
Department Head <i>Dr. Shickore Tarver</i>	<i>Sh. Tarver (by Jd with permission)</i>	<i>10/14/09</i>
Dean <i>Dr. Tom DeBlack</i>	<i>Tom DeBlack</i>	<i>10/14/09</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar <i>Tammy Rhodes</i>	<i>Tammy Rhodes</i>	<i>10/14/09</i>
Vice President for Academic Affairs <i>Dr. John Watson</i>		

Course Subject: <i>Hums Intro to Philosophy PHIL</i>	Course Number: <i>2043</i>
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <i>Hums Introduction to Philosophy</i>	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: <i>2010-2011</i>	How frequently will course be offered? <i>every other year (Spring even years)</i>
Is this course repeatable? Y / <input checked="" type="checkbox"/> N How many times?	
Does this course require a fee? <i>No</i>	How much? Type of fee?

Supported Den Ed Com 10/30/09

☒ Elective ☐ Major ☐ Minor

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

Prerequisites: *Admission to University Honors or permission of University Honors director.*

Co-requisites:

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

For the proposed course, attach a syllabus that includes:

- Course subject, number and title
- Catalog course description
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and /or listing of other instructional media

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

No

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

No

How does this proposal support the University Mission?

This proposal will support the continuing development of the University Honors program.

What assessment information is being used to support this proposal? *Assessment of General Education criteria; University Honors Assessment criteria.*

How will the effect of the change be monitored?

By the Head of the History and Political Science Department and the Director of University Honors.

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

Creating any Honors Intro to Philosophy course will allow the Honors designation to appear on transcripts.

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

2043
PHIL 2003-H01: HONORS INTRODUCTION TO PHILOSOPHY
Spring Semester 2006

Professor: Dr. Jeff Mitchell
Office Address: Witherspoon 255/ Social Sciences & Philosophy/ ATU/ Russellville, AR 72801
Office Tel.: (479) 964-0859
E-mail: jeff.mitchell@mail.atu.edu
Office Hours: MF 3:00-4:30; W 3:00-4:00; TR 11:00-12:00 and 2:30-4:30, and by appointment

Catalog Description: "A survey of basic problems in the major areas of philosophical inquiry—metaphysics, epistemology, ethics, esthetics, and philosophy of religion. Special emphasis will be placed on critical thinking and in-class discussion."

Required Texts: Ian Hacking, *An Introduction to Probability and Inductive Logic*
John Dewey, *Democracy and Education* (available as e-text at www.ilt.columbia.edu/publications/dewey.html)

Further Reading: Paul Edwards, ed., *The Encyclopedia of Philosophy*
Ian P. McGreal, assoc. ed., *Masterpieces of World Philosophy in Summary Form*
Frederick Copleston, *A History of Philosophy*
W. T. Jones, *A History of Western Philosophy*, 2nd ed.
Alasdair MacIntyre, *A Short History of Ethics*
John Dewey, *Types of Thinking*

Course Rationale and Objectives: A question that nearly any course sporting the title of "Introduction to Philosophy" must sooner or later address is that concerning the nature of its professed subject matter. In other words, what exactly is philosophy? John Dewey's (1859-1952) solution is one of the most plausible that this writer has yet run across. According to Dewey, philosophy represents the critique of critique, that is, thinking when thinking is turned to examine the results of its own activity. On this view, philosophers develop theories in order to explain and criticize the ideas and beliefs we rely on to get by in everyday life. One could perhaps imagine the philosopher as a sort of geographer of the worlds of human knowledge and action, who, standing back from the many activities of human beings in science, art and practical affairs, tries to get the "big picture." This metaphor holds as long as we add the condition that since the worlds of theory and practice are in a perpetual state of development, philosophers are obliged to keep revising their charts.

The beginning student could also fruitfully think of philosophy as the art of crafting an intelligent worldview. What do I mean by "worldview"? A contemporary philosopher has provided the following explanation:

"By worldview we mean a cognitive network of beliefs, attitudes, habits, memories, values, and other elements that conditions and renders meaningful the world in which we live. Beginning in infancy, our worldview emerges quietly and unconsciously from enveloping influences—culture, language, gender, religion, politics, and social and economic status. As we grow older, it continues to develop through the shaping forces of education and experience. Once it has taken root, our worldview determines how each of us sizes up the world in which we live. Given a set of circumstances, it indicates what is reasonable to believe and what is unreasonable." (Patrick J. Hurley)

We all have a worldview, and it has a major impact on how we think. However, individuals differ greatly in regard to how aware they are of their own worldview, and the extent to which they have sought to make it intelligent. Perhaps the greatest benefit of studying philosophy is the assistance it can provide us in improving our worldview. This course has three main goals: (1) to introduce the student to the special perspective that philosophy has to offer; (2) to provide the pupil with an historical overview of the discipline; and (3) to improve the student's critical thinking skills.

Philosophy is an integral part of a liberal arts education, and this class has therefore been included in the general education requirements at Arkansas Tech. As part of the general education core, *Introduction to Philosophy* should help "enable students to analyze problems, to arrive at intelligent conclusions, and to make reasoned choices in the professional and personal lives. A well-rounded, liberal education should increase the choices available to Arkansas Tech University's graduates, thereby improving the quality of their lives and the lives of those whom they influence." (from the *Undergraduate Catalog*).

Testing and Grading: The overall course grade will be calculated according to the following scheme:

Attendance:	20%
Homework (Hacking):	20%
Pop Quizzes (Dewey):	20%
Tests (Hacking)	20%
One-page papers (Dewey)	20%

In lieu of a final exam, we will have a credit/no credit activity in the time slot designated for the examination.

Make-up tests will only be given to students who have legitimate excuses (e.g., illness, family emergencies, and events officially sponsored by the university) and who notify the instructor about the absence in advance or as soon as is reasonably possible depending on their particular difficulty. Please note that the following do *not* constitute valid excuses for missing a test: family reunions, weddings, or extended vacations. It is also understood that if a student chooses to enroll for the course, he or she has avoided time conflicts with whatever job he or she may have.

Nota Bene: My policy is to return tests to students *in person* in order to avoid violations of privacy. Please do not request a grade via e-mail, phone, fax, or a third party; if you cannot come to class the day a test or paper is handed back, you may drop by my office to pick it up.

Attendance Policy: On my understanding, attendance includes not only showing up *for* class, but also paying attention *during* class. Flagrant examples of failure to pay attention in class include dozing, talking with one's neighbor, reading the newspaper, or doing homework for another course. In addition, the student with a good attendance record is not habitually late. Repeated tardiness or blatant inattention will result in a lower grade for attendance.

I will assign the attendance grade using the traditional percentiles—i.e., students who attend 100-90% of the class sessions will receive a grade in the "A" range, those who attend 89-80% of the meetings will earn a grade in the "B" range, and so on. Note that under this system one need not have perfect attendance in order to receive an "A," and that each student is permitted a few absences over the course of the semester.

Students who experience prolonged absence due to illness or a family emergency should present me with a doctor's note or other form of written excuse upon their return to class. If participation in a university sponsored activity, such as a team sport, requires the student to miss more than 10% of the class sessions, I should also be consulted. In this latter instance I will allow the student to make up the excessive absences by doing extra written work (an option that is provided for and even recommended by the *Faculty Handbook*).

Illness Policy: If you are feeling ill please do not come to class. Most colds and flus are infectious and airborne, so our crowded, often stuffy classrooms constitute ideal vectors for their transmission. Even though you might be able to suffer through a class period with a cold or the flu, by coming to class you may be putting your classmates (and professor!) at risk of catching your virus. Furthermore, it has been my experience that students who don't feel well tend not to learn or test well either.

E-mail Policy: Please feel free to e-mail me (on the condition that you are not inquiring about a test grade—see my note about this above). However, you should also be aware that I may contact you via e-mail, and so you ought to check your university e-mail account on a regular basis for announcements regarding our class. For instance, if I ever have to cancel class I will try to notify you via e-mail as soon as I can, in order to save you an unnecessary trip.

Assignment Schedule: (Subject to modification at instructor's discretion.)

Jan.	W 18	-	Introduction
	F 20	-	Introduction
	M 23	-	Introduction
	W 25	-	Dewey 1 and 2/ Hacking 1
	F 27	-	Dewey 1 and 2/ Hacking 1
	M 30	-	Dewey 1 and 2/ Hacking 1
Feb.	W 01	-	Dewey 3 and 4/ Hacking 2
	F 03	-	Dewey 3 and 4/ Hacking 2
	M 06	-	Dewey 3 and 4/ Hacking 2
	W 08	-	Dewey 5 and 6/ Hacking 3
	F 10	-	Dewey 5 and 6/ Hacking 3

M 13 - Dewey 5 and 6/ Hacking 3
 W 15 - Dewey 7 and 8/ Hacking 4
 F 17 - Dewey 7 and 8/ Hacking 4
 M 20 - Dewey 7 and 8/ Hacking 4
 W 22 - Dewey 9 and 10/ Hacking 5
 F 24 - Dewey 9 and 10/ Hacking 5
 M 27 - Dewey 9 and 10/ Hacking 5
 March W 01 - Dewey 11 and 12/ Hacking 6
 F 03 - Dewey 11 and 12/ Hacking 6
 M 06 - Dewey 11 and 12/ Hacking 6
 W 08 - Dewey 13 and 14/ Hacking 7
 F 10 - Dewey 13 and 14/ Hacking 7
 M 13 - Dewey 13 and 14/ Hacking 7
 W 15 - Dewey 15 and 16/ Hacking 8
 F 17 - Dewey 15 and 16/ Hacking 8
 M 20 - SPRING BREAK
 W 22 - SPRING BREAK
 F 24 - SPRING BREAK
 M 27 - Dewey 15 and 16/ Hacking 8
 W 29 - Dewey 17 and 18/ Hacking 11

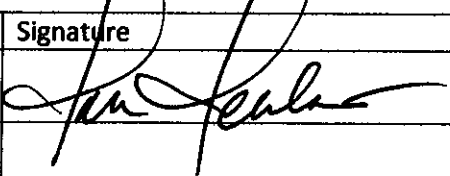
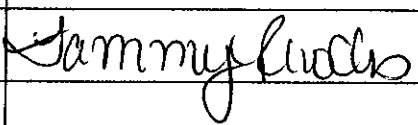
	F 31	-	Dewey 17 and 18/	Hacking 11
April	M 03	-	Dewey 17 and 18/	Hacking 11
	W 05	-	Dewey 19 and 20/	Hacking 12
	F 07	-	Dewey 19 and 20/	Hacking 12
	M 10	-	Dewey 19 and 20/	Hacking 12
	W 12	-	Dewey 21 and 22/	Hacking 20
	F 14	-	Dewey 21 and 22/	Hacking 20
	M 17	-	Dewey 21 and 22/	Hacking 20
	W 19	-	Dewey 23 and 24/	Hacking 21
	F 21	-	Dewey 23 and 24/	Hacking 21
	M 24	-	Dewey 23 and 24/	Hacking 21
	W 26	-	Dewey 25 and 26/	Hacking 22
	F 28	-	Dewey 25 and 26/	Hacking 22
May	M 01	-	Dewey 25 and 26/	Hacking 22
	W 03	-	Hacking 9	
	F 05	-	READING DAY	

****FINAL EXAM DATE:** To be announced**

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

TO: Curriculum Committee

DATE SUBMITTED: October 14, 2009

Title	Signature	Date
Person Initiating Proposal Dr. Jan Jenkins		10/14/09
Department Head N/A		
Dean N/A		
Teacher Education Council (if applicable) N/A		
Graduate Council (if applicable) N/A		
Registrar Ms. Tammy Rhodes		10/15/09
Vice President for Academic Affairs Dr. John Watson		

Program Title: University Honors	Effective Date: 2010-11 Catalog
<p>Detail change in program: Modify the Honors Curriculum as follows: (1) replace HIST 1503, World Civilization I (H01), or HIST 1513, World Civilization II (H01), with HIST 1543, Honors World Civilization I; (2) replace HIST 2003, US History to 1865 (H01), or HIST 2013, US History since 1865 (H01), with HIST 2043, Honors U.S. History to 1865 ^{II}; (3) replace PHSC 1013, Introduction to Physical (H01), and PHSC 1021, Physical Science Laboratory (H01), or BIOL 2124, Principles of Zoology (H01), with PHSC 1033, Honors Introduction to Physical Science and PHSC 1031, Honors Physical Science Laboratory, or BIOL 2144, Honors Zoology; (4) replace ECON 2003, Principles of Economics I (H01), with ECON 2103, Honors Principles of Economics I; and (5) replace PHIL 2003, Introduction to Philosophy (H01), or ENGL 2003, Introduction to World Literature (H01), with PHIL 2043, Honors Introduction to Philosophy, or ENGL 2023, Honors World Literature.</p>	
<p>Please provide a rationale for the change. The new honors courses created specifically for the University Honors Program more clearly define the requirements for the students in the program and will enable the Honors designation to appear on transcripts, something that has not been possible when the required courses were Honors sections of other General Education courses.</p>	
<p>What impact will the change have on staffing, on other programs and space allocation? none</p>	

Supported Sen Ed Com 10/30/09

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

The Departments of History and Political Science, Physical Science, Biological Science, English, and Accounting and Economics have created honors courses specifically for the University Honors Program.

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

Fall Start	
<p>Freshman Fall Semester</p> <p>Add/Change: (1)replace HIST 1503, World Civilization I (H01), or HIST 1513, World Civilization II (H01), with HIST 1543, Honors World Civilization I; (2) replace HIST 2003, US History to 1865 (H01), or HIST 2013, US History since 1865 (H01), with HIST 2043, Honors U.S. History to 1865</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change: (3) replace PHSC 1013, Introduction to Physical (H01), and PHSC 1021, Physical Science Laboratory (H01), or BIOL 2124, Principles of Zoology (H01), with PHSC 1033, Honors Introduction to Physical Science and PHSC 1031, Honors Physical Science Laboratory, or BIOL 2144, Honors Zoology</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: (4) replace ECON 2003, Principles of Economics I (H01), with ECON 2103, Honors Principles of Economics I</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: (5) replace PHIL 2003, Introduction to Philosophy (H01), or ENGL 2003, Introduction to World Literature (H01), with PHIL 2043, Honors Introduction to Philosophy, or ENGL 2023, Honors World Literature</p> <p>Delete:</p> <p>Total Hours:</p>