

February Faculty Senate Curriculum Proposals for 2011-12 Catalog

Department of Agriculture

- (a) Change the course number, and title for AGAS 4303, Poultry Diseases, to AGAS 4403, Poultry and Livestock Diseases, and modify the course description; and
- (b) Cross-list AGPM 3104, Introduction to Entomology, with BIOL 3094, Entomology.

Department of Professional Studies

- (a) Add PS 4991-4, Special Problems in Professional Studies, to the course descriptions.

College of Applied Sciences

- (a) Add TECH 1051-3, Discovering Applied Sciences, to the course descriptions.

College of Arts and Humanities

- (a) Add HUM 2001-3, Topics in the Arts and Humanities, to the course descriptions.

All Colleges

- (a) Delete the attached list of courses from the course inventory and appropriate catalogs.

NOV 22 2010

pending cc
approvalArkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of Agriculture

DATE SUBMITTED: November 12, 2010

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head Dr. Malcolm Rainey	<i>Malcolm R. Rainey</i>	11-12-10
Dean Dr. Willy Hoefler	<i>Willy Hoefler</i>	11-17-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Ruales</i>	11/20/11
Vice President for Academic Affairs Dr. John Watson		

Course Subject: Animal Science	Course Number: AGAS 4303
Cross-listed with Subject: This course is not cross-listed at this time.	Course Number: Not Applicable
Official Title : Poultry Diseases	
Request to change: (check appropriate box) <input checked="" type="checkbox"/> Course Number <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Term <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I 2011	

NOV 22 2010

New Course Number : AGAS 4403
New Course Title (Limited to 30 characters including spaces): Poultry and Livestock Diseases
New Course Description: A study of the diseases of poultry and livestock, particularly those common to Arkansas and surrounding states. Emphasis will be placed on the recognition of the disease and methods to control and/or prevent the disease.
New Cross-list: <input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____ There will be no cross listing.
New Prerequisite/Co-requisite: Junior standing or consent of the instructor
<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.
Please provide a rationale for the change including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. While the current course sufficiently covers the diseases of poultry, the addition of the diseases of livestock will better meet the needs of our students. When comparing the number of students expressing interest in poultry to those with interest in other species of livestock, it became apparent that the modification to this course was necessary. This was further confirmed by the number of past students expressing a desire for a livestock disease class.
How will the effect of the change be monitored in ongoing program assessment? Since this class is an elective course the program assessment should not be affected.
If this course will affect other departments a Departmental Support Form for each affected department must be attached. No other department should be affected

app CC 11/30/10
Postponed 7S 12/7/10

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department) *Agriculture Department*

DATE SUBMITTED: *9-22-10*

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head	<i>Malcolm R. Lammey</i>	<i>9-22-10</i>
Dean	<i>Wally Hoefer</i>	<i>9-22-10</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Lucas</i>	<i>10-1-10</i>
Vice President for Academic Affairs		

Course Subject: Introduction to Entomology	Course Number: AGPM 3104
Cross-listed with Subject: Entomology	Course Number: BIOL 3094
Official Title	
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: 2011 - 2012	

New Course Number :

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

New Course Description:

New Cross-list:

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

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

Introduction to Entomology AGPM 3104 & Entomology BIOL 3094

New Prerequisite/Co-requisite:

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

New Fee: How much? Type of Fee?

☐ Elective ☒ Major ☐ Minor

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

The AGPM 3104 Introduction to Entomology is required in the Ag Business/Pest Management option and will also be required in the Ag Education program which is being submitted.

Please provide a rationale for the change.

Entomology is the study of the largest group of animals that exist. A general knowledge of insects, their benefits, and their destructive nature are useful to both biology students and pest management emphasis.

Describe the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

Entomology has not been taught in the Biology Department for several years. This course consist of a general overview of the Class Insecta which is applicable to both biology students and agriculture business (pest management emphasis).

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Department of Biological Sciences	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: To encourage biology majors to enroll in AGPM 3104, Introduction to Entomology for their personal academic enrichment, I support the proposal to cross-list it as BIOL 3104. This approach will render BIOL 3094 obsolete, thus the latter course, Entomology, will be deleted if this cross-listing is approved.	

Department Head Signature: _____

Date: 9/17/10

Note: if this crosslisting is approved, Biology will follow up with a course change proposal to change course no. to BIOL 3104. (deleting BIOL 3094 in effect) pcc

AGPM 3104 Introduction to Entomology

Dean 106

Fall 2008

MW 1:00-2:00

Lab: M 2:00-5:00

Instructor: Dr. Mike W. Fairbanks
Office: DN 121 E
Phone: (479) 964-0817
e-mail: mfairbanks@atu.edu

Office Hours

Monday 9:00 – 10:00 11:00 – 12:00
Tuesday 8:00 – 10:00 1:30 – 2:30
Wednesday 9:00 – 10:00 11:00 – 12:00
Thursday 8:00 – 11:00

Textbook: Johnson, N. F. and C. A. Triplehorn. 2004. *An introduction to the study of insects* (7 ed.). Saunders College Publishing.

Course Objectives: Students should have working knowledge of the following subjects:

1. Understand the historical and modern importance of insects in human culture.
2. Ability to identify characteristics of major taxa of insects.
3. Understand the ecological importance of insects
4. Evolution and diversity of insects
5. Concept of beneficial and injurious insects

Course Schedule

Week

Topic

- | | |
|-----|--|
| 1. | Introduction to the class insecta |
| 2. | Morphology, physiology and development |
| 3. | Behavior and ecology |
| 4. | Entognathous and apterygote insects |
| 5. | Ephemeroptera, odonata, Grylloblattaria and Phasmida |
| 6. | Orthoptera, Mantodea and Blattaria |
| 7. | Isoptera, Dermaptera and Embiidina |
| 8. | Plecoptera, Zoraptera, Psocoptera and Phthiraptera |
| 9. | Hemiptera, Homoptera and Thysanoptera |
| 10. | Neuroptera, Strepsiptera and Mecoptera |
| 11. | Coleoptera |
| 12. | Siphonaptera and Trichoptera |
| 13. | Diptera |
| 14. | Lepidoptera |
| 15. | Hymenoptera |
| 16. | Final exam |

Course Policies:

1. **Attendance:** Students are expected to be prepared for and attend **every** class during the semester. The Department of Agriculture has implemented an official attendance policy for our students. Our attendance policy is probably more stringent than those of other departments. This is because we want you to be successful in both your academic and future careers. In other words, we expect more out of our students and are holding you to a higher standard. It is our goal for you to be better educated and better prepared to enter the work force when you graduate than any student graduating from other institutions of higher education in the state or the region.

<u>Number of unexcused absences</u>	<u>Consequences</u>
0 – 3	None
4 – 6	Drop one letter grade
7 – 9	Drop two letter grades
10 – 12	Drop three letter grades
12 or more	Receive “F” as final grade

2. **Tardiness:** Arriving late to class disrupts the flow of class and is unacceptable in a professional environment. For every three times a student arrives late to class one unexcused absence will be recorded.
3. **Excusable Absence:**
 - a. Obviously events in life will occur that take precedence over school. Examples of these are illness of the student or loved ones, death of family members, friends, etc... If possible proof of your illness (Dr's note) or death of a loved one (funeral program) should be provided. However, I understand that there might be instances that you will not be able to provide adequate proof of your absence. In this case, communication is always the best policy. Call or e-mail me or Susan to let me know what is going on. These cases will be reviewed individually.
 - b. Authorized school events such as athletics, FFA, debate, etc... will be excused with a note from your coach, mentor, etc... **before** the event takes place.
4. **Class Participation:** Students are expected and encouraged to participate in class discussions. The only stupid question is the one that does not get asked. Students should be respectful to each other and the instructor. Disrespect will not be tolerated!
5. **Missed Assignments:** If a student misses an assignment or exam due to an excusable absence, arrangements will be made to allow the assignment or exam to be made-up.
6. **Academic Dishonesty:** Cheating on examinations, quizzes or homework constitutes dishonesty and will not be tolerated. Examples of academic dishonesty are:
 - a. Copying another student's answers on an exam, quiz or homework assignment
 - b. Bringing notes, crib sheets, writing on hands for the purpose of assisting the student during exams or quizzes
 - c. Obtaining advanced copies of exams or quizzes

7. Academic Misconduct: Student's should conduct themselves in a professional manner at all times. Students may not disrupt the learning environment in a class room through inappropriate behavior such as:

- a. Using cell phones during class (includes text messaging, photography or videography). If caught using a cell phone during class **25 points** will be subtracted from your grade.
- b. Talking to other students
- c. Unnecessary interruptions
- d. Monopolizing the instructor's attention
- e. Using verbal and non-verbal harassment and/or threats during class
- f. Infringing on the rights of other students in any way.

8. Grading: Grades will be given on a traditional scale where

89.5% and up = A

79.5% - 89.4% = B

69.5% - 79.4% = C

59.5% - 69.4% = D

0% - 59.4% = F

The following exams and assignments will be given this semester:

Lecture Exam 1	100 pts.
Lecture Exam 2	100 pts.
Lecture Exam 3	100 pts.
Insect Collection	200 pts.
Lab Practicals	400 pts.
Final Lab Practical	100 pts.
<u>Final Lecture Exam</u>	<u>100 pts.</u>
	1100 pts.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

*pending cc
approval*

TO: Curriculum Committee

FROM: Professional Studies

DATE SUBMITTED: 1/24/11

REQUEST FOR COURSE ADDITION: PS 4991-4 Special Problems in Professional Studies

Title	Signature	Date
Department Head		
Mary Ann Rollans, Dean	<i>Mary Ann Rollans</i>	01-24-11
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Tammy Rhodes, Registrar	<i>Tammy Rhodes</i>	1/24/11
Vice President for Academic Affairs		

Course Subject: PS	Course Number: 4991-4
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Special Problems in Professional Studies	
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/ XXX 10_Special Topics / <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Term: Fall 2011	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours? Y How many times? Up to 9 hours.	
Does this course require a fee? NO	How much? Type of fee?

XXX Elective

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

Prerequisites: None

Co-requisites: None

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

For the proposed course, attach a syllabus that includes:

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

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. **NONE REQUIRED**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. **NO**

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

This special problems course will support the professionalism aspect of the University Mission. This type of course will expose students to different aspects of professionalism and how to apply them in the classroom.

This course specifically addresses Strategic Planning Goal One, Enhance the creation and delivery of first quality education services, and the subset dedicated to "Develop and Implement a master plan for distance education". This special topics course will be delivered online and will support the ongoing and increasing need for additional online courses.

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

By adding a special topics course, the Department of Professional Studies will be able to offer a course on a variety of topics to meet the changing trends in the professional discipline areas addressing the career needs of BPS majors. This course will also provide students with a variable credit upper-division elective course. A review of the ATU Undergraduate Catalog shows a majority of undergraduate programs offer a special problems course, but there is not a similar type course for Professional Studies.

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

This course reflects the learning outcomes as documented by the student's projects completed in PS 3003 and PS 4006 which serve as capstone courses. The assessment documents the extent to which each student meets the following learning objectives:

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

In addition the department will assess the student success rate in the course, the selection of relevant topics, the number of student enrollments, etc.

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

Will NOT affect other departments.

Arkansas Tech University
PS 4993 TC1: Special Topics in Professional Development:
Fundamentals of Professional Leadership
Fall 2011

Instructor: TBA
Phone: TBA
Office: Lake Point Conference Center
E-mail: TBA
Office Hours: TBA

Course Description

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

Required Course Text

Northouse, P. *Introduction to Leadership: Concepts and Practice* (2nd Edition). Thousand Oaks, CA: Sage Publications, 2011.

Suggested Reading List

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

Justification for the Course

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

Course Objectives

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

How Course Meets General Education Requirements

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

Communicate effectively

Think critically

Develop ethical perspectives

Apply scientific and quantitative reasoning

Methodology

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

Technology Competencies

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

Class Lectures

Class lectures will be posted every Wednesday by 12 p.m CST unless noted otherwise. Class lectures can be located on Blackboard under the “Class Lectures” tab.

Assessments

Assignments

Throughout the course, assignments will be given to reinforce the student’s understanding of the course material as well as to apply different leadership concepts. All assignments will be due by 11:59 p.m. CST on the due date specified on the “Tentative Course Schedule and Assignments” section of the syllabus. All assignments must be submitted through Blackboard in order to receive credit.

Project and Book Review

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

Quizzes and Tests

There will be chapter quizzes for each chapter in the textbook discussed in the course. All quizzes will be available and completed through Blackboard. The dates of the quizzes are available in the “Tentative Course Schedule and Assignments” section of the syllabus. During the course a midterm and final exam will be administered over the course material.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard, (3) new discussion board questions will post that I expect you to answer as part of getting the week’s participation points. There are a total of 130 points, which broken down over the 13 lecture weeks is 10 points per week. New discussion forums will post on Mondays. You are expected to post each week by 11:59 p.m. CST on Sunday. Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them.

E-mail/Discussion Board Decorum

This is an online course; therefore a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending

emails and posting to discussion boards. This is a college level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

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

Grading Summary

Chapter Quizzes	100 points
Midterm Exam	50 points
Final Exam	50 points
Participation/Discussion Board	130 points
Assignments	200 points
Total Points	530 points

Grading Scale

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

Returning of Assignments

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

Make-Up Policy/Late Work

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

Course Policies

Academic Misconduct

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

submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic “F” for the course.

Excessive Unexcused Absences/Missed Assignments

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

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

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

University Testing and Disability Services

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

Contact Information:

University Testing and Disability Services
Arkansas Tech University
Bryan Hall, Room 103
105 W. O Street
Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302 Fax: (479) 968-0375 TTY Service: (479) 964-3290
Web Site: <http://www.atu.edu/testing/>

Tentative Course Schedule and Assignments

Week 1 Introduction to Course/Being a Leader

- Read Course Syllabus
- Read Chapter 1: Being a Leader
- Complete Chapter 1 Quiz
- Complete 1.1 Conceptualizing Leadership Questionnaire, 1.2 Observational Exercise, and 1.3 Reflection and Action Worksheet

Week 2 Recognizing Your Traits

- Read Chapter 2
- Complete Chapter 2 Quiz
- Complete 2.1 Leadership Traits Questionnaire, 2.2 Observational Exercise, and 2.3 Reflection and Action Worksheet

Week 3 Recognizing Your Philosophy and Style of Leadership

- Read Chapter 3
- Complete Chapter 3 Quiz
- Complete 3.1 Leadership Styles Questionnaire, 3.2 Observational Exercise, and 3.3 Reflection and Action Worksheet

Week 4 Attending to Tasks and Relationships

- Read Chapter 4
- Complete Chapter 4 Quiz
- Complete 4.1 Task and Relationship Questionnaire, 4.2 Observational Exercise, and 4.3 Reflection and Action Worksheet

Week 5 Developing Leadership Skills

- Read Chapter 5
- Complete Chapter 5 Quiz
- Complete 5.1 Leadership Skills Questionnaire, 5.2 Observational Exercise, and 5.3 Reflection and Action Worksheet

Week 6 The Role of the Follower

- Read the article: "Assessing Effective Attributes of Followers in a Leadership Process"
- Complete worksheet on article

Week 7 Midterm

- Complete Midterm exam covering weeks 1-6

Week 8 Creating Vision

- Read Chapter 6
- Complete Chapter 6 Quiz
- Complete 6.1 Leadership Vision Questionnaire, 6.2 Observational Exercise, and 6.3 Reflection and Action Worksheet

Week 9 Setting the Tone

- Read Chapter 7
- Complete Chapter 7 Quiz
- Complete 7.1 Setting the Tone Questionnaire, 7.2 Observational Exercise, and 7.3 Reflection and Action Worksheet

Week 10 Handling Conflict

- Read Chapter 9
- Complete Chapter 9 Quiz
- Complete 9.1 Conflict Style Questionnaire, 9.2 Observational Exercise, and 9.3 Reflection and Action Worksheet

Week 11 Overcoming Obstacles

- Read Chapter 10
- Chapter 10 Quiz
- Complete 10.1 Path-Goal Styles Questionnaire, 10.2 Observational Exercise, and 10.3 Reflection and Action Worksheet
- Book Review is due this week

Week 12 Addressing Ethics in Leadership

Read Chapter 11

- Complete Chapter 11 Quiz
- Complete 11.1 Core Values Questionnaire, 11.2 Observational Exercise, and 11.3 Reflection and Action Worksheet

Week 13 Leadership and Diversity

- Read the article: "Making Differences Matter: A New Paradigm for Managing Diversity"
- Complete worksheet on article
- Leadership and diversity case study activity
- Leadership Project is due this week

Week 14 Leadership and Politics

- Read the article: “Corporate Politics 101: The Nine Signs of an Overly Political Organization”
- Complete worksheet on article
- Leadership and politics case study

Week 15 Final Exam

- Complete final exam covering weeks 8-14

Arkansas Tech University
REQUEST FOR COURSE ADDITION

*Pending CC
approval*

TO: Curriculum Committee

FROM: Willy Hoefler, Dean, College of Applied Sciences

DATE SUBMITTED: January 17, 2011

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head		
Dean	<i>Willy Hoefler</i>	<i>1-17-11</i>
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Lammy Keodis</i>	<i>1/20/11</i>
Vice President for Academic Affairs		

Course Subject: TECH		Course Number: 1051-3	
Cross-listed with Subject:		Course Number:	
Official Title (Limited to 30 characters including spaces): Discovering Applied Sciences			
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 Term: Summer I, 2011		If course is required by major/minor, how frequently will course be offered? This is not a required course. However, it will be offered each Fall, Spring and Summer Terms	
Is this course repeatable for additional earned hours?		No How many times? N/A	
Does this course require a fee? No		How much? N/A Type of fee? N/A	

xx Elective If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: N/A	Co-requisites: N/A
Grading xx Standard	
<p>For the proposed course, attach a syllabus that includes:</p> <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. SMART Classroom	
<p>How does this proposal support the University Mission or University Strategic Planning Goals?</p> <p>There is a large group of students at Arkansas Tech who are undeclared and need a major. Through this type of course, a student can gain a better understanding of the programs, opportunities, and career options of a particular field. By having this type of exploratory course, students will get a better understanding of various majors with in the College of Applied Sciences. Lifelong learning is also a component of this course since students will learn topics in this class that can benefit them long after they leave Arkansas Tech.</p> <p>This proposal supports the mission of Arkansas Tech through nurturing scholastic development. This type of course will help expose a student to different opportunities in academic areas on campus which will in turn help the student to define a major and take more major specific courses furthering their scholastic development and strengthening their commitment to Tech.</p> <p>In regards to the University Strategic Planning Goals, Strategic Planning Goal One calls for an "increased support for web, compressed video and mixed technology courses." This course would be offered in a mixed technology format, to allow students to complete part of the course from a distance. If so desired, this course could be offered completely online. This course will help students understand why the applied sciences are offered at the University. Sparking the interest of a student in an area of the university's curriculum should have a positive effect on retention. Strategic Planning Goal Two discusses improving enrollment management by focusing on student success. This course will support the goal to "create a seamless first year experience..." by allowing students who are undeclared to work towards choosing a major. Since many of these students are undeclared freshmen, this course will help a student find a major and complete the first year experience.</p>	

What assessment information is being used to support this proposal?

Data collected in the Common Data Set in regards to student retention rate of full-time, bachelor level, degree seeking students who persisted from Fall 2008 to Fall 2009: 71%; students who persisted from Fall 2007 to Fall 2008: 68%; students who persisted from Fall 2006 to Fall 2007: 66%; students who persisted from Fall 2005 to Fall 2006: 69%.

For the first time, full time, degree seeking undergraduate student at TECH, the average percentage of undeclared students based on official fall head count data from 2006 to 2009 was 23%.

On Arkansas Tech University's main campus, undeclared undergraduate students had the largest percentage of drop-outs (16%) compared to other majors from Fall 2008 to Fall 2010, according to data in ARGOS.

A goal of this course is to connect students to a major as early as possible in the student's academic career by exposing the student to a variety of disciplines upon which the student can make his/her own educated choice of the major for which he or she is best suited. Vincent Tinto's (1987) theory on student attrition states that students must have an education goal and a commitment to see the goal to graduation. By selecting a major, this gives the student the educational goal necessary to move towards graduation. If a student does not identify with a major, they may also have trouble identifying with the institution which can lead a student to leave the university. With a course like this, the goal is get a student to identify with a major and therefore start to build a bond with Arkansas Tech University.

Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: University of Chicago Press.

How will the effect of the change be monitored?

Students will be administered a pre and post survey in the course to determine the change in attitude and interest in Applied Sciences. Data will also be collected to analyze the number of students who are undeclared majors and whether they declare a major after completing this course. Data will also be analyzed in regards to the number of students who persist after the completion of this course.

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

Describe the evidence derived from your program assessment that justifies this change.

Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Based on information available in the field, these types of courses are available and have been an asset to institutions such as Arizona State University, Boise State University, Ferrum College, The University of Utah, Brigham Young University, Kansas State University, the University of Wisconsin-Eau Claire, and the University of Wisconsin-Oshkosh. The types of courses at these institutions are designed to help students who are undecided majors through exposing the student to a variety of majors at the institution, as well as helping students learn about careers associated with the different majors. As an interdisciplinary course, TECH prefix courses are not part of a specific program and do not have program assessments. Based on data collected in

the areas of student retention and student major, this type of course could definitely benefit students and Arkansas Tech University.

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

Course Description

A course designed to generate interest in and appreciation for the study of majors associated with the College of Applied Sciences. The course will highlight some of the accomplishments and challenges in various applied science disciplines, and explore areas of research and interest by experts in these areas.

Course Objectives

By taking this course, you will be equipped to:

- Understand the different programs offered in the areas of Applied Sciences at Arkansas Tech University.
- Gain knowledge of current events in the areas of Applied Sciences and how they impact society.
- Learn about different career opportunities in the various Applied Science areas.
- Explore different research and interest areas as presented by experts in a specific field.
- Increase awareness of the accomplishments and challenges in the various applied science disciplines.

Course Format

This course would be a mixed technology course in which part of the course instruction will take place via the web, and the other part of the course would be offered in the on-campus classroom. This course also has the potential to be completely administered online.

Course Outline

I. Course Introduction

- A. Overview of course
- B. Explanation of syllabus
- C. Message from Dean of College of Applied Sciences
- D. Complete an Attitude/Interest Pre-Test

II. Department Presentations

- A. Module 1 - Department of Agriculture
 - Presentation - 1 Overview of the Department
 - Presentation - 2 Agricultural Business
 - Presentation - 3 Agricultural Education
 - Presentation - 4 Animal Science
 - Presentation - 5 Horticulture
 - Presentation - 6 Pest Management
 - Presentation - 7 Pre-Veterinary Science
- B. Module 2 - Department of Computer and Information Science
 - Presentation - 1 Overview of the Department
 - Presentation - 2 Computer Science

- Presentation - 3 Information Systems
- Presentation - 4 Information Technology
- Presentation - 5 Common Experience in the Field
- Presentation - 6 The Work Environment
- Presentation - 7 Current Trends-

C. Module 3 - Department of Electrical Engineering

- Presentation - 1 Overview of the Department
- Presentation - 2 Electronics and Circuits
- Presentation - 3 Digital and Computer Engineering
- Presentation - 4 Robotics
- Presentation - 5 Nanoscience
- Presentation - 6 Graduate Testimonials
- Presentation - 7 Careers and How to get Started

D. Module 4 - Department of Emergency Management

- Presentation - 1 Overview of the Department
- Presentation - 2 The Hazards we Face
- Presentation - 3 Assessing and Managing Risk
- Presentation - 4 Preparing for Disasters
- Presentation - 5 Disaster and Recovery Response
- Presentation - 6 Application of Technology to Emergency Management
- Presentation - 7 Design and Operations of Emergency Management Facilities

E. Module 5 - Department of Mechanical Engineering

- Presentation - 1 Overview of the Department
- Presentation - 2 Introduction to Department Faculty and Students
- Presentation - 3 What Areas can I Study
- Presentation - 4 What is Mechanical Engineering
- Presentation - 5 What type of Jobs do Mechanical Engineers have
- Presentation - 6 What is Working as an Mechanical Engineer like
- Presentation - 7 Department of Mechanical Engineering Facilities

F. Module 6 - Department of Parks, Recreation, and Hospitality Administration

- Presentation - 1 Overview of the Department
- Presentation - 2 Culinary/Food and Beverage Management
- Presentation - 3 Event Planning
- Presentation - 4 Natural Resource/Interpretation
- Presentation - 5 Recreation Administration/Turf Management
- Presentation - 6 Therapeutic Recreation
- Presentation - 7 Lodging

III. Assessment

A. Each Module will be assessed as follows:

1. Quiz over each presentation – 10 points
2. Complete website review.

- a. The website review would entail the student being given a list of websites relative to each module and answering a list of questions to familiarize the student with the profession.
 - b. Students enrolled in **TECH 1051** will choose one of the two modules to do a website review. 25 points per module for a total of 25 points
 - c. Students enrolled in **TECH 1052** will choose two of the four modules to do a website review. 25 points per module for a total of 50 points
 - d. Students enrolled in **TECH 1053** will choose three of the six modules to do a website review. 25 points per module for a total of 75 points
3. Complete a field interview project.
- a. The field interview would entail the student selecting a person to interview who has experience in a given major in the Applied Sciences. This person can be someone on the ATU campus who is not in the academic area or someone outside of the University. The student would be required to conduct the interview, write a report summarizing the interview, give a personal reflection of the interview, and give a short presentation about their interview to the rest of the class. 50 Points

IV. End of the course

- A. Final paper-This would be a final paper reviewing the course with students choosing to share their thoughts and feelings about the different topics discussed in the course, as well as to make future short term and long term goals, and plans to meet these goals. 20 Points
- B. Complete an Attitude/Interest Post-Test

If a student enrolls in **TECH 1051** they will be responsible for the following:

- 1. All work associated with Item I (Course Introduction) of the syllabi.
- 2. All work associated with Item IV (End of Course) of the syllabi.
- 3. All course work associated with two modules of their choice.

If a student enrolls in **TECH 1052** they will be responsible for the following:

- 1. All work associated with Item I (Course Introduction) of the syllabi.
- 2. All work associated with Item IV (End of Course) of the syllabi.
- 3. All course work associated with four modules of their choice.

If a student enrolls in **TECH 1053** they will be responsible for the following:

- 1. All work associated with Item I (Course Introduction) of the syllabi.
- 2. All work associated with Item IV (End of Course) of the syllabi.
- 3. All course work associated with all six modules.

Grading:

90 - 100% = A

80 - 89 % = B

70 - 79 % = C

60 - 69% = D

Below 59% = F

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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


Department Head Signature: Malcolm R. Rainey

Date: 1-14-11

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: 

Date: 1/14/2011

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Parks, Recreation and Hospitality Administration	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: _____

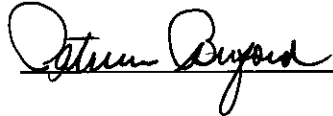
Cathi McMahon

Date: 1/14/11

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

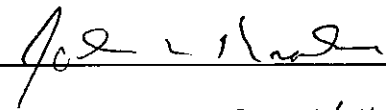
Department Affected: Electrical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: 
Date: 1/14/11

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: 

Date: 5/14/11

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: Ben Polina

Date: 1-14-11

Arkansas Tech University
REQUEST FOR COURSE ADDITION

*Pending CC
approval*

TO: Curriculum Committee

FROM: College of Arts and Humanities

DATE SUBMITTED: 24 January 2011

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Heads Dr. Carl Brucker Dr. Cathy Caldwell Dr. Cynthia Hukill Dr. W. Dan Martin Dr. Hanna Norton Dr. Jeff Woods	<i>Carl Brucker</i> <i>Cathy Caldwell</i> <i>Cynthia Hukill</i> <i>W. Dan Martin</i> <i>Hanna Norton</i> <i>Jeff Woods</i>	<i>1-24-11</i> <i>1-24-11</i> <i>1-24-11</i> <i>1-24-2011</i> <i>1-24-2011</i> <i>1-24-2011</i>
Dean	Dr. H. Micheal Tarver <small>Digitally signed by Dr. H. Micheal Tarver DN: cn=Dr. H. Micheal Tarver, ou=Arkansas Tech University, ou=College of Arts and Humanities, email=mtarver@atku.edu, c=US Date: 2011.01.24 16:49:14 -0500</small>	24 JAN 2011
Teacher Education Council (if applicable)		
Registrar	<i>Sammy Woods</i>	<i>1/24/11</i>
Vice President for Academic Affairs		

Course Subject: HUM	Course Number: 2001-3
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Banner Title: Topics in Arts & Humanities Catalog Title: Topics in the Arts and Humanities	
Mode of Instruction: (check appropriate box) <div style="text-align: right;"><input type="checkbox"/> 10_Special Topics</div>	
Effective Term: Summer II 2011	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours?	YES How many times? No Limit
Does this course require a fee?	NO

The proposed course will be considered an <u>Elective</u> course.	
Prerequisites: NONE	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. Course description as to appear in catalog c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. <p style="text-align: center;">NO</p>	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. <p style="text-align: center;">Depends on Topic being covered; Department will schedule in the appropriate existing classroom.</p>	
How does this proposal support the University Mission or University Strategic Planning Goals? <p>As a course in the arts and humanities, HUM 2001-3 will foster the study of human thought, values, beliefs, creativity, and culture. In general, <i>Topics in the Arts and Humanities</i> offerings will enhance skills in analysis, reasoning, argumentation, and oral and written expression, thus helping to prepare students for more advanced work in the arts and humanities, and for work in other areas.</p> <p>This proposal supports the mission of Arkansas Tech through nurturing scholastic development. The proposed course, offered as a special topics class, will expose students to the different academic areas within the arts and humanities which will in turn allow lower-level to further their scholastic development and strengthen their commitment to Arkansas Tech. In furtherance of the University Mission, lifelong learning is also a component of this course in that students will learn about topics that can benefit them after they leave the University.</p> <p>Strategic Planning Goal Two discusses improving enrollment management by focusing on student success. As a special topics course that explores the various arts and humanities disciplines, HUM 2001-3 could benefit students by sparking an interest in the area being studied. As such, the course would also support the goal of enhancing students' first-year experience by allowing those students who are</p>	

undeclared to work towards choosing a major. Since many of the prospective students are undeclared freshmen and sophomores, this course will help students better understand the various disciplines within the arts and humanities. There is also the expectation that the proposed course would benefit the University by its positive effect on student retention.

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

As noted above, HUM 2001-3 would support the University goal of enhancing students' first-year experience by allowing those students who are undeclared to work towards choosing a major. Since many of the anticipated students for this course are undeclared freshmen and sophomores, this course will help students better understand the various disciplines within the arts and humanities. There is also the expectation that the proposed course would benefit the University by its positive effect on student retention.

For first time, full-time, degree-seeking undergraduate students at Arkansas Tech, the average percentage of undeclared students from 2006 to 2009 was 23% (based on official Fall headcount data). Data collected in the Common Data Set in regards to student retention rates of full-time, bachelor-level, degree-seeking students who persisted from Fall Year 1 to Fall Year 2 were as follows: 2008 to 2009: 71%; 2007 to 2008: 68%; 2006 to 2007: 66%; and 2005 to 2006: 69%. This course hopes to assist in the University's efforts at increasing these averages.

A goal of HUM 2001-3 is to introduce students to the various fields within the arts and humanities. One projected benefit of this goal is that a student connect to a major as early as possible in his/her academic career by the exposure to the field. The selection of a major gives the student the educational goal that is often necessary for the student to move towards graduation. Research has shown (Vincent Tinto, *Leaving College: Rethinking the Causes and Cures of Student Attrition*, 1987) that students who do not identify with a major also have trouble identifying with the institution, thus leading to withdrawal from the institution. This course will strive to get a student to identify with a major and therefore start to build a bond with the University.

Institutions across the country have utilized freshmen- and sophomore-level "topics" courses in the arts and humanities. Among the classes offered recently at institutions within the same region as Arkansas Tech (i.e., North Central) are *Political Campaign Communications*; *The Automobile: Economy, Politics, Culture*; *The Films of Alfred Hitchcock*; and *The Jazz Age*. The intent of this proposal is to also have the ability to offer similar engaging classes to lower-level Arkansas Tech students.

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

As an interdisciplinary course, HUM-prefix courses are not part of a specific program, and as such do not have program assessments. Individual departments within the College, however, may choose to use the course as part of their departmental assessment, when appropriate.

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

Catalog Title: Topics in the Arts and Humanities

Catalog Description:

HUM 2001-3 Topics in the Arts and Humanities. Each Semester. This course offers instruction in an area of the arts and humanities not otherwise covered in the curriculum. The focus of the course will vary from semester to semester, thus the course may be repeated.

Learning Objectives:

Upon successful completion of a HUM 2001-3 course, students should be able to:

1. Analyze important works within an area of the arts and humanities in terms of how they contribute to the human experience.
2. Demonstrate increased knowledge of an area within the arts and humanities.
3. Communicate effectively.

Humanities 2003: Special Topics in Global Art Expression

Course Description:

The course is designed to introduce art as cultural expression across time and place. Thematic topics will focus on particular cultures and depending on the semester, can include, but will not be limited to the art of Asia, Oceania, the Americas, Africa, and the Middle East etc.

Course Objectives:

Learning outcomes will provide students with the opportunity to:

1. Identify how art is a form of cultural communication.
2. Compare art forms such as weaving that cross cultures and time.
3. Develop fluency in both oral and written formats in defining and applying visual art vocabulary.
4. Identify the use of symbols as it pertains to a cultural identity both past and present.
5. Experience the art making process to develop a connection to art as form of personal expression
6. Research a particular cultural group and art form.

Course Outline

- Introduction to what is art, functions, universal subjects and themes
- Exploration of art as a specific cultural expression of historical, political, spiritual and social identity.
- Design elements and principles and their application in developing art forms
- Two and three dimensional art forms associated with a particular culture and time
- Application of art criticism in responding to art through description, analysis, and interpretation
- Techniques in specific studio areas such as basic printmaking, mask making, handmade books etc. *(involvement in some studio may be dependent on class size, availability of classroom space, although some basic technique application can be included or completed outside of class).*
- Basics in report preparation and presentation
- Contemporary artists and the use of new media connections to their personal heritage.

(Guest artists or speakers presenting cultural resources/information may be part of content)

Assessment:

Art Criticism writing projects -2@ 30pt ea	60pt
*Art Studio – student choice of 2 @ 30pt ea.	60pt
Team based research project/presentation	40pt
Tests – 3@ 100pt ea	300pt
*Final Project (handmade book symbolic of a cultural legend)	40pt

In addition: performance expectations include class participation in discussion, engaged use of studio time, and care in use of facility-10% of final grade

***Note:** criteria will be furnished for all studio projects which would emphasize: *following directions, craftsmanship, inventive use of ideas/media, presentation, and level of involvement.* Although some art skill is helpful, it is understood not all students will have a studio background.

Grading Scale: 90-100% =A, 80-89%=B, 70-79%=C, 60-69%=D, Below 60%=F.

Department of Art Attendance Policy-Also reflected in final grade

For more than four missed classes, regardless of excuse, the instructor has the discretion to drop the final grade, one level.

For more than seven classes missed, the student will receive a failing grade.

Four classes can be missed without penalty, except for assigned due dates and tests. These absences can cover incidental illness, car trouble, or personal business. Students will not be penalized for missing classes for officially sanctioned University activities. It is the responsibility of the student to furnish and present notice and verification of authorized participation. It should be understood that some course work cannot be made up and a student will be held responsible for missed class content.

Tardiness is unacceptable and unprofessional. More than three tardy absences or leaving before officially sanctioned end of class time will result in a recorded absence.

Statement on Disabilities

Arkansas Tech adheres to policies providing accommodations for disabilities. If you have special needs due to a disability, contact the Disability Service Office, Bryan Hall, 968-0302. Please advise the instructor at the beginning of the course if you have special needs.

Bibliography

Actual bibliography will depend on focus of topics but could include:

Arnason, H. H. (2004). *History of Modern Art*. NY: Abrams.

Banks, J.A. (1993). Multicultural Education: Development, dimensions, and challenges. *Phi Delta Kappan*, 75(1), 22-28.

Barley, Nigel. (1994). *Smashing Pots: works of Clay from Africa*. Washington, D.C.: Smithsonian Institution Press.

Barnett, S. (2009). *A Short Guide to Writing about Art*. NY: Longmans.

Barrett, T. (1995). *Criticizing Art: Understanding the Contemporary*. Reston, VA: National Art Education Association.

(2011) *Making Art: Form and Meaning*. NY: McGraw Hill.

Berube, M. (ED) (2004). *The Aesthetics of Cultural Studies*. Malden, MA: Blackwell.

Feldman, E. (1977). *Becoming Human through Art*. NJ: Prentice Hall.

Glassie, H. (1995). *The Spirit of Folk Art, The Girard Collection at the Museum of International Folk Art*. NY: Abrams.

Gonzalez, P. (Ed.) (2007). *Expressing New Mexico, Nuevomexicano Creativity, Ritual, and Memory*. Tucson, AZ : University of Arizona Press.

Lee, S. (1994). *A History of Far Eastern Art*. NY: Abrams.

Remer, A. (2001). *Enduring Visions: Women's Artistic Heritage Around the World*. MA: Davis Publications.

Sayers, A. (2001). *Australian Art*. NY: Oxford University Press.

Schuman, J. (1981). *Art from Many Hands*. MA.: Davis Publications.

Weiner, A. (1989). *Cloth and Human Experience*. Washington, DC : The Textile Museum.

Whitten, D.,N. (1993). *Imagery and Creativity, Ethno Aesthetics and Art Worlds in the Americas*. Tucson, AZ: University of Arizona Press.

Wilkins, D. (2009). *Art Past, Art Present*. Englewood Cliffs, N.J.: Prentice Hall.

The Sociological Imagination Using Science Fiction
Tuesday & Thursday 8:00 AM to 9:20 AM – WPN 335

CONTACT INFORMATION

Dr. Sean Huss
346 Witherspoon (WPN)
Office Hours: MWF 1 PM to 3 PM or By Appointment

email: shuss@atu.edu
Phone: 968-0465

READINGS

1. *Invitation to Sociology* by Peter Berger
2. *Looking Backward* by Edward Belamy
3. *Do Androids Dream of Electric Sheep* by Phillip K. Dick
4. *The Handmaid's Tale* by Margaret Atwood

Any additional materials (e.g., handouts, articles) will be provided electronically by the instructor.

COURSE OBJECTIVES

1. To introduce you to the basic concepts, theoretical orientations, and methodologies found in sociology using science fiction.
2. To help you develop critical thinking skills and apply sociological concepts to social issues, as well as articulate your ideas in writing or verbally.
3. To challenge you to rise above common assumptions regarding human existence through the use of speculative fiction.

EVALUATING STUDENT PERFORMANCE

Pop Quizzes: You will be given a total of 10 unscheduled quizzes to check your reading progress. Each quiz will be worth 10 points for a total of 100 points in your overall grade. Days for these quizzes were selected randomly by computer, but may be rescheduled in the event that the class seems to be falling behind in reading assignments.

Attendance/Participation: Attendance and participation in class is MANDATORY, and you will be expected to: a) answer questions accurately; and b) actively participate in class discussions. Part of this evaluation will be based on your ability to demonstrate that you have comprehended the materials; part of this evaluation will be based on your ability to guide discussions and apply topics to relevant issues in the science fiction examples used by the class. This grade will count for 100 points applied to your overall grade.

Papers/Exams: A total of four papers worth 100 points each will be due over the course of the term. Papers must be no shorter than 3 pages and no longer than 5 pages double spaced (meeting all margin requirements, etc.). All papers must be stapled and written in essay format to avoid 10 point deductions for each violation. Paper topics will be derived from in-class discussions, where students are asked to discuss and offer a tentative answer to specific questions. These questions will be submitted to the students one week prior to their due date.

Special Needs:

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

GRADING SCALE AND TENTATIVE TIMELINE

<u>Item</u>	<u>Points</u>		<u>Low</u>	<u>High</u>
Quizzes	100	A	540	600
Participation	100	B	480	539
Papers	400	C	420	479
		D	360	419
		F	0	359

<u>Week</u>	<u>Topic Order</u>
1	What is Sociology?
2	Developing the Sociological Imagination
3	Sociology and Everyday Life/Biography
4	Social Cognition (Structure vs. Agency)
5	Cultural Objects, Media, and Social Life
6	Science Fiction and Social Theory Part 1
7	Science Fiction and Social Theory Part 2
8	Looking Backward
9	Political and Economic Systems Part 1
10	Political and Economic Systems Part 2
11	Do Androids Dream of Electric Sheep?
12	Environmental Problems and Technology
13	Handmaiden's Tale
14	Class, Gender, and Race
15	Star Trek Fandom as Social Phenomenon
16	LARPerS and Social Construction of Reality
17	Classes End

Humanities 2003-History of Rock and Roll

Instructor: Jeff Woods
Office: Witherspoon 255
Office Hours: 1:00-2:00 p.m. MWF
Phone: (479)968-0265(Office)
E-Mail: jwoods@atu.edu

I. Required Text

Szatmary, David P. *Rockin' in Time: A Social History of Rock-and-Roll*

Read the assigned texts and whatever handouts you receive carefully; you will be tested on their content.

II. Lectures

Students are responsible for all of the material covered in class. The lectures reflect what I consider to be important; thus the exams will draw heavily from them. We will also listen to samples of music in class that are important to any fundamental understanding of Rock and Roll.

III. Examinations

There will be three exams: two mid-terms (one hour) and a final (two hours). The mid-terms will count 25% of the course grade and the final will count 30%. All exams will require essay, multiple choice, and identification answers. (Tips: include an introduction, body, and conclusion in your essays; also provide specific examples from the course to support your assertions; for each identification, you must write a complete answer including four elements: who/what, when, where, and significance.) A portion of the multiple choice questions will come from the text. Please bring blue books to exams.

Grading Scale

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

IV. Review Paper

One paper, approximately 5 pages in length will count 20% of the total course grade. In the paper, you will review a book or movie paying careful attention to issues of historical significance.

V. Make-ups

Sorry, there are none unless negotiated well before the due dates (see Course Outline).

VI. Academic Dishonesty

The student handbook clearly addresses the issues of plagiarism etc. These issues are serious and will be treated seriously by the instructor.

VII. Catalogue Description

A history of Rock and Roll as an American art form. The class will explore the roots of Rock and Roll in mid-twentieth century American Blues, Country, Gospel, Folk, and Jazz and trace its evolution through the early twenty-first century. It will examine the technological, economic, geographic, and social forces that formed and were formed by the genre.

VIII. Supplemental Reading List:

Brackett, David. *The Pop, Rock, and Soul Reader: Histories and Debates*.

Henke, James, ed.; with Parke, Puterbaugh. *I Want to Take You Higher: The Psychedelic Era 1965-1969*.

Marcus, Greil. *Mystery Train: Images of America in Rock and Roll Music*

Marsh, Dave, ed. *Sun Records: An Oral History*.

Marsh, Dave, ed. *Women of Motown: An Oral History*.

Ward, Ed; Stokes, Geoffrey; and Tucker, Ken. *Rock of Ages: The Rolling Stone History of Rock & Roll*.

IX. Course Goals

A. Rationale

Rock and Roll is one of the few art forms completely original to the United States. A study of its roots and branches, its balance of rebellion and cultural conformity, reveals much about what makes America and its people unique.

B. Basic Objectives

Improving basic knowledge is the cornerstone of any history course. Students will be asked to acquire an understanding of fundamental terms, concepts, and issues. They also will be asked to apply critical thinking, analytical, and communication skills.

C. General Education Objectives

The General Education curriculum is designed to enable students to analyze problems, arrive at intelligent conclusions, and make reasoned choices. This course will meet these goals by requiring students to demonstrate advanced critical thinking, reading, and writing skills.

X. Course Outline

Week 1

Blues, Country, Gospel, Folk, and Jazz: the Roots of Rock and Roll

Week 2

Robert Johnson, Alan Freed and Elvis Presley: Debates over the First Rock Recording

Week 3

New Orleans, Memphis, Detroit, California: Geographic Sounds of Rock

- Week 4
 - Records and Hi Fis: Technology, Economics, and Culture
- Week 5
 - The 1950s: Conformity vs. Rebellion
- Week 6
 - The British Invasion: American Music Reflected on Itself
- Week 7
 - The 1960s: Conformity vs. Rebellion
- Week 8
 - Protest Music: Civil Rights and Vietnam
- Week 9
 - Punk vs. Disco: Apathy vs. Escapism
- Week 10
 - New Wave: Digital Influences
- Week 11
 - MTV: Rock as a Visual Medium
- Week 12
 - Hair Metal and Heavy Metal
- Week 13
 - Madonna: the Women's Movement and Rock
- Week 14
 - Hip Hop: Censorship and Rap
- Week 15
 - Grunge: Repeating Roots

Humanities 2003
Latino Experiences in the United States
Instructor: Dr. Paola Gemme

Course Description:

This class is an interdisciplinary investigation of the multiple experiences of Latinos in the United States. In addition to studying the histories of different Latino groups in the United States, we will explore Latino artistic creations ranging from murals to low riders, watch Hollywood and independent movies, and read an anthology of contemporary U.S. Latino literature.

Course Objectives:

This course aligns with three of Arkansas Tech University's general education objectives:

- •Students will demonstrate knowledge of the arts and humanities by investigating a single subject across disciplinary boundaries.
- •Students will learn to **communicate effectively** both in class discussion and in the final written project.
- •Students will **develop ethical perspectives** by being prompted to empathize with the immigrant experience rather than dismiss it as alien to them.

Textbooks (in the order in which we will read them):

Juan Rodriguez, *Harvest of Empire: A History of Latinos in America* (Penguin, 2000).
Carlos Francisco Jackson, *Chicano and Chicana Art: ProtestArte* (U of Arizona P, 2009).
Charles Tatum, *Chicano Popular Culture* (U of Arizona P, 2001).
Gabriela Baeza Ventura, ed. *US Latino Literature Today* (Pearson Longman 2005).

Selected Bibliography:

Etulain, Richard W., *César Chávez: A Brief Biography with Documents*. Boston: Bedford/St. Martin's, 2002. Print.
Fregoso, Linda. *Bronze Screen: Chicana and Chicano Film Culture*. Minneapolis: U of Minnesota P, 1993. Print.
Keller, Gary D. et als., eds. *Contemporary Chicana and Chicano Art: Artists, Works, Culture, and Education*. 2 vols. Tempe: Bilingual Press, 2002. Print.
Rosales, Arturo F. *Chicano: The History of the Mexican American Civil Rights Movement*. Houston: U of Houston P, 1997. Print.
Vargas, Zagarosa, ed. *Major Problems in Mexican American History*. Boston: Houghton Mifflin, 1999. Print.

Requirements:

In order to pass this class, you will need to:

• **Attend** class faithfully. You will be allowed 4 absences in the semester. These days are there to cover things such as illness, family emergencies and university-sponsored activities. Use them wisely. If you have more than 4 absences, you will fail the class.

- Do the **readings** and be ready to participate in class discussion.
- Take weekly **quizzes**. Should you not be in class on the day of a quiz, I will allow you to make up one quiz. Any additional missed quiz will get a score of 0. However, when I calculate your final grade, I will drop your lowest score on the quizzes, whether you failed or missed one.
- Interview a member of the local Hispanic community of your choice about his/her experience in the United States and write an **interview report**, or, if you are Hispanic, write an **autobiographical paper** about your own or your family's experience.
- Write a **final research paper** (5 pages-long or so) on a subject that interests you out of a list I will give you. If you are interested in a topic I have not listed, you will need to clear it with me.
- Take a **mid-term** and a **final**.

On my part, I will be punctual and prepared, observe my office hours, respond to your e-mails and return your calls, comment on your work in a constructive manner, and return your quizzes and exams within two weeks.

Grades:

Quizzes: 20%

Interview or autobiography: 25%

Research paper: 20%

Mid-term: 25%

Final: 10%

Tentative Syllabus

PART I: HISTORY

Week 1: *Harvest of Empire*, chaps 1-3 (U.S. colonialism in Latin America from the Mexican American War to the Cold War).

Week 2: **Quiz 1.** *Harvest of Empire*, chaps. 4-9 (Puerto Rican, Cuban and Central American immigration).

Week 3: **Quiz 2.** *Harvest of Empire*, chaps. 10-14 (U.S. free-trade imperialism in Latina America). The U.S. debate over official language and immigration. Video: Carlos Sandoval and Catherine Tambini, *Farmingville* (2004).

Week 4: **Quiz 3.** The Chicano Civil Rights Movement. Videos: *The Struggle in the Fields* (1996) and Edward James Olmos, *Walkout* (2006).

PART II: ART

Week 5: **Quiz 4.** *Chicano and Chicana Art*, chaps. 1-3 (Mexican roots of Chicano art).

Week 6: **Quiz 5.** *Chicano and Chicana Art*, chap. 4-6 (Art and the Chicano Movement. Themes in Chicano art). Video: Susana Ortiz, *The Art of Resistance* (1994).

PART III: CINEMA

Week 7: *Chicano Popular Culture*, chaps. 1-3 (Representations of Latinos in U.S. Cinema). Video: Nancy de los Santos, *The Bronze Screen* (2002). **Mid-term exam.**

Week 8: *Chicano Popular Culture*, chaps 4-7 (Latino cinematic self-representations). Videos: Leon Ichaso, *El Super* (1979); Gregory Nava, *My Family* (1995); Leon Ichaso, *Piñero* (2001). **Interview or autobiography due.**

PART IV: LITERATURE

Week 9: **Quiz 6.** *US Latino Literature Today*, part 1 (Native literature).

Week 10: **Quiz 7.** *US Latino Literature Today*, part 1 continued.

Week 11: **Quiz 8.** *US Latino Literature Today*, part 2 (The literature of exile and immigration).

Week 12: **Quiz 9.** *US Latino Literature Today*, part 2 continued.

Week 13: **Quiz 10.** *US Latino Literature Today*, part 3 (Transcultural literature).

Week 14: *US Latino Literature Today*, part 3 continued. Video: Sergio Arau, *A Day Without a Mexican* (2007). **Final project due.**

Final exam during exam week in day to be assigned.

Arkansas Tech University

HUM 2003 – Introduction to 20th Century American Music

Instructor: Staff

Meeting time: TBA

Course Description: An introductory survey course presenting historical antecedents and contexts of 20th century American musical styles, including folk, jazz, classical, and Rock & Roll idioms.

Resources: Tanner, Paul, and Maurice Gerow. Jazz. New York: McGraw-Hill, 8th ed.
Budds, Michael and Marian Ohman. Rock Recall: Readings in American Popular Music from the Emergence of Rock & Roll to the Demise of the Woodstock nation. Ginn Press: 1993.
Smithsonian Institute Jazz Recordings
Harry Smith, Anthology of American folk Music

Objectives:

Students will have a working knowledge of our American musical heritage
Students will have an appreciation for the music as a living art form
Students will have an understanding of cultural and social influences which play an important role in the creation and development of jazz and folk music

Course Content:

Part 1: Folk Music

Origins in Western Europe
Origins in Africa
Native American Music
Synthesis in the New World

Part 2: Early Jazz

Ragtime
Dixieland
The Blues

Part 3: Popular Jazz Era

Tin Pan Alley
Swing

Part 4: Mastery of Improvisation

Bebop
Cool Jazz

Part 5: Eclectic Era

Free Form
Rock Fusion
Motion Pictures
Gospel

Part 6: The Rock & Roll Era

Part 7: Bringing it Full Circle: Classical idioms in the 20th Century

Charles Ives, the early rebel

Dean of American Composers: Aaron Copland

Graded Elements:

30%=concert reviews for 3 concerts attended throughout the semester

40%=3 tests

30%=final exam

Grading Scale: A=90-100, B=80-89, C=70-79, D=60-69, F=below 60

Final Exam Date: to be arranged

Arkansas Tech University
REQUEST FOR COURSE DELETIONS

app @C w/amendment
11/30/10

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Deans Council

DATE SUBMITTED: 10-1-10

Postponed 75 12/7/10

REQUEST FOR COURSE DELETIONS

Title	Signature	Date
Department Head		
Dean	Deans Council	10-1-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Woods</i>	10-1-10
Vice President for Academic Affairs		

Course Subject: See attached list	Course Number: See attached list
Cross-listed with Subject: If cross-listed, should cross-listing be deleted? Yes	Course Number: See attached list
Official Title: See attached list	
Effective Term: <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I Summer I 2011	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form. Not applicable	

Amendment: remove cross-listed course Educators-In-Industry from the list.

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

The upcoming spring, 2011, visit of The Higher Learning Commission has caused a review of courses within the course inventory. The majority of the attached courses has not been offered since spring 2008 and some prior to that date. The department heads and deans were given a list of inactive courses and asked to determine if these courses remain vital to the student learning objectives of their major programs. The attached list represents the culmination of that review.

In addition, several courses are no longer present in the current catalog; thus, the change reflects the need to permanently delete these courses to avoid future curricular errors. It should also prevent student confusion with regard to degree requirements, substitutions, and transferring courses from other institutions.

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

All deans and department heads were given the opportunity to review their college's list and "sign off" on the course deletions. The attached list represents the result of their efforts. Since the deans and department heads were the ones to actually put forth these courses for deletion, we believe this suffices for departmental support.

Additionally, the compiled list of courses to be deleted for all colleges was then given to each dean for additional review by department heads prior to submission of the list by Academic Affairs to the Curriculum Committee, Faculty Senate, and Graduate Council. As no objections were made to the compiled list, we believe this also suffices as departmental support.

Amendment:

Remove Educators in Industry from list of courses requested to be deleted. TR

Remove Endymology from the list of courses to be deleted.
jee

Inactive Courses to be deleted:

AH	ART	ART	6133	CONTEMPORARY ART ISSUES
AH	BVSC	ANTH	2303	GLOBALIZATION
AH	BVSC	ANTH	4103	ANTHROPOLOGY OF EUROPE
AH	BVSC	ANTH	6881	WORKSHOP
AH	BVSC	ANTH	6882	WORKSHOP
AH	BVSC	ANTH	6891	INDEPENDENT STUDY
AH	BVSC	ANTH	6892	INDEPENDENT STUDY
AH	BVSC	ANTH	6894	INDEPENDENT STUDY
AH	BVSC	PSY	3043	ENVIRONMENTAL PSY
AH	BVSC	RS	3053	REHAB APPR/CORR SET
AH	BVSC	RS	3144	REHAB SCI SEM: RESEARCH
AH	BVSC	RS	4153	WORK EVALUATION IN REHAB
AH	BVSC	RS	6894	INDEPENDENT STUDY
AH	BVSC	SOC	4163	SOCIOLOGY CAPSTONE I
AH	BVSC	SOC	4173	SOCIOLOGY CAPSTONE II
AH	BVSC	SOC	6003	SOC FOR EDUCATORS
AH	BVSC	SOC	6891	INDEPENDENT STUDY
AH	BVSC	SOC	6892	INDEPENDENT STUDY
AH	BVSC	SOC	6894	INDEPENDENT STUDY
AH	FLAN	FR	5283	SEMINAR IN FRENCH
AH	FLAN	FR	6881	WORKSHOP
AH	FLAN	FR	6882	WORKSHOP
AH	FLAN	FR	6884	WORKSHOP
AH	FLAN	FR	6885	WORKSHOP
AH	FLAN	GER	5283	SEMINAR IN GERMAN
AH	FLAN	GRK	2013	INTER CLASSICAL GRK I
AH	FLAN	GRK	2023	INTER CLASSICAL GRK II
AH	FLAN	GRK	3001	GRK/LAT SCI TERMINOLOGY
AH	FLAN	GRK	4991	SPEC PROB: CLASSICAL
AH	FLAN	GRK	4992	SPEC PROB: CLASSICAL
AH	FLAN	GRK	4993	SPEC PROB: CLASSICAL
AH	FLAN	GRK	4994	SPEC PROB: CLASSICAL
AH	FLAN	TESL	4023	TESOL SEC LANG ACQUISITI
AH	FLAN	TESL	4703	TESOL MET:TCH ENG SEC LA
AH	FLAN	TESL	4713	TESOL ASSESSMENT
AH	FLAN	TESL	4723	TESOL TCH PEOPLE OTH CUL
AH	HPS	GEOG	4991	SPEC PROB/GEOG
AH	HPS	GEOG	4992	SPEC PROB/GEOG
AH	HPS	GEOG	4994	SPEC PROB/GEOG
AH	HPS	GEOG	6003	POLITICAL GEOGRAPHY
AH	HPS	GEOG	6881	WORKSHOP
AH	HPS	GEOG	6882	WORKSHOP
AH	HPS	GEOG	6891	INDEPENDENT STUDY
AH	HPS	GEOG	6892	INDEPENDENT STUDY
AH	HPS	GEOG	6894	INDEPENDENT STUDY

AH	HPS	GS	2003	SEMINAR/GEN STUDIES
AH	HPS	HIST	3001	GREAT DECISIONS
AH	HPS	HIST	4556	CLASSROOM/APPL/EDUC/PSY
AH	HPS	HIST	4981	SOCIAL SCIENCES SEMINAR
AH	HPS	HIST	4982	SOCIAL SCIENCES SEMINAR
AH	HPS	HIST	5981	SOC SCIENCES SEMINAR:
AH	HPS	HIST	5982	SOC SCIENCES SEMINAR:
AH	HPS	PHIL	6891	INDEPENDENT STUDY
AH	HPS	PHIL	6892	INDEPENDENT STUDY
AH	HPS	PHIL	6894	INDEPENDENT STUDY
AH	HPS	POLS	4981	SOC SCIENCES SEMINAR
AH	HPS	POLS	4982	SOC SCIENCES SEMINAR
AH	HPS	POLS	5981	SOC SCIENCES SEMINAR
AH	HPS	POLS	5982	SOC SCIENCES SEMINAR
AH	HPS	POLS	6003	SEM/RECT AMER NATL ST/LOC GOV
AH	HPS	POLS	6403	SEM/CON FOR/INTL POL
AH	MUS	MUS	1591	SM VOCAL ENSEMBLES
AH	MUS	MUS	1671	UNIV-COMMUNITY CHOIR
AH	MUS	MUS	2411	INSTRUMENTAL CONCEPTS
AH	MUS	MUS	3102	APPL MUSIC/VIOLIN
AH	MUS	MUS	3103	APPL MUSIC/VIOLIN
AH	MUS	MUS	3112	APPL MUSIC/VIOLA
AH	MUS	MUS	3113	APPL MUSIC/VIOLA
AH	MUS	MUS	3122	APPL MUSIC/CELLO
AH	MUS	MUS	3123	APPL MUSIC/CELLO
AH	MUS	MUS	3132	APPL MUS/STR BASS
AH	MUS	MUS	3133	APPL MUS/STR BASS
AH	MUS	MUS	3151	CLASS GUITAR II
AH	MUS	MUS	3591	SM VOCAL ENSEMBLES
AH	MUS	MUS	3632	SURVEY OF MUSIC THEATRE
AH	MUS	MUS	3671	UNIV-COMMUNITY CHOIR
AH	MUS	MUS	4581	VOCAL ENSEMBLES
AH	MUS	MUS	4842	SURVEY OF OPERA
AH	MUS	MUS	4881	WORKSHOP IN MUSIC
AH	MUS	MUS	4882	WORKSHOP IN MUSIC
AH	MUS	MUS	5881	WORKSHOP IN MUSIC
AH	MUS	MUS	5882	WORKSHOP IN MUSIC
AH	MUS	MUS	6891	INDEPENDENT STUDY
AH	MUS	MUS	6892	INDEPENDENT STUDY
AH	MUS	MUS	6894	INDEPENDENT STUDY
AH	STJ	JOUR	2163	INTRODUCTION TO FILM
AH	STJ	JOUR	5153	PERSUASION THEORY/AUDIENCE ANALYSIS
AH	STJ	JOUR	4701	SPECIAL METHODS/JOUR
AH	STJ	SPH	3083	COMM/CLASSROOM TEACHER
AH	STJ	SPH	4073	DIRECTING FORENSICS
AH	STJ	SPH	5073	DIRECTING FORENSICS
AH	STJ	TH	2213	ORIENT/THEATRIC STUDIES

AH	STJ	TH	3233	ACTING/DIRECTING TECHNIQUE
AH	STJ	TH	4252	CONTEMPORARY THEORIES: DRAMA/THEATRE
AH	STJ	TH	4253	CONTEMPORARY THEORIES: DRAMA/THEATRE
AP	AGRI	AGBU	3143	INTERMED AGRI MICROECON
AP	AGRI	AGEG	3003	SOLVING AGRI PROBLEMS
AP	AGRI	AGEG	3213	WATERSHED MANAGEMENT
AP	COMS	COMS	1101	INTRO MICROS/DOS/WINDOWS
AP	COMS	COMS	1121	INTRO MAINFRAME COMP
AP	COMS	COMS	1221	INTER SPREADSHEETS
AP	COMS	COMS	1241	ADVANCED SPREADSHEETS
AP	COMS	COMS	1321	INTER WORD PROCESSING
AP	COMS	COMS	1341	DESKTOP PUBLISHING
AP	COMS	COMS	1421	INTER DATABASE SYSTEMS
AP	COMS	COMS	1441	ADV DATABASE SYSTEMS
AP	COMS	COMS	1501	INTRO COMP GRAPHICS
AP	COMS	COMS	1541	ADV COMP-AID DES GRAPH
AP	COMS	COMS	1601	COMPUTER NETWORKS
AP	COMS	COMS	1701	COMP APPLICATIONS/MATH
AP	EAM	EAM	3043	POLITICS OF DISASTER
AP	ELEG	ELEG	2133	DIGITAL LOGIC DESIGN
AP	MCEG	MCEG	5133	ADVANCED DIGITAL DESIGN
AP	PRH	RP	4083	RESORT MANAGEMENT
BA	ACCT	ACCT	4084	INTERNSHIP IN ACCOUNTING
BA	ACCT	ACCT	4085	INTERNSHIP IN ACCOUNTING
BA	ACCT	ECON	5073	WORLD ECONOMIC SYSTEMS
BA	ACCT	ECON	6881	WORKSHOP
BA	ACCT	ECON	6882	WORKSHOP
BA	ACCT	ECON	6883	WORKSHOP
BA	ACCT	ECON	6891	INDEPENDENT STUDY
BA	ACCT	ECON	6892	INDEPENDENT STUDY
BA	ACCT	ECON	6893	INDEPENDENT STUDY
BA	ACCT	ECON	6894	INDEPENDENT STUDY
BA	MM	BUAD	2073	PRINCIPLES/REAL ESTATE
BA	MM	BUAD	4001	PROBLEMS/BUSINESS ADMIN
BA	MM	BUAD	4002	PROBLEMS/BUSINESS ADMIN
BA	MM	BUAD	4003	PROBLEMS/BUSINESS ADMIN
BA	MM	VOBE	4043	OCCUPATIONAL ANALYSIS
BA	MM	VOBE	4053	TECHNOLOGY METHODS BUED
BA	MM	VOBE	4093	DIR VOC WORK EXPER
BA	MM	VOBE	4556	CLASSROOM/APPL/EDUC/PSY
BA	MM	VOBE	5053	TECHNOLOGY METHODS BUED
BA	MM	VOBE	5093	DIR VOC WORK EXPER
BA	MM	VOBE	6881	TECHNOLOGY WORKSHOP
BA	MM	VOBE	6882	TECHNOLOGY WORKSHOP
BA	MM	VOBE	6883	TECHNOLOGY WORKSHOP
ED	CI	EDFD	3023	HUMAN DEVELOPMENT
ED	CI	EDFD	3042	EDUCATIONAL PSY

ED	CI	EDFD	3072	INTRO/ED MEASUREMENTS
ED	CI	EDFD	4052	TEACHING EXCEP LEARNERS
ED	CI	EDFD	4333	TEACH READ/STUDY STRAT
ED	CI	EDFD	5052	TEACH EXCEP LEARNERS
ED	CI	ELED	2001	INTRO/EDUC FOUNDATIONS
ED	CI	ELED	2002	FIELD-BASED EXPER SEM
ED	CI	ELED	3043	SOC STUDIES/ELEM TEACHER
ED	CI	ELED	3063	OUTDOOR EDUCATION
ED	CI	ELED	3323	METH/INSTR/ELEM EDUC
ED	CI	ELED	3403	LITERATURE FOR CHILDREN
ED	CI	ELED	3413	MATERIALS/METH/KINDER
ED	CI	ELED	3436	LANGUAGE/LITERACY INSTR
ED	CI	ELED	4403	READ/LIT FOR CHILDREN
ED	CI	ELED	4423	CURRICULUM DEV/KINDER
ED	CI	ELED	4443	TEACHING OF READING
ED	CI	ELED	4503	INSTR STRATEGIES/EL ED
ED	CI	ELED	4609	TEACH/ELEM SCHOOL
ED	CI	ELED	4703	PRAC/EARLY CHILDHD ED
ED	CI	ELED	4704	PRAC/EARLY CHILDHOOD EDU
ED	CI	ELED	4705	PRAC/EARLY CHILDHOOD EDU
ED	CI	ELED	4709	TCH ELEM SCHOOL/KINDER
ED	CI	ELED	6036	SCI/MATH/READ INTERDIS APR K-4
ED	CI	ELED	6363	CLINICAL PRACTICES
ED	CI	GTED	4003	UNDERST GIFTED/H,SC,CO
ED	CI	GTED	6881	WORKSHOP
ED	CI	GTED	6882	WORKSHOP
ED	CI	GTED	6883	WORKSHOP
ED	CI	GTED	6891	INDEPENDENT STUDY
ED	CI	GTED	6892	INDEPENDENT STUDY
ED	CI	GTED	6893	INDEPENDENT STUDY
ED	CI	GTED	6991	ACTION RESEARCH
ED	CI	SEED	4013	TEACHING/MIDDLE SCHOOL
ED	CI	SEED	5013	TEACHING/MIDDLE SCHOOL
ED	CSP	CSP	6081	PRACTICUM I
ED	CSP	CSP	6082	PRACTICUM I
ED	CSP	CSP	6091	PRACTICUM II
ED	CSP	CSP	6092	PRACTICUM II
ED	CSP	CSP	6882	SPECIAL PROBLEMS IN CSP
ED	CSP	CSP	6893	INDEPENDENT STUDY
ED	PE	PE	1581	TENNIS
ED	PE	PE	1841	RACQUETBALL
ED	PE	PE	1931	RACQUETBALL
ED	PE	PE	2901	EMERGENCY WATER SAFETY
ED	PE	PE	4994	SPEC PROB/PE
ED	PE	PE	6894	INDEPENDENT STUDY
NH	BIOS	AHS	2031	MED ASST CLIN PRAC LAB
NH	BIOS	BIOL	4013	MULTICULTURAL SCIENCE ED

NH	BIOS	BIOL	6023	CONSERVATION WORKSHOP
NH	BIOS	BIOL	6813	SCI/TECH/HUMAN VALUES
NH	BIOS	FW	5083	PRIN OF FISHERIES MGT
NH	BIOS	HIM	3021	MEDICAL TRANSCRIPTION
NH	BIOS	GSCI	6003	HIGHER ORDER THINKING/SCI
NH	MATH	MATH	2183	STATISTICAL PROC CONTROL
NH	MATH	MATH	4253	ADVANCED CALCULUS I
NH	MATH	MATH	4283	ADVANCED CALCULUS II
NH	MATH	MATH	4293	INTRODUCTORY TOPOLOGY
NH	MATH	MATH	5113	HISTORY OF MATHEMATICS
NH	MATH	MATH	5293	INTRODUCTORY TOPOLOGY
NH	MATH	MATH	6023	HIGHER ORDER THINKING
NH	MATH	MATH	6891	INDEPENDENT STUDY
NH	MATH	MATH	6892	INDEPENDENT STUDY
NH	MATH	MATH	6893	INDEPENDENT STUDY
NH	MATH	MATH	6894	INDEPENDENT STUDY
NH	MATH	MATH	6993	THESIS RESEARCH
NH	NURS	NUR	3501	NUR SKL THEOR/MED INT II
NH	PHSC	CHEM	1004	SCIENCE FOUNDATIONS
NH	PHSC	PHSC	1024	ESSENTIALS OF PHYS SCI
NH	PHSC	PHSC	4013	MULTICULTURAL SCIENCE ED
NH	PHSC	PHSC	6023	CONC MIN/MINERALS TECH
NH	PHSC	PHSC	6813	SCI/TECH/HUMAN VALUES
PC	PS	ECE	2412	CURR RES/READ IN EARLY
PC	PS	ECE	2712	PAR/FAM AS EDUCATORS
PC	PS	ECE	2812	NUTR/FOOD SCI/YOUNG CH
	MS	MS	1102	LEADERSHIP II
	MS	MS	2403	INTRO MIL ORGANIZ/TAC II

DELETE THESE COURSES DUE TO CANCELLATION OF THE MEd IN MATHEMATICS:

NH	MATH	MATH	6123	MODERN GEOMETRY
NH	MATH	MATH	6143	NUMBER THEORY
NH	MATH	MATH	6183	INTRO TO REAL ANALYSIS