

College of Applied Sciences

Department of Computer and Information Science

- (a) Add COMS 3913, Advanced Discrete Structures, to the course descriptions;
~~and with the following amendment to the rationale section: Present to ABET as fulfilling the final hour of mathematics as required for accreditation; and~~
- (b) Modify the curriculum in Computer Sciences as follows: add COMS 3913, Advanced Discrete Structures; and delete technical elective.

College of Arts and Humanities

Department of Art

- (a) Add ART 4231, Graphic Design Exhibition, to the course descriptions;
- (b) Change the course number for ART 3233, Production Techniques, to 3232, and delete the prerequisite ART 2213, Digital Skills for the Graphic Designer; modify the course description; and
- (c) Modify the Curriculum in Art Graphic Design as follows: Change the course number for ART 3233, Production Techniques, to 3232; and add ART 4231, Graphic Design Exhibition.

Department of History and Political Science

- (a) Add the following course to the course descriptions:
HIST 4093, American Culture since 1800;
POLS 3024, Judicial Politics;
POLS 3423, Problems in International Affairs; ~~and with the following amendments: **~~
POLS 4163, Formal Theory, to the course descriptions;
- (b) Change the course number for POLS 3403, Comparative Government, to POLS 2403, and modify the course description;
- (c) Change the course number for POLS 3413, International Relations, to POLS 2413, and modify the course description; and
- (d) Modify the Curriculum in Political Science as follows: Change the course number for POLS 3403, Comparative Government, to POLS 2403; and

**** add to the rationale section- designed to accommodate Professional Studies and other majors who took POLS 3413, which is no longer available because it has been changed to POLS 2413; and, add to the course description- offered once yearly.**

Change the course number for POLS 3413, International Relations, to POLS 2413.

College of Natural and Health Sciences

Department of Biological Sciences

- (a) Add FW 2013, Natural Resources Communication, to the course descriptions;
- (b) Delete FW 3001, Junior Seminar in Fisheries and Wildlife Biology;
- (c) Change the course number for BIOL/FW 3163, Biodiversity and Conservation Biology, to BIOL/FW 4163, and change the Prerequisites: FW(BIOL) 3114 and one of the following: BIOL 3004, FW(BIOL) 3084, BIOL 3094, BIOL 3134, FW(BIOL) 3144, FW(BIOL) 3154, BIOL(FW) 3224, BIOL 4044, or permission of instructor; to Prerequisite: a course in ecology or permission of instructor;
- (d) Modify the course description for FW 4034, Geographic Information Systems in Natural Resources; redistribute the hours between lecture and lab; and change the Prerequisites: PSY(SOC) 2053 or MATH 2163 and Computer Science elective or GEOG 4833; to Prerequisites: a course in GIS or permission of instructor;
- (e) Modify the course description for FW 4064, Wetland Ecology and Management, redistribute the hours between lecture and lab; and change the Prerequisites: BIOL/FW 3114, to Prerequisite: a course in ecology or permission of instructor; and
- (f) Modify the Curriculum in Fisheries and Wildlife as follows:
 - (1) Require ECON 2003, Principles of Economics I, as one of the general education social sciences (footnote 1);
 - (2) Replace the requirement for speech and technical writing with speech or technical writing;
 - (3) Delete FW 3001, Junior Seminar in Fisheries and Wildlife Biology; and add FW 2013, Natural Resources Communications;
 - (4) Delete computer science requirement and add course in GIS;
 - (5) Add FW 4103, Human Dimensions of Fisheries and Wildlife Management, and delete BIOL 3004, Plant Taxonomy, or BIOL 4044, Dendrology; and add any physical science class (CHEM, GEOL, PHSC, or PHYS); and

- (6) Delete BIOL 3124, General Physiology, or BIOL 3174, Physiological Ecology, and PHYS 1114, Applied Physics; and add 8 hours of science suitable to each discipline;

Department of Physical Sciences

- (a) Add CHEM 1111, A Survey of Chemistry Laboratory, to the course descriptions; and
- (b) Change the course number for CHEM 1114, A Survey of Chemistry, to 1113; add the co-requisite: CHEM 1111, A Survey of Chemistry Laboratory, to the existing prerequisites; modify the course description; and move the \$10 lab fee to CHEM 1111, A Survey of Chemistry Laboratory.

College of Professional Studies and Community Outreach

Department of Professional Studies

- (a) Combine ECE 2112, Basic Child Growth and Development I, and ECE 2212, Basic Child Growth and Development II, to ECE 2113, Basic Child Growth and Development, and modify the course description and remove prerequisites; **with the amendment to delete the reference to web hours from the rationale section;**
- (b) Change the course number for ECE 2312, Foundations and Theories in Early Childhood Education, to ECE 2313; modify the course description; remove prerequisite; ~~and~~ **with the amendment to delete the reference to web hours from the rationale section; and**
- (c) Modify the Curriculum in Early Childhood Education (Associate of Science) as follows: replace ECE 2312, Foundations and Theories in Early Childhood Education, with ECE 2313; and replace ECE 2112, Basic Child Growth and Development I, and 2212, Basic Child Growth and Development II, with ECE 2113, Basic Child Growth and Development.

Miscellaneous proposals:

- (a) Add the following courses to the course descriptions:
TECH 1022, Discovering the Arts;
TECH 1032, Discovering the Humanities;
TECH 1042, Discovering Social Sciences; and
TECH 1052, Discovering Applied Sciences.

Arkansas Tech University

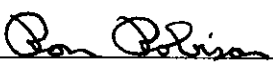
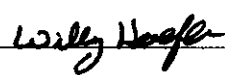
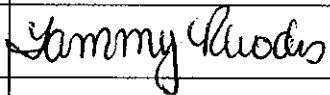
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Department of Computer and Information Science

DATE SUBMITTED: 9/29/2010

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Ronald Robison		9-30-10
Dean Willie Hoefler		9-30-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes		10-1-10
Vice President for Academic Affairs John Watson		

Course Subject: Computer Science	Course Number: COMS 3913
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Advanced Discrete Structures	
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 Term: <input type="checkbox"/> Spring X Summer I	If course is required by major/minor, how frequently will course be offered? 1 time per year
Is this course repeatable for additional earned hours? 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: COMS 2903 <i>pcc</i> or MATH 2703 , COMS 2203	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 Course description as to appear in catalog Course goals and/or objectives Course outline Methods of student performance assessment and evaluation Course bibliography, reading list, and /or listing of other instructional media See attached.	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No.	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No.	
How does this proposal support the University Mission or University Strategic Planning Goals? This course will help the department to maintain accreditation for our program in computer science.	
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. ABET requires programs in computer science to have 30 hours of mathematics. Adding this course will increase our required hours to 32. We chose the area of discrete mathematics because our computer science students' ability to apply concepts in discrete mathematics is quite poor, as evidenced by the performance of students on assignment within advanced data structures (COMS 3213) and software engineering (COMS 4163). For example, in COMS 4163, homework 3 focused on the ability of students to use discrete math to specify the behavior of blocks of code. More than half the class earned less than 70% on this assignment.	
How will the effect of the change be monitored in ongoing program assessment? Accreditation is important for the CIS department. ABET requires 30 hours of mathematics in our computer science curriculum. This will boost computer science mathematics hours to 32.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. There is no effect on other departments.	

Amendment to rationale:

The course will be presented to ABET as fulfilling the final hour of mathematics as required for accreditation.

COMS 3913: Advanced Discrete Structures

Catalog Description

Prerequisites: COMS 2203, COMS 2903. Advanced topics in discrete mathematics applicable to modeling, analysis, and computer theory. Topics include relations, graphs, analysis of algorithms, and computability.

Textbook

Malik and Sen, Discrete Mathematical Structures : Theory and Applications
Course Technology, Inc., 2004

Course Goals

- Given an algorithm, determine its running time as a function of its input size.
- Given an algorithm, determine its space usage as a function of its input size.
- Model input, output, data and program structure using finite automata, grammars, relations, functions, trees, and graphs.
- Define data structures using discrete structures.
- Define and discuss the concepts of computability related to computer programming.
- Prove properties of various discrete structures using various proof techniques.
- Use propositional and predicate calculus to express and prove properties of discrete structures.

Prerequisites by Topic

Basic discrete mathematical topics including truth tables, functions, relations, sets, and counting. Direct and indirect proof. Proof by induction and by contradiction.

Major Topics Covered in the Course

Modeling and specifying data structures and program properties (5 weeks)

Functions and their properties (3 weeks)

Relations and their properties

Graphs and their properties

Analysis of algorithms (3 weeks)

Summation formulas

Recurrence relations
Calculus and non-calculus definition of big-Oh, big-Theta, etc
Analysis of various standard algorithms
Computability theory (4 weeks)
Chomsky hierarchy and the related theory
Intractable problems
Undecidable problems

Methods of student performance assessment and evaluation

Three exams on each of the three major areas of the course will be given. In addition a comprehensive final exam will be given. The standard university 10% grading scale will be used for grading. Questions determined by the department assessment committee will be embedded within exams for the purpose of assessing the student outcomes. Questions will be keyed to the course objectives listed above. The answers to the questions will be reviewed by the assessment committee. The committee will identify areas of weakness, defined by areas in which fewer than 70% of the students were able to supply a satisfactory or better answer.

Course bibliography, reading list, and /or listing of other instructional media

None


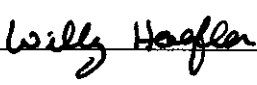
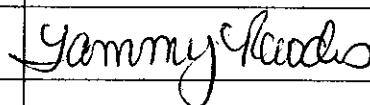
Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department)

DATE SUBMITTED:

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

Title	Signature	Date
Department Head Ronald Robison		9-30-10
Dean Willie Hoefler		9-30-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes		10-1-10
Vice President for Academic Affairs John Watson		

Program Title: Computer Science	Effective Date: Fall 2011
Outline change in program and attach curriculum matrix:	
Add COMS 3913 Advanced Discrete Structures. Delete Technical Elective.	
What impact will the change have on staffing, on other programs and space allocation? None.	
<p>Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.</p> <p>ABET requires programs in computer science to have 30 hours of mathematics. Adding this course will increase our required hours to 32. We chose the area of discrete mathematics because our computer science students' ability to apply concepts in discrete mathematics is quite poor, as evidenced by the performance of students on assignment within advanced data structures (COMS 3213) and software engineering (COMS 4163). For example, in COMS 4163, homework 3 focused on the ability of students to use discrete math to specify the behavior of blocks of code. More than half the class earned less than 70% on this assignment.</p>	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. It will not.	

Fall Start Curriculum Matrix for Catalog	
Curriculum in _____ Computer Science _____ (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add:SPH 2173 Business and Professional Speaking Delete: Biological Science (4 hrs) Total Hours: 14
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: COMS 3913 Advanced Discrete Structures Delete: SPH 2173 Business and Professional Speaking Total Hours: 16
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Biological Science (4 hrs) Delete: Technical Elective (3 hrs.) Total Hours:16

Spring Start (If applicable) Curriculum Matrix for Catalog	
Curriculum in _____ Computer Science _____ (enter title for program changing)	

<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: COMS 3913 Advanced Discrete Structures</p> <p>Delete: ENGL 2053 Technical Writing</p> <p>Total Hours: 16</p>	<p>Sophomore Fall Semester</p> <p>Add/Change: ENGL 2053 Technical Writing</p> <p>Delete: Fine Arts (3 hrs)</p> <p>Total Hours: 16</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: Fine Arts (3 hrs)</p> <p>Delete: Technical Elective (3 hrs)</p> <p>Total Hours: 16</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours <u>127</u></p>	

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: **Department of Art**

DATE SUBMITTED: 9.24.10

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	Cathy Caldwell	9.24.10
Dean	H. M. Tom	9.27.10
Teacher Education Council (if applicable)	NA	
Graduate Council (if applicable)	NA	
Registrar	Gammie Woods	10-1-10
Vice President for Academic Affairs		

Course Subject: ART	Course Number: 4231
Cross-listed with Subject: NA	Course Number: NA
Official Title (Limited to 30 characters including spaces): Graphic Design Exhibition	
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/ XXX 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Catalog Year: 2011-2012	How frequently will course be offered? Every Spring semester
Is this course repeatable? Y / N How many times? 0	
Does this course require a fee? NO How much? Type of fee?	

Note: course no. change to 3232
in subsequent proposal
pcc

<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: Art 1503, 2213, 3203, 3223, 3233, 3243, 3253, 4623, and Sophomore Review	Co-requisites: NA
Grading XXX 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 or University Strategic Planning Goals? It aids to enhance the creation and delivery of first quality education services by focusing on the specific needs of the graphic design student.	
What assessment information is being used to support this proposal? Department assessment led to changes in the Senior Project course for fine arts/art education majors, which, in turn, led to procuring a capstone course for graphic design majors.	
How will the effect of the change be monitored? An end-of-the-course assessment will be given that parallels the assessment given in the Senior Project course.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. All graduating Art majors have to participate in Art 4703, Senior Project & Exhibition. As of this current academic year, only those art majors with a fine art emphasis will be required to complete this course. Consequently, those students with a graphic design emphasis will have no public venue in which to exhibit their work. This course will provide such an opportunity.	
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. All university art programs provide an exhibit venue/portfolio requirement for graduating art majors. Previous departmental assessments concurred that the Senior Project could no longer successfully accommodate diverse majors as well as large numbers of majors.	



graphic design

spring 2012 • mwf 3:00 - 4:00

instructor: Lyn Brands

office: Norman Hall 207

officePHONE: 968.0209

email: lbrands@atu.edu

Catalog Description: Prerequisites: Art 1503, 2213, 3203, 3223, 3233, 3243, 3253, 4623, and *Sophomore Review*. The purpose of the course is to provide the student an opportunity to present their work in a professional manner in a public venue. This course will be taken concurrently with Art 4243.

Course Requirements: Each student will participate in the planning and preparation of the exhibition. Each student will exhibit at least two graphic design pieces.

Standards for Grading:

Excellent: This means full participation and cooperation in the preparation of the exhibition as well as the mounting of and dismantling of the exhibition. An excellent attitude of doing any and all tasks required to get the exhibition ready for viewing by the general public. Completing all assignments on time.

Above Average: This means assisting with the preparation of the exhibition although not always going beyond the basic requirements. Completing all assignments on time.

Adequate: In general, this indicates you have met the minimum requirements of the course but have not gone beyond this. Completing most assignments on time.

Barely Acceptable: A minimum effort is shown but a cooperative and helpful attitude is missing. It may also indicate excessive absences. Most assignments are not completed on time and some assignments may not have been completed at all.

Failing: basically there is little to no cooperation on the part of the student. Minimum requirements have not been met and possibly a poor attitude has been shown toward the instructor and/or peers in the class. Excessive absences may have also played a role. Most if not all assignments are not completed.

Grading Scale:

Projects	Semester
100 - 90 = A	600 - 540 = A
89 - 80 = B	539 - 480 = B
79 - 70 = C	479 - 420 = C
69 - 60 = D	419 - 360 = D
59 - 0 = F	359 - 0 = F

Assignments: Each student will be required to write and type an artist's statement in relation to their exhibited work. They will be expected to attend all class critiques about the exhibit.

Written Artist's Statement = 100pts.

This can absolutely not be turned in late.

Planning & Preparation of Exhibit = 300 pts.

Presentation of Work = 100pts.

(craftsmanship of piece, matting, framing,)

Dismantling of Exhibit = 100pts

Absence Policy: You are allowed four (4) absences without penalty. Students who are participating in a university-sanctioned activity may also miss class without penalty as long as verification is presented before leaving for the event. If a deadline or an assignment will occur while you are absent, arrangements must be made *before* missing the class--no exceptions!

If you miss eight classes you will flunk the class unless you drop within university guidelines and deadlines.

Tardiness/Leaving Early: More than three tardies or leaving class before being dismissed will result in an absence.

Recommended Text: *Graphic Artists Guild Handbook: Pricing & Ethical Guidelines* by Graphic Artists Guild

Office Hours: My class schedule and office hours are posted next to the classroom door.

Statement on Disabilities: Arkansas Tech University adheres to policies providing accommodations for disabilities. If you have special needs due to a disability, contact the Disability Service Office (Dean Hall, Room 110) at 968.0316. Please advise the instructor at the beginning of the semester if you have any special needs.

Final Exam: Rather than a written exam, the final for this course will be the dismantling of the exhibition as well as the restoration and cleaning of the gallery to the state it was in prior to the mounting of the exhibition.

Attendance and participation at the final exam is mandatory if you want to pass this course.

ART 4231	graphic design	spring 2012 • mwf 3:00 - 4:00 instructor: Lyn Brands office: Norman Hall 207 officePHONE: 968.0209 email: lbrands@atu.edu
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Course Bibliography:

Graphic Artists Guild Handbook: Pricing & Ethical Guidelines
Graphic Artists Guild

Business & Legal Forms for Graphic Designers
Ted Crawford & Eva Doman Bruck

Becoming a Graphic Designer: A Guide to Careers in Design
Steven D. Heller

The Graphic Designer's Guide to Portfolio Design
Debbie Rose Myers

Starting Your Career as a Freelance Illustrator or Graphic Designer
Michael Fleishman

**ART
4231**

graphic design

spring 2012 • mwf 3:00 - 4:00
instructor: Lyn Brands
office: Norman Hall 207
officePHONE: 968.0209
email: lbrands@atu.edu

Course Outline

WeekOne

- Meet with Gallery Director to go over policies, equipment and tools for hanging exhibits, etc.

WeekTwo

- List of work to be exhibited is due.
- Divide gallery space among students.

WeekThree

- Decide on exhibition name.
- Begin work on promotional material.

WeekFour

- Obtain prices for printing promotional pieces.
- Discuss options for framing and exhibiting graphic design pieces in a gallery.

WeekFive

- Send promotional work to printer.
- Assign written artist statement.

WeekSix

- First draft of artist statement due.
- Discuss pricing work, freelance jobs, copyright, etc.

WeekSeven

- Second draft of artist statement due.

WeekEight

- Finalize format of i.d. cards to be placed by artwork.

WeekNine

- Final draft of artist statement due.

WeekTen

- Distribute promotional materials.
- I.D. cards typed and trimmed to correct size.

WeekEleven

- Hang show.

WeekTwelve

- Student critiques.

WeekThirteen

- Student critiques.

Finals

- Take down exhibit.
- Return gallery to original state it was in before hanging exhibit.

Arkansas Tech University

REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of Art

DATE SUBMITTED: 9.24.10

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head	<i>Cathy Caldwell</i>	9.24.10
Dean	<i>H. McInnis</i>	9-27-10
Teacher Education Council (if applicable)	NA	
Graduate Council (if applicable)	NA	
Registrar	<i>Gammy Rhodes</i>	10-1-10
Vice President for Academic Affairs		

Course Subject: Art	Course Number 3233
Cross-listed with Subject: NA	Course Number NA
Official Title: Production Techniques	
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 checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2011-12	

New Course Number: 3232		
New Course Title (Limited to 30 characters including spaces): Production Techniques		
New Course Description: Introductory course on preparing graphic design pieces for commercial printing. Studio		
New Cross-list: <input type="checkbox"/> Adding Cross-listing <input type="checkbox"/> Changing Cross-listing <input type="checkbox"/> Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____		
New Prerequisite/Co-requisite: Eliminate Art course 2213 as prereq		
New Grading XXX Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)		
New Fee:	How much?	Type of Fee?
This isn't a new fee but rather an adjustment to the current fee of \$12 per credit hour. Reducing the number of credit hours from 3 to 2 would lower the fee from \$36 to \$24 for the course.		
<input type="checkbox"/> Elective XXX 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 field of commercial printing has changed over the past few years. Files are now sent electronically, which requires far less preparatory work by hand on the part of the graphic designer. The course involves the learning of industry terminology related to printing, a concise history of printing, the basics of paper including standard sizes, the making of, and terminology in relation to printing, the writing of sample bids for printed work and a tour of a printing plant.		
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. Current production techniques have resulted in less complex procedures both on the part of the printer and that of the designer. The methods are more focused and require different preparation requirements than in the past.		
If this course will affect other departments a Departmental Support Form for each affected department must be attached.		

4 hours.
pcc

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of Art

DATE SUBMITTED: *Sept. 24, 2010*

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

Title	Signature	Date
Department Head	<i>Cathy Caldwell</i>	<i>9.24.10</i>
Dean	<i>H. M. T.</i>	<i>9-27-10</i>
Teacher Education Council (if applicable)	NA	
Graduate Council (if applicable)	NA	
Registrar	<i>Yammy Kudo</i>	<i>10-1-10</i>
Vice President for Academic Affairs		

Program Title: Art, graphic design emphasis	Effective Date: Catalog 2011-12
Detail change in program: <i>Change course number for ART 3233 to ART 3232 and add one hour ART 4231. TR</i>	
Please provide a rationale for the change. The field of commercial printing has changed over the past few years and now requires far less preparatory work on the part of the graphic designer.	
What impact will the change have on staffing, on other programs and space allocation? NONE	
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. Current production techniques have resulted in less complex procedures both on the part of the printer and that of the designer. The methods are more focused and require different preparation requirements than in the past.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached.	

Fall Start Curriculum Matrix for Catalog
Curriculum in _Graphic Design
(enter title for program changing)

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change: Art 3232</p> <p>Delete: Art 3233</p> <p>Total Hours: 14</p> <p style="text-align: right;">pcc</p>
<p>Senior Fall Semester</p> <p>Add/Change: Art 3232</p> <p>Delete: Art 3233</p> <p>Total Hours: 14hrs</p> <p style="text-align: right;">pcc</p>	<p>Senior Spring Semester</p> <p>Add/Change: Art 4231</p> <p>Delete:</p> <p>Total Hours: 16hrs</p>

SEP 15 2010

Arkansas Tech University


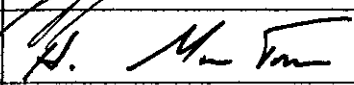
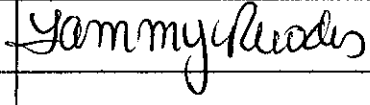
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of History and Political Science

DATE SUBMITTED: 9-13-10

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head		9/13/10
Dean		9-14-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10-16-10
Vice President for Academic Affairs		

Course Subject: HIST	Course Number: 4093
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): <p style="text-align: center;">American Culture since 1800</p>	
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: 2011-12	How frequently will course be offered? Every other year
Is this course repeatable? Y / N How many times?	
Does this course require a fee? No How much? Type of fee?	

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<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: See attached 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. <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;">No</p>	
How does this proposal support the University Mission? Knowledge of one's cultural past is a key component in a complete education as well as in individual self-awareness and understanding; as such, this course will enlighten, nurture scholastic development and foster life-long learning for our students.	
What assessment information is being used to support this proposal? State of the discipline, ATU general education goals calling for students' ability to "demonstrate knowledge of the arts and humanities," and departmental and National Council for Social Studies (NCSS) assessment goals calling for student appreciation of the American cultural past.	
How will the effect of the change be monitored? Student teaching evaluations, evaluations of teacher candidates' success in conveying cultural knowledge and appreciation as required by the NCSS (National Council for Social Sciences), and student exit interviews will be used to assess the impact of the curricular change.	
Please provide a rationale for the need for this new course in terms of departmental/university curricular needs or student demand. No course in the history of American culture is or has been offered at ATU; accordingly, this course will fill a void in our departmental offerings in American history, allowing us to present students with greater opportunity for learning about their cultural heritage. It complements offerings in political, diplomatic, economic, ethnic, and legal American histories already offered. Social Studies education students may be steered into this course when possible in order to satisfy the NCSS standard related to culture.	
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. Survey of comparable institutions and accreditation requirements: See attached.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A	

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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.

No course in the history or development of American culture is or has ever been offered at ATU; accordingly, this course will fill a void in our departmental offerings in American history, allowing us to present the student with greater opportunity for learning about their cultural heritage. It complements offerings in political, diplomatic, economic, ethnic, military, and legal American histories already offered. It satisfies specific criteria relative to NCSS standards regarding culture; therefore, social studies education majors likely will be steered into the course. In the current state of the discipline of history, American Cultural History (as such or in a number of variations such as Sports in American Culture or American Social and Cultural Development) has become a standard curricular offering in most comparable universities as well as a rapidly expanding field of inquiry within the discipline. A number of historical journals are dedicated to this expanding field, and in terms of course offerings, universities comparable to ATU already feature versions of such courses: History 445 (Sports in American Culture and Society) at Delta State University; History 492 (American Material Culture) at James Madison University; History 421 and 422 (U.S. Social and Cultural History I and II) at Murray State University. Within Arkansas, the same is true: History 3293 (History of American Popular Culture) at the University of Arkansas, Fayetteville; History 4365 (Modern American Culture) at UALR; History 4235 and 5326 (American Life and Thought I and II) at UCA, among many other such institutions. The addition of such a course here at ATU will no doubt improve the depth and quality of our departmental offerings while simultaneously making us ever more competitive with our regional cohorts.

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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*

a. HIST 4093: American Culture since 1800

b. The history and development of American regional and national culture from the early republic to the present. Topics include antebellum nationalism and regional cultures, slave and slaveholding culture, the rise of consumerism, popular and intellectual aesthetic and artistic development, and the evolution of American mass, commercial, and popular culture through the nineteenth and twentieth centuries.

c. The goals and objectives of this course include providing students the opportunity to explore the cultural past of the United States, and in doing so sharpen and hone the skills of critical thinking and analysis, increase their depth of knowledge and understanding of American history, and create an appreciation for the cultural and aesthetic past.

d. Schedule Outline

Week One: Transplanted Cultures and the "Americanization" of Culture

Week Two: Early American Literature, Art, and Music

Week Three: Antebellum Reform / Minstrelsy and Popular Culture

Week Four: Slave and Slaveholding Culture in the South

Week Five: Culture Clashes and Civil War

Week Six: Reconstruction and the Culture of White Supremacy

Week Seven: The Frontier, the Wild West Show, and the Mythology of the West

Week Eight: Industry and the Rise of Consumerism

Week Nine: American Popular and Mass Culture, 1920-1945

Week Ten: Cold War Culture

Week Eleven: Postwar Visual Culture: Film, Television, and Literature

Week Twelve: Cultural Dynamics in the '60s and '70s

Week Thirteen: Modern Mass and Commercial Culture

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e. **Student performance evaluation and assessment:** Students will be assessed both for content knowledge and critical analysis skills through periodic blue-book written examinations and a writing assignment (research paper and/or documents/source analyses).

f. **Readings and Bibliography:** This class will make use of a variety of media, including music, film, internet, and other tools, artifacts, and primary sources of popular and mass culture. Required readings for this course would be *selected* from among the extensive bibliography of American cultural history, a sampling of which is listed here:

Ashby, LeRoy, *With Amusement for All: A History of American Popular Culture since 1830* (Lexington: University Press of Kentucky, 2006).

Barnouw, Eric. *Tube of Plenty: The Evolution of American Television*, 2nd ed. (New York: Oxford University Press, 1990).

Cohen, Lizabeth. *A Consumer's Republic: The Politics of Mass Consumption in Postwar America* (New York: Alfred A. Knopf, 2003).

Cullen, Jim, ed. *Popular Culture in American History* (Malden, MA: Blackwell, 2001).

Ewen, Stuart. *Captains of Consciousness: Advertising and the Social Roots of the Consumer Culture* (New York: Basic, 2001).

Huggins, Nathan. *Harlem Renaissance* (New York: Oxford University Press, 1971).

Leach, William. *Land of Desire: Merchants, Power, and the Rise of a New American Culture* (New York: Vintage, 1993).

Levine, Lawrence W. *Black Culture and Black Consciousness: Afro-America Folk Thought from Slavery to Freedom* (New York: Oxford University Press, 1978).

_____. *Highbrow/Lowbrow: The Emergence of Cultural Hierarchy in America* (Cambridge: Harvard University Press, 1988).

Smith, Henry Nash. *Virgin Land: The American West as Symbol and Myth* (Cambridge: Harvard University Press, 2007).

Susman, Warren I. *Culture as History: The Transformation of American Society in the Twentieth Century* (Washington: Smithsonian Books, 2003).

Walters, Ronald G. *American Reformers, 1815-1860*, 2nd ed. (New York: Hill and Wang, 1997).

Whitfield, Stephen J. *The Culture of the Cold War*, 2nd ed. (Baltimore: The Johns Hopkins University Press, 1996).

Wright, Bradford W. *Comic Book Nation: The Transformation of Youth Culture in America* (Baltimore: The Johns Hopkins University Press, 2001).

HISTORY 4093

American Culture since 1800

HIST 4093 is the history and development of American regional and national culture from the early republic to the present. Topics include antebellum nationalism and regional cultures, slave and slaveholding culture, the rise of consumerism, popular and intellectual aesthetic and artistic development, and the evolution of American mass, commercial, and popular culture through the nineteenth and twentieth centuries.

The goals and objectives of this course include providing students the opportunity to explore the cultural past of the United States, and in doing so sharpen and hone the skills of critical thinking and analysis, increase their depth of knowledge and understanding of American history, and create an appreciation for the cultural and aesthetic past.

Required readings

Ashby, LeRoy, *With Amusement for All: A History of American Popular Culture since 1830* (Lexington: University Press of Kentucky, 2006).

Cullen, Jim, ed. *Popular Culture in American History* (Malden, MA: Blackwell, 2001). We will read only certain selections from this work.

Ewen, Stuart. *Captains of Consciousness: Advertising and the Social Roots of the Consumer Culture* (New York: Basic, 2001).

Susman, Warren I. *Culture as History: The Transformation of American Society in the Twentieth Century* (Washington: Smithsonian Books, 2003).

Student performance evaluation and assessment: Students will be assessed regarding both content knowledge and critical analysis skills through periodic blue-book written examinations and a writing assignment (research paper or documents analyses) in which the student investigates an aspect of American cultural history.

Three exams spaced equally over the semester will each be worth 20% of your grade. A cumulative final exam represents 25% of your grade, and your paper will count as 15% of your grade.

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Course Schedule

Week One:	Euro-Afro Cultures and the "Americanization" of Culture
Week Two:	Early American Literature, Art, and Music
Week Three:	Antebellum Reform / Minstrelsy and Popular Culture
Week Four:	Slave and Slaveholding Culture in the South
Week Five:	Culture Clashes and Civil War
Week Six:	Reconstruction and a Culture of White Supremacy
Week Seven:	The Frontier, the Wild West Show, and the Mythology of the West
Week Eight:	Industry and the Rise of Consumerism
Week Nine:	American Popular and Mass Culture in Depression and War
Week Ten:	Cold War Culture
Week Eleven:	Postwar Visual Culture: Film, Television, Arts, and Literature
Week Twelve:	Cultural Dynamics in the '60s and '70s
Week Thirteen:	Modern Mass and Commercial Culture

Bibliography

This class will make use of a variety of media, including music, film, internet, and other tools, artifacts, and primary sources of popular and mass culture. For further reading, select from among the extensive bibliography of American cultural history, a sampling of which is listed here:

Barnouw, Eric. *Tube of Plenty: The Evolution of American Television*, 2nd ed. (New York: Oxford University Press, 1990).

Belton, John, ed. *Movies and Mass Culture* (New Brunswick, NJ: Rutgers University Press, 2000)

Cohen, Lizabeth. *A Consumer's Republic: The Politics of Mass Consumption in Postwar America* (New York: Alfred A. Knopf, 2003).

Dickstein, Morris. *Gates of Eden: American Culture in the Sixties* (Cambridge: Harvard University Press, 1997).

Huggins, Nathan. *Harlem Renaissance* (New York: Oxford University Press, 1971).

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Leach, William. *Land of Desire: Merchants, Power, and the Rise of a New American Culture* (New York: Vintage, 1993).

Levine, Lawrence W. *Black Culture and Black Consciousness: Afro-America Folk Thought from Slavery to Freedom* (New York: Oxford University Press, 1978).

_____. *Highbrow/Lowbrow: The Emergence of Cultural Hierarchy in America* (Cambridge: Harvard University Press, 1988).

Marcus, Greil. *Mystery Train: Images of America in Rock 'n' Roll Music*, 4th ed. (New York: Penguin, 1997)

Smith, Henry Nash. *Virgin Land: The American West as Symbol and Myth* (Cambridge: Harvard University Press, 2007).

Walters, Ronald G. *American Reformers, 1815-1860*, 2nd ed. (New York: Hill and Wang, 1997).

Whitfield, Stephen J. *The Culture of the Cold War*, 2nd ed. (Baltimore: The Johns Hopkins University Press, 1996).

Wright, Bradford W. *Comic Book Nation: The Transformation of Youth Culture in America* (Baltimore: The Johns Hopkins University Press, 2001).

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: October 01, 2009

Title	Signature	Date
Person Initiating Proposal Dr. Donald M. Gooch		
Department Head Dr. Jeff Woods		
Dean Dr. Michael Tarver	<i>H. M. Tarver</i>	9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Rhodes</i>	10-1-10
Vice President for Academic Affairs		

Course Subject: Political Science	Course Number: POLS 3024
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Judicial Politics	
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? Every two years
Is this course repeatable? <i>Yes</i> How many times? three	
Does this course require a fee? <i>N</i> 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:	Co-requisites:
NONE	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	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.	
NO	
How does this proposal support the University Mission?	
<p>This proposal supports the University mission by serving to further scholastic development and professionalism by filling a gap in our political science curriculum and providing an avenue for our students to develop a knowledge base and key skills necessary to pursue careers in the political science profession and related fields. It expands the course offerings of our Political Science and Pre-Law curriculums, thus contributing to the developmental and professional knowledge and abilities of students in the political science major, the pre-law minor, and students who have an interest in legal politics. It makes an important contribution to providing a solid educational foundation for life-long learning for students at Arkansas Tech in political science and the pre-law program.</p>	
What assessment information is being used to support this proposal?	
<p>Judicial Politics is commonly offered in pre-law program as a stand-alone course as a significant component of a mixed course (e.g. Judicial Politics and the Law) s at regional public universities similar to Arkansas Tech. Examples include the University of Arkansas at Fayetteville, the University of Central Arkansas, Georgia College & State University, Murray State, Reed College, the American Military University, and Framingham State University as well as liberal arts-oriented private colleges such as Drake University.</p>	

This course was first taught as a social science seminar in the Spring of 2010. The course garnered significant interest from our upper-division students and, if the course evaluations are a measure of student approval and interest in the course, then Judicial politics was a very popular course. One student in the comments remarked, "I highly recommend that one should take this course." The course averaged 4.64 out of 5 on the 14 item evaluation. I surveyed students who took the course this fall (2010) who are still here at Tech to gauge their assessment of the course as a class of interest and what they thought about it as a potential part of the curriculum. Some of the comments I received in response include:

- "I had Judicial Politics...and I thoroughly enjoyed the class."
- "I think it would be a great idea to add this class to part of the Pre-Law course curriculum. I learned a lot of things about the judicial process and system in that class. I think that it covers a lot of need-to-know information about the judicial system and the politics of it that students who intend to go to Law School need to know."

How will the effect of the change be monitored?

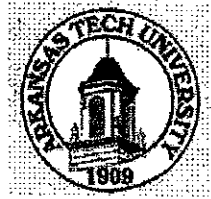
Through the departmental assessment committee.

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

While we advise pre-Law students, the specific offerings on law and legal science are currently sparse within the political science program. This course would be a step towards remedying that deficiency. A Judicial Politics course will help Tech compete with the political science departments and Pre-Law programs in the state and nationally. This course will be an elective in the pre-law minor program, thus bolstering and diversifying the course offerings available within the minor. This course also qualifies as a substantive course within the American Politics sub-field, thus bolstering and diversifying the elective offerings we can provide to our political science majors. Given the number of pre-law advisees we have in the department (22) and the number of students who are members of our Pre-Law Society (64), I expect there will be significant demand for this course above and beyond its advantages as an elective offering in the pre-law minor and political science major.

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

JUDICIAL POLITICS
ARKANSAS TECH UNIVERSITY
www.atu.edu



INSTRUCTOR INFORMATION

Name: Donald M. Gooch
E-mail: dgooch1@atu.edu
Alt E-mail: GOOCH1701@hotmail.com
Office: Witherspoon 257
Office Hours: MWF 10am – 12pm, T& TR 12:30pm – 2:30pm
Web Address: www.donaldgooch.com

COURSE INFORMATION

Course Title: Judicial Politics

Section:

POLS 4983

Prerequisites: None

Semester Credit Hours: 3



Course Description: This course examines the effect of the U.S. Supreme Court and its inferior courts on American politics, government and society, as well as the interactions and processes that determine judicial policy.

Class Meeting Days & Times: MWF 9:00am – 9:50am
Room: Centenary Hall 211

REQUIRED TEXTS

Spaeth, Harold J. and Jeffrey A. Segal. *The Supreme Court and the Attitudinal Model Revisited*. 2002. Cambridge: Cambridge University Press.

Hansford, Thomas G and James F. Spriggs II. *The Politics of Precedent on the U.S. Supreme Court*. 2006. Princeton: Princeton University Press.

Maltzman, Forrest, James F. Spriggs II & Paul J. Wahlbeck. *Crafting Law on the Supreme Court: The Collegial Game*. 2000. Cambridge: Cambridge University Press.

Epstein, Lee and Jack Knight. 1998. *The Choices Justices Make*. Washington D.C.: CQ Press.

Baum, Lawrence. *American Courts: Process & Policy*, 6th ed. 2007. Wadsworth Publishing.

Maltese, John Anthony. *The Selling of Supreme Court Nominees*. 1998. Washington: John Hopkins University Press.

SUGGESTED READINGS

Spaeth, Harold J. and Jeffrey A. Segal. 1999. *Majority Rule or Minority Will: Adherence to Precedent on the U.S. Supreme Court*. Cambridge: Cambridge University Press.

Shapo, Helene S., Marlyn R. Walter, and Elizabeth Fajans. 1995. *Writing and Analysis in the Law*, 3rd ed. New York: The Foundation Press, Inc.

Weihs, Henry. 1980. *Legal Writing Style*, 2nd ed. St. Paul: West Publishing Co.

"It is, emphatically, the province and duty of the judicial department, to say what the law is. Those who apply the rule to particular cases, must of necessity expound and interpret that rule." -- Chief Justice John Marshall, *Marbury v. Madison*

COURSE OBJECTIVES:

The course will survey the different areas of research on judicial politics and the interactions between the judiciary and other institutions. The focus is primarily on empirical/quantitative research, but does include some theory building and case study material. The course combines a look at the historical research in the area from the beginning of the behavioral revolution. The course will not look at case law and will not assess legal or constitutional theory, but will assess the Courts (primarily the federal courts) as political institutions. We will assess measurement issues, address the different debates concerning decision-making, and explore a few issues related to judicial process. In the end the goal is to provide you with a base knowledge of studies of the courts and an understanding of how the courts fit into the American political system both practically and in terms of research.

The study of courts as political institutions is an adverse notion to many. Indeed, it is common to hear judges and lawyers alike celebrate the law as the essence of governmental will, as though the law dictated the path of judicial choice. Precious few political scientists adhere to the belief that courts simply apply the law. Even law professors, who for years were dismissive of empirical legal scholarship, have begun to

take an active interest in the quantitative analysis of the judiciary and concede that judges are motivated by more than simply a desire to make sound legal policy.

At the same time, it would be foolhardy to regard the judiciary as interchangeable with the elected branches of the government. The business of the judiciary is very much constrained by the law. As one scholar famously put the matter, "Political scientists who have done so much to put the 'political' in 'political jurisprudence' need to emphasize that it is still 'jurisprudence.' It is judging in a political context, but it is still judging; and judging is something different from legislating or administering." Of course, where the intersection of law and politics occurs may be uncertain, but the convergence of courts and public policy makes systematic inquiry into judicial decision making a distinctive and fascinating task.

Thus, on a weekly basis, you will be expected to digest various samples of the literature that touch upon some of the leading questions within this subfield: What are the factors that govern the selection of judges at the both the state and federal levels? How does a court with a completely discretionary agenda formulate its plenary docket? Are judges constrained in their behavior because they serve in a judicial capacity? Do judges decide cases based upon other factors, and --- if so --- what are those factors? Under what guises do secondary players engage the courts and with what implications? What is the nature of the relationship between courts and mass opinion? How do courts interact with other publics? How well-suited --- if at all --- is the judiciary to the craft of policy making? And do those policies make any difference to society? By the end of the semester, you should have a fairly firm grasp on some of the leading answers to these questions.

- This course satisfies ATU requirements as an upper-level elective for a history and political science major, a history education major, or a political science minor.
- This course will contribute to students gaining an immersion in American political and economic systems, political processes, and foreign relations practices. In addition, students will gain an understanding of American political institutions, as well as mass and elite political behavior.
- Students will develop skills as critical thinkers, the ability to analyze and process information, as well as draw reasoned conclusions based on the subject-matter information presented in the course and present those conclusions in an organized and effective manner.

EVALUATION

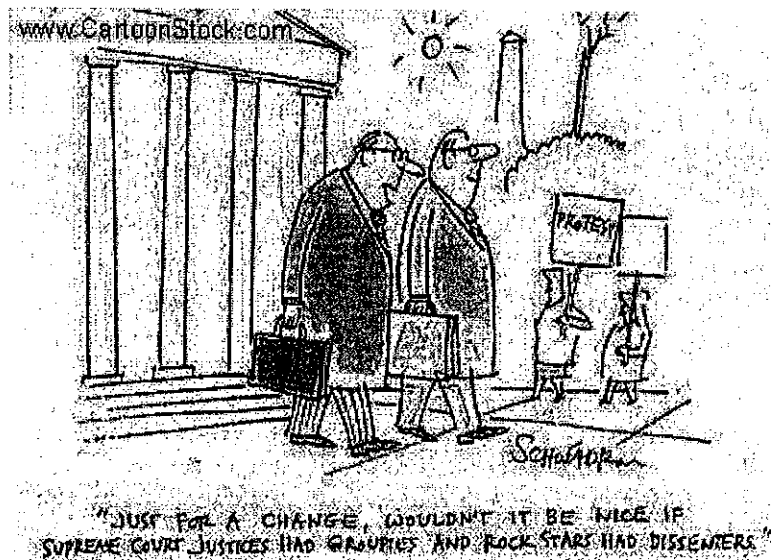
- 1) Exams. There will be a Midterm and a Final.
- 2) Participation. You are expected to attend class. Consistent class attendance, reading and preparation, and participation are essential. The language and logic of political science research are complicated, unfamiliar, and hard to follow sometimes. It takes effort to read and understand judicial politics research, and you will need to be prepared for class, listen to my explanations and those of your classmates, ask questions, and discuss the material. Cramming for the exams you

will take is all but impossible. I will grade you on your participation and attendance.

- 3) Class Assignments. I will periodically have class assignments that will either be completed in class or may require you to turn it in during our next class period.
- 4) Justice paper: You will choose one of the justices currently sitting on the Supreme Court and write a profile of that justice. Your profile should include background information, including how they came to sit on the Court, their previous occupation, and the Senate's confirmation vote, as well as any significant information about that justices' voting behavior, philosophy of judicial interpretation and/or of noteworthy opinions they have written recently. This will require outside research and I expect that you will be aware of the types of information you use and rely on only credible, legitimate sources.
- 5) Case paper: You will choose a case that the Supreme Court has decided with a full opinion in the past 5 years (from January 2005 until January 2010) and provide a study of that case. You should include how the case came to the Court, the major issues involved, the final vote and the reasoning offered in the opinion, relevant political factors (like public opinion on the issue), interest groups that appeared as amici, the actions of the administration in the case, and some summary of the implications of the decisions as seen by prominent journalists and Court-watchers. This will also require outside research and again, I expect that you will rely on legitimate sources. When choosing a case, I suggest that you seriously consider the issues of the case and the complexity of the case - choose a case that interests you and that you understand.

WEIGHTING SCALE

Midterm	100
Final Exam	100
Class Assign.	50
Justice Paper	100
Case Paper	100
Participation	50



Most of this class will be in-class discussion. I expect you to finish the readings assigned for each day before you come to class and to be prepared to discuss the readings with your case briefs. *This is essential to getting a good grade in this course.*

ADDITIONAL INFORMATION / INSTRUCTIONS

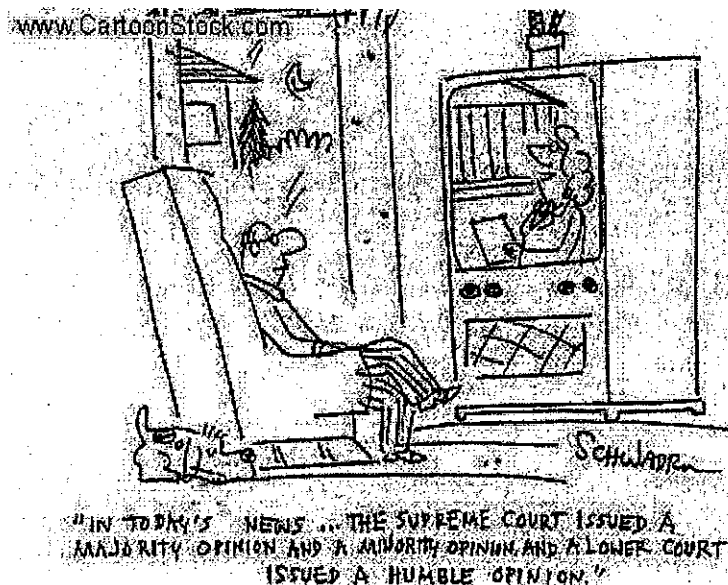
Some additional readings included in the course schedule may require you to go to the library. Also, additional readings will be posted to the website as appropriate. I also reserve the right to add or change readings during the course of this class.

ACADEMIC HONESTY: Few things make me as unhappy as does cheating. Don't cheat. If you cheat and get caught, you risk an F in the class and might even get tossed out of the University. Collusion, as among Major League Baseball owners, is forbidden. Do your own work.

AMERICANS WITH DISABILITIES ACT: If you have particular needs that must be met to complete this course successfully, please see me. Every reasonable effort will be made to accommodate you.

STUDENT CONDUCT

Students must conduct themselves so other students are not distracted from the pursuit of learning. Discourteous or unseemly behavior will not be tolerated. Faculty members, staff and other students are to be treated with courtesy and respect. If unacceptable behavior occurs, the student may be asked to leave the classroom and may be subject to disciplinary action up to and including being dropped from the class with a grade of "F."





SCHEDULE OF ACTIVITIES ASSIGNMENTS / EXAMINATIONS

WEEK 1

Introduction: What's Judicial Politics?
The Supreme Court & the Judicial System

Readings: Baum, C1;

WEEK 2

Week 2: Introduction to Political Science Methodology

Readings: King, Keohane & Verba, *Designing Social Inquiry***, pp. 1-71, 75-76, 82-91, 99-114; CH 4

King, Keohane & Verba**, 135-61, 176-84 (omitted variable bias), 185-95 (endogeneity)

WEEK 3

The Supreme Court & the Attitudinal Model

Readings: S&S Chapters 1 - 4

WEEK 4

The Supreme Court & the Attitudinal Model

Readings: S&S Chapters 5 - 7

WEEK 5

The Supreme Court & the Attitudinal Model

Readings: S&S Ch 8 - 10

WEEK 6

The Supreme Court & Strategic Choice

Readings: EK

WEEK 7

The Supreme Court & Strategic Choice

Readings: EK

WEEK 8

Finish Materials, Review

MIDTERM EXAM

WEEK 9

Precedent

Readings: HS

WEEK 10

Precedent

Readings: HS

WEEK 11

Empirical Study of Strategic Choice

Readings: MSW

WEEK 12

Empirical Study of Strategic Choice

Readings: MSW

WEEK 13

Nominations

Readings: M

WEEK 14

Nominations

Readings: M

WEEK 15

OPEN

EXAM WEEK

FINAL EXAM

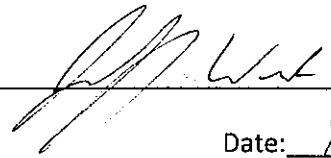
THIS IS A PRELIMINARY SCHEDULE ONLY. THE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES TO THIS SCHEDULE AS NEEDED.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: _____



Date: 9/15/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: Henry Norton

Date: 9/15/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Accounting & Economics</i>	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: <i>I would like to have estimates of additional students for the 2 courses Dr. Cole teaches</i>	

Department Head Signature: _____

James J. Caw

Date: *9/20/2010*

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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



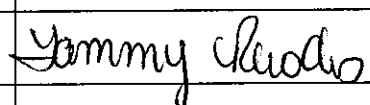
Department Head Signature:

W. Lee Smith

Date: 9-20-10

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee
FROM: Department of History and Political Science
 Attn: Christopher Housenick, Ph.D. (chousenick@atu.edu)
DATE SUBMITTED: 9/27/2010
REQUEST FOR COURSE ADDITION Problems in international Affairs

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

Course Subject: Political Science	Course Number: POLS 3XXX 3423
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Problems in International Affairs	
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: 2011	How frequently will course be offered? Every Other Summer Session
Is this course repeatable? Yes No How many times? <i>per</i>	
Does this course require a fee? No <i>per</i>	

<input checked="" type="checkbox"/> X 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"/> X Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
<p>For the proposed course, attach a syllabus that includes:</p> <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 	
<p>Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.</p> <p>This course will require the standard online course set-up of appropriate Blackboard website space.</p>	
<p>Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No.</p>	
<p>How does this proposal support the University Mission or University Strategic Planning Goals?</p> <p>This proposal supports the University Mission by nurturing scholastic development by exposing students to many of the complex, ongoing, long-standing issues in international affairs. It will also strengthen our community outreach efforts through our Professional Studies program to bring more potential students back into the fold and allow them to earn their degree from Arkansas Tech.</p>	
<p>What assessment information is being used to support this proposal?</p> <p>With the creation of the Political Science major, we did an internal assessment of all the connections and integrations of our degree program with other departments. As part of this review, we found that International Relations (POLS 3413) is assigned as a required course for the Professional Studies program. However, there is no intention to offer that course in a format that would make it available to Professional Studies students. It is currently being offered every two years, during the Fall semesters, in a face-to-face lecture format. The Professional Studies program, which targets non-traditional students who are often working full-time besides continuing their education, often requires courses that are offered on-line to help accommodate the busy schedules of their students. Therefore, our assessment of the university curriculum is that international Relations did not meet the needs of the Professional Studies program and a new course would better suit their needs.</p>	

How will the effect of the change be monitored?

The effect of the change will be monitored three ways. First, we will observe student enrollments for this course through both the Political Science and the Professional Studies program. Our expectation is that between the two programs, this course will always make the minimum enrollment limits, and often reach full enrollment if offered as an online, distance-learning course during summer sessions. Second, we will monitor overall enrollments in the Professional Studies program. We would expect that with this course being offered on-line, it should increase enrollment in that program. Third, we will monitor the graduation rates of students in the programs affected. We expect that this change will help more students graduate from the Professional Studies program.

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 a needed international knowledge that the Professional Studies program requires. It will also provide an additional political science elective that can be offered in summers to help students complete their degree requirements.

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.

See the separate course change documentation for International Relations requesting that the course difficulty be lowered to 2000- level for specific assessment justifications.

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

Professional Studies Program Departmental Support Form Attached

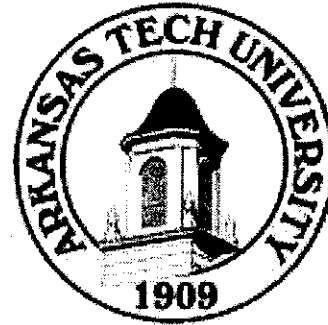
Amendment to rationale: The course is designed to accommodate Professional Studies and other majors who took POLS 3413, which is no longer available because it has been changed to POLS 2413.

Amendment to course description: to be offered once yearly.

Problems in International Affairs

3423
POLS ~~3XXX~~ TC1 (CRN XXXXX)

Summer 2011



Dr. Christopher Housenick

Email Address: chousenick@atu.edu
Office Location: Witherspoon Hall 256
Office Telephone #: 479 – 356 - 2008
Office Hours: *By Appointment*
Blackboard: blackboard.atu.edu

Course Objectives

- The purpose of this course is to examine some of the high-salience international affairs issues and concerns that seem to perennially challenge American politicians and policy-makers.
- The learning objectives of this course are to provide students with enough information to:
 - Be able to understand a selection of high-salience security issues.
 - Be able to understand a selection of high-salience economic issues.
 - Be able to understand a selection of high-salience political issues.
- A secondary course goal is to train students and make them able to conduct thorough research into a high-salience issue such as the ones presented in this class.
- This course serves two curriculum purposes:
 - As an upper-division elective in the Political Science Curriculum
 - As a required course in the Professional Studies Program

Course Catalog Description

This course will examine approximately ten major issues in international affairs. It will examine the history, politics, conflicts, debates, and actors involved in each specific issue area. The specific topics are up to the instructor, and will vary from offering to offering depending on the situation and issues in international relations at the time of instruction.

Required Course Materials

Ralph G. Carter, "Contemporary Cases in U.S. Foreign Policy: From Terrorism to Trade. 4th Edition." *CQ Press* 2011. ISBN – 13: 978-1-60426-731-0

Articles as specified in this syllabus. These articles will be available through the course "Blackboard" website.

Grading Scale

A	99.9 – 89.5	F	Less than 59.5
B	89.5 – 79.5	FE	Failure for Attendance
C	79.5 – 69.5	I	Incomplete
D	69.5 – 59.5		

Standards of Performance

- A:** Exemplary work on papers and examinations in fulfillment of course requirements; effective class participation; demonstration of reading all assignments.
- B:** Superior work (written and oral) in fulfillment of course requirements.
- C:** Satisfactory work (written and oral) in fulfillment of course requirements.
- D:** Assigned work is not satisfactory or not completed.
- F:** Failure to meet minimum course standards on exams, written assignments, class participation, and other course requirements.
- I:** Incomplete due to extended circumstances (typically associated with major illnesses or injuries). In order to be eligible to receive an incomplete, students must:
1) complete seventy-five percent of the course work during the original semester, and 2) come to an agreement with the professor of a schedule for completion of missing work.

Evaluation Summary

Graded Event	Percentage of Final Grade	Due Date
Midterm Exam	25%	End of Topic #5
Final Exam	30%	End of Topic #10
Topic Response Papers	10%	Throughout the Course
Term Project	20%	End of Topic #8
Discussions	15%	Throughout the Course

Evaluation Details

Exams: There will be two exams during this course covering the readings, discussions, and other points of interest that will arise as the session progresses. All exams will be short essay format, consisting of approximately five questions that take typically a long single paragraph to answer each question. All exams will be taken through the course “Blackboard” website. The midterm exam will be administered at the conclusion of Topic #5 and will count for twenty-five percent of your final course grade. The final exam will be administered at the conclusion of Topic #10 and will count for thirty percent of your final course grade.

Topic Response Papers: To help students prepare for the discussions on each topic, everyone will be required to draft a very brief, informal response paper after completing the readings on a specific topic. Each of these response papers should be typed, single-spaced, and approximately one page in length (between 400-500 words). These papers should identify issues, questions, or problems students identified during their readings to bring into discussion with their peers.

Term Project: Each student will be required to compose a term paper, outlining a specific problematic issue in international relations beyond the ten we will discuss during this course. You will be graded on the strength of your arguments, the support provided for your line of reasoning, the clarity of your presentation, and stylistic elements (spelling, grammar, etc). Students must retain an electronic copy of all their papers and be prepared to submit them to me immediately if and when they are requested. More specific details and information for the individual assignments will be posted and available on the “Blackboard” website for this course.

Participation: Participation is important for your success in this course. Participation counts for fifteen percent of your final course grade and will be assessed throughout the session. Discussion will be conducted through the “Blackboard” course website. All students will start the semester with a fifty percent (50%) grade for participation. Students will gain participation points for answering questions, providing intelligent, useful insight into discussions, and otherwise making positive contributions to the overall academic environment. Students will lose participation points if they lack of decorum in discussions, ask basic, thoughtless or ignorant questions, or otherwise detract from the learning experiences of fellow students. The key to a high participation grade is consistency: be prepared to participate each and every topic and for the duration of each topic. Students will have initial, non-binding participation grades posted on the course Blackboard website at the midterm exam in order to keep students apprised of their participation progress.

Students with Disabilities: Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. TECH does not offer a specialized curriculum for students with disabilities nor does it assume the role of a rehabilitation center, but does assume responsibility for modifying campus facilities and procedures to accommodate individual needs where feasible. Students with a disability need to register with the director for Disability Services and present documentation of their disability requirements to the professor as early in the semester as possible. A complete description of disability procedures is available on page 4 of the 2010 – 2011 Student Handbook.

Student Academic Grievance Procedure: If you find that you disagree with the professor on a grade you receive for an assignment, you have a very clear course of action to have your concerns addressed. This process begins by taking your grading issue to the professor for a one-on-one meeting to discuss the problem. If this meeting does not remedy the situation, there are additional steps and a full process in place that you can utilize in order to adjudicate the grievance. This process is outlined on pages 19 – 20 in the 2010 – 2011 Student Handbook.

FERPA Disclosures: The purpose of the Family Educational Rights and Privacy Act of 1974 (FERPA) is to protect the privacy of individual students by placing restrictions on the disclosure of information contained in a student's university record(s). At the university level, parents have no inherent rights to inspect your education records. However, education records can be released by Arkansas Tech University to your parents with your written consent. Further information and release forms are available from the professor.

Suggested Course Readings

Topic 1: Failed States and Ungoverned Spaces

“The Failed States Index.” *Foreign Policy* 180 (July / August 2010)

Barbara, Julien. “Rethinking Neoliberal State Building: Building Post-Conflict Development States.” *Development in Practice* 18 (June 2008): 307 – 318.

Clements, Kevin P. “Internal Dynamics and External Interventions.” *Peace Review* 21 (2009): 1 – 12.

Engelbert, Pierre and Denis M. Tull, “Postconflict Reconstruction in Africa: Flawed Ideas about Failed States.” *International Security* 32 (2008): 106 – 139.

Kraxberger, Brennan M. “Failed States: Temporary Obstacles to Democratic Diffusion or Fundamental Holes in the Political Map.” *Third World Quarterly* 28 (September 2007): 1055 – 1071.

Patrick, Stewart. “‘Failed’ States and Global Security: Empirical Questions and Policy Dilemmas.” *International Studies Review* 9 (December 2007): 644 – 662.

Rotberg, Robert. “Failed States in a World of Terror.” *Foreign Affairs* 81 (July / August 2002): 127 – 140.

Stohl, Rachel and Michael Stohl. “Failing the Failed.” *Harvard International Review* 29 (Winter 2008): 56 – 60.

Topic 2: Terrorism

Contemporary Cases in U.S. Foreign Policy, Chapter 1: “The U.S. versus Terrorism: From the Embassy Bombings in Tanzania to the Surge in Afghanistan”

Contemporary Cases in U.S. Foreign Policy, Chapter 2: “The Return of the Imperial Presidency? The Bush Doctrine and U.S. Intervention in Iraq”

Contemporary Cases in U.S. Foreign Policy, Chapter 8: “National Security Surveillance: Unchecked or Limited Presidential power?”

Contemporary Cases in U.S. Foreign Policy, Chapter 15: “The Rights of Detainees: Determining the Limits of Law”

Topic 3: The Shadow Economy – International Crime and Black Markets

Contemporary Cases in U.S. Foreign Policy, Chapter 3: “Colombia and U.S. Foreign Policy: Coca, Security, and Human Rights.”

Contemporary Cases in U.S. Foreign Policy, Chapter 7: “Confronting Somali Pirates: New Responses to Old Challenges”

Contemporary Cases in U.S. Foreign Policy, Chapter 9: “Immigration Policy: U.S. – Mexican Relations Confront U.S. Political Realities.”

Hendrix, Mary Catherine. “Enforcing the U.S. Trafficking in Victims Protection Act in Emerging Markets: The Challenge of Affecting Change in India and China.” *Cornell International Law Journal* 43 (Winter 2010): 173 – 205.

Molland, Sverre. “The Value of Bodies: Deception, Helping and Profiteering in Human Trafficking Along the Thai – Lao Border.” *Asian Studies Review* 34 (June 2010): 211 – 229.

Topic 4: Leadership Changes and Challenges in Latin America

Contemporary Cases in U.S. Foreign Policy, Chapter 11: “Why Do We Still Have an Embargo of Cuba?”

Cordova, Abby, Mitchell A. Seligson, “Economic Shocks and Democratic Vulnerabilities in Latin America and the Caribbean.” *Latin American Politics and Society* 52 (Summer 2010): 1 – 35.

Fernandes, Sujatha. “The Revolutionary Imagination in Cuba and Venezuela.” *NALCA Report on the Americas* 42 (March 2009): 18 – 43.

Gould, Jeffrey L. “Solidarity Under Siege: The Latin American Left.” *American Historical Review* 114 (April 2009): 348 – 375.

Lupo, Noam. “Who Votes for Chavismo?” *Latin American Research Review* 45 (2010): 7 – 32.

Topic 5: The Global Economic Crisis

Contemporary Cases in U.S. Foreign Policy, Chapter 10: “The Global Financial Crisis: Governments, Banks, and Markets.”

Altman, Roger C. “Globalization in Retreat.” *Foreign Affairs* 88 (July 2009): 2 – 7.

Bramble, Tom. “Crisis and Contradiction in the World Economy.” *Journal of Australian Political Economy* 64 (December 2009): 37 – 64.

Germain, Randall. “Financial Order and World Politics.” *International Affairs* 85 (July 2009): 669 – 687.

Kyung-Hwan Kim and Bertrand Renaud. “The Global House Price Boom and Its Unwinding: An Analysis and Commentary.” *Housing Studies* 24 (2009): 7 – 24.

Topic 6: China’s Economic and Military Rise

Contemporary Cases in U.S. Foreign Policy, Chapter 12: “U.S. – China Trade Relations: Privatizing Foreign Policy.”

Breslin, Shaun. “Understanding China’s Regional Rise: Interpretations, Identities, and Implications.” *International Affairs* 85 (July 2009): 817 – 835.

Loy, Patrick. “China’s Role in the Challenge for Global Sustainable Development.” *Perspectives on Global Development and Technology* 8 (2009): 547 – 558.

Okimoto, Daniel I. “The Financial Crisis and America’s Capital Dependence on Japan and China.” *Asia-Pacific Review* 16 (May 2009): 37 – 55.

Prasad, Eswar S. “Effects of the Financial Crisis on the U.S. – China Economic Relationship.” *CATO Journal* (Spring 2009): 223 – 235.

Topic 7: Iran's Regime and Nuclear Ambitions

Contemporary Cases in U.S. Foreign Policy, Chapter 4: "The Nuclear Standoff between the U.S. and Iran: Seeking a Diplomatic path through a Minefield of Mutual Distrust."

Heradstveit, Daniel and G. Matthew Bonham. "What the Axis of Evil Metaphor Did to Iran." *Middle East Journal* 61 (Summer 2007): 421 – 400.

Lindsay, James M. and Ray Takeyh, "After Iran Gets the Bomb." *Foreign Affairs* 89 (March 2010): 33 – 49.

Mattair, Thomas R. "The United States and Iran: Diplomacy, Sanctions, and War." *Middle East Policy* 17 (Summer 2010): 52 – 61.

Molavi, Reza, and K. Luisa Gandolfo. "Who Rules Iran?" *Middle East Quarterly* 17 (2010): 61 – 68.

Nia, Mahdi Mohammad. "Understanding Iran's Foreign Policy: An Application of Holistic Constructivism." *Alternatives: Turkish Journal of International Relations* 9 (Spring 2010): 148 – 180.

Topic 8: North Korea

Contemporary Cases in U.S. Foreign Policy, Chapter 5: "The U.S. and North Korea: Avoiding a Worst-Case Scenario"

Byman, Daniel and Jennifer Lind. "Pyongyang's Survival Strategy: Tools of Authoritarian Control in North Korea." *International Security* 35 (January 2010): 44 – 74.

Davis, Carmel. "An Introduction to Nuclear Strategy and Small Nuclear Powers: Using North Korea as a Case." *Defence Studies* 9 (March 2009): 93 – 117.

Mazaar, Michael J. "The Long Road to Pyongyang." *Foreign Affairs* 86 (September 2007): 75 – 94.

Sujian Guo and Gary Stradiotto. "The Nature and Direction of Economic Reform in North Korea." *Political Studies* 55 (December 2007): 754 – 778.

Topic 9: Afghanistan

- Biddle, Stephen, Fotini Christia and J. Alexander Thier. "Defining Success In Afghanistan." *Foreign Affairs* 89 (July 2010): 48 – 60.
- Fair, Christine. "'Clear, Build, Hold, Transfer': Can Obama's Afghan Strategy Work?" *Asian Affairs: An American Review* 37 (2010): 113 – 131.
- Hasnat, Syed Farooq. "Pakistan's Strategic Interests, Afghanistan, and the Fluctuating U.S. Strategy." *Journal of International Affairs* 63 (Winter 2009): 141 – 155.
- Lister, Sarah. "Changing the Rules? State-Building and Local Government in Afghanistan." *Journal of Development Studies* 45 (July 2009): 990 – 1009.
- Rietjens, Sebastiaan et. al. "Inter-Organisational Communication in Civil-Military Cooperation During Complex Emergencies: A Case Study in Afghanistan." *Disasters* 33 (July 2009): 412 – 435.
- Robinson, Paul. "Soviet Hearts and Minds Operations In Afghanistan." *Historian* 72 (Spring 2010): 1 – 22.

Topic 10: Pakistan

- Akhtar, Nasreen. "Polarized Politics: The Challenge of Democracy in Pakistan." *International Journal on World Peace* 26 (June 2009): 31 – 63.
- Raghavan, Srinath, "A Coercive Triangle: India, Pakistan, and the United States, and the Crisis of 2001 – 2002." *Defence Studies* 9 (June 2009): 242 – 260.
- Shapiro, Jacob N. and Christine Fair. "Understanding Support for Islamic Militancy in Pakistan." *International Security* 34 (January 2010): 79 – 118.
- Siddiqi, Ayesha. "Jihadism in Pakistan: The Expanding Frontier." *Journal of International Affairs* 63 (Fall 2009): 57 – 71.
- Weinbaum, Marvin G. "Hard Choices in Countering Insurgency and Terrorism Along Pakistan's Northwest Frontier." *Journal of International Affairs* 63 (Fall 2009): 73 – 88.
- Ziring, Lawrence. "Unraveling the Afghanistan – Pakistan Riddle." *Asian Affairs: An American Review* 36 (2009): 59 – 78.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Professional Studies	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: We support the Request for Course Addition of Problems of International Affairs (POLS 3xxx) from the Department of History and Political Science.	


Department Head Signature: Mary Ann Rollans _____

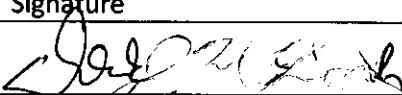


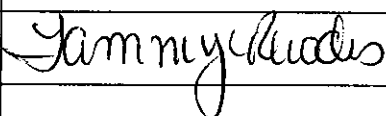
Date: 09-29-10 _____

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: October 01, 2009

Title	Signature	Date
Person Initiating Proposal Dr. Donald M. Gooch		9/27/10
Department Head Dr. Jeff Woods		9/27/10
Dean Dr. Michael Tarver		
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10-1-10
Vice President for Academic Affairs		

Course Subject: Political Science		Course Number: 4163	
Cross-listed with Subject:		Course Number:	
Official Title (Limited to 30 characters including spaces): Formal Theory			
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: 2011		How frequently will course be offered? Every two years	
Is this course repeatable? Y N		How many times? 1000 1000	
Does this course require a fee? N		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	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: <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 proposal supports the University mission by serving to further scholastic development and professionalism by filling a gap in our political science curriculum and providing an avenue for our students to develop a knowledge base and key skills necessary to pursue careers in the political science profession and related fields. It makes an important contribution to providing a solid educational foundation for life-long learning for students at Arkansas Tech in political science.	
What assessment information is being used to support this proposal? This course was first taught as a social science seminar in the Fall of 2009. The course garnered significant interest from our upper-division students and, if the course evaluations are a measure of student approval and interest in the course, was one of the more popular courses I have taught at ATU. The course averaged 4.81 out of 5 on the 14 item evaluation. I surveyed students who took the course this fall (2010) who are still here at Tech to gauge their assessment of the course as a class of interest and what they thought about it as a potential part of the curriculum. Some of the comments I received in response include: <ul style="list-style-type: none"> - "It was a solid class. I definitely think it will be a good class when political science has it's own major. It's pretty challenging and should be one of the last classes someone in the program takes before graduating." 	

- "Formal Theory was a very interesting class that introduced new ideas and concepts that I have not seen from any other class at Tech. I think it would be a good addition to the curriculum."
- "This course was exceptionally outstanding. The use of defined variables to econometrically explain political behaviors is necessary in higher political science research and is a logical progression from research methods I/II. The class is appropriately challenging for upper level students and would be a wonderful addition to the political science curriculum."

How will the effect of the change be monitored?

Through the departmental assessment committee.

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

Formal, spatial, and game theory are increasingly the singular method of developing rigorous and testable theories in political science. Furthermore, formal theory represents an inter-disciplinary bridge between the related substantive fields of economics, psychology, and sociology and purely methodological fields such as mathematics and statistics, and thus is an essential component in a complete education in political science and is increasingly a required part of methods curriculum across the country. For example, the political science undergraduate program at UCLA, Berkley considers formal theory and methodology to be an equivalent foundational field along with the major fields (American politics, comparative politics, international relations, etc.) and requires undergraduates to take courses in each of the major fields—including formal theory.

That we currently lack any substantive class in formal theory, game theory, or spatial theory is a significant gap in our political science training. Formal theory is a component of undergraduate training at regional public universities that include the University of Arkansas at Fayetteville, University of Arkansas at Little Rock, and the University of Central Arkansas.

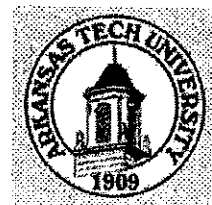
This proposal provides an important additional class to our Political Science methods sequence, and also serves as a substantive course in American Politics. It is essential that students be introduced to the gamut of methods and techniques for developing theories in political science. This course fills a gap in our curriculum and will help us compete with political science programs in the state and nationally. The development of rigorous methodological skills is essential for students competing in today's market. Furthermore, this course covers one of the more important but often neglected topics in American politics. This will improve and expand the curricular offerings in political science, thus contributing to the developmental and professional knowledge and abilities of students in the political science major and Tech students in general.

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

FORMAL THEORY

ARKANSAS TECH UNIVERSITY

www.atu.edu



INSTRUCTOR INFORMATION

Name: Donald M. Gooch

E-mail: dgooch1@atu.edu

Alt E-mail: GOOCH1701@hotmail.com

Office: Witherspoon 257

Office Hours: M, W 10am – 2pm, T& TR 1pm – 2pm

Web Address: www.donaldgooch.com

COURSE INFORMATION

Course Title: Formal Theory

Section:

POLS 4983

Prerequisites: None

Semester Credit Hours: 3

	Hawk	Dove
Hawk	$v-c,$ $v-c$	$2v, 0$
Dove	$0, 2v$	v, v

The hawk-dove game

Course Description: The purpose of this course is to familiarize students with formal theory, with a focus on the assumptions of rationality, spatial and game theoretic modeling, strategic games, and institutions.

Class Meeting Days & Times: T, TR 2:30pm – 3:50am

Room: Witherspoon Hall 238

REQUIRED TEXTS

We will be covering all (or nearly all) material in the following required texts:

Watson, Joel. 2001. *Strategy: An Introduction to Game Theory*. New York: W.W. Norton Co.

Riker, William H. 1982. *Liberalism Against Populism*. Waveland Press.

Shepsle, Kenneth A., and Mark S. Bonchek 1997. *Analyzing Politics*. W.W. Norton.

Barry, Brian. 1988. *Sociologist, Economists and Democracy*. Chicago: University of Chicago Press.

SELECTED SUGGESTED READINGS

A more extensive bibliography as well as suggested texts for book review is included at the end of this syllabus.

McCarty, Nolan, and Adam Meirowitz. 2007. *Political Game Theory*. Cambridge University Press.

Morton, Rebecca B. 1999. *Methods and Models: A Guide to the Empirical Analysis of Formal Models in Political Science*. Cambridge University Press.

Hinich, Melvin J., and Michael C. Munger. 1997. *Analytical Politics*. Cambridge University Press.

Osborne, Martin J. 2004. *An Introduction to Game Theory*. Oxford University Press.

Course Objectives:

This seminar introduces formal methods of analysis central to contemporary political science research. The field of formal political theory has been referred to by a variety of names, including positive theory, rational choice, public choice, and collective choice, among others. Formal political theory is similar to economic analysis of rational behavior in market contexts. The difference between formal theory in political science and economics is primarily a difference of context, not of methodology. Formal methods are used in nearly all fields of political science and can be found in all major political science journals. Among the subjects reviewed in the seminar are game theory, spatial models of decision-making, social choice, and institutional analysis. Since this seminar is only a one-semester course, we can only cover the surface of formal models and their applications. But we should be able to provide a foundation for further study. The objectives of the course are to motivate students to think deeply about political phenomena, to think logically, and to formulate their ideas more completely. In addition to learning about the design of research, students should be able to read and appreciate current political science scholarship. This seminar serves a methodology course within the Department of Political Science, though it is not a course in statistics. A reasonable knowledge of mathematics is assumed, but nothing beyond the level of college algebra is required. The emphasis of the course is on application of formal methods to the study of political phenomena.

Course Requirements:

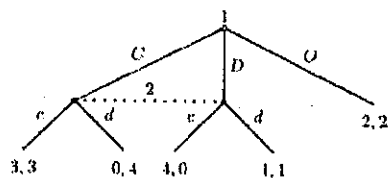
All readings should be completed by the date indicated on the syllabus, and students should be prepared to discuss the topic and the literature during that class session. Discussion and/or presentation of weekly material will occur regularly. One assignment involves a brief, in-class presentation of a case-study on the manipulation of political outcomes. Each student will also be responsible for four problem sets. The problem sets involve several mathematical or other thought-provoking exercises (often problems from chapters in the text). They cover material in major sections of the course. These problem sets must be completed by the due dates announced in class--no late submissions will be accepted. Generally, the problem sets will be distributed on the Monday shown in the schedule below and collected on the following Monday.

Another requirement for the course is a book review of a text applying formal political analysis to a substantive area. The book review should be written as if prepared for a political science journal (1000 words). In addition, students will briefly summarize the book and its methodology during the final class meeting. The choice of a suitable book is up to the student, subject to approval by the instructor (it should be a book you have not read before). A short list of suggested titles is attached after the course outline. 2

Final course grades will be based on attendance and participation (20%), the brief presentation (20%), the four problem sets (40%), and the book review (20%).

Course Outline and Reading Assignments:

Readings with an asterisk (*) on the following list are required for all students. All other readings are recommended for further study. Readings should be completed by the date of class shown, and students should be prepared to discuss these readings in class. Exercises and assignments will be assigned during each weekly seminar and will complement the learning objectives for that week. Written assignments are due the following week, unless otherwise noted in class. The following outline is, as always, *subject to change*.



SCHEDULE OF ACTIVITES ASSIGNMENTS / EXAMS

WEEK 1: Introduction

WEEK 2: Rationality; Mathematical Models

*Shepsle, chapters 1-2

*Barry, Introduction, chapter 1

Anatol Rapoport, "The Use and Misuse of Game Theory," *Scientific American* 207 (1962).

Jon Elster, *Rational Choice*, 1986

Charles A. Lave and James G. March, *An Introduction to Models in the Social Sciences*, 1975 3

WEEK 3: Constitutions; Voting Rules and Paradoxes

*Riker, chapters 1-4

*Shepsle, chapters 3, 4 (pages 49-62 only), and 7

James Buchanan and Gordon Tullock, *The Calculus of Consent*, 1962

Gary Cox, *Making Votes Count: Strategic Coordination in the World's Electoral Systems*, 1997

WEEK 4: The General (Im)Possibility Theorem

*Riker, chapter 5

*Shepsle, chapter 4 (pages 63-81)

Kenneth Arrow, *Social Choice and Individual Values*, 2nd ed., 1963

John Craven, *Social Choice: A Framework for Collective Decisions and Individual Judgements*, 1992

WEEK5: Manipulation of Social Choice

*Riker, chapters 6-10

*Shepsle, chapter 6

Robin Farquharson, *Theory of Voting*, 1969

(*)William H. Riker, *The Art of Political Manipulation*, 1986 (for presentations)

Problem Set 1 Distributed

WEEK6: Unidimensional Spatial Models

*Hinich and Munger, chapters 1-2

*Shepsle, chapter 5 (pages 82-91)

Duncan Black, *Theory of Committees and Elections*, 1958

Anthony Downs, *An Economic Theory of Democracy*, 1957

Problem Set 1 Due

WEEK7: Multidimensional Spatial Models

*Hinich and Munger, chapters 3-4

*Shepsle, chapter 5 (pages 92-136)

Richard D. McKelvey, "Intransitivities in Multidimensional Voting Models and Some Implications for Agenda Control," *Journal of Economic Theory*, 12: 472-482

Richard D. McKelvey, "General Conditions for Global Intransitivities in Formal Voting Models," *Econometrica*, 47: 1085-1112

James M. Enelow and Melvin J. Hinich, *The Spatial Theory of Voting*, 1984 4

WEEK 8: Advanced Topics in Spatial Modelling

*Hinich and Munger, chapters 6-9

Keith Krehbiel, "Spatial Models of Legislative Choice," *Legislative Studies Quarterly*, 13 (1988): 259-319

Richard D. McKelvey and Peter C. Ordeshook, "A Decade of Experimental Research on Spatial Models of Elections and Committees," in Enelow and Hinich, eds., *Advances in the Spatial Theory of Voting*, 1990

William T. Bianco, Michael S. Lynch, Gary J. Miller, and Itai Sened, "A Theory Waiting to Be Discovered and Used': A Reanalysis of Canonical Experiments on Majority-Rule Decision-Making," *Journal of Politics*, 68 (Nov 2006), 838-851

Problem Set 2 Distributed

WEEK9: Classical Game Theory and Strategic Form Games

*Watson, chapters 1-3

von Neumann and Morgenstern, *The Theory of Games and Economic Behavior*

Luce and Raiffa, *Games and Decisions*

Problem Set 2 Due

WEEK10: Mixed Strategy Equilibria

*Watson, chapter 4

von Neumann and Morgenstern, *The Theory of Games and Economic Behavior*

Luce and Raiffa, *Games and Decisions*

Problem Set 3 Distributed

WEEK11: Extensive Form Games

*Watson, chapters 5-7

David M. Kreps, *Game Theory and Economic Modelling*, 1998

Bruce Bueno de Mesquita and David Lalman, "The Road to War is Strewn with Peaceful Intentions," in Peter C. Ordeshook, ed., *Models of Strategic Choice in Politics*

Problem Set 3 Due

WEEK 12: Coalition Theory; Repeated Games; Measuring Power

*Watson, chapters 8

*Shepsle, chapters 8, 9, 10

William Riker, *The Theory of Political Coalitions*, 1962

Kaare Strom, *Minority Government and Minority Rule*, 1990

Robert Axelrod, *The Evolution of Cooperation*, 1984

WEEK 13: Imperfect Information; Bounded Rationality

*Watson, chapters 9, 10

David P. Baron and John A. Ferejohn, "Bargaining in Legislatures," *American Political Science Review*, 1989, pp. 1181-1207

Amos Tversky and Daniel Kahneman, "The Framing of Decisions and the Psychology of Choice," *Science* 211(1981): 453-458

WEEK 14: Institutions

*Shepsle, chapters 11-17

Thomas Hammond and Gary Miller, "The Core of the Constitution," *American Political Science Review*, 81(1987): 1155-1174

Kenneth A. Shepsle and Barry R. Weingast, "Positive Theories of Legislative Institutions," *Legislative Studies Quarterly* 19(2), May 1994, 149-179 (or see their book *Positive Theories of Congressional Institutions*, 1995).

Kenneth A. Shepsle, "Institutional Arrangements and Equilibrium in Multidimensional Voting Models," *American Journal of Political Science* 23 (1979): 27-59.

Thomas Gilligan and Keith Krehbiel, "Organization of Informative Committees by a Rational Legislature," *American Journal of Political Science* 34 (1990): 531-564

WEEK 15: Evaluation of Formal Models; Presentation of Research Reviews 1

*Morton, chapters 5-9 (distributed)

Problem Set 4 Distributed

WEEK 16: Presentation of Research Reviews 2

Problem Set 4 Due

(This is finals week; date and time subject to change.)

General Texts for the Discerning Reader:

Rationality, Choice, and Rational Choice:

Barry and Hardin, eds., *Rational Man and Irrational Society? An Introduction and Sourcebook*

Becker, *The Economic Approach to Human Behavior*

Elster, ed., *Rational Choice*

Friedman, ed., *The Rational Choice Controversy* (or *Critical Review*, vol. 9, nos. 1-2)

Green and Shapiro, *Pathologies of Rational Choice*

Popkin, *The Rational Peasant*

Schelling, *Micromotives and Macrobehavior*

Social Choice:

Arrow, *Social Choice and Individual Values*

Bonner, *Introduction to the Theory of Social Choice*

Fishburn, *The Theory of Social Choice*

McLain and Urken, eds., *Classics of Social Choice*

Schwartz, *The Logic of Collective Choice*

Sen, *Collective Choice and Social Welfare*

Spatial Models:

Downs, *An Economic Theory of Democracy*

Enelow and Hinich, *The Spatial Theory of Voting*

Hinich and Munger, *Ideology and the Theory of Political Choice*

Merrill and Grofman, *An Unified Theory of Voting: Directional and Proximity Spatial Models*

Shepsle, *Models of Multiparty Competition*

Strom, *The Logic of Lawmaking*

Game Theory:

Baird, Gertner, and Picker, *Game Theory and the Law*

Davis, *Game Theory: A Non-Technical Introduction*

Dixit & Nalebuff, *Thinking Strategically: The Competitive Edge in Business, Politics, and Everyday Life*

Dixit and Skeath, *Games of Strategy*

Fudenberg and Tirole, *Game Theory*

Hamburger, *Games as Models of Social Phenomena*

Luce and Raiffa, *Games and Decisions: A Critical Survey*

Morrow, *Game Theory for Political Scientists*

Ordeshook, *Game Theory and Political Theory*

Ordeshook, *A Political Theory Primer*

Owen, *Game Theory*

Rasmusen, *Games and Information*

Shubik, *Game Theory in the Social Sciences: Concepts and Solutions*

von Neumann and Morgenstern, *The Theory of Games and Economic Behavior*

General Reviews: 7

Abrams, *The Foundations of Political Analysis*

Brams, *Paradoxes in Politics*

Frohlich and Oppenheimer, *Modern Political Economy*
Grofman, ed., *Information, Participation and Choice*
Mueller, *Public Choice III*
Olson, *The Logic of Collective Action*
Ordeshook, ed., *Models of Strategic Choice in Politics*
Riker and Ordeshook, *Introduction to Positive Political Theory*

Suggested Books for Review:

Adams, James. 2001. *Party Competition and Responsible Party Government: A Theory of Spatial Competition Based upon the Insights from Behavioral Voting Research*. Ann Arbor: University of Michigan.

Adams, James. 2005. *A Unified Theory of Party Competition: A Cross-national Analysis Integrating Spatial and Behavior Factors*. Cambridge: Cambridge University Press.

Balinski, Michel L., and H. Peyton Young. 1982. *Fair Representation*. New Haven: Yale University Press.

Brams, Steven J. 1985. *Superpower Games*. New Haven: Yale University Press.

Brams, Steven J. 1996. *Fair Division: From Cake-Cutting to Dispute Resolution*. Cambridge: Cambridge University Press.

Chong, Dennis. 1991. *Collective Action and the Civil Rights Movement*. Chicago: University of Chicago Press.

Cox, Gary W. 1987. *The Efficient Secret: The Cabinet and the Development of Political Parties in Victorian England*. Cambridge: Cambridge University Press.

Farber, Daniel A., and Philip P. Frickey. 1991. *Law and Public Choice*. Chicago: University of Chicago Press.

Frohlich, Norman, and Joe A. Oppenheimer. 1992. *Choosing Justice: An Experimental Approach to Ethical Theory*. Berkeley: University of California Press.

Grossman, Gene M., and Elhanan Helpman. 2001. *Special Interest Politics*. Cambridge, MA: MIT Press.

Horowitz, Donald L. 1991. *A Democratic South Africa?* Berkeley: University of California Press.

Michael Laver and Norman Schofield. 1990. *Multiparty Government: The Politics of Coalition Formation in Europe*. Oxford: Oxford University Press.

Jones, Bryan D. 1994. *Reconceiving Decision-making in Democratic Politics: Attention, Choice, and Public Policy*. Chicago: University of Chicago Press.

Morgan, T. Clifton. 1994. *Untying the Knot of War: A Bargaining Theory of International Crises*. Ann Arbor: University of Michigan Press.

Ostrom, Elinor. 1990. *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge: Cambridge University Press.

Poundstone, William. 1992. *Prisoner's Dilemma: John von Neumann, Game Theory and the Puzzle of the Bomb*. New York: Doubleday.

Rae, Douglas. 1971. *The Political Consequences of Electoral Law*. New Haven: Yale University Press.

Saari, Donald G. 2001. *Decisions and Elections: Explaining the Unexpected*. New York: Cambridge University Press.

Saari, Donald G. 2001. *Chaotic Elections: A Mathematician Looks at Voting*. Providence: American Mathematical Society.

- Sandler, Todd. 1992. *Collective Action: Theory and Applications*. Ann Arbor: University of Michigan Press.
- Schofield, Norman, and Annette Milford. 1996. *Collective Decision-Making: Social Choice and Political Economy*. Boston: Kluwer.
- Tsebelis, George. 1990. *Nested Games: Rational Choice in Comparative Politics*. Berkeley: University of California Press.
- Tullock, Gordon. 1998. *On Voting: A Public Choice Approach*. Northhampton, MA: Edward Elgar.

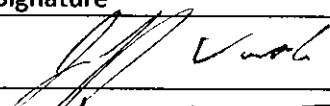

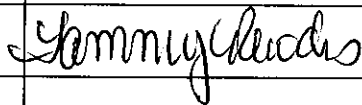
Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee

FROM: Department of History and Political Science, Witherspoon Building 255
 Attn: Christopher Housenick, Ph.D. (chousenick@atu.edu)

DATE SUBMITTED: 9/25/2010

REQUEST FOR COURSE CHANGE – Course Number Change – POLS 3403 to POLS 2403

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

Course Subject: Comparative Government	Course Number: POLS 3403
Cross-listed with Subject: N/A	Cross-Listed Course Number: N/A
Official Title: Comparative Government	
Request to change: (check appropriate box) <input checked="" type="checkbox"/> <u>Course Number</u> <input checked="" type="checkbox"/> <u>Course Description</u> <input type="checkbox"/> Title <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: 2011 / 2012	

New Course Number : POLS 2403

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

New Course Description: A study of the various political systems of the world, such as the governments of Western Europe, Socialist or Communist Systems, and developing world governments. The countries under examination are often selected to address important real-world circumstances. (Note: All changes to this course description are cosmetic.)

New Cross-list: N/A

New Prerequisite/Co-requisite: N/A

New Grading N/A (Remaining Standard Letter)

New Fee: N/A

X Major X Minor X Elective

History and Political Science Change of Program Form Attached

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.

1. The vast majority of comparable political science programs offer Comparative Government as a lower-division course. In most political science programs, this course is included as part of an introductory sequence, introducing students to the five major areas of requisite political science knowledge (American Government, Comparative Politics, International Relations, Political Theory, and Research Methodology). We conducted a survey of the course catalogs of a dozen institutions within Arkansas and across the region that are similar to Arkansas Tech, and found that nine universities (Appalachian State University, Henderson State University, James Madison University, Murray State University, Radford University, University of Arkansas at Monticello, University of Central Arkansas, University of Arkansas – Fayetteville, and Western Kentucky University) have their corresponding International Relations course assigned at the 200 or 2000 level of difficulty (which corresponds to our 2000 level course numbering), while only three institutions designate International Relations as upper-division courses (Arkansas State University – Jonesboro, Georgia College and State University, and Troy University). Therefore, changing this course number would bring Arkansas Tech's program in line with the current state of the discipline at comparable institutions.

Please provide a rationale for the change.

1. Students who transfer into Arkansas Tech cannot transfer their Comparative Government course. Since Comparative Government is taught at different levels of difficulty at Arkansas Tech and at other institutions (see the full list in the assessment evidence above), it is most-often non-transferable for students. This creates a disincentive for students to declare themselves Political Science, International Studies, or Emergency Management majors because they will be forced to repeat a class that they have already taken. Lowering this course number to a 2000- level will remove this disincentive and help to attract students to Arkansas Tech and its academic programs.
2. Lowering this course number would help reinvigorate the International Studies Program. For a variety of reasons, the International Studies program is facing a decline in both its enrollments and matriculation of its students. One reason for these challenges is that this program cannot attract new students using introductory classes. Under its current configuration, a student must declare themselves an International Studies major, and then enroll in this course. If this course was re-designated a lower-level course, undeclared majors could enroll in it, become interested in International Studies as a major, thereby helping to bolster that degree program's flagging enrollment and graduation rates.
3. This change will help expand the recently created Political Science major. Political Science was established as a new independent major starting in 2010. Under the current curriculum, American Government (POLS 2003) is the only gateway course that students can enroll in that can recruit them into political science. By lowering this course number, freshmen and sophomores who may be interested in political science could enroll in this course, become interested in political science, and declare a political science major. Also, with a lower course number this class would be opened to many more students (a course enrollment cap of forty instead of the usual student cap of twenty for 3000+ level courses), thereby giving many more students the opportunity to take this class and allowing the political science major to expand.

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

Attachments:

Emergency Management Major – Interdisciplinary Core
International Studies Program

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: International Studies	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <i>This is support for changing, <u>POLS 3403 to 2403,</u> and POLS 3413 to 2413.</i>	

Department Head Signature: N. M. [Signature]


Date: 9-27-10

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: This is support for changing Comparative Government from POLS 3403 to POLS 2403.	

Department Head Signature: _____


Date: 9/27/2010

Arkansas Tech University

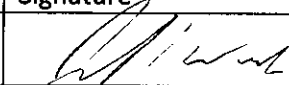
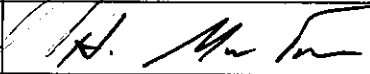
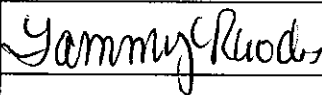
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee

FROM: Department of History and Political Science, Witherspoon Building 255
Attn: Christopher Housenick, Ph.D. (chousenick@atu.edu)

DATE SUBMITTED: 9/25/2010

REQUEST FOR COURSE CHANGE – Course Number Change – POLS 3413 to POLS 2413

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

Course Subject: International Relations	Course Number: POLS 3413
Cross-listed with Subject: N/A	Cross-Listed Course Number: N/A
Official Title: International Relations	
Request to change: (check appropriate box) <input checked="" type="checkbox"/> <u>Course Number</u> <input checked="" type="checkbox"/> <u>Course Description</u> <input type="checkbox"/> Title <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: 2011 / 2012	

New Course Number : POLS 2413

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

New Course Description: A study of the theory and practice of international politics, with special emphasis upon the state system, decision-making, policy-making, war and arms control, ideology and nationalism, the global ecological system, interdependence, multinational institutions and corporations, and human rights. (Note: All changes to this course description are cosmetic.)

New Cross-list: N/A

New Prerequisite/Co-requisite: N/A

New Grading N/A (Remaining Standard Letter)

New Fee: N/A

X Major X Minor X Elective

History and Political Science Change of Program Form Attached

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.

1. The vast majority of comparable political science programs offer International Relations as a lower-level course. In most political science programs, this course is included as part of an introductory sequence, introducing students to the five major areas of requisite political science knowledge (American Government, Comparative Politics, International Relations, Political Theory, and Research Methodology). We conducted a survey of the course catalogs of a dozen institutions within Arkansas and across the region that are similar to Arkansas Tech, and found that ten universities (Appalachian State University, Georgia College and State University, James Madison University, Murray State University, Radford University, Troy University, University of Arkansas at Monticello, University of Central Arkansas, University of Arkansas – Fayetteville, and Western Kentucky University) have their corresponding International Relations course assigned at the 200 or 2000 level of difficulty (which corresponds to our 2000 level course numbering), while only two institutions designate International Relations as upper-division courses (Arkansas State University – Jonesboro and Henderson State University). Therefore, changing this course number would bring Arkansas Tech's program in line with the current state of the discipline at comparable institutions.

Please provide a rationale for the change.

1. Students who transfer into Arkansas Tech cannot transfer their International Relations course. Since International Relations is taught at different levels of difficulty at Arkansas Tech and at other institutions (see the full list in the assessment evidence above), it is most-often non-transferable for students. This creates a disincentive for students to declare themselves Political Science, International Studies, or Emergency Management majors because they will be forced to repeat a class that they have already taken. Lowering this course number to a 2000- level will remove this disincentive and help to attract students to Arkansas Tech and its academic programs.
2. Lowering this course number would help reinvigorate the International Studies Program. For a variety of reasons, the International Studies program is facing a decline in both its enrollments and matriculation of its students. One reason for these challenges is that this program cannot attract new students using introductory classes. Under its current configuration, a student must declare themselves an International Studies major, and then enroll in this course. If this course was re-designated a lower-level course, undeclared majors could enroll in it, become interested in International Studies as a major, thereby helping to bolster that degree program's flagging enrollment and graduation rates.
3. This change will help expand the recently created Political Science major. Political Science was established as a new independent major starting in 2010. Under the current curriculum, American Government (POLS 2003) is the only gateway course that students can enroll in that can recruit them into political science. By lowering this course number, freshmen and sophomores could take this course, become interested in political science, and declare a political science major. Also, with a lower course number this class would be opened to many more students (a course enrollment cap of forty instead of the usual student cap of twenty for 3000+ level courses), thereby giving many more students the opportunity to take this class and allowing the political science major to expand.

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

Attachments:

Emergency Management Major – Interdisciplinary Core
International Studies Program
Professional Studies Program

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Professional Studies	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: We support changing the course number for International Relations from POLS 3413 to POLS 2413.	



Department Head Signature: Mary Ann Rollans

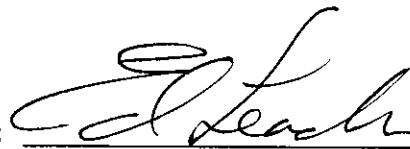
Date: 09-29-10

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: This is support for changing International Relations from POLS 3413 to POLS 2413.	

Department Head Signature:



Date:

9/27/2010

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: International Studies	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: <i>This is support for changing POLS 3403 to 2403; and POLS 2413 to 2413.</i>	

Department Head Signature: _____

H. M. [Signature]

Date: _____

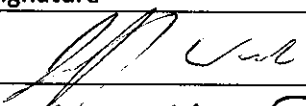
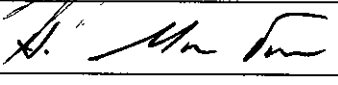
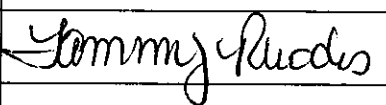
Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee

FROM: Department of History and Political Science, Witherspoon Bldg. 255
 Attn: Christopher Housenick, Ph.D. (chousenick@atu.edu)

DATE SUBMITTED:

REQUEST FOR CHANGE IN PROGRAM – Minor Modification of Existing Political Science Major

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

Program Title: Political Science	Effective Date: 7/1/2011
<p>Detail change in program:</p> <p>This change in the Political Science degree program looks to lower the course numbers of Comparative Government (POLS 3403) and International Relations (POLS 3413) to lower-level course numbers (POLS 2403 for Comparative Government and POLS 2413 for International Relations).</p>	
<p>Please provide a rationale for the change.</p> <ol style="list-style-type: none"> <u>Students who transfer into Arkansas Tech cannot transfer their introductory political science courses.</u> Since Comparative Government and International Relations are taught at different levels of difficulty at Arkansas Tech and at other institutions (see the full list in the assessment evidence below), it is most-often non-transferable for students. This creates a disincentive for students to declare themselves Political Science, International Studies, or Emergency Management majors because they will be forced to repeat a class that they have already taken. Lowering this course number to a 2000- level will remove this disincentive and help to attract students to Arkansas Tech and its academic programs. 	

2. Lowering this course number would help reinvigorate the International Studies Program. For a variety of reasons, the International Studies program is facing a decline in both its enrollments and matriculation of its students. One reason for these challenges is that this program cannot attract new students using introductory classes. Under its current configuration, a student must declare themselves an International Studies major, and then enroll in these courses. If these classes were re-designated lower-level courses, undeclared majors could enroll in them, become interested in International Studies, and declare that major, thereby helping to bolster that degree program's flagging enrollment and graduation rates.
3. This change will help expand the recently created Political Science major. Political Science was established as a new independent major starting in 2010. Under the current curriculum, American Government (POLS 2003) is the only gateway course that students can enroll in that can recruit them into political science. By lowering this course number, freshmen and sophomores who may be interested in political science could enroll in this course, become interested in political science, and declare a political science major. Also, with a lower course number this class would be opened to many more students (a course enrollment cap of forty instead of the usual student cap of twenty for 3000+ level courses), thereby giving many more students the opportunity to take this class and creating a greater opportunity for the political science major to expand.

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

- These changes will have no effect on staffing. These classes are already scheduled to be taught, and already have faculty allocated for them.
- These changes will have no effect on other programs. All other programs (Emergency Management, International Studies, and Professional Studies) have signed off on the lack of impact these course changes will make to their programs.
- There will be a minimal effect when it comes to space allocation. The only effect may be finding larger classrooms because of growing potential enrollment in these two classes. As 3000- level courses, they are currently capped at 20 students, requiring relatively small classroom spaces. With 2000- level course numbers, they will probably be capped at maximum enrollments of 40 students, thereby requiring a move to a somewhat larger classroom.

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.

To support these changes, we did an assessment of the current state of the discipline at a dozen political science programs, both within Arkansas and in other states that were determined to be comparable to Arkansas Tech by the University Assessment Committee. In this analysis, we looked at the course difficulty level assigned by these institutions according to the respective universities' 2010 -2011 course catalogues.

We found very strong evidence that our current approach to these courses was not in accordance with the state of the discipline at these comparable institutions. At eight of these universities, both Comparative Government and International Relations were offered at their respective equivalent of 2000- level courses (Appalachian State University, James Madison University, Murray State University, Radford University, University of Arkansas at Monticello, University of Central Arkansas, University of Arkansas – Fayetteville, and Western Kentucky University). At three universities, one of these courses was designated at the 2000- level and one was designated at the 3000- level (Georgia College and State University, Henderson State University, and Troy University). In only one instance out of the twelve universities surveyed offer these two courses at the same level of difficulty as Arkansas Tech (Arkansas State University – Jonesboro). By this assessment of the discipline at comparable universities, it would seem that our current approach is out of sync with the vast majority of similar institutions. These course changes would allow Arkansas Tech to better reflect the state of the discipline.

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

Departmental Support Forms are attached for the individual courses *proposals.*
pac

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: POLS 3403 to POLS 2403 POLS 3413 to POLS 2413 Delete: Total Hours: Still 16	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

Matrix to read: POLS 2403 or POLS 2413
pcc

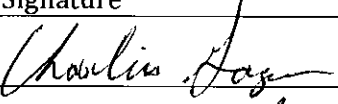
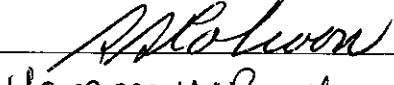
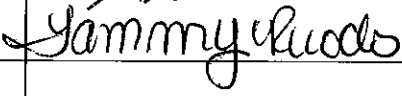
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: POLS 3403 to POLS 2403 POLS 3413 to POLS 2413 Delete: <i>Matrix to read: POLS 2403 or POLS 2413</i> <i>pac</i> Total Hours: Still 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

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee
 FROM: Dr. Lisa Webb, Fisheries and Wildlife Program (Biological Sciences)
 DATE SUBMITTED: 17 September 2010

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head: Dr. Charlie Gagen		9/23/10
Dean: Dr. Richard Cohoon		9-24-10
Registrar: Ms. Tammy Rhodes		10-1-10
Vice President for Academic Affairs: Dr. John Watson		

Course Subject: FW		Course Number: 2013
Official Title (Limited to 30 characters including spaces): Natural Resources Communications NATURAL RESOURCES COMMS		
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 2011	How frequently will course be offered? Every spring	
Is this course repeatable? No		
Does this course require a fee? No		
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor		
Prerequisites: English 1023 or alternate	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.? Yes. Geographic Information System (GIS) software installed on computers in the McEver Computer Lab will be used.		

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

The McEver Computer Lab will be used for approximately two weeks.

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

The course will nurture scholastic development, integrity, and professionalism, as well as help provide a solid educational foundation for life-long learning.

What assessment information is being used to support this proposal?

Beginning in 2007 and ending in 2010, the FW faculty thoroughly reviewed and subsequently updated the undergraduate FW curriculum. The review included an analysis of curricular assessments published by Adelman et al. (1994, Educational needs of fisheries and wildlife professionals: results of a survey. Fisheries 19(11):17-25), DeLany Jr. (2004, Entry-level job skills needed by wildlife management professionals. Ph.D. Dissertation. Louisiana State University, Baton Rouge), and Baydack (2009 The Wildlife Society Ad Hoc Committee on Collegiate Wildlife Programs: Summary Final Report. The Wildlife Society, Bethesda, Maryland). Also examined were the fisheries and wildlife curricula at Tennessee Tech, Virginia Tech, Wisconsin Stevens Point, Humboldt State, Auburn, and Frostburg State, assessment data from exit interviews of graduating FW majors, and the course requirements for professional certification by the American Fisheries Society and The Wildlife Society. Changes recommended by the FW faculty to improve the undergraduate curriculum were reviewed and verified by the Fisheries and Wildlife Advisory Board in August 2010 and by a recent survey of the relative importance of educational competencies as determined by state fish and wildlife agencies (Gablehouse, Jr., D. W. 2010. Needs and proficiencies of fisheries and wildlife hires by state agencies. Fisheries 35:445-448). The Fisheries and Wildlife Advisory Committee is composed of 16 high-ranking individuals from a cross-section of natural resource agencies and businesses throughout Arkansas.

How will the effect of the change be monitored?

Faculty assessment of students' communication skills and student exit interviews.

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

Careers in natural resources demand proficiency in communicating complex scientific messages to diverse audiences.

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.

As above. A thorough review of the state of the discipline by FW faculty members, analysis of exit interviews of graduating seniors, and a review of the curriculum by the FW Advisory Board.

FW 2013 - Natural Resources Communication

Instructor: Dr. Lisa Webb
Office: McEver 39
Email: ewebb2@atu.edu
Phone: 356-2018
Class Schedule: Lecture 8:30 – 9:50 TR, McEver 208

Office Hours: MWF 8:00-10:00; TH 10:00-12:00; or by appointment

Course Description: An investigation and practice of effective communication techniques typically used in natural resources management. The focus of this course is to teach students to effectively communicate complex scientific messages to diverse audiences. Specific types of communication explored will include construction of figures, graphs and tables, power point presentations, abstracts and technical reports specific to the natural resources discipline.

Course Justification: This course is designed as a sophomore level class for Fisheries and Wildlife Majors. Pre-requisites include successful completion of ENGL 1023 (Composition II).

Student Learning Objectives: Upon successful completion of this course, students will develop:

1. an understanding of the essential components of the communication system: source, message and medium, receiver, and feedback loop.
2. the ability to recognize bias, assumptions and motivations in the work of others, identify assumptions in his or her own work and recognize bias in media coverage of science
3. an understanding of the different types and methods of communication in natural resources management and awareness of when it is appropriate to use each type;
4. proficiency in effectively communicating scientific ideas, concepts and data using a variety of communication techniques
5. necessary skills to produce written, visual and/or oral tools to communicate with several types of audiences within natural resource management fields

Required Text: None, but numerous readings, several of which will come from:

Jacobson, S. K. 2005. Communication for Wildlife Professionals. Pp. 24-42 in C. E. Braun ed. Techniques for Wildlife Investigations and Management. The Wildlife Society, Bethesda Maryland.

Jacobson, S. K. 1999. Communication skills for Conservation Professionals. Island Press, Washington DC.

Olson, R. 2009. Don't be such a scientist: talking substance in an age of style. Island Press, Washington DC.

Evaluation of Student Performance: Grades will be computed based on approximately 600 points distributed among the following assignments:

Final report:	200
Oral presentation	100
Outreach presentation	100
Peer evaluations	50
<u>Homework assignments</u>	<u>150</u>
Total	600

Grading on the report and in class participation will emphasize cognitive skills outlined in the learner outcomes section. Grading of in class exercises or weekly assignments will focus on application of concepts and skills presented each week and learner outcomes related to effective communication. The final project will be graded using a rubric that partitions points for content but also to the cognitive skills listed in learner outcomes as listed above.

Your final course grade will be based on the following scale:

$\geq 90\%$	=	A	60-69%	=	D
80 -89%	=	B	< 60%	=	F
70-79%	=	C			

Group project: Students will be required to work in a small group on a topic related to fisheries and wildlife science, conservation, management or education. The purpose of the group project is to provide students with the experience of problem solving in a group through review of data and literature on a controversial management topic. Students will develop and communicate key findings of their project

Academic honesty: Group learning and studying are encouraged; however, any form of cheating or plagiarism in this course will result in a zero on the assignment or exam for all involved. In addition, any attempt by a student to present as their own work any work not honestly performed is regarded as a serious offense and renders offenders liable to consequences, including possible suspension from the university. Further information regarding academic dishonesty and university policy may be found on pages 11-12 of the Student handbook (<http://stuserv.atu.edu/files/currenthandbook.pdf>)

I encourage questions and active participation in class. There are no “stupid” questions, and questions of all kinds help everyone in the class learn, which is the main point of an educational endeavor. So, please feel free to ask questions at any time!

Course Content:

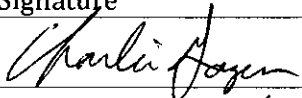
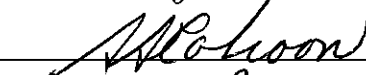
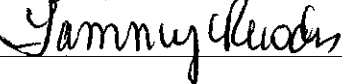
Week/Topic	Assignment/ Exercise	Grading Emphasis: Group (G) or Individual (I)
Week 1: Introduction/to whom are we communicating?	Identify group project audience	G
Week 2: What forms of communication are possible?		
Week 3: Science advocacy: option or inherent?	Critique of position statement vs. press release	G
Week 4: Written Communication	Scientific format assignment	I
Week 5: Written Communication	Editing assignment	I
Week 6: Oral Communication		
Week 7: Oral Communication	Presentation assignment	
Week 8: Visual Communication: GIS	Mapping assignment	I
Week 9: Visual Communication: GIS		
Week 10: Visual Communication: Charts & Tables	Chart assignment	
Week 11: Communicating science to scientists	Data presentation lab	G
Week 12: Communicating science to non-scientists	Abstract	I
Week 13: E-communications (email, conference calls, etc.)	Group e-conference exercise	
Week 14: Media relations	Media interviews	
Week 15: Group presentations	Group presentation	G but with individual components identified
Week 16: Outreach presentations	Group presentations	Same as above

Arkansas Tech University

REQUEST FOR COURSE DELETION

TO: Curriculum Committee
 FROM: Dr. Joe Stoeckel, Fisheries and Wildlife Program (Biological Sciences)
 DATE SUBMITTED: 17 September 2010

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head: Dr. Charlie Gagen		9/23/10
Dean: Dr. Richard Cohoon		9-24-10
Registrar: Ms. Tammy Rhodes		10-1-10
Vice President for Academic Affairs: Dr. John Watson		

Course Subject: FW	Course Number: 3001
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Junior Seminar in Fisheries and Wildlife Biology	
Effective Catalog Year: Fall 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.	
Provide rationale for the request. Pending approval of FW 2013 Natural Resources Communications, this course will become obsolete. Relevant materials will be included in FW 2013.	
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. Beginning in 2007 and ending in 2010, the FW faculty thoroughly reviewed and subsequently updated the undergraduate FW curriculum. The review included an analysis of curricular assessments published by Adelman et al. (1994, Educational needs of fisheries and wildlife professionals: results of a survey. Fisheries 19:110-116) and DeLany, Jr. (2004, Entry-level job skills needed by wildlife management professionals. Ph.D. Dissertation. Louisiana State University, Baton Rouge). Also examined were the fisheries and wildlife curricula at Tennessee Tech, Virginia Tech, Wisconsin Stevens Point,	

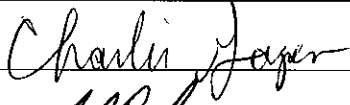
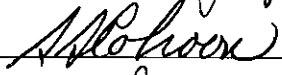
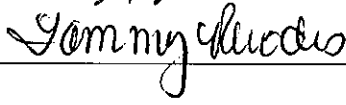
Humboldt State, Auburn, and Frostburg State, assessment data from exit interviews of graduating FW majors, and the course requirements for professional certification by the American Fisheries Society and The Wildlife Society. Changes recommended by the FW faculty to improve the undergraduate curriculum were reviewed and verified by the Fisheries and Wildlife Advisory Board in August 2010 and by a recent survey of the relative importance of educational competencies as determined by state fish and wildlife agencies (Gablehouse, Jr., D. W. 2010. Needs and proficiencies of fisheries and wildlife hires by state agencies. Fisheries 35:445-448). The Fisheries and Wildlife Advisory Committee is composed of 16 high-ranking individuals from a cross-section of natural resource agencies and businesses throughout Arkansas.

Arkansas Tech University

REQUEST FOR COURSE CHANGE

TO: Curriculum Committee
 FROM: Dr. Chris Kellner, Fisheries and Wildlife Program (Biological Sciences)
 DATE SUBMITTED: 17 September 2010

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head: Dr. Charlie Gagen		9/23/10
Dean: Dr. Richard Cohoon		9-24-10
Registrar: Ms. Tammy Rhodes		10-1-10
Vice President for Academic Affairs: Dr. John Watson		

Course Subject: FW	Course Number: 3163
Cross-listed with Subject: BIOL	Course Number: 3163
Official Title Biodiversity and Conservation Biology BIODIVERSITY/CONSERV BIO	
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 checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: Fall 2011	
New Course Number: BIOL 4163 and FW 4163	
New Course Description: Fall of even years. Prerequisites: a course in ecology or permission of instructor. The concepts of, processes that produce, and factors that threaten biological diversity are introduced and examined. Further emphasis is placed on unique problems associated with small population size, management of endangered species and practical applications of conservation biology. Lecture three hours.	

New Prerequisite/Co-requisite: **A course in ecology or permission of instructor.**

The above prerequisite will eliminate a taxonomy requirement ("one of the following: BIOL 3004, FW/BIOL 3084, BIOL 3094, BIOL 3134, FW/BIOL 3144, FW/BIOL 3224, BIOL 4044"), which has been determined to not be essential for successful completion of the course. This change is included in the revised course description above.

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

New Fee: **None**

☒ Elective ☐ Major ☐ Minor

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

Please provide a rationale for the change.

Conservation biology can be taught at a variety of levels. Elevating the course from the 3000 level to the 4000 level can readily be accomplished by providing a more thorough treatment of the subject matter/concepts. Doing so will enable cross-listing of the course at the graduate level. This change will allow FW and BIOL undergraduates to continue to take the course as a program elective, and simultaneously allow FW graduate students to take the graduate version of the course as an elective. This will provide more choices for our students. This field of study (managing small populations, restoring habitats and ecosystems, and dealing with habitat fragmentation, altered migratory corridors, and rare species, etc.) is appropriate for natural resource students and will be valuable in preparing them for employment. The field of Conservation biology is currently merging with wildlife biology and supports raising this course to the 4000-level. According to Stan Temple, professor of wildlife biology at the University of Wisconsin (Madison) the goals and approaches of wildlife biologists and conservation biologists are increasingly similar (Temple et al. 1988). In addition, Richard Yanner, professor of wildlife conservation claims that conservation biologists contain a diverse group of individuals from many fields including wildlife biologists (Yahner 2000). Further, Texas A&M, Eastern Kentucky University, Tennessee Tech, and Mississippi State University all cross list courses in conservation biology between their undergraduate and graduate programs in Fish and Wildlife Biology. The official job board of the Conservation Society lists 182 jobs. The very first job listed (16 Sept. 2010) is cross listed on the Texas A&M job board for Wildlife and Fisheries science. I didn't check any other listings but suspect that many others are cross-listed. Finally, Gabelhouse Jr. (2010) found conservation biology to be an important college course for fisheries entry-level management/research biologists with expected increased importance in the next 10 years.

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.

Graduate students and faculty members identified a shortage of elective courses; particularly in the fall term. The importance/relevance of this course as an undergraduate and graduate-level course was addressed above in the rationale for the change.

FW 4163/5163 – BIODIVERSITY AND CONSERVATION BIOLOGY

Professor: Chris Kellner

Office: 211 McEver

Hours: MWF 10-11, 1-3; Tu 10-11

Phone: 968-0830 e-mail: ckellner@atu.edu

Course description: Fall of even years. Prerequisites: a course in ecology or permission of instructor. The concepts of, processes that produce, and factors that threaten biological diversity are introduced and examined. Further emphasis is placed on unique problems associated with small population size, management of endangered species and practical applications of conservation biology. Lecture three hours.

Text: R. B. Primack. 2006. Essentials of conservation biology, 4th ed. Sinauer Associates, Inc., Sunderland, Massachusetts.

Justification: This course is designed as a Fisheries and Wildlife elective for majors and as a general elective for non-majors. With increasing threats to global biodiversity, knowledge of the basic concepts of conservation biology provides students with the scientific groundwork to make intelligent management and civic decisions.

Lecture Objectives: FW 4163/5163 is designed to provide a general knowledge of conservation biology. After completion of this course students should have knowledge of major scientific theories relating to distribution and production of global diversity, be able to identify the major anthropogenic threats to biodiversity, and understand the application of scientific theories toward the conservation of local and global biodiversity. In addition students will be introduced to the many social and political aspects of conservation biology practices and some of the inherent conflicts between conservation of biodiversity and human co-existence.

Assessment Methods: Grades will be computed based on approximately 500 points from three (3) exams (including a comprehensive final exam), one (1) homework/computer assignments, and one (1) management report, and participation in class discussions. Grades will be determined as a straight percentage; i.e., 90-100 A, 80-90 B, 70-80 C, 60-70 D, <60 F.

Exam I	100 pts
Exam II	100 pts
Final Exam	120 pts
Quizzes/Homework/Readings	50 pts
Conservation Report	50 pts
Student Lecture	50 pts
Total points	500 pts

Student Presentation: Each student will be required to prepare a 15 minute presentation followed by a discussion period on a conservation topic approved by me. Lectures must have adequate visual aids (PowerPoint) and must cover a topic from the textbook.

Conservation Report: Each student will prepare a conservation report on a current conservation topic. The report should cover a specific conservation topic (i.e., *Restoring oak woodland habitat and associated wildlife communities in the Ozarks of Arkansas and Missouri*). Report topics must be discussed and approved prior to the due date for the title. Due dates for various parts of the conservation

report are listed in the syllabus. The report should be 8-10 pages and should reference at least 5 peer-reviewed sources. Citations within the report and in the literature cited should conform to *Conservation Biology* journal format.

Class Policies: (1) Class will be held in McEver 206. This room houses the bird and mammal collection which may be treated with numerous hazardous chemicals, therefore; No food, drink, or tobacco products will be allowed in class. (2) Tests will be a combination of multiple choice, matching, and short answer/essay. (3) Attendance is expected but is not a component of the final grade. However, students who choose to miss class must recognize that they are responsible for all homework assignments, quizzes, and discussion of readings that take place during lecture times. (4) Students must not miss scheduled quizzes or exams without a justifiable and legitimate excuse (i.e. Illness, traffic accident, university sanctioned trip etc.). If you know you are going to miss an exam due to an illness or class trip contact me beforehand so that alternative arrangements can be made. (5) Cheating or plagiarism on a quiz, exam, or conservation report will result in a score of zero for that assignment. Repeat offenders will receive an F for the course. I may request an electronic copy of any writing assignment so that it can be checked with *Turnitin.com* (a plagiarism checker). (6) I expect students to participate in an academic atmosphere (i.e. participate in class, be honest etc.).

Late work: Work submitted after deadline will be penalized at the rate of 10% of the value of the exercise per lecture day.

Students with disabilities: Any student who may have physical or other disabilities should see me as soon as possible and we will make the necessary arrangements.

Tentative Sequence of Lecture Topics

Week	Text Chapter		Topic
1	Aug. 20	Introduction: What is Conservation Biology? What is Biodiversity	1 2
2	Aug. 25	What is Biodiversity Distribution of Biodiversity	2 3
3	Sept. 1	Threats to biodiversity (Cons. report titles) Vulnerability to Extinction	7 8
4	Sept. 8	Vulnerability to Extinction Habitat destruction etc...	8 9
5	Sept. 15	Habitat destruction etc... LECTURE EXAM 1	9
6	Sept. 22	Habitat destruction etc... Climate Change (Lit Cited Due)	9 9
7	Sept. 29	Overexploitation Invasive Species	10 10
8	Oct. 6	Disease	10

		Small Populations	11
9	Oct. 13	Applied Population Biology	12
		Establishing New Populations	13
		Ex Situ Strategies	14
10	Oct. 20	Protected Areas 15	
		LECTURE EXAM 2	
11	Oct. 27	Design of protected areas	16
12	Nov. 3	Managing Protected Areas	17
13	Nov. 10	Outside Protected Areas	18.
14	Nov. 17	Restoration Ecology	19
		Policy issues and conservation biology (conservation reports due)	18
15	Nov. 24	Conservation and Sustainable Development	20
16	Dec. 1	Open Dc Brian room 242 at 11:00	
17	Dec. 8	Last day of class	

Final exam date and time to be announced

Graduate student requirements (FW 5163)

In addition to the requirements listed for FW 4163 above you will also be required to:

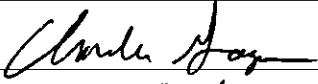

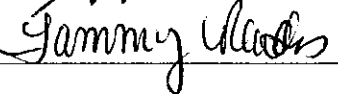
- 1) Prepare a report covering the economic impact of a proposed development project. The economic impact will be assessed in terms of biological resource values (see the text for methodologies). This will be difficult and you should plan on using at least three weeks to gather information needed to accomplish the task.
- 2) Evaluate the economic impact of your thesis research. The economic impact can be assessed directly or indirectly. You can assume that your research will lead to changes in management in order to assess your impact.
- 3) You will be required to lead a debate over whether we as a society should adopt policies to reduce output of greenhouse gasses.

Arkansas Tech University

REQUEST FOR COURSE CHANGE

TO: Curriculum Committee
 FROM: Dr. Tom Nupp, Fisheries and Wildlife Program (Biological Sciences)
 DATE SUBMITTED: 1 October 2010

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head: Dr. Charlie Gagen		10/1/10
Dean: Dr. Richard Cohoon		10-1-10
Registrar: Ms. Tammy Rhodes		10-1-10
Vice President for Academic Affairs: Dr. John Watson		

Course Subject: FW	Course Number: 4034
Official Title Geographic Information Systems in Natural Resources GEOG INFO SYS/NAT RES	
Request to change: (check appropriate box) <input type="checkbox"/> Course Number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-list <input checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input checked="" type="checkbox"/> Other <u>Redistribute hours between lecture and lab.</u>	
Effective Catalog Year: Fall 2011	
New Course Description: Spring. Prerequisites: a course in GIS or permission of instructor. Use of GIS technology in wildlife and fisheries management and research. Emphasis placed on creation, maintenance, and analysis of spatially explicit data. Lecture three hours, laboratory two hours. \$10 laboratory fee.	
New Prerequisite/Co-requisite: a course in GIS, or permission of instructor.	
New Fee: None	
<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.

Pending approval of the revised undergraduate curriculum for Fisheries and Wildlife Science, all fisheries and wildlife students will be required to take an introductory course in GIS. This will eliminate the need to teach introductory GIS information in the first portion of FW 4034 and allow the course to progress to a higher level than previously possible. Changes in the prerequisites to, and a format of three hours of lecture and two hours of laboratory is appropriate for the more advanced level of GIS.

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.

Beginning in 2007 and ending in 2010, the FW faculty thoroughly reviewed and subsequently updated the undergraduate FW curriculum. The review included an analysis of curricular assessments published by Adelman et al. (1994, Educational needs of fisheries and wildlife professionals: results of a survey. Fisheries 19(11):17-25), DeLany Jr. (2004, Entry-level job skills needed by wildlife management professionals. Ph.D. Dissertation. Louisiana State University, Baton Rouge), and Baydack (2009. The Wildlife Society Ad Hoc Committee on Collegiate Wildlife Programs: Summary Final Report. The Wildlife Society, Bethesda, Maryland). Also examined were the fisheries and wildlife curricula at Tennessee Tech, Virginia Tech, Wisconsin Stevens Point, Humboldt State, Auburn, and Frostburg State, assessment data from exit interviews of graduating FW majors, and the course requirements for professional certification by the American Fisheries Society and The Wildlife Society. Changes recommended by the FW faculty to improve the undergraduate curriculum were reviewed and verified by the Fisheries and Wildlife Advisory Board in August 2010 and by a recent survey of the relative importance of educational competencies as determined by state fish and wildlife agencies (Gablehouse, Jr., D. W. 2010. Needs and proficiencies of fisheries and wildlife hires by state agencies. Fisheries 35:445-448). The Fisheries and Wildlife Advisory Committee is composed of 16 high-ranking individuals from a cross-section of natural resource agencies and businesses throughout Arkansas. Knowledge of GIS was identified as an important component of a modern-day Fisheries and Wildlife Science education. The addition of a requirement for an introductory GIS and the proposed changes to this course will make suitable GIS learning opportunities available to our students.

FW 4034 – GIS IN NATURAL RESOURCES

Professor: Tom Nupp

Office: 205 McEver

Hours: TR 10:00-12:00, WF 9-10 & 1:00-3:00 (others by appointment)

Phone: 968-0313

e-mail: tnupp@atu.edu

Course description: Use of GIS technology in wildlife and fisheries management and research. Emphasis placed on creation, maintenance, and analysis of spatially explicit data.

Text: Price, M. 2010. Mastering ArcGIS, 4th edition. McGraw-Hill Companies, Boston, Massachussets. 602pp.

Justification: This course is designed as a Fisheries and Wildlife elective for majors and as a general elective for non-majors. The increasing use of GIS technology in the workforce makes this a good course for a variety of majors including Geology, Agriculture, Recreation and Parks, and Emergency Management Planners. Pre-requisites include PSY 2053 or MATH 2163, and a Computer Science course.

Objectives: FW 4034 is designed to provide an introductory knowledge of geographical information systems with particular emphasis on their use in fisheries and wildlife management. Specific objectives for this course are:

1. Understand the basic working and functional capabilities of ArcGIS 9.3.
2. Know where to find and use GIS data.
3. Understand raster and vector data formats and the utility of each.
4. Understand map formats and projections.
5. Have a grasp on the application of GIS in natural resource planning.
6. Understand how GPS works and how to use a GPS receiver.
7. Have a functional knowledge of the spatial analysis and image analysis.
8. Have an understanding of remote sensing data sources and image classification.
9. Understand use of GIS in wildlife population modeling.
10. Understand basic land use metrics and their application.

Assessment Methods: Grades will be computed based on approximately 460 points from two (2) exams (including the final exam), two (2) homework/computer assignments, six (6) biweekly quizzes and one (1) semester project, additional in-class assignments may be assigned; grades will be assigned based on the following percentages, 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D.

Exam I	100 pts
Final Exam	120 pts (note that the final exam is comprehensive)
Homework 2@30 pts	60 pts
In-class exercises	20 pts

Quizzes 6@10 pts	60 pts
Semester Project	<u>100 pts</u>
Total points	460

Semester Project Description: Students will pursue one of the following topics: (1) an application of GIS in his/her major (under the guidance the instructor); or (2) research and mastery of a recent development in GIS technology. More information on the semester project may be found under the study materials tab on Blackboard.

Class Policies: (1) There will be no eating, drinking, or chewing allowed in the classroom. (2) Tests will be a combination of multiple choice, matching, and short answer/essay. (3) Attendance is expected but is not a component of the final grade. However, students who choose to miss class must recognize that they are responsible for all homework assignments, quizzes, and discussion of readings that take place during lecture times. (4) Students must not miss regularly scheduled quizzes or exams without a justifiable and legitimate excuse (ie. illness, traffic accident, university sanctioned trips etc.). If you know you are going to miss an exam due to an illness or class trip contact me beforehand so that alternative arrangements can be made. (5) Cheating or plagiarism on a quiz, exam, or other assignment will result in a score of zero for that assignment. Repeat offenders will receive an F for the course. (6) It is expected that students will participate in an academic atmosphere (i.e. participate in class, be honest etc.).

Late work: Work submitted after deadline will be penalized at the rate of 10% of the value of the exercise per day.

Students with disabilities: Any student who may have physical or other disabilities should see me as soon as possible and we will make the necessary arrangements.

FW 4034—GIS IN NATURAL RESOURCES SYLLABUS

Week	Topic	
1	A look at the big picture; GIS in natural resources management. Introduction to computers, the world-wide web, and databases	
2	Introduction to ArcGIS 9	Quiz 1
3	Data representation Guest GIS lecture	
4	ArcGIS commands Map scale issues, errors, and measurements	Quiz 2
5	Map conventions and coordinate systems Integrating GPS with GIS	
6	To project or not project ArcGIS commands, cont.	Quiz 3
7	Introduction to spatial analysis	Topic for semester project due

8	“ “	
	LECTURE EXAM 1	
9	Getting data into GIS	
	Remote sensing and GIS: Dr. Chris Kellner	
10	Remote Sensing cont.	Outline of semester project due
	Scanning and Digitizing as data inputs	Quiz 4
11	Spring Break —no class all week!	
12	Data inputs cont.	
	Landscape measurements and metrics	
13	field trip	Skills list for semester project due
	Application of GIS in natural resources	Quiz 5
14	“ “	
	Other GIS software and technology	
15	Open (Work on student projects)	Quiz 6
	Open	Semester projects due
16	Presentations of student projects	

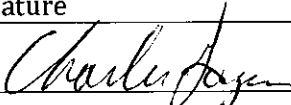
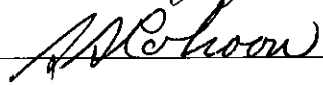
FINAL EXAM - DATE AND TIME TO BE ANNOUNCED

Arkansas Tech University

REQUEST FOR COURSE CHANGE

TO: Curriculum Committee
 FROM: Dr. Lisa Webb, Fisheries and Wildlife Program (Biological Sciences)
 DATE SUBMITTED: 17 September 2010

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head: Dr. Charlie Gagen		9/23/10
Dean: Dr. Richard Cohoon		9-24-10
Registrar: Ms. Tammy Rhodes		
Vice President for Academic Affairs: Dr. John Watson		

Course Subject: FW	Course Number: 4064
Cross-listed with Subject:	Course Number:
Official Title: Wetland Ecology and 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 checked="" type="checkbox"/> Other: <u>Redistribute hours between lecture and lab.</u>	
Effective Catalog Year: Fall 2011	
New Course Number:	
New Course Title (Limited to 30 characters including spaces):	
New Course Description: Fall of even years. Prerequisites: A course in ecology or permission of instructor. An in-depth coverage of wetlands including occurrence, morphology, hydrology, soils, ecology, and regulation. The types of wetlands and their functions are discussed, as are local, state and federal regulations pertaining to their use, management and protection. Laboratory focuses on identification of common wetland vegetation, delineation of wetland boundaries, as well as field techniques and management activities commonly used in Arkansas wetlands. Lecture two hours, laboratory four hours.	

\$ 20 lab fee
for

New Cross-list:

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

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

New Prerequisite/Co-requisite:

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

New Fee: *No*

☐ Elective ☒ Major ☐ Minor

This course is one of three choices for a required advanced ecology course.

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

Please provide a rationale for the change.

A longer lab is required to allow sufficient time for field trips. This is a change in the distribution of hours within the course to allow sufficient travel time for field trips. The description/distribution will change from "Lecture three hours, laboratory two hours" to "Lecture two hours, laboratory four hours."

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.

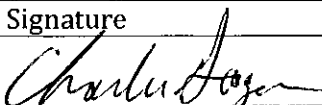
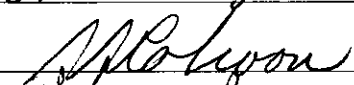
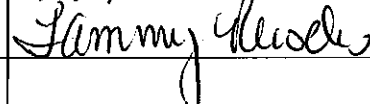
Direct observation by the course instructor.

Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee
 FROM: Dr. Joe Stoeckel, Director Fisheries and Wildlife (Biological Sciences)
 DATE SUBMITTED: 17 September 2010

REQUEST FOR CHANGE IN PROGRAM: Modification

Title	Signature	Date
Department Head: Dr. Charlie Gagen		9/23/10
Dean: Dr. Richard Cohoon		9-24-10
Registrar: Ms. Tammy Rhodes		10-1-10
Vice President for Academic Affairs: Dr. John Watson		

Program Title: Fisheries and Wildlife	Effective Date: Fall 2011
Detail change in program: ECON 2003 <ol style="list-style-type: none"> 1) Require an economics course as one of the general education social sciences. 2) Eliminate the requirement for a speech and technical writing course, and replace with a choice of either a speech or technical writing course. 3) Eliminate FW 3001 Junior Seminar in Fisheries and Wildlife Biology, and add a requirement for FW 2013 Communications in Natural Resources. 4) Eliminate the general computer science requirement, and add a requirement for a beginning course in GIS. 5) Require students to meet professional certification requirements by adding FW 4103 Human Dimensions in Natural Resources to the curriculum, and requiring fisheries students to take an additional physical science course in lieu of an advanced botany course. 6) Eliminate the requirement of specific courses in advanced biology (genetics and ecological physiology) and physical science (applied physics), and provide a suite of suitable choices within each discipline. 7) Move various courses between terms or years to accommodate above changes or address logistic issues (e.g., moving fisheries techniques to fall because the weather is generally more suitable). 	
Please provide a rationale for the change. Improve/update curriculum	
What impact will the change have on staffing, on other programs and space allocation? None	
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.	
<p>Beginning in 2007 and ending in 2010, the FW faculty thoroughly reviewed and subsequently updated the undergraduate FW curriculum. The review included an analysis of curricular assessments published by Adelman et al. (1994, Educational needs of fisheries and wildlife professionals: results of a survey. Fisheries 19(11):17-25), DeLany Jr. (2004, Entry-level job skills needed by wildlife management professionals. Ph.D. Dissertation. Louisiana State University, Baton Rouge), and Baydack (2009 The Wildlife Society Ad Hoc Committee on Collegiate Wildlife Programs: Summary Final Report. The Wildlife Society, Bethesda, Maryland). Also examined were the fisheries and wildlife</p>	

curricula at Tennessee Tech, Virginia Tech, Wisconsin Stevens Point, Humboldt State, Auburn, and Frostburg State, assessment data from exit interviews of graduating FW majors, and the course requirements for professional certification by the American Fisheries Society and The Wildlife Society. Changes recommended by the FW faculty to improve the undergraduate curriculum were reviewed and verified by the Fisheries and Wildlife Advisory Board in August 2010 and by a recent survey of the relative importance of educational competencies as determined by state fish and wildlife agencies (Gablehouse, Jr., D. W. 2010. Needs and proficiencies of fisheries and wildlife hires by state agencies. Fisheries 35:445-448). The Fisheries and Wildlife Advisory Committee is composed of 16 high-ranking individuals from a cross-section of natural resource agencies and businesses throughout Arkansas.

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

Possible programs affected include Biology, Physical Sciences, and Geography.

Outline in specific detail how your proposal will alter the program (include course number and title): For increased clarity, copies of the current curricula and the proposed curricula follow these required tables.

Fall Start	
Freshman Fall Semester No change	Freshman Spring Semester No change
Total Hours:14	Total Hours:16
Sophomore Fall Semester	Sophomore Spring Semester
Add/Change: Speech or ENGL 2053 (Technical Writing) 3	Add/Change: FW 2013 (Natural Resources Communications) 3
Statistics ² FW 3084 ^{3,F} (Ichthyology) or FW 3154 ^{3,W} (Mammalogy) 3-4	GIS (GEOG 2833) 3
Delete: Social Science 3	Statistics ² or FW 3144 ^{3,W} (Ornithology) 3-4
ENGL 2053 (Technical Writing) or FW 3084 (Ichthyology) or 3154 ² (Mammalogy) 4	Social Science ¹ 3
Statistics or COMS ^{3,T} 3	Delete: PHYS 1114 ^T (Applied Physics) 4
Total Hours: 14-15	ENGL 2053 (Technical Writing) or FW 3144 ² (Ornithology) 3-4
Junior Fall Semester	Statistics or COMS ^{3,T} 3
Add/Change: FW 4014 ^{3,W} (Forest Ecology and Management) FW 4064 ^{3,W} (Wetland Ecology and Management) or Electives ⁴ 4	Total Hours:16-17
BIOL 4044 ^W (Dendrology) or Electives ⁴ 4	Junior Spring Semester
Electives ⁴ 3	Add/Change: Fine Art/Humanities ¹ 3
Social Sciences ¹ 3	FW 3053 (Fisheries and Wildlife Administration) 3
Delete: FW 3053 3	FW 4024 ^{3,F} (Limnology) or Electives ⁴ 4
BIOL 4044 (Dendrology), FW 4014, (Forest Ecology and Management) or FW 4064 ⁴ (Wetland Ecology and Management) 4	BIOL 3004 ^{3,W} (Plant Taxonomy) or Electives ⁴ 4
BIOL 3124 (General Physiology) or Fine Art/Humanities ^{1,6,T} 4	Delete: Social Sciences ¹ 3
FW 3001 (Junior Seminar) 1	BIOL 3004 (Plant Taxonomy) or FW 4024 ⁴ (Limnology) 4
Total Hours: 17	BIOL 3174 (Ecological Physiology) or Fine Art/Humanities ^{1,6,T} 3
Senior Fall Semester	SPH 2003 (or alternate) ^T 3
Add/Change: FW 4013 ^{3,W} (Wildlife Techniques) or FW 4043 ^{3,F} (Fisheries Techniques) 3	Total Hours: 17
FW 4103 (Human Dimensions in Natural Resources) 3	Senior Spring Semester
Electives 9	Add/Change: Fine Art/Humanities ¹ 3
Delete: FW 4083 (Fisheries Management) 3	FW 4083 (Fisheries Management) 3
BIOL 3034 (Genetics) or FW (3000-4000 level) Elective ⁴ 4	Electives ⁴ 4
Elective ^T or FW (3000-4000 level) Elective ⁵ 4	Delete: BIOL 3034 (Genetics) or FW (3000-4000 level) Elective ⁴ 4
Fine Art/Humanities ¹ or FW 4013 ⁷ (Wildlife Techniques) 3	Elective ^T or FW (3000-4000 level) Elective ⁵ 4
Electives ^T 2	Fine Art/Humanities ¹ or FW 4043 ⁷ (Fisheries Techniques) 3
Total Hours: 15	Total Hours: 14
Total Program Hours_124_	

Spring Start			
Freshman Spring Semester		Freshman Fall Semester	
Add/Change: Physical Activity	2	Add/Change:	
Delete: Physical Activity ^{1,T}	1	Delete: Physical Activity ^{1,T}	1
Total Hours: 14		Total Hours: 16	
Sophomore Spring Semester		Sophomore Fall Semester	
Add/Change: FW 2013 (Natural Resources Communications)	3	Add/Change: Speech or ENGL 2053	3
GIS (GEOG 2833)	3	Social Science ¹	3
Statistics ² or FW 3144 ^{3,W}	3-4	Statistics ² FW 3084 ^{3,F} or FW 3154 ^{3,W}	3-4
Delete: ENGL 2053 or FW 3144 ²	3-4	Delete: FW 3084, 3154 or ENGL 2053 ²	3-4
Statistics or Computer Science ^{3,T}	3	Statistics or Computer Science ^{3,T}	3
PHYS 1114 ^T	4		
Total Hours: 16-17		Total Hours: 14-15	
Junior Spring Semester		Junior Fall Semester	
Add/Change: Fine Art/Humanities ¹	3	Add/Change: Fine Art/Humanities ¹	3
FW 3053 (Fisheries and Wildlife Administration)	3	FW 4014 (Forest Ecology and Management) ^{3,W} FW 4064 (Wetland Ecology and Management) ^{3,W} or Electives ⁴	4
FW 4024 ^{3,F} or Electives ⁴	4	BIOL 4044 ^W or Electives ⁴	4
BIOL 3004 (Plant Taxonomy) ^{3,W} or Electives ⁴	3	Electives ⁴	3
Delete: BIOL 3004 (Plant Taxonomy) or FW 4024 (Limnology) ⁴	4	Delete: FW 3001 (Junior Seminar)	1
BIOL 3174 or Fine Art/Humanities ^{1,6,T}	3-4	FW 3053 (Fisheries and Wildlife Administration)	3
SPH 2003 (or alternate) ^T	3	BIOL 4044, FW 4014 (Forest Ecology and Management), or FW 4064 (Wetland Ecology and Management) ⁴	4
		BIOL 3124 or Fine Art/Humanities ^{1,6,T}	3-4
Total Hours: 17		Total Hours: 17	
Senior Spring Semester		Senior Fall Semester	
Add/Change: FW 4083 (Fisheries Management)	3	Add/Change: FW 4013 (Wildlife Techniques) ^{3,W} or FW 4043 (Fisheries Techniques) ^{3,F}	3
Electives ⁴	3	FW 4103 (Human Dimensions in Natural Resources)	3
Fine Art/Humanities ¹	3	Electives ⁴	9
Delete: BIOL 3034 (Genetics) or FW(3000-4000 level) Elective ⁴	4	Delete: FW 4083 (Fisheries Management)	3
Elective ^T or FW (3000-4000 level) Elective ⁵	3	BIOL 3034 (Genetics) or FW(3000-4000 level) Elective ⁴	3
Fine Art/Humanities ¹ or FW 4043 ⁷	3	Elective ^T or FW (3000-4000 level) Elective ⁵	3
		Fine Art/Humanities ¹ or FW 4013 ⁷	3
Total Hours: 14		Elective ^T	2
		Total Hours: 15	
Total Program Hours_124_			

Current catalog description and schedules

The fisheries and wildlife science program is a professional program designed to prepare qualified field and research biologists, as well as to provide a sound foundation for those students who intend to pursue graduate studies in wildlife biology, fisheries biology or field ecology. Through selection of appropriate elective courses, graduates are eligible for certification by The Wildlife Society or the American Fisheries Society.

Field biologists are employed by various state and federal agencies concerned with natural resources management including the Arkansas Game and Fish Commission, U.S. Fish and Wildlife Service, U.S. Forest Service, Arkansas Department of Environmental Quality, National Park Service, and the U.S. Army Corps of Engineers. Employment opportunities in the private sector are also available. Timber, mining, and utility companies hire field biologists for advice and management of industrial lands. Environmental consulting firms, commercial fish and game farms, and nature centers require qualified researchers, technicians, and educators.

Majors in fisheries and wildlife science must complete a minimum of 124 semester hours as specified in the following curriculum outline. No more than 12 hours of "D's" may be applied toward the degree. Candidates for graduation are expected to complete a comprehensive series of practical and technical exams to assess mastery of program objectives.

Current Curriculum in Fisheries and Wildlife Science

Degree Completion Plan Beginning in Fall Semester

Freshman				Sophomore			
Fall		Spring		Fall		Spring	
ENGL 1013 ^{1,T}	3	ENGL 1023 ^{1,T}	3	Social Sciences ^{1,T}	3	PHYS 1114 ^T	4
FW 1001	1	BIOL 2124	4	BIOL 2134	4	FW 3114	4
BIOL 1114	4	Social Sciences ^{1,T}	3	ENGL 2053 or FW 3084 or 3154 ²	3-4	ENGL 2053 or FW 3144 ²	3-4
MATH 1113 ^T	3	CHEM 1114 or 2124 ^T	4	Statistics or COMS ^{3,T}	3	Statistics or COMS ^{3,T}	3
Social Sciences ^{1,T}	3	Physical Activity ^{1,T}	2	CHEM 2204 or 3254 ^T	4		
Total Hours	14	Total Hours	16	Total Hours	17-18	Total Hours	14-15
Junior				Senior			
Fall		Spring		Fall		Spring	
FW 3053	3	Social Sciences ¹	3	FW 4083	3	FW 4003	3
BIOL 4044, FW 4014, or FW 4064 ⁴	4	BIOL 3004 or FW 4024 ⁴	4	BIOL 3034 or FW (3000-4000 level) Elective ⁴	4	BIOL 3034 or FW (3000-4000 level) Elective ⁴	4
BIOL 3124 or Fine Art/Humanities ^{1,6,T}	3-4	BIOL 3174 or Fine Art/Humanities ^{1,6,T}	3-4	Elective ^T or FW (3000-4000 level) Elective ⁵	4	Elective ^T or FW(3000-4000 level) Elective ⁵	4
FW 3173 or a Calculus Course (MATH 2243)	3	SPH 2003 (or alternate) ^T	3	Fine Art/Humanities ¹ or FW 4013 ⁷	3	Fine Art/Humanities ¹ or FW 4043 ⁷	3
FW 3001	1	Elective ^T	3	Elective ^T	2	FW 4001	1
Total Hours	14-15	Total Hours	16-17	Total Hours	16	Total Hours	15

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

²Must have one taxonomic course (FW 3084, 3144, or 3154) and ENGL 2053.

³Must have one statistics course and one computer science course. See advisor for alternatives.

⁴These alternatives should result in one FW course and one BIOL course within the year.

⁵Must complete at least eight hours of FW electives to complete the degree, general electives can fill the balance of 124 hours.

⁶Must have one "physiological" course and one "Fine Art/Humanities course¹" within the year.

⁷Must have one "techniques" course and one "Fine Art/Humanities course¹" within the year.

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

Current Curriculum in Fisheries and Wildlife Science

Degree Completion Plan Beginning in Spring Semester

Freshman				Sophomore			
Spring		Fall		Spring		Fall	
ENGL 1013 ^{1,T}	3	ENGL 1023 ^{1,T}	3	Social Sciences ^{1,T}	3	CHEM 2204 or 3254 ^T	4
BIOL 1114	4	BIOL 2124	4	BIOL 2134	4	FW 3114	4
MATH 1113 ^T	3	Social Sciences ^{1,T}	3	ENGL 2053 or FW 3144 ²	3-4	FW 3084, 3154 or ENGL 2053 ²	3-4
Social Sciences ^{1,T}	3	CHEM 1114 or 2124 ^T	4	Statistics or Computer Science ^{3,T}	3	Statistics or Computer Science ^{3,T}	3
Physical Activity ^{1,T}	1	FW 1001	1	PHYS 1114 ^T	4		
		Physical Activity ^{1,T}	1				
Total Hours	14	Total Hours	16	Total Hours	17-18	Total Hours	14-15
Junior				Senior			
Spring		Fall		Spring		Fall	
Social Sciences ¹	3	FW 3053	3	FW 4003	3	FW 4083	3
BIOL 3004 or FW 4024 ⁴	4	BIOL 4044, FW 4014, or FW 4064 ⁴	4	BIOL 3034 or FW(3000-4000 level) Elective ⁴	4	BIOL 3034 or FW(3000-4000 level) Elective ⁴	4
BIOL 3174 or Fine Art/Humanities ^{1,6,T}	3-4	BIOL 3124 or Fine Art/Humanities ^{1,6,T}	3-4	Elective ^T or FW(3000-4000 level) Elective ⁵	4	Elective ^T or FW(3000-4000 level) Elective ⁵	4
SPH 2003 (or alternate) ^T	3	FW 3173 or a Calculus Course (MATH 2243)	3	Fine Art/Humanities ¹ or FW 4043 ⁷	3	Fine Art/Humanities ¹ or FW 4013 ⁷	3
Elective ^T	3	FW 3001	1	FW 4001	1	Elective ^T	2
Total Hours	16-17	Total Hours	14-15	Total Hours	15	Total Hours	16

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

²Must have one taxonomic course (FW 3084, 3144, or 3154) and ENGL 2053.

³Must have one statistics course and one computer science course. See advisor for alternatives.

⁴These alternatives should result in one FW course and one BIOL course within the year.

⁵Must complete at least eight hours of FW electives to complete the degree, general electives can fill the balance of 124 hours.

⁶Must have one "physiological" course and one "Fine Art/Humanities course¹" within the year.

⁷Must have one "techniques" course and one "Fine Art/Humanities course¹" within the year.

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

Proposed Curriculum in Fisheries and Wildlife Science Degree Completion Plan Beginning in Fall Semester

Freshman				Sophomore			
Fall		Spring		Fall		Spring	
ENGL 1013 ¹	3	ENGL 1023 ¹	3	Speech or ENGL 2053	3	FW 2013	3
BIOL 1114	4	BIOL 2124	4	BIOL 2134	4	FW 3114	4
MATH 1113	3	CHEM 1114 or 2124	4	CHEM 2204 or 3254	4	GIS (GEOG 2833)	3
FW 1001	1	Physical Activity ¹	2	Statistics ² FW 3084 ^{3,F} or FW 3154 ^{3,W}	3-4	Statistics ² or FW 3144 ^{3,W}	3-4
Social Science ¹	3	Social Science ¹	3			Social Science ¹	3
Total Hours	14	Total Hours	16	Total Hours	14-15	Total Hours	16-17

Junior				Senior			
Fall		Spring		Fall		Spring	
FW 3173 or calculus	3	FW 3053	3	FW 4103	3	FW 4003	3
FW 4014 ^{3,W} FW 4064 ^{3,W} or Electives ⁴	4	FW 4024 ^{3,F} or Electives ⁴	4	FW 4013 ^{3,W} or FW 4043 ^{3,F}	3	FW 4083	3
BIOL 4044 ^W or Electives ⁴	4	BIOL 3004 ^{3,W} or Electives ⁴	4	Electives ⁴	9	FW 4001	1
Electives ⁴	3	Electives ⁴	3			Electives ⁴	4
Social Science ¹	3	Fine Art/Humanities ¹	3			Fine Art/Humanities ¹	3
Total Hours	17	Total Hours	17	Total Hours	15	Total Hours	14

¹See catalogue for General Education alternatives and requirements. One of the social sciences must be a course in economics.

²Statistics must be taken either fall or spring term.

³F and W superscripts designate courses required for certification in fisheries and wildlife, respectively. Students can choose between FW 3154 and FW 3144, FW 4014 and FW 4064, and BIOL 3004 and BIOL 4044 for wildlife certification. Meeting requirements for fisheries or wildlife certification is a requirement for graduation.

⁴Must include at least two courses from the biology group (BIOL 3174 physiological ecology, BIOL 3034 genetics, BIOL 4064 evolutionary biology, BIOL 3064 parasitology, AGPM 3104 entomology, BIOL 3184 animal behavior, BIOL 3004 plant taxonomy, BIOL 4044 dendrology, BIOL 4094 coastal ecology), one^W or two^F courses from the physical science group (any physics course, AGSS 2014 soils, GEOL 1014 physical geology, GEOL 3083 hydrology), and three 3000-4000 level fisheries and wildlife courses. Sufficient additional electives to produce 124 total credit hours are required for graduation.

Proposed Curriculum in Fisheries and Wildlife Science Degree Completion Plan Beginning in Spring Semester

Freshman				Sophomore			
Spring		Fall		Spring		Fall	
ENGL 1013 ¹	3	ENGL 1023 ¹	3	FW 2013	3	Speech or ENGL 2053	3
BIOL 1114	4	BIOL 2124	4	FW 2134	4	BIOL 3114	4
MATH 1113	3	CHEM 1114 or 2124	4	GIS (GEOG 2833)	3	CHEM 2204 or 3254	4
Physical Activity ¹	2	FW 1001	1	Statistics ² or FW 3144 ^{3,W}	3-4	Statistics ² FW 3084 ^{3,F} or FW 3154 ^{3,W}	3-4
Social Science ¹	3	Social Science ¹	3	Social Science ¹	3		
Total Hours	15	Total Hours	15	Total Hours	16-17	Total Hours	14-15
Junior				Senior			
Spring		Fall		Spring		Fall	
FW 3053	3	FW 3173 or calculus	3	FW 4003	3	FW 4013 ^{3,W} or FW 4043 ^{3,F}	3
FW 4024 ^{3,F} or Electives ⁴	4	FW 4014 ^{3,W} FW 4064 ^{3,W} or Electives ⁴	4	FW 4083	3	FW 4103	3
BIOL 3004 ^{3,W} or Electives ⁴	4	BIOL 4044 ^W or Electives ⁴	4	FW 4001	1	Electives ⁴	9
Electives ⁴	3	Electives ⁴	3	Electives ⁴	4		
Social Science ¹	3	Fine Art/Humanities ¹	3	Fine Art/Humanities ¹	3		
Total Hours	17	Total Hours	17	Total Hours	14	Total Hours	15

¹See catalogue for General Education alternatives and requirements. One of the social sciences must be a course in economics.

²Statistics must be taken either fall or spring term.

³F and W superscripts designate courses required for certification in fisheries and wildlife, respectively. Students can choose between FW 3154 and FW 3144, FW 4014 and FW 4064, and BIOL 3004 and BIOL 4044 for wildlife certification. Meeting requirements for fisheries or wildlife certification is a requirement for graduation.

⁴Must include at least two courses from the biology group (BIOL 3174 physiological ecology, BIOL 3034 genetics, BIOL 4064 evolutionary biology, BIOL 3064 parasitology, AGPM 3104 entomology, BIOL 3184 animal behavior, BIOL 3004 plant taxonomy, BIOL 4044 dendrology, BIOL 4094 coastal ecology), one^W or two^F courses from the physical science group (any physics course, AGSS 2014 soils, GEOL 1014 physical geology, GEOL 3083 hydrology), and three 3000-4000 level fisheries and wildlife courses. Sufficient additional electives to produce 124 total credit hours are required for graduation.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Biological Sciences	This department <u>supports</u> does not support the change.
<p>Comments:</p> <p>The Biology Program supports the changes proposed by the F&W program, specifically no longer requiring genetics and physiological ecology, but requiring students to choose two upper level biology courses from the "biology group" (BIOL 3174 physiological ecology, BIOL 3034 genetics, BIOL 4064 evolutionary biology, BIOL 3064 parasitology, AGPM 3104 entomology, BIOL 3184 animal behavior, BIOL 3004 plant taxonomy, BIOL 4044 dendrology, BIOL 4094 coastal ecology).</p>	

Biology Program Director Signature: Bruce L. Tedford

Department Head Signature: Charlie Hays

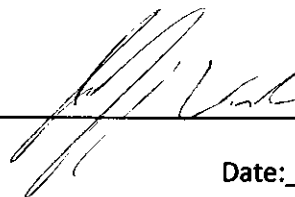
Date: 9/20/10

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 x supports <input type="checkbox"/> does not support the change.
Comments: HPS welcomes the addition of GEOG 2833 as a required course in the FW curriculum.	

Department Head Signature: _____



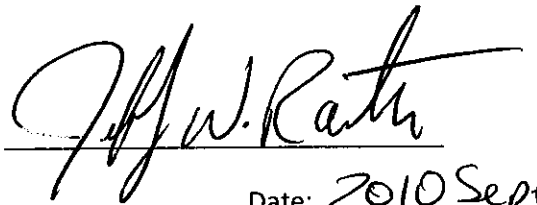
Date: 9/14/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.*
Department of Physical Sciences	
Comments: *for FW curriculum change as it affects current physics course requirement(s).	

Department Head Signature:



Date: 2010 Sept 15

OCT - 1 2010

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Physical Sciences

DATE SUBMITTED: Oct. 1, 2010

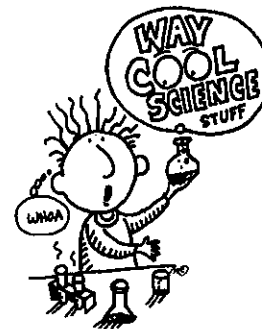
REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>Jeff W. Rath</i>	2010 Oct. 1
Dean	<i>St. Johnson</i>	10-1-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Hudson</i>	10-1-10
Vice President for Academic Affairs		

Course Subject: CHEM		Course Number: 1111	
Cross-listed with Subject:		Course Number:	
Official Title (Limited to 30 characters including spaces): A Survey of Chemistry Laboratory			
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input checked="" type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other			
Effective Term: <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I		If course is required by major/minor, how frequently will course be offered? every semester	
Is this course repeatable for additional earned hours? Y / <input checked="" type="radio"/> N How many times?			
Does this course require a fee? yes		How much? \$10 Type of fee? laboratory 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.	
Prerequisites:	Co-requisites: CHEM 1113
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ul style="list-style-type: none"> a. Course subject, number and title b. Course description as to appear in catalog c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. This course will require the use of the laboratory, which is currently being used for this purpose.	
How does this proposal support the University Mission or University Strategic Planning Goals? This course makes it easier for students to enroll.	
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. This proposal is to separate the current CHEM 1114 into the lecture component (CHEM 1113) and the laboratory component (CHEM 1111). This change will allow students to schedule the lecture and lab independently at times which are convenient for them.	
How will the effect of the change be monitored in ongoing program assessment? N/A	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A	

Syllabus for A SURVEY OF CHEMISTRY LAB



Lab Instructor: Carl Harris

Office: Room 24 McEver

Office Phone: 968-4383, email: dharris@atu.edu

Office Hours: MWF, 9:00 am to 11:00 am & TR 2:00 pm to 4:00 pm

Course Description: Co-requisite: CHEM 1113. An introduction to laboratory experiences in chemistry.

Required Text: Chem 1114 Survey of Chemistry Laboratory Manual,
Compiled by Robin Lasey, Fall 2007 Edition.

Objectives:

- Demonstrate chemistry processes through hands-on demonstration and experimentation.
- Introduce students to scientific equipment and technologies.
- To support the Survey of Chemistry Lecture.

Attendance:

- **All students MUST attend the first lab! This is the safety information lab. You will not be allowed to attend further labs without attendance of the Safety check in lab.**
- Punctual and regular attendance is required for your success in Chem 1111. Students must attend all labs. Tardiness is not tolerated. If you are not present by the time the attendance check is complete at the beginning of the class, you will not be allowed to attend the lab. (The doors may be closed and locked at this time.) You will be counted as absent from the lab. If you foresee that you may be habitually late to labs, you need to consult your instructor about this matter. If you miss a lab, contact me or the instructor of the lecture portion of this course as soon as possible. If there is another lab that week, it may be possible to make arrangements for you to attend another lab. If you know **in advance** that you may be absent from a lab, contact your instructor and arrangements may be made for you to attend another lab session.
- A missed lab will result in a zero for that day's activities. There are NO make-ups after the last lab of the week.
- **If you miss more than two (2) labs this semester, you will receive an "F" for the semester grade.**
- Do not leave the laboratory or classroom until the instructor excuses you.

- Laboratory reports and worksheets are due before leaving the laboratory. Lab reports and worksheets turned in after this time will be considered as late and are subject to a late penalty or may be refused by the instructor.
- The experiment is to be read before attending lab to familiarize yourself with the procedures and requirements of that day's lab. This will also enable the student to make a better grade on any pre lab quiz.

Grades:

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

Lab grades will be determined by your pre-lab quizzes, performance in the lab, data and report sheets for each lab, and any questions from each lab. The data and report sheet and questions for each lab are to be turned in before leaving the lab.

Your lab grades and pre-lab quizzes will be posted in Blackboard. Check Blackboard frequently to ensure that grades are posted correctly. Blackboard may also be used for communication with students, such as announcements, messages, and tests.

All lab reports or data sheets are to be completed neatly and legibly. Mistakes that cannot be erased cleanly must be corrected by drawing a single line through the mistake, then writing the correction beside, above, or below the mistake. **DO NOT** scribble over, write over, or scratch out mistakes. Don't write on paper other than the form(s) in the lab manual. Points will be deducted from lab reports that are not neat and legible.

Take only the lab manual, a calculator, writing instruments, and yourself into the lab. Leave all other materials and objects outside the lab. You may leave them in the hallway leading to the lab.

If you miss a lab and do not makeup the lab that week, you will receive a grade of "0" for that lab.

Good Lab Practices:

- Use wash bottles to rinse glassware. Do not rinse under the water jugs.
- Don't get an excess of reagents from the stock.
- Learn how to use the equipment properly.
- Do not enter the stockroom unless instructed by the instructor or TA.

Other Issues:

- Cell phones and pagers must be turned off during lab to prevent disruption of the class. If you feel you must be accessible, discuss the situation with the instructor. Violators may receive points off of their daily evaluation.

- **Cheating:** All work you submit as a part of your grade must be your own work. Lab questions completed with your lab partner are expected to be unique and in your own words. Anyone presenting someone else's work as their own or allowing somebody to use their own work will receive a zero on that laboratory. **Both parties will be penalized.**
- Compliance with all laboratory safety rules and regulations is mandatory. Violation of safe lab practice rules can result in expulsion from a single lab or for the rest of the semester.
- Additional safety rules – If you have long hair, tie it up above your collar. Wear clothing that covers your legs completely. Wear footwear that completely covers your feet.
- Disruptive behavior will not be tolerated. Anyone disrupting the class by talking or creating a general nuisance (determined by the instructor or through complaints from your classmates) may be asked to leave the class.
- Do not have conversations with other students while the instructor is lecturing. If you have a question or comment, address it to the instructor and the whole class. If you persist to converse with other students while the instructor is speaking, you may be dismissed from the lab with a lab grade of zero (0) for the week.
- The instructor reserves the right to amend the syllabus at any time during the semester. The students will be notified of any change(s).

Lab Schedule:

Safety in the Laboratory

Will it float?

How do atoms affect colors of light?, How are the colors of fireworks formed?

How Can You Separate Mixtures?

What happens when ionic compounds react?

Mystery Powders

How Much Fat?

“Burning” Calories

The Synthesis and Purification of Aspirin

Shifting Reactions

Acids, Bases, & Antacids

OCT - 1 2010

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee

FROM: Physical Sciences

DATE SUBMITTED: Oct. 1, 2010

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head	<i>Jeff W. Ratw</i>	2010 Oct. 1
Dean	<i>R. Robinson</i>	10-1-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Luadas</i>	10-1-10
Vice President for Academic Affairs		

Course Subject: CHEM	Course Number: 1114
Cross-listed with Subject:	Course Number:
Official Title A Survey of Chemistry	
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 checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Term: <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I	

New Course Number :CHEM 1113

New Course Title (Limited to 30 characters including spaces): *same*
A Survey of Chemistry

New Course Description: *Same, but with removal of the reference to laboratory*
A survey of selected topics in chemistry for life science majors. A brief introduction to fundamental concepts, atomic structure, chemical bonding, and periodic law as applied in the life sciences and allied areas. Lecture three hours. *May not be taken for credit after completion of CHEM 2124 or CHEM 2134. TR* *remove lab fee*

New Cross-list:

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

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

New Prerequisite/Co-requisite: **Co-requisite CHEM 1111**

☐ Elective ☐ Major ☐ Minor

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

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

This proposal is to separate the current CHEM 1114 into the lecture component (CHEM 1113) and the laboratory component (CHEM 1111). This change will allow students to schedule the lecture and lab independently at times which are convenient for them.

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

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

SEP 23 2010

Arkansas Tech University

REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: January 19, 2010

Title	Signature	Date
Person Initiating Proposal Dr. Mary Ann Rollans, Dean	<i>Mary Ann Rollans</i>	09-20-10
Department Head		
Dean Dr. Mary Ann Rollans	<i>Mary Ann Rollans</i>	09-20-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Woods</i>	10-1-10
Vice President for Academic Affairs		

Course Subject: Early Childhood Education (ECE)	Course Number: 2112 and 2212 Child Growth and Development I and II
Cross-listed with Subject:	Course Number:
Official Title Basic Child Growth and Development I and II	
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 checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input checked="" type="checkbox"/> Other Combine both courses into one 3-hour course: ECE 2113: Basic Child Growth and Development	
Effective Catalog Year: 2010-2011	

SEP 23 2010

Course Number (Limited to 30 characters including spaces):
ECE 2113: Basic Child Growth and Development

Course Description: A study of the various developmental principles affecting the individual from the prenatal period through early adolescence. The course includes observational experiences in settings for young children.

Cross-list:

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

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

N/A

Prerequisite/Co-requisite:

No prerequisite

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

Fee: NO

How much?

Type of Fee?

☐ Elective ☒ Major ☐ Minor

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

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.

Rationale for the change. The two courses have been taught by two different instructors utilizing the same textbook with more emphasis on prenatal to age five. The rationale is for the two 2-hour courses to be combined into one 3-hour course to be taught by one adjunct. By having one course, the content can more closely target the prenatal to age five growth span since the age 9 to age 18 is not as relevant to an early childhood educator. ~~Since the ECE courses are web-based, the course content, assignments, and time allocation for a 2-hour course is difficult to distinguish from the course content and time allocation attributed to teaching a 3-hour web course.~~ This change will establish all ECE courses (exception is the 9-hour practicum) as 3-hour courses and will provide an equitable basis for student credit and compensation of adjunct faculty assigned to the courses.

Assessment: The assessment of outcomes has been the completion of the practicum each student takes at the end of the required coursework. The outcomes are based on the competency areas required for the Child Development Associate Credential—a national recognition for all Head Start teachers. The daily journals maintained by the student throughout the Practicum serve as evidence of the competencies acquired by the students through the required courses in the AS in Early Childhood Education. The learning objectives for each course are cross-referenced with the CDA competencies. Evidence from this assessment process documents that the students can integrate a minimum of 80% of the CDA competencies into their daily lesson plans. The journals completed by the students correlate lesson plans with competency-based outcomes and serve as evidence to determine the achievement of outcomes/learning objectives.

as amended

SEP 23 2010

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

N/A

SEP 23 2010

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: January 19, 2010

Title	Signature	Date
Person Initiating Proposal Dr. Mary Ann Rollans	<i>Mary Ann Rollans</i>	09-20-10
Department Head		
Dean Dr. Mary Ann Rollans	<i>Mary Ann Rollans</i>	09-20-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Knocks</i>	10-1-10
Vice President for Academic Affairs		

Course Subject: Early Childhood Education (ECE)	Course Number: 2312 Foundations and Theories in Early Childhood Education
Cross-listed with Subject:	Course Number:
Official Title Foundations and Theories in Early Childhood Education	
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 checked="" type="checkbox"/> Prerequisite/Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
Effective Catalog Year: 2010-11	

SEP 23 2010

Course Number (Limited to 30 characters including spaces):

ECE 2313: Foundations and Theories in Early Childhood Education

Course Description:

An introduction to the profession including historical and social foundations, awareness of value issues, ethical and legal issues, staff relations, and the importance of becoming an advocate for children and families.

Cross-list:

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

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

N/A

Prerequisite/Co-requisite:

None

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

Fee:

How much?

Type of Fee?

N/A

☐ Elective ☒ Major ☐ Minor

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

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.

Rationale:

~~The ECE courses are web-based and the course content, assignments, and time allocation for a 2-hour course is difficult to distinguish from the level of content and time allocation attributed to a 3-hour web course.~~ The content of this course is basically equivalent to the content in the other 3-hour ECE courses. ECE 2312 Foundations and Theories in Early Childhood Education should be changed to ECE 2313 since there is no distinguishable difference in the content and time allocation involved in web-based instruction and delivery. These changes will establish all ECE courses (exception is the 9-hour practicum) as 3-hour courses and will provide an equitable basis for student credit and compensation of adjunct faculty assigned to the courses.

Assessment: The assessment of outcomes has been the completion of the practicum each student takes at the end of the required coursework. The outcomes are based on the competency areas required for the Child Development Associate Credential—a national recognition for all Head Start teachers. The daily journals maintained by the student throughout the Practicum serve as evidence of the competencies acquired by the students through the required courses in the AS in Early Childhood Education. The learning objectives for each course are cross-referenced with the CDA competencies. Evidence from this assessment process documents that the students can integrate a minimum of 80% of the CDA competencies into their daily lesson plans. The journals completed by the students correlate lesson plans with competency-based outcomes and serve as evidence to determine the achievement of outcomes/learning objectives.

as amended

SEP 23 2010

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

N/A

SEP 28 2010

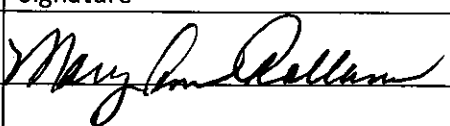
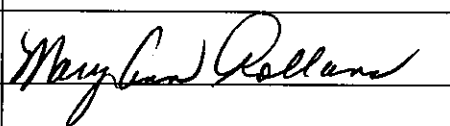
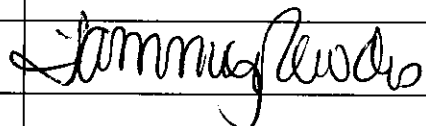
Arkansas Tech University

REQUEST FOR CHANGE IN PROGRAM

(Modification or Deletion of Existing Major, Option or Minor)

TO: Curriculum Committee or Graduate Council (as appropriate)

DATE SUBMITTED: January 19, 2010

Title	Signature	Date
Person Initiating Proposal Dr. Mary Ann Rollans		09-20-10
Department Head		
Dean Dr. Mary Ann Rollans		09-20-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10-1-10
Vice President for Academic Affairs		

Program Title: AS in Early Childhood Education	Effective Date: Fall 2010
Detail change in program: Reassignment of course numbers to reflect course content, time allocation, and equitable distribution of faculty load for web-based courses with minor changes in course descriptions to better reflect program objectives.	
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. Rationale: ECE 2112 and 2212, Basic Child Growth and Development I and II are currently taught by two different instructors utilizing the same text for the entire span from birth to age 18. A more relevant approach is being proposed by combining both courses into one 3-hour course taught by one instructor and placing more emphasis on prenatal to age 5 to better meet the outcomes of the program. ECE 2312 Foundations and Theories in Early Childhood Education should be changed to ECE 2313 since there is no distinguishable difference in the content and time allocation involved in web-based instruction and delivery. These changes will establish all ECE courses (exception is the 9-hour practicum) as 3-hour courses and will provide an equitable basis for student credit and compensation of adjunct faculty assigned to the courses. Assessment: The assessment of outcomes has been the completion of the practicum each student takes at the end of the required coursework. The outcomes are based on the competency areas required for the Child Development Associate Credential—a national recognition for all Head Start teachers. The daily	

SEP 28 2010

journals maintained by the student throughout the Practicum serve as evidence of the competencies acquired by the students through the required courses in the AS in Early Childhood Education. The learning objectives for each course are cross-referenced with the CDA competencies. Evidence from this assessment process documents that the students can integrate a minimum of 80% of the CDA competencies into their daily lesson plans. The journals completed by the students correlate lesson plans with competency-based outcomes and serve as evidence to determine the achievement of outcomes/learning objectives.

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

N/A

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

SEP 23 2010

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>ECE 2113 Basic Child Growth and Development</p> <p>Delete:</p> <p>ECE 2112 Basic Child Growth and Development I</p> <p>ECE 2312 Foundations and Theories in Early Childhood Education</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>ECE 2313 Foundations and Theories in Early Childhood Education</p> <p>Delete:</p> <p>ECE 2212 Basic Child Growth and Development II</p> <p>GEOG 2013 *(moving to last semester for equitable distribution of load for each semester)</p> <p>Total Hours: 15</p>
<p>Sophomore Fall Semester (NO CHANGE)</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>GEOG 2013*(change semesters for equitable distribution of load)</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester N/A</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester N/A</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester N/A</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester N/A</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

SEP 23 2010

Spring Start (If applicable)	
<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>ECE 2113</p> <p>Delete:</p> <p>ECE 2112</p> <p>ECE 2312</p> <p>Total Hours: 16</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>ECE 2313</p> <p>Delete:</p> <p>ECE 2212</p> <p>GEOG 2013</p> <p>Total Hours: 15</p>
<p>Sophomore Spring Semester NO CHANGE</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>GEOG 2013</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Junior Spring Semester N/A</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester N/A</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester N/A</p> <p>Add/Change:</p> <p>Delete:</p>	<p>Senior Fall Semester N/A</p> <p>Add/Change:</p> <p>Delete:</p>

SEP 28 2010

Total Hours:	Total Hours:
Total Program Hours 61	


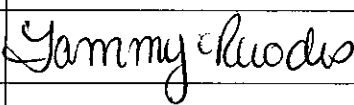
Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Dr. Beth Giroir, TECH 1001 Coordinator

DATE SUBMITTED: October 1, 2010

REQUEST FOR COURSE ADDITION

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

Course Subject: TECH		Course Number: 1022	
Cross-listed with Subject:		Course Number:	
Official Title (Limited to 30 characters including spaces): Discovering the Arts			
Mode of Instruction: (check appropriate box) xx 01_Lecture			
Effective Catalog Year: 2010-2011 2011-2012 pcc		How frequently will course be offered? Fall, Spring, and Summer Terms	
Is this course repeatable? No			
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	
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. 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. 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 arts 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%.

At TECH, undergraduate main campus students who were undeclared majors dropped out at an average rate of 16% compared to all students who dropped out from Fall 2008 to Fall 2010. Undeclared students had the largest percentage of drop-outs compared to other majors 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 TECH.

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 the arts. 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.

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 arts in the College of Arts and Humanities. The course will highlight some of the great accomplishments and challenges in various arts 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 the arts at Arkansas Tech.
- Gain knowledge of current events in the area of the arts and how they impact society.
- Learn about different career opportunities in the arts 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 arts 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 Arts and Humanities
 - d. Complete an Attitude/Interest Pre-Test
- II. Department Presentations
 - a. Department of Art
 - b. Department of Art-Graphic Design
 - c. Department of Music
 - d. Department of Theatre
 - e. Department of Foreign Languages
- III. Course Assessments
 - a. Complete different department presentation quizzes
 - b. Complete career assessments for the different department presentations
 - c. Complete website reviews or a journal article critique for the different department presentations
 - d. Complete a field interview project
 - e. Complete journal entries
 - f. Arts event attendance summary report
 - g. Complete a final paper
 - h. Complete an Attitude/Interest Post-Test

Example of the topics covered during the Music Department Presentation

1. Students would review the Music Department presentation giving them more information about the field of music.
2. Students would take a quiz on the presentation. This quiz would be created by the music presenter.
3. Students would complete a career assessment in which they would do research to determine the future need of a career in music, the salary of a person in the field, the type of education needed (Bachelor's, Master's, etc.), as well as other pertinent information about the career.
4. Students would complete a website review or a journal article critique. The website review would entail the student being given a list of websites relative to music and answering a list of questions to familiarize the student with the profession. For the journal article critique, the student would be asked to select a journal article on a current event in emergency management and compose a 1-2 page article critique.

Other Assignments in the Course--Assignments could include but are not limited to interviews, assessments, and reflection. Here are examples of possible assignments:

Field Interview—The field interview would entail the student selecting a department and choosing a person to interview who has experience in a given academic field. This person can be someone on the ATU campus 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.

Journal—students would be required to write weekly reflections in a journal summarizing their thoughts and feelings about the different class topics.

Arts Events—Students would be required to attend one or more events throughout the semester highlighting the area of art studied in the course (ie. music recital, art museum tour, etc.). After attending an arts event, the student would complete a summary report of attending the event.

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.

Methods of Student Performance Assessment and Evaluation

Department presentations—The faculty member who develops the module will also create an appropriate quiz to accompany the module that can be administered to students in the course. All quizzes would follow a similar format (number of points possible, grading scale of quizzes, etc.).

Other assignments in the course—Students would be graded on other assignments relative to the topics being studied in the classroom to help reinforce learning.

Attitude/Interest Pre/Post-Test—Students would be required to complete a pre-test and a post-test in the course in order to determine any change in their attitude and/or interest in the field and awareness of the course topics.

Course Bibliography, Reading List, and/or listing of other instructional media

Throop, R., & Castellucci, M. (2011). *Reaching your potential: Personal and professional development*. Boston: Wadsworth.

Reardon, R., Lenz, J. Sampson, J., & Peterson, G. (2009). *Career development and planning: A comprehensive approach*.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Behavioral Sciences</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Arts course.	

Department Head Signature:

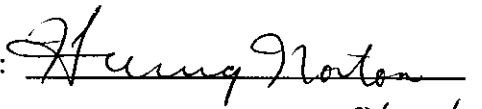


Date: 9-27-10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Arts course.	

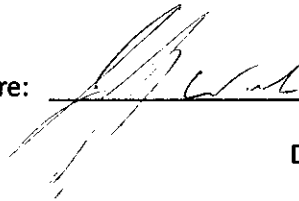
Department Head Signature: 
Date: 9/27/10

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 x supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Arts course.	

Department Head Signature: _____



Date: _____

7/27/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Art</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Arts course.	

Department Head Signature: *Cathy Caldwell*
Date: *Sept. 27, 2010*

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: This Support Form is in connection to the Exploring Ideas in the Arts course.	

Department Head Signature:

Capt. Hae Hinkel

Date: *9-27-10*

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Departments Affected: English, Foreign Languages	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Arts course.	

Department Head Signature:



Date: 8-27-10

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Dr. Beth Giroir, TECH 1001 Coordinator

DATE SUBMITTED: October 1, 2010

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	See attached	
Dean	N. Ma Tm	9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Gammylewodes	10-1-10
Vice President for Academic Affairs		

Course Subject: TECH		Course Number: 1032	
Cross-listed with Subject:		Course Number:	
Official Title (Limited to 30 characters including spaces): Discovering the Humanities			
Mode of Instruction: (check appropriate box) xx 01_Lecture			
Effective Catalog Year: 2010-2011 2011-2012		How frequently will course be offered? Fall, Spring, and Summer Terms	
Is this course repeatable? No <i>pec</i>			
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	
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. 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. 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 humanities 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%.

At TECH, undergraduate main campus students who were undeclared majors dropped out at an average rate of 16% compared to all students who dropped out from Fall 2008 to Fall 2010. Undeclared students had the largest percentage of drop-outs compared to other majors 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 TECH.

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 the humanities. 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.

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 humanities in the College of Arts and Humanities. The course will highlight some of the great accomplishments and challenges in the various humanities 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 the humanities at Arkansas Tech.
- Gain knowledge of current events in the areas of the humanities and how they impact society.
- Learn about different career opportunities in the various humanities 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 humanities 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 Arts and Humanities
 - d. Complete an Attitude/Interest Pre-Test
- II. Areas of Study Presentations
 - a. English
 - b. Philosophy
 - c. Journalism
 - d. Speech
 - e. History
 - f. International Studies
- III. Course Assessments
 - a. Complete different department presentation quizzes
 - b. Complete career assessments for the different department presentations
 - c. Complete website reviews or a journal article critique for the different department presentations
 - d. Complete a field interview project
 - e. Complete journal entries
 - f. Complete a final paper
 - g. Complete an Attitude/Interest Post-Test

Example of the topics covered during the Speech Area of Study Presentation

1. Students would review the Speech Area of Study Presentation giving them more information about the field of Emergency Management.
2. Students would take a quiz on the presentation. This quiz would be created by the speech presenter.
3. Students would complete a career assessment in which they would do research to determine the future need of a career in a speech related field, the salary of a person in the field, the type of education needed (Bachelor's, Master's, etc.), as well as other pertinent information about the career.
4. Students would complete a website review or a journal article critique. The website review would entail the student being given a list of websites relative to a speech related field and answering a list of questions to familiarize the student with the profession. For the journal article critique, the student would be asked to select a journal article on a current event in a speech related field and compose a 1-2 page article critique.

Other Assignments in the Course--Assignments could include but are not limited to interviews, assessments, and reflection. Here are examples of possible assignments:

Field Interview—The field interview would entail the student selecting a department and choosing a person to interview who has experience in a given academic field. This person can be someone on the ATU campus 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.

Journal—students would be required to write weekly reflections in a journal summarizing their thoughts and feelings about the different class topics.

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.

Methods of Student Performance Assessment and Evaluation

Department presentations—The faculty member who develops the module will also create an appropriate quiz to accompany the module that can be administered to students in the course. All quizzes would follow a similar format (number of points possible, grading scale of quizzes, etc.).

Other assignments in the course—Students would be graded on other assignments relative to the topics being studied in the classroom to help reinforce learning.

Attitude/Interest Pre/Post-Test—Students would be required to complete a pre-test and a post-test in the course in order to determine any change in their attitude and/or interest in the field and awareness of the course topics.

Course Bibliography, Reading List, and/or listing of other instructional media

Throop, R., & Castellucci, M. (2011). *Reaching your potential: Personal and professional development*. Boston: Wadsworth.

Reardon, R., Lenz, J. Sampson, J., & Peterson, G. (2009). Career development and planning: A comprehensive approach.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Behavioral Sciences</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Humanities course.	

Department Head Signature:

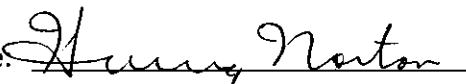
William M. Miller

Date: 9-27-10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department <input checked="checked" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Humanities course.	

Department Head Signature: 

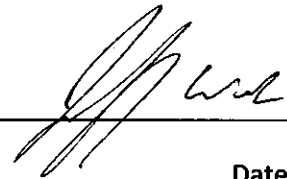
Date: 9/27/10

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 x supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Humanities course.	

Department Head Signature: _____



Date: 9/27/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Art</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Humanities course.	

Department Head Signature: *Cathy Caldwell*
Date: *9.27.10*

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: This Support Form is in connection to the Exploring Ideas in the Humanities course.	

Department Head Signature:

Cynthia H. H. H. H.

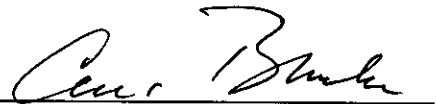
Date: *7-27-10*

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Departments Affected: English, Foreign Languages	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Humanities course.	

Department Head Signature:



Date: 9-27-10

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Dr. Beth Giroir, TECH 1001 Coordinator

DATE SUBMITTED: October 1, 2010

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	See attached	
Dean	H. McTear	9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Gammage	10-1-10
Vice President for Academic Affairs		

Course Subject: TECH		Course Number: 1042
Cross-listed with Subject:		Course Number:
Official Title (Limited to 30 characters including spaces): Discovering Social Sciences		
Mode of Instruction: (check appropriate box) xx 01_Lecture		
Effective Catalog Year: 2010-2011 2011-2012 <i>see</i>	How frequently will course be offered? Fall, Spring, and Summer Terms	
Is this course repeatable? No		
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

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. SMART Classroom

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

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. 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.

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.

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 social 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.

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%.

At TECH, undergraduate main campus students who were undeclared majors dropped out at an average rate of 16% compared to all students who dropped out from Fall 2008 to Fall 2010. Undeclared students had the largest percentage of drop-outs compared to other majors 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 TECH.

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 the social 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.

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 social sciences in the College of Arts and Humanities. The course will highlight some of the great accomplishments and challenges in various social sciences 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 the social sciences at Arkansas Tech.
- Gain knowledge of current events in the areas of the social sciences and how they impact society.
- Learn about different career opportunities in the various social sciences 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 social sciences 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 Arts and Humanities
 - d. Complete an Attitude/Interest Pre-Test
- II. Areas of Study Presentations
 - a. Anthropology
 - b. Criminal Justice
 - c. Psychology
 - d. Sociology
 - e. Economics
 - f. Geography
 - g. Political Science
 - h. Rehabilitation Science
- III. Course Assessments
 - a. Complete different department presentation quizzes
 - b. Complete career assessments for the different department presentations
 - c. Complete website reviews or a journal article critique for the different department presentations
 - d. Complete a field interview project

- e. Complete journal entries
- f. Complete a final paper
- g. Complete an Attitude/Interest Post-Test

Example of the topics covered during the Psychology Area of Study Presentation

1. Students would review the psychology area of study presentation giving them more information about the field of psychology.
2. Students would take a quiz on the presentation. This quiz would be created by the psychology area of study presenter.
3. Students would complete a career assessment in which they would do research to determine the future need of a career in a psychology related field, the salary of a person in the field, the type of education needed (Bachelor's, Master's, etc.), as well as other pertinent information about the career.
4. Students would complete a website review or a journal article critique. The website review would entail the student being given a list of websites relative to psychology and answering a list of questions to familiarize the student with the profession. For the journal article critique, the student would be asked to select a journal article on a current event in a psychology related field and compose a 1-2 page article critique.

Other Assignments in the Course--Assignments could include but are not limited to interviews, assessments, and reflection. Here are examples of possible assignments:

Field Interview—The field interview would entail the student selecting a department and choosing a person to interview who has experience in a given academic field. This person can be someone on the ATU campus 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.

Journal—students would be required to write weekly reflections in a journal summarizing their thoughts and feelings about the different class topics.

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.

Methods of Student Performance Assessment and Evaluation

Department presentations—The faculty member who develops the module will also create an appropriate quiz to accompany the module that can be administered to students in the course. All quizzes would follow a similar format (number of points possible, grading scale of quizzes, etc.).

Other assignments in the course—Students would be graded on other assignments relative to the topics being studied in the classroom to help reinforce learning.

Attitude/Interest Pre/Post-Test—Students would be required to complete a pre-test and a post-test in the course in order to determine any change in their attitude and/or interest in the field and awareness of the course topics.

Course Bibliography, Reading List, and/or listing of other instructional media

Throop, R., & Castellucci, M. (2011). *Reaching your potential: Personal and professional development*. Boston: Wadsworth.

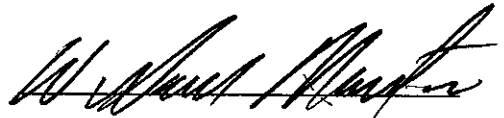
Reardon, R., Lenz, J. Sampson, J., & Peterson, G. (2009). *Career development and planning: A comprehensive approach*.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Behavioral Sciences</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Social Sciences course.	

Department Head Signature:

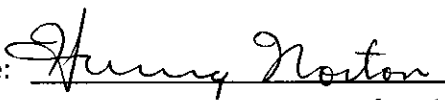


Date: 9-27-10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Social Sciences course.	

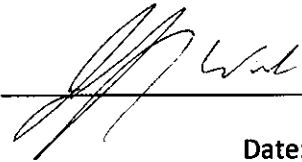
Department Head Signature: 
Date: 9/27/10

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 x supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Social Sciences course.	

Department Head Signature: _____



Date: 9/27/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <div style="text-align: center; font-size: 1.5em;">ART</div>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Social Sciences course.	

Department Head Signature: Cathy Caldwell

Date: 9.27.10

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 <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: This Support Form is in connection to the Exploring Ideas in the Social Sciences course.	

Department Head Signature:



Date: 9/27/2010

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: This Support Form is in connection to the Exploring Ideas in the Social Sciences course.	

Department Head Signature:

Capt. [Signature]

Date: *9-27-10*

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Departments Affected: English, Foreign Languages	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This Support Form is in connection to the Exploring Ideas in the Social Sciences course.	

Department Head Signature:

Curt Buller

Date: 9-27-10

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Dr. Beth Giroir, TECH 1001 Coordinator

DATE SUBMITTED: October 1, 2010

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	See attached	
Dean	Willy Haeften	9-27-10
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Sammy Rudeis	10-1-10
Vice President for Academic Affairs		

Course Subject: TECH		Course Number: 1052	
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			
Effective Catalog Year: 2010-2011 2011-2012		How frequently will course be offered? Fall, Spring, and Summer Terms	
Is this course repeatable? No <i>free</i>			
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	
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. 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. 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%.

At TECH, undergraduate main campus students who were undeclared majors dropped out at an average rate of 16% compared to all students who dropped out from Fall 2008 to Fall 2010. Undeclared students had the largest percentage of drop-outs compared to other majors 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 TECH.

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.

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 ^{pcc} Sciences. The course will highlight some of the great accomplishments and challenges in various 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 Science at Arkansas Tech.
- Gain knowledge of current events in the areas of Applied Science 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 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. Department of Agriculture
 - b. Department of Computer and Information Science
 - c. Department of Electrical Engineering
 - d. Department of Mechanical Engineering
 - e. Department of Emergency Management
 - f. Department of Parks, Recreation, and Hospitality Administration
- III. Course Assessments
 - a. Complete different department presentation quizzes
 - b. Complete career assessments for the different department presentations
 - c. Complete website reviews or a journal article critique for the different department presentations
 - d. Complete a field interview project
 - e. Complete journal entries
 - f. Complete a final paper
 - g. Complete an Attitude/Interest Post-Test

Example of the topics covered during the Emergency Management Department Presentation

1. Students would review the Emergency Management presentation giving them more information about the field of Emergency Management.
2. Students would take a quiz on the presentation. This quiz would be created by the Emergency Management presenter.
3. Students would complete a career assessment in which they would do research to determine the future need of a career in Emergency Management, the salary of a person in the field, the type of education needed (Bachelor's, Master's, etc.), as well as other pertinent information about the career.
4. Students would complete a website review or a journal article critique. The website review would entail the student being given a list of websites relative to Emergency Management and answering a list of questions to familiarize the student with the profession. For the journal article critique, the student would be asked to select a journal article on a current event in emergency management and compose a 1-2 page article critique.

Other Assignments in the Course--Assignments could include but are not limited to interviews, assessments, and reflection. Here are examples of possible assignments:

Field Interview—The field interview would entail the student selecting a department and choosing a person to interview who has experience in a given academic field. This person can be someone on the ATU campus 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.

Journal—students would be required to write weekly reflections in a journal summarizing their thoughts and feelings about the different class topics.

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.

Methods of Student Performance Assessment and Evaluation

Department presentations—The faculty member who develops the module will also create an appropriate quiz to accompany the module that can be administered to students in the course. All quizzes would follow a similar format (number of points possible, grading scale of quizzes, etc.).

Other assignments in the course—Students would be graded on other assignments relative to the topics being studied in the classroom to help reinforce learning.

Attitude/Interest Pre/Post-Test—Students would be required to complete a pre-test and a post-test in the course in order to determine any change in their attitude and/or interest in the field and awareness of the course topics.

Course Bibliography, Reading List, and/or listing of other instructional media

Throop. R., & Castellucci, M. (2011). *Reaching your potential: Personal and professional development*. Boston: Wadsworth.

Reardon, R., Lenz, J. Sampson, J., & Peterson, G. (2009). *Career development and planning: A comprehensive approach*.

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: Course addition: Discovering Applied Sciences	

Department Head Signature: 

Date: 9-27-10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>EMERGENCY MANAGEMENT</i>	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: <i>SUPPORT OF TECH 1052 EXPLORING IDEAS IN APPLIED SCIENCE</i>	

Department Head Signature: _____



Date: 9/27/2010

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <div style="font-size: 1.2em; font-family: cursive;">PRHA Department</div>	This department <div style="display: flex; justify-content: space-between; align-items: center;"><div><input checked="" type="checkbox"/> supports the change.</div><div><input type="checkbox"/> does not support</div></div>
Comments: <div style="font-size: 1.2em; font-family: cursive; min-height: 80px;">No problems / conflicts noted with this course.</div>	

Department Head Signature: Cathi McMahon
Date: 9/27/10

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

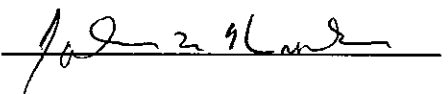
Department Head Signature: *Malinda R. Hainey*

Date: 9-27-10

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:	

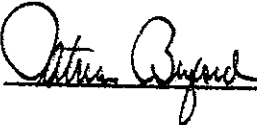
Department Head Signature: 

Date: 9/27/10

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: 9/27/10