Curriculum Proposals for 2013-14 Catalog
October 23, 2012 Curriculum Committee / November 13, 2012 Faculty Senate

Department of History and Political Science

1. add HIST 3633, History of China, to the course descriptions;
2. modify the prerequisites for PHIL 4103, Advanced Logic, from Prerequisites: MATH 2703, Discrete Mathematics, or PHIL 3103, Logic; to Prerequisites: COMS 2903, Discrete Structures for Technical Majors, or MATH 2703, Discrete Mathematics, or PHIL 3103, Logic; and
3. modify the Curriculum in Public History as follows:
   (a) delete COMS 1333, Web Publishing I;
   (b) add HIST 2513, Sources and Methods in History, and ANTH 2003, Cultural Anthropology;
   (c) reduce US History Electives from nine hours to six hours;
   (d) reduce Internship hours from six hours (HIST 4976) to three hours (HIST 4973); and
   (e) adjust Electives from six hours to nine hours to maintain 120 hours in the program.

Department of Speech, Theatre, and Journalism

1. modify the Curriculum in Speech (Theatre Option) as follows:
   (a) delete three hours of electives; and
   (b) add three hours of Production Practicum.

Department of Biological Sciences

1. add BIOL 2404, Human Anatomy and Physiology I, to the course descriptions;
2. add BIOL 2414, Human Anatomy and Physiology II, to the course descriptions;
3. add HIM 4203, Healthcare Reimbursement, to the course descriptions;
4. change the course number for HIM 4092, Research in Health Information Management, to HIM 4093; and
5. modify the Curriculum in Health Information Management as follows:
   (a) add HIM 4203, Healthcare Reimbursement;
   (b) change HIM 4092, to HIM 4093; and
   (c) delete four hours of Electives.

Department of Nursing

1. delete NUR 3603, Personal and Professional Self-care, from the course descriptions;
2. add NUR 3792, Theoretical Competency I, to the course descriptions; (amended)
3. add NUR 4792, Theoretical Competency II, to the course descriptions; (amended)

4. add NUR 4971, Pharmacology Review, to the course descriptions; (amended)
5. add NUR 4981, Introduction to Oncology, to the course descriptions; (amended)
6. add NUR 4983, Nursing Perspectives on Aging, to the course descriptions; and
7. modify the Curriculum in Nursing, in Nursing for Registered Nurses, and in Nursing for LPNs and update the Admission section detailed in the Department of Nursing catalog introduction as follows:
   (a) allow BIOL 2014, Human Anatomy, or BIOL 2404, Human Anatomy and Physiology I; and
   (b) allow BIOL 3074, Human Physiology, or BIOL 2414, Human Anatomy and Physiology II.

Department of Professional Studies

1. add PS 4143, Nonprofit Governance, to the course descriptions; and
2. add PS 4243, Planning for Adult Learners, to the course descriptions.

Department of Electrical Engineering

1. add ELEG 3203, Renewable Energy Technology, to the course descriptions.

Department of Parks, Recreation, and Hospitality Administration

1. add RP 1001, Orientation to Recreation and Park Administration, to the course descriptions.

Department of Emergency Management

1. add EAM 4083, Introduction to Legal Issues in Emergency Management, to the course descriptions.

Department of Agriculture

1. add AGAS 3021, Livestock Selection and Evaluation, to the course descriptions;
2. add AGAS 3933, Animal Breeding and Genetics, to the course descriptions;
3. add AGBU 4073, Commodity Risk and Futures, to the course descriptions;
4. add AGBU 4153, Computers in Agriculture, to the course descriptions;
5. change the course number for AGAS 2083, Feeds and Feeding, to AGAS 2084; and modify the course description;
6. change the course number for AGPS 3024, Forage Crops and Pasture Management, to AGPS 3023; and modify the course description;
7. modify the Curriculum in Agriculture Business as follows:
   (a) add AGBU 3133, Intermediate Agricultural Macroeconomics;
   (b) add AGBU 4043, Appraisal of Farm Real Estate;
   (c) add AGBU 4153, Computers in Agriculture;
   (d) add AGBU 4063, Agriculture Investments;

(e) add AGBU 4073, Commodity Risk and Futures; and
(f) reduce upper division Agriculture Electives to 7 hours;

8. modify the Curriculum in Agriculture Business (Animal Science Option) as follows:
   (a) (1.) add AGAS 3933, Animal Breeding and Genetics; and
   (2.) delete three hours of Electives;
   (b) (1.) change AGAS 2083, Feeds and Feeding, to AGAS 2084; and
   (2.) change AGPS 3024, Forage Crops and Pasture Management, to AGPS 3023;
9. modify the Curriculum in Agriculture Business (Pre-Veterinary Medicine Option) as follows:
   (a) add AGAS 3933, Animal Breeding and Genetics; and
   (b) delete BIOL 3034, Genetics (note: program will still have 121 hours after the change); and
10. add the Curriculum in Agriculture Business, Feed Mill Management Option.

Department of Computer and Information Science

1. add COMS 3233, Database Design and Implementation, to the course descriptions;
2. add COMS 3243, Data Mining, to the course descriptions;
3. modify the Curriculum in Information Systems as follows:
   (a) delete COMS 4203, Database Concepts; and add COMS 3233, Database Design & Implementation;
   (b) delete ACCT 2013, Accounting Principles II; ECON 2013, Principles of Economics II; and add 3 hours of social sciences;
   (c) delete COMS 2853, Cobol; and COMS 4303, Client Server;
   (d) add COMS 3163, Web Programming; COMS 3243, Data Mining; and BLAW 2033, Legal Environment of Business;
   (e) modify footnote 2 to read: 1000-level courses may only be taken to satisfy this requirement with the explicit permission of the Computer and Information Science Department Head; and
4. modify the Curriculum in Information Technology as follows:
   (a) delete COMS 4203, Database Concepts; add COMS 3233, Database Design & Implementation;
   (b) delete 3 hours of 2000-level General Electives; and 3 hours of 3000-level COMS Networking Electives;
   (c) add COMS 2213, Data Structures; and COMS 2163, Scripting Languages.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: History and Political Science

DATE SUBMITTED: 9/24/13

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head		9/24/12
Dean		9-26-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/1/12
Vice President for Academic Affairs		

Course Subject: HIST	Course Number: 3633
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): History of China	
Mode of Instruction: (check appropriate box) x 01_Lecture/ ☐02_Lecture/Laboratory/ ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ ☐98_Other	
Effective Term: x Spring ☐ Summer I	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours? No	How many times?
Does this course require a fee? No	How much? Type of fee?

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

Prerequisites:	Co-requisites:

Course Description (as you want it to appear in the catalog):
The History of China with an emphasis on the social, cultural, and political roots of Modern China.

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

For the proposed course, attach a syllabus that includes:

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

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.
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 directly affects the strategic planning goal number one: "Enhance the creation and delivery of first quality education services." It also contributes directly to the university's mission of offering "a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners." The adoption of this course also reflects the increasing number of Chinese students on campus and the growing importance of Asia in general in world politics, economics, and culture.

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.
Graduating senior exit surveys since the mid-2000s show a prevalent desire for greater diversity in curriculum, especially in the increasingly globally important Asian regions. Capstone course examinations showed a consistent pattern of world history knowledge below our expectations. Changes in the profession also show a new scholarly and pedagogical emphasis upon Asian countries due to increased access to archives and documents. To pursue these ends, the department recently hired an Asian history specialist, which made it possible for the first time to offer specialized courses in Asian history.

Assessment efforts that made possible recent revisions to the International Studies major also support the creation of these courses and could justify adding this course to the Cultural Affairs option if assessment trends continue.
How will the effect of the change be monitored in ongoing program assessment? Student evaluations, student grades, peer review of teacher performance, senior survey.
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. N/A

3633

History of ~~Modern~~ China ~~(70058)~~, Hist ~~4983, TC1~~

per

Dr. V. Carolyn Neel
Mailing Address: 13291 Roanoke Road, Westlake, TX 76262
Telephone 682-237-7222
E-mail: vneel@atu.edu

Note: This is not a Web course, but nevertheless, you will need access to a computer with internet capability. We will be using Blackboard in this course. If you encounter problems, you may contact the Instructor or Campus Support Center at bbsystem@atu.edu or by telephone at 479-968-0646.

IMPORTANT INFORMATION

Course Description: The specific focus of this course will be on the period of Chinese history from the late Yuan dynasty through the fall of Imperial China. We will examine the social, cultural, and political impact of the coming of the European powers and the internal problems of China.

Class Procedure: This is a lecture course, and students are responsible for attendance and note-taking as well as staying current with reading assignments. **Any missed material, handouts, discussions, and/or announcements are the responsibility of the individual student.**

Required books:

1. Huang, Ray. *1587, a Year of No Significance : The Ming Dynasty in Decline*. New Haven: Yale University Press, 1981.

2. Kangxi, and Jonathan D. Spence. *Emperor of China : Self Portrait of K'ang Hsi*. Vintage books ed. New York: Vintage Books, 1988.

3. Rawski, Evelyn Sakakida. *The Last Emperors : A Social History of Qing Imperial Institutions*. Berkeley: University of California Press, 1998.

4. Chang, Hsin-pao. *Commissioner Lin and the Opium War*, Harvard East Asian Series, 18. Cambridge: Harvard University Press, 1964.

5. Spence, Jonathan D. *God's Chinese Son : The Taiping Heavenly Kingdom of Hong Xiuquan*. 1st ed. New York: W.W. Norton, 1996.

6. Ko, Dorothy. *Cinderella's Sisters : A Revisionist History of Footbinding*. Berkeley, Calif.: University of California Press, 2005.

Other Required reading will include the articles posted in the Course Documents folder on Blackboard

Course Goals: This course is designed to promote understanding of human behavior through a deeper understanding of political and cultural history of China. The written assignments are designed to assist students in learning to communicate effectively, to think critically, to evaluate the ethical implications of migrations, to apply scientific and quantitative reasoning, and to demonstrate knowledge of the arts and humanities as applied to the movement of human groups.

Supplemental Readings and Materials: Attendance and Make-up Work: You are expected to attend class and keep up with the required reading. **If you miss work because of an excused absence, you may be required to take an essay-only make-up exam in the Social Sciences and Philosophy Office.** If you do not have an excused absence you may receive a score of zero on the work missed.

Assessment Methods:

- Participation grade, based on involvement in the Discussion Board dialogue. 150 points
- An autobiography (300-500 words) to be posted on Blackboard. 25 points.
- Five short book reviews (500 to 700 words each), at 30 points each. 150 points
- Mid-term examination and final examination, at 100 points each. 200 points

You are responsible for reading the assigned books as well as the additional reading assignments. You should familiarize yourself with the maps, charts, illustrations, and tables included in the chapters.

Class Policies: *Plagiarism and cheating* – These are serious matters and ALL incidents will be treated as such. You will automatically receive a zero on the work plagiarized/cheated and possibly dropped from the course with the grade of "F". In addition, you will be reported to the appropriate ATU office for disciplinary action (see ATU *Student Handbook*). You should be aware that the instructor has access to the most sophisticated plagiarism detection software available.

WHAT IS PLAGIARISM? Plagiarism consists of borrowing other people's thoughts without giving them due credit, whether or not you actually use their words. Using citations liberally will protect you, as well as showing the instructor that you are a diligent, hardworking student who does actual research rather than merely writing whatever comes to mind. When in doubt, cite. You will NEVER be penalized for citing a source, but are taking a very big chance if you don't.

The schedule for weekly reading and hand-in assignments are in the syllabus below. I will post an announcement if I change the schedule. Make sure you check the Course Reader each week for any new materials. There'll be a reminder on the second page of each PowerPoint.
By Friday of each week, you should have viewed the PowerPoint presentation and completed all reading assignments. **There may be a significant reduction in points for any materials submitted after the specified due dates**

Remember that you earn a large part of your grade by participating in the on-line discussions. Do not let this slide.

1. Week of 11 Jan	Classes begin 12 January. Read the syllabus and the first PowerPoints. Log on to the Discussion Board and introduce yourself to your classmates. There are two optional readings in the Course Documents folder. You may read them or not, it's your choice – they're good background information. A written autobiography, 300-500 words, should be turned in to the instructor either as an e-mail attachment or through digital drop box by 24 January.
2. Week of 18 Jan	Holiday: 19 January (MLK Day) Read the required documents in the Course Reader, focusing particularly on Wakeman, "Telling Chinese History," in the Course Documents Topic: The Yuan dynasty and the impact of the Mongol Empires Written autobiography due on or before midnight, Saturday, 24 January.
3. Week of 25 Jan	Topic: The Early Ming Dynasty Begin reading Huang, *1587, a Year of No Significance* Read any required documents in the Course Reader
4. Week of 1 Feb	Topic: Culture, Commerce, and Government in the Ming dynasty; the voyages of Zheng He First Book Review due (Huang, Ray. *1587, a Year of No Significance : The Ming Dynasty in Decline)* at midnight, 7 February
5. Week of 8 Feb	Topic: Weakness and end of the Ming Dynasty Read Wakeman, "Romantics, Stoics, and Martyrs" and other assigned materials in the Course Documents Folder.
6. Week of 15 Feb	Topic: The Rise of the Manchu Begin reading Kangxi, and Jonathan D. Spence. *Emperor of China : Self Portrait of K'ang Hsi*.. Book report due at the end of next week ~~(31 March)~~ 28 February.
7. Week of 22 Feb	Europeans Discover China: Traders and Missionaries; Second Book Review due (Kangxi, and Jonathan D. Spence. *Emperor of China : Self Portrait of K'ang Hsi.*) due by midnight, 28 February.
	MID-TERM EXAMINATION: 27 Feb – 4 March
8. Week of 1 Mar	Topic: The Qianlong Emperor's expansion, moving to the West. Read Waley-Cohen, "Commemorating War," in the Course Reader Begin reading Rawski, Evelyn Sakakida. *The Last Emperors : A Social History of Qing Imperial Institutions)/*
9. Week of 8 Mar	Topics: The Macartney Mission; Chinese weakness, problems growing. Read the assigned materials in the Course Reader. Third Book Review due (Rawski, Evelyn Sakakida. *The Last Emperors : A Social History of Qing Imperial Institutions*) due by midnight 14 March
10. Week of 15 Mar	Topics: After the Qianlong Emperor Read assigned materials in the Course Reader

	Begin reading Chang, Hsin-pao, *Commissioner Lin and the Opium War.*
11. Week of 22 Mar	SPRING BREAK
12. Week of 29 Mar	Topic: China's humiliation, growing Japanese and European power; the Opium Wars Read the materials in the Course Reader. Fourth Book Review due (Chang, Hsin-pao. *Commissioner Lin and the Opium War*) by midnight 4 April
13. Week of 5 Apr	The Taipei and Boxer Rebellions; the empress, end of dynastic China. Read the assigned material in the Course Reader Begin reading Spence, *God's Chinese Son.*
14. Week of 12 Apr	Attempts at reform, The Chinese attempt to re-group; Late Qing Intellectual, Social, and Economic changes Cixi, Warlordism, World War I, the May 4th movement; Begin reading Ko, *Cinderella's Sisters.* Note on reading: By the end of this week you should have read at least half of Spence's *God's Chinese Son* and Ko's *Cinderella's Sisters.* Now, decide which one you want to review.
15. Week of 19 Apr	Topics: The Chinese attempt to re-group; Late Qing Intellectual, Social, and Economic changes. World War I, the May 4th movement; Fifth Book Review due (Spence, Jonathan D. *God's Chinese Son : The Taiping Heavenly Kingdom of Hong Xiuquan* **OR** Ko, Dorothy. *Cinderella's Sisters : A Revisionist History of Footbinding)* DUE BY MIDNIGHT 25 April.
16. Week of 26 Apr	Class summary, discussion groups
17. Week of 3 May	Last Day of Classes: 4 May FINALS 6 May through 12 May. Good luck! (Remember, the more you study, the luckier you'll be.)

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: History and Political Science

DATE SUBMITTED: 09/14/12

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head		9/24/12
Dean		9-26-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tammy Rhodes	10/1/12
Vice President for Academic Affairs		

Course Subject: PHIL	Course Number: 4103
Cross-listed with Subject: MATH	Course Number: 3103
Official Title: Advanced Logic	

Request to change: (check appropriate box)

- ☐ Course Number
- ☐ Title
- ☐ Course Description
- ☐ Cross-list
- ☑ Prerequisite/Co-requisite
- ☐ Grading
- ☐ Fee
- ☐ Other _____

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number :

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

New Course Description:

New Cross-list:
☐ Adding Cross-listing ☐ Changing Cross-listing ☐ Deleting Cross-listing
If adding or changing cross-listing, indicate course subject and number _____

New Prerequisite (list all, as you want them to appear in the catalog):

COMS 2903 or MATH 2703 or PHIL 3103

New Co-requisite (list all, as you want them to appear in the catalog):

☐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.

The addition of COMS 2903: Discrete Structures for Technical Majors as a prerequisite option would make it easier for computer and information science majors to take Advanced Logic. The degree programs in computer and information science require COMS 2903, and since the subject matter of COMS 2903 includes coverage of both propositional and predicate logic, students who have successfully completed it should be adequately prepared to take Advanced Logic. Hence, including COMS 2903 as a prerequisite option for Advanced Logic would serve to provide computer and information science majors with an upper level elective that should nicely complement their degree programs.

Advising and scheduling for computer and information science majors should be improved by this change.

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

The instructor will track the number of COMS majors who take the course.

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department ☑ supports ☐ does not support the change.
Computer and Information Science	
Comments:	

Department Head Signature: _____

Date: 9-10-12

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee

FROM: History and Political Science

DATE SUBMITTED: 9/14/12

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

Title	Signature	Date
Department Head		9/24/12
Dean		9-26-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tammy Reeves	10/1/12
Vice President for Academic Affairs		

Program Title: Public History	Effective Date: Spring 2013
Outline change in program and attach curriculum matrix: Eliminate COMS 1333 from the major requirements. Add HIST 2513 and ANTH 2003 to the major requirements. Reduce the number of US History Electives from 9 hours to 6 hours. Reduce the number of internship hours from 6 hours to 3 hours. Adjust Electives to maintain 120 hrs.	
What impact will the change have on staffing, on other programs and space allocation? These changes may slightly reduce the enrollment in COMS 1333 and slightly increase the enrollment in HIST 2513 and ANTH 2003. With only about a dozen students currently in the program, these changes should have no impact on staffing or space allocation.	
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. The current program requires 6 hours of internship. Each hour of internship as indicated in the catalog for HIST 4976 requires 100 clock hours of student work. Student feedback suggests that students thought this was excessive. Research into other public history programs indicates that other programs (Cleveland State University, CUNY Buffalo, University of West Georgia) typically require only 3-4 hours of credit with the	

average number of clock hours required per student at 50-60 clock hours of work per credit hour. The reduction to 3 hours of internship will bring our program in closer proximity to similar programs. Research has also indicated that COMS courses are rare even in graduate level public history programs, while regular history methods and anthropology/archeology (Stevenson University, Western Michigan, North Dakota State, Southeast Missouri State) are often included as public history program requirements.
If this course will affect other departments a Departmental Support Form for each affected department must be attached. See letters from ANTH and COMS.
In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

Fall Start Curriculum Matrix for Catalog Curriculum in_____Public History_____ (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change:ANTH 2003 Delete:COMS 1333 Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change:HIST 2513 Delete:HIST Elective[3] Total Hours:
Junior Fall Semester Add/Change: Delete:	Junior Spring Semester Add/Change: Delete:

Total Hours:	Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change:HIST 4976 to HIST 4973. Electives from 6 hours to ~~3~~ 9. RLL Jeffwoods JWoods Delete: Total Hours:12

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in_____Public History_____ (enter title for program changing)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change:ANTH 2003 Delete:COMS 1333 Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change:HIST 2513 Delete: HIST Elective[3] Total Hours:
Junior Spring Semester Add/Change: Delete:	Junior Fall Semester Add/Change: Delete:

Total Hours:	Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: HIST 4976 to HIST 4973. Electives from 6 hours to 3. 9, Rec Jeff Woods JRhodes Delete: Total Hours:
Total Program Hours_____	

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Behavioral Sciences	This department ☑ supports ☐ does not support the change.
Comments:	

Department Head Signature: [signature]

Date: 9-26-12

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department
Computer and Information Science	X supports ☐ does not support the change.
Comments:	
Dropping COMS 1333 from public history curriculum	

Department Head Signature: _Ron Robison_____

Date:_10-1-12_____

Tammy Rhodes

From: Jeffrey Woods <jwoods@atu.edu>
Sent: Tuesday, October 02, 2012 10:18 AM
To: Tammy Rhodes
Subject: FW: COMS 1333
Attachments: Drop 1333 public history departmental_support.doc

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From: Ron Robison [mailto:rrobison@atu.edu]
Sent: Monday, October 01, 2012 9:11 PM
To: Jeffrey Woods
Subject: Re: COMS 1333

Jeff,

Here you go.

Ron

On 10/1/12 2:13 PM, Jeffrey Woods wrote:

> Dr. Robison,
>
> We are going to drop COMS 1333 from our public history curriculum. We have only 8 people in the program so it should not affect your enrollment at all. Can we get your support for this curriculum proposal? If so can you email or fax me a signed departmental support form found here: http://www.atu.edu/registrar/curriculum_forms.php .
>
> Thanks,
>
> Jeff Woods
>
> Department Head
>
> Associate Professor of History
>
> Department of History and Political Science

Arkansas Tech University

407 W. Q Street

Russellville, AR 72801-2222

Phone: 479-968-0265

Fax: 479-356-2189

Ron Robison
Dept Head & Associate Professor
Computer and Information Science
rrobison@atu.edu
479-968-0663

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee

FROM: Speech, Theatre & Journalism

DATE SUBMITTED: September 2012

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

Title	Signature	Date
Department Head Anthony Caton		9.26.12
Dean		9-26-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tammy Rhodes	10/1/12
Vice President for Academic Affairs		

Program Title: Curriculum in Speech (Theatre Option)	Effective Date: Fall 2013

Outline change in program and attach curriculum matrix:

Add 3 hours of production practicum for the Theatre degree and delete 3 hours of electives. per

Practicums are one-hour courses that are already on the books for the Theatre. They include the following: TH 2511/2521: Practicum in Set Construction and Lighting, TH 2611/2621: Practicum in Costume and Makeup, TH 2711/2721: Acting Practicum, TH 3711/3721: Practicum in Stage Management, TH 3731/3741: Practicum in Acting, TH 3811/3821: Directing Practicum, TH 4511/4521: Practicum in Set Construction and Lighting, TH 4611/4621: Practicum in Costume and Makeup, TH 4711/4721: Practicum in Stage Management, TH 4731/4741: Practicum in Acting, and TH 4821/4831: Practicum in Directing.

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

This change will not affect any other department; nor will it affect space allocation since the practicum courses are tied to the regularly scheduled productions.

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.

Practicum courses provide participation-based hours wherein students can learn, through practice, the skills of production---e.g., acting, directing, stage management, theatrical design, etc. Since Theatre is a hands-on field, it is necessary that graduates have experience participating in actual productions, rather than just through academic study. The vast majority of Theatre programs---including the University of Arkansas and the University of Central Arkansas---require practicum hours.

Until 2012-2013, 3 hours of production practicum were listed for the Theatre Option in the Academic Calendar (see 2011-2012 and before). However, the required hours were only listed in the paragraph before the course matrix, rather than within the matrix itself. Theatre faculty had thought that these hours were required and had been advising students as though they were. The proposed change is to insert the practicum hours into the Theatre Option matrix so that there can be no question that they are required.

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

N/A

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

Fall Start Curriculum Matrix for Catalog

Curriculum in Speech (Theatre Option)

(enter title for program changing)

Freshman Fall Semester	Freshman Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Sophomore Fall Semester	**Sophomore Spring Semester**
Add/Change: 1 hr. Production practicum	Add/Change:

Delete: Total Hours: 17	Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: 1 hr. Production practicum Delete: 1 hr. elective Total Hours: 15	Senior Spring Semester Add/Change: 1 hr. Production practicum Delete: 2 hrs. elective Total Hours: 11

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Department of Biological Sciences

DATE SUBMITTED: 27 September, 2012

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Program Director	Bruce L. Tedford	27 Sept. 2012
Department Head	[signature]	9-27-12
Dean	Jeff W Robertson	2012 Sept 27
Registrar	Tammy Rhodes	10/11/12
Vice President for Academic Affairs		

Course Subject: **BIOL**	Course Number: **2404**
Cross-listed with Subject: -NA-	Course Number: -NA-
Official Title (Limited to 30 characters including spaces): **Human Anatomy and Physiology I**	
Mode of Instruction: (check appropriate box) ☐ 01_Lecture/ ☒**02_Lecture/Laboratory/** ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ ☐98_Other	
Effective Term: ☐ Spring ☒ Summer I ☐ Summer II	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours? **No** How many times? -NA-	
Does this course require a fee? **YES** How much? $20 Type of fee? LAB	

☒Elective ☐Major ☐Minor
If major or minor course, you must complete the Request for Program Change form.

Prerequisites:	Co-requisites:
Grade of "C" or better in Survey of Chemistry (CHEM 1114) or Introduction to Biology (BIOL 1014) or Principles of Biology (BIOL1114); ACT of 19 or above on Math section or completion of Intermediate Algebra (MATH 0903) or any higher level mathematics course with a "C" or better.	

Course Description (as you want it to appear in the catalog):

This course is the first in a two semester sequence that covers the basic structure and function of human organ systems including mechanisms of homeostasis. Specific topics include: body organization, basic biochemistry, cell biology, metabolism, histology, the integumentary, skeletal, muscular, and nervous systems. Laboratory sessions involve dissection, microscopy, demonstration and/or experimental modeling of concepts.

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

For the proposed course, attach a syllabus: see attached

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

This class will utilize resources available from Human Anatomy (BIOL2014) & Human Physiology (BIOL3074).

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

This class will utilize McEver 102, which is already equipped for anatomy and physiology.

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

This proposed course addition supports Strategic Planning Goal One ("Enhance the creation and delivery of first quality education services.") by providing Nursing students the choice of a more appropriate level of human physiology education than currently offered.

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 course has been added to meet a need to serve the Nursing Program. Current Nursing students must take BIOL 3074, but typically enter this upper division course with less biology background than Biology majors. The proposed course will provide the Nursing students the needed anatomical and physiological background by presenting the physiological material at a more appropriate level of detail. The Nursing Department assessment indicates that this proposed change will serve their students well.

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

Course grades will be monitored as well as student performance in Pathophysiology (BIOL/NUR 3803), which requires this course as a prerequisite.

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

See attached.

Proposed New Course Syllabus

Course subject, number, title:
BIOL 2404: Human Anatomy and Physiology I

Catalog Course Description:
This course is the first in a two semester sequence that covers the basic structure and function of human organ systems including mechanisms of homeostasis. Specific topics include: body organization, basic biochemistry, cell biology including metabolism, histology, and the integumentary, skeletal, muscular, and nervous systems. Laboratory sessions involve dissection, microscopy, demonstration and/or experimental modeling of concepts. Pre-requisites: Grade of "C" or better in Survey of Chemistry (CHEM 1114) or an Introductory Biology course (BIOL 1014 or 1114); ACT of 19 or above on Math section or completion of Intermediate Algebra (MATH 0903) or any higher level mathematics course with a "C" or better. Lecture three hours, laboratory two hours. $20 lab fee.

General Education Goals: This course presents basic information about Human Anatomy and Physiology necessary for satisfactory performance in subsequent courses for general biology, nursing or allied health fields. Specific course content is designed to help provide a foundation in the application of scientific and quantitative reasoning, critical thinking, and effective communication; thereby addressing 3 of the ATU General Education Goals.

Course Objectives:
Human Anatomy & Physiology I (BIOL 2404)
Upon successful completion of this course, students should be able to recognize, describe, explain and/or apply knowledge and understanding to the following:

1. General Body organization and anatomic terminology
2. Cellular structure and function including cell division
3. Cell membrane structure, mechanisms of membrane transport and factors affecting membrane permeability, functional fluid compartments
4. Basic biochemistry including structure and synthesis of the four groups of macromolecules, enzyme structure and function, the role of water, pH
5. Cellular metabolism including aerobic respiration and protein synthesis
6. General histology of four basic tissue groups
7. Integumentary system
8. Musculoskeletal system including arthrology and fundamental musculoskeletal mechanics
9. Nervous system including special senses
10. Proper use of microscope, other lab equipment, and lab techniques

Course Outline: (*example class schedule*)
Unit 1: Week 1 – General body organization, terminology, fluid compartments
Lab: intro, safety, graphing, solutions
Week 2 – Biological chemistry: water, pH, macromolecules, aerobic respiration
Lab: metabolism tutorial
Week 3 – Cell structure, cell division, basic histology (epithelium, connective tissues)
Lab: Cell division, basic tissues, microscopy
Week 4 – Membrane transport, osmosis, tonicity

Lab: osmosis lab

Unit 2: Week 5 – Bone, cartilage tissues; axial skeleton
Lab: bone, axial skeleton
Week 6 – Skeletal system: appendicular
Lab: appendicular skeleton
Week 7 – Arthrology, surface anatomy
Lab: review skeletal system

Unit 3: Week 8 – Muscle tissue, membrane potentials, action potentials, neuromuscular junction
Lab: muscle microanatomy, axial muscles; membrane potentials tutorial
Week 9 – Muscle contraction, muscle gross anatomy
Lab: muscles of the extremities
Week 10 – Muscle gross anatomy
Lab: review muscles; EMG demonstration

Unit 4: Week 11 – Nervous system: integration (CNS)
Lab: nerve tissue microanatomy, CNS gross anatomy
Week 12 – Nervous system: efferent (motor, ANS)
Lab: PNS, ANS
Week 13 – Nervous system: afferent (sensory)
Lab: sensory systems lab
Week 14 – Nervous system: special senses
Lab: anatomy of special sense organs
Week 15 – Review for finals

Textbooks / Equipment:

a. **Textbook:** *Anatomy & Physiology: an integrative approach* , McKinley, M.P., O'Loughlin, V.D., and Bidle, T.S.. McGraw Hill, New York, New York (2013)
b. **Laboratory Manual:** *Saladin Anatomy & Physiology: The Unity of Form and Functio, 6th ed.* Wise, E., McGraw Hill, New York, NY (2011)
c. **Other required equipment/supplies:** dissecting kit, goggles
d. **Recommended resources:** Textbook online resources: Anatomy & Physiology revealed; P.H.I.L.s (Physiology interactive lab simulations)

Evaluation: Exams, Quizzes, Final grades

a. **Lecture:** (75-80% of final grade) to include unit tests & a final exam as well as homework/quizzes

b. **Lab grade:** (20-25% of the final grade) Lab exams will include practical exams over anatomy; ***note:*** students must pass the lab portion of the course with a 60% or above in order to pass the overall course

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Department of Biological Sciences

DATE SUBMITTED: 27 September, 2012

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Program Director	Bruce L. Tedford	27 Sept. 2012
Department Head	Charlie Gagen	9-27-12
Dean	Jeff W Robertson	2012 Sept 27
Registrar	Tammy Rhodes	10/11/12
Vice President for Academic Affairs		

Course Subject: **BIOL**	Course Number: **2414**
Cross-listed with Subject: -NA-	Course Number: -NA-
Official Title (Limited to 30 characters including spaces): **Human Anatomy and Physiology II**	
Mode of Instruction: (check appropriate box) ☐ 01_Lecture/ ☒**02_Lecture/Laboratory**/ ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ ☐98_Other	
Effective Term: ☐ Spring ☐ Summer I ☐ Summer II ☒**Fall**	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours? **No** How many times? -NA-	
Does this course require a fee? **YES** How much? $20 Type of fee? LAB	

☒Elective ☐Major ☐Minor
If major or minor course, you must complete the Request for Program Change form.

Prerequisites:	Co-requisites:
Grade of "C" or better in Anatomy & Physiology I (BIOL 2404) or consent of instructor.	

Course Description (as you want it to appear in the catalog):

This course is the second in a two semester sequence that covers the basic structure and function of human organ systems including mechanisms of homeostasis. Specific topics include: the Endocrine, Cardiovascular, Lymphatic, Respiratory, Digestive, Urinary, and Reproductive systems as well as principles of immunity, genetics, metabolism, fluid and electrolyte balance, and acid-base homeostasis. Laboratory sessions involve dissection, microscopy, demonstration and/or experimental modeling of concepts.

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

For the proposed course, attach a syllabus: see attached

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

This class will utilize resources available for Human Anatomy (BIOL2014) & Human Physiology (BIOL3074).

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

This class will utilize McEver 102, which is already equipped for anatomy and physiology.

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

This proposed course addition supports Strategic Planning Goal One ("Enhance the creation and delivery of first quality education services.") by providing Nursing students the choice of a more appropriate level of human physiology training than currently offered. Furthermore, if approved on campus, this course will be submitted for consideration in the state transfer set of courses and has a number that matches the ACTS system.

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 course has been added to meet a need to serve the Nursing Program. Current Nursing students are required to take BIOL 3074, but enter this upper division course with a weak biology background, placing them at a disadvantage to students with a stronger biology background (Biology majors). The proposed course will provide the Nursing students with the needed anatomical and physiological background by presenting the physiological material at a more appropriate level of detail.
How will the effect of the change be monitored in ongoing program assessment? Course grades will be monitored as well as student performance in Pathophysiology (BIOL/NUR 3803), which requires this course as a prerequisite.
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. See attached.

Proposed New Course Syllabus

Course subject, number, title:
BIOL 2414: Human Anatomy and Physiology II

Catalog Course Descriptions:
This course is the second in a two semester sequence that covers the basic structure and function of human organ systems including mechanisms of homeostasis. Specific topics include: the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems as well as principles of immunity, genetics, metabolism, fluid and electrolyte balance, and acid-base homeostasis. Laboratory sessions involve dissection, microscopy, demonstration and/or experimental modeling of concepts. Pre-requisites: Completion of A&P I (BIOL 2404) with a "C" or better or permission of instructor. Lecture three hours, laboratory two hours. $20 lab fee.

General Education Goals: This course presents basic information about Human Anatomy and Physiology necessary for satisfactory performance in subsequent courses for general biology, nursing or allied health fields. Specific course content is designed to help provide a foundation in the application of scientific and quantitative reasoning, critical thinking, and effective communication; thereby addressing 3 of the ATU General Education Goals.

Course Objectives:
Human Anatomy & Physiology II (BIOL 2414)
Upon successful completion of this course, students should be able to recognize, describe, explain and/or apply knowledge and understanding to the following:

1. Endocrine system
2. Cardiovascular system, including blood tissue
3. Lymphatic system, including basic immune functions
4. Respiratory system
5. Urinary system
6. Reproductive system
7. Integrative topics include: metabolism and nutrition, fluid and electrolyte balance, acid/base homeostasis, and thermoregulation
8. Proper use of microscope, other lab equipment, and lab techniques

Course Outline: (*example class schedule*)
Unit 1: Week 1 – Endocrine system and control pathways
Lab: anatomy of endocrine organs; modeling control pathways
Week 2 – Cardiovascular system: heart, blood vessels
Lab: CV gross anatomy
Week 3 – Blood, Cardiovascular physiology
Lab: histology myocardium, blood vessels, blood tissue
Week 4 – Cardiovascular physiology

Lab: ECG, blood pressure lab

Unit 2: Week 5 – Lymphatics, Immunology
Lab: blood typing
Week 6 – Respiratory system
Lab: Respiratory anatomy
Week 7 – Respiratory physiology, spirometry demonstration
Lab: exercise and pO2 lab

Unit 3: Week 8 – Digestive system
Lab: digestive system anatomy
Week 9 – Digestive system physiology
Lab: Digestive enzyme lab
Week 10 – Nutrition, metabolism, temperature homeostasis
Lab: Glucose curve lab

Unit 4: Week 11 - Urinary system anatomy
Lab: urinary system anatomy
Week 12 - Renal physiology
Lab: urinanalysis, filtration lab
Week 13 – Water, electrolyte, acid/base homeostasis
Lab: renal homeostasis process mapping
Week 14 – Reproductive system
Lab: Reproductive anatomy; patterns of human inheritance
Week 15 – Reproductive system / review for finals

Textbooks / Equipment: *(note: same book and equipment as A&P I)*

a. **Textbook:** *Anatomy & Physiology: an integrative approach* , McKinley, M.P., O'Loughlin, V.D., and Bidle, T.S.. McGraw Hill, New York, New York (2013)
b. **Laboratory Manual:** *Saladin Anatomy & Physiology: The Unity of Form and Functio, 6th ed.* Wise, E., McGraw Hill, New York, NY (2011)
c. **Other equipment/supplies:** dissecting kit, goggles
d. **Recommended resources:** Textbook online resources: Anatomy & Physiology Revealed; P.H.I.L.s (Physiology Interactive Lab Simulation)

Evaluation: Exams, Quizzes, Final grades

a. **Lecture:** (75-80% of final grade) to include unit tests & a final exam as well as homework/quizzes

b. **Lab grade:** (20-25% of the final grade) Lab exams will include practical exams over anatomy; ***note:*** students must pass the lab portion of the course with a 60% or above in order to pass the overall course

Example lecture schedule A&P I (BIOL 2104)

Unit	Week	Lecture topic	Lab topic	Virtual physiology exercises
I	1	General body organization, terminology		
	2	Biological chemistry: water, pH, macromolecules, aerobic respiration	Intro to lab, lab reports, graphing, solutions	Metabolism tutorial
	3	Cell structure, cell division, basic histology	Cell division, basic tissues microanatomy	
	4	Membrane transport	Osmosis lab	
2	5	Bone, Cartilage Tissues; Axial skeleton	Bone, Axial skeleton	
	6	Skeletal system: Appendicular	Appendicular skeleton	
	7	Arthrology, Surface anatomy	Review skeletal system	
3	8	Membrane Potentials, Action potentials, muscle tissue	Muscles: axial	Membrane potentials tutorial
	9	Muscle Contraction, Muscular anatomy	Muscles: extremities	
	10	Muscular anatomy	Review muscles; EMG demonstration	
4	11	Nervous system: Integration (CNS)	Nervous system: CNS	
	12	Nervous system: Motor, ANS	Nervous system: PNS, ANS	
	13	Nervous system: Sensory	Sensory systems lab	
	14	Nervous system: Special senses	Sensory anatomy	
	15	Review for finals		

Example lecture schedule A&P I (BIOL 2104)

Unit	Week	Lecture topic	Lab topic	Virtual physiology exercises
I	1	General body organization, terminology		
	2	Biological chemistry: water, pH, macromolecules, aerobic respiration	Intro to lab, lab reports, graphing, solutions	Metabolism tutorial
	3	Cell structure, cell division, basic histology	Cell division, basic tissues microanatomy	
	4	Membrane transport	Osmosis lab	
2	5	Bone, Cartilage Tissues; Axial skeleton	Bone, Axial skeleton	
	6	Skeletal system: Appendicular	Appendicular skeleton	
	7	Arthrology, Surface anatomy	Review skeletal system	
3	8	Membrane Potentials, Action potentials, muscle tissue	Muscles: axial	Membrane potentials tutorial
	9	Muscle Contraction, Muscular anatomy	Muscles: extremities	
	10	Muscular anatomy	Review muscles; EMG demonstration	
4	11	Nervous system: Integration (CNS)	Nervous system: CNS	
	12	Nervous system: Motor, ANS	Nervous system: PNS, ANS	
	13	Nervous system: Sensory	Sensory systems lab	
	14	Nervous system: Special senses	Sensory anatomy	
	15	Review for finals		

Catalog Course Descriptions:

Human Anatomy and Physiology I (BIOL 2404)

This course is the first in a two semester sequence that covers the basic structure and function of human organ systems including mechanisms of homeostasis. Specific topics include: body organization, basic biochemistry, cell biology including metabolism, histology, and the Integumentary, Skeletal, Muscular, and Nervous systems. Laboratory sessions involve dissection, microscopy, demonstration and/or experimental modeling of concepts. Pre-requisites: Grade of "C" or better in Survey of Chemistry (CHEM 1114) or Intro to Biology (BIOL 1014); ACT of 19 or above on Math section or completion of Intermediate Algebra (MATH 0903) with a "C" or better. Lecture three hours, laboratory two hours. $10 lab fee.

Human Anatomy and Physiology II (BIOL 2414)

This course is the second in a two semester sequence that covers the basic structure and function of human organ systems including mechanisms of homeostasis. Specific topics include: the Endocrine, Cardiovascular, Lymphatic, Respiratory, Digestive, Urinary and Reproductive systems as well as principles of immunity, genetics, metabolism, fluid and electrolyte balance, and acid-base homeostasis. Laboratory sessions involve dissection, microscopy, demonstration and/or experimental modeling of concepts. Pre-requisites: Completion of A&P I (BIOL 2404) with a "C" or better. Lecture three hours, laboratory two hours. $10 lab fee.

Course Rationale: This course presents basic information about Human Anatomy and Physiology necessary for satisfactory performance in subsequent courses for general biology, nursing or allied health fields.

General Education Goals: Specific course content is designed to help provide a foundation in the application of scientific and quantitative reasoning, critical thinking, and effective communication; thereby addressing 3 of the ATU General Education Goals.

Course Objectives:

Human Anatomy & Physiology I (BIOL 2404) Upon successful completion of this course, students should be able to recognize, describe, explain and/or apply knowledge and understanding to the following:

1. General Body organization and anatomic terminology
2. Cellular structure and function including cell division
3. Cell membrane structure, mechanisms of membrane transport and factors affecting membrane permeability, functional fluid compartments
4. Basic biochemistry including structure and synthesis of the four groups of macromolecules, enzyme structure and function, the role of water, pH
5. Cellular metabolism including aerobic respiration and protein synthesis
6. General histology of four basic tissue groups
7. Integumentary system
8. Musculoskeletal system including arthrology and fundamental musculoskeletal mechanics
9. Nervous system including special senses
10. Proper use of microscope, other lab equipment, and lab techniques

Catalog Course Descriptions:

Human Anatomy and Physiology I (BIOL 2404)

This course is the first in a two semester sequence that covers the basic structure and function of human organ systems including mechanisms of homeostasis. Specific topics include: body organization, basic biochemistry, cell biology including metabolism, histology, and the Integumentary, Skeletal, Muscular, and Nervous systems. Laboratory sessions involve dissection, microscopy, demonstration and/or experimental modeling of concepts. Pre-requisites: Grade of "C" or better in Survey of Chemistry (CHEM 1114) or Intro to Biology (BIOL 1014); ACT of 19 or above on Math section or completion of Intermediate Algebra (MATH 0903) with a "C" or better. Lecture three hours, laboratory two hours. $10 lab fee.

Human Anatomy and Physiology II (BIOL 2414)

This course is the second in a two semester sequence that covers the basic structure and function of human organ systems including mechanisms of homeostasis. Specific topics include: the Endocrine, Cardiovascular, Lymphatic, Respiratory, Digestive, Urinary and Reproductive systems as well as principles of immunity, genetics, metabolism, fluid and electrolyte balance, and acid-base homeostasis. Laboratory sessions involve dissection, microscopy, demonstration and/or experimental modeling of concepts. Pre-requisites: Completion of A&P I (BIOL 2404) with a "C" or better. Lecture three hours, laboratory two hours. $10 lab fee.

Course Rationale: This course presents basic information about Human Anatomy and Physiology necessary for satisfactory performance in subsequent courses for general biology, nursing or allied health fields.

General Education Goals: Specific course content is designed to help provide a foundation in the application of scientific and quantitative reasoning, critical thinking, and effective communication; thereby addressing 3 of the ATU General Education Goals.

Course Objectives:

Human Anatomy & Physiology I (BIOL 2404) Upon successful completion of this course, students should be able to recognize, describe, explain and/or apply knowledge and understanding to the following:

1. General Body organization and anatomic terminology
2. Cellular structure and function including cell division
3. Cell membrane structure, mechanisms of membrane transport and factors affecting membrane permeability, functional fluid compartments
4. Basic biochemistry including structure and synthesis of the four groups of macromolecules, enzyme structure and function, the role of water, pH
5. Cellular metabolism including aerobic respiration and protein synthesis
6. General histology of four basic tissue groups
7. Integumentary system
8. Musculoskeletal system including arthrology and fundamental musculoskeletal mechanics
9. Nervous system including special senses
10. Proper use of microscope, other lab equipment, and lab techniques

Human Physiology (BIOL 3074) ***(proposed changes in course description and objectives to reflect difference between this upper division Physiology class and planned new course, A&P I, and A&P II.)***

Current Catalog Course description: Prerequisites: C grade or better in BIOL 2014 (Human Anatomy) and in CHEM 1114 (Survey of Chemistry) or 2124 (General Chemistry). An introduction to the function of vertebrate body systems, i.e., muscle action, digestion, circulation, nervous control, endocrine, metabolism and respiration, with special emphasis on the human body. Lecture three hours, laboratory two hours. $10.00 lab fee.

***Proposed revised* Catalog Course Description:**
This course covers the physiology of human organ systems including integrated mechanisms of homeostasis and metabolism. Weekly laboratory sessions involve demonstration and/or experimental modeling (physical or virtual) of course concepts. Pre-requisites: Grade of "C" or better in Human Anatomy (BIOL 2014) or Comparative Anatomy (BIOL 3014), and Principles of Biology (BIOL 1114) or Introduction to Biology (BIOL 1014), and one semester of General Chemistry (CHEM 2124). Lecture three hours, laboratory two hours weekly. $10.00 *(increase this to $20.00 if funds can be designated to use in A&P lab?)*

General Education Goals: Specific course content is designed to help to provide a foundation in the application of scientific and quantitative reasoning, critical thinking, and effective communication; thereby addressing 3 of the ATU General Education Goals. *(ck current gen. ed. goals)*

Course Rationale: This upper division course presents information about Human Physiology necessary for satisfactory performance in subsequent courses in the Biology curricula and Pre-professional programs (eg: pre-med, pre-vet, pre-dental, pre-pharmacy, pre-physical therapy).

Course objectives: Upon successful completion of this course, students should be able to recognize, describe, explain and/or apply knowledge and understanding to the following:

1. Cell structure and function, including mechanisms of cell division and destruction
2. Cell membrane structure and function, including mechanisms of membrane transport, factors affecting membrane permeability, principles of osmosis, functional fluid compartments
3. Structural and functional classification of tissues
4. Basic biochemistry: structure and function of macromolecules, the role of water, pH,
5. Structure and function of enzymes and enzyme activity, including the Induced fit model of protein interaction. Explain the role of this specificity in membrane permeability, endocrine control, neurotransmission and drug activity.
6. Describe the major metabolic pathways that produce ATP and synthesize other important cellular components and products (eg: glycogen, lipids, proteins), explain how energy is transferred (eg: via redox reactions)
7. Describe 4 cell receptors and their signal transduction system

Human Physiology (BIOL 3074) ***(proposed changes in course description and objectives to reflect difference between this upper division Physiology class and planned new course, A&P I, and A&P II.)***

Current Catalog Course description: Prerequisites: C grade or better in BIOL 2014 (Human Anatomy) and in CHEM 1114 (Survey of Chemistry) or 2124 (General Chemistry). An introduction to the function of vertebrate body systems, i.e., muscle action, digestion, circulation, nervous control, endocrine, metabolism and respiration, with special emphasis on the human body. Lecture three hours, laboratory two hours. $10.00 lab fee.

***Proposed revised* Catalog Course Description:**
This course covers the physiology of human organ systems including integrated mechanisms of homeostasis and metabolism. Weekly laboratory sessions involve demonstration and/or experimental modeling (physical or virtual) of course concepts. Pre-requisites: Grade of "C" or better in Human Anatomy (BIOL 2014) or Comparative Anatomy (BIOL 3014), and Principles of Biology (BIOL 1114) or Introduction to Biology (BIOL 1014), and one semester of General Chemistry (CHEM 2124). Lecture three hours, laboratory two hours weekly. $10.00 *(increase this to $20.00 if funds can be designated to use in A&P lab?)*

General Education Goals: Specific course content is designed to help to provide a foundation in the application of scientific and quantitative reasoning, critical thinking, and effective communication; thereby addressing 3 of the ATU General Education Goals. *(ck current gen. ed. goals)*

Course Rationale: This upper division course presents information about Human Physiology necessary for satisfactory performance in subsequent courses in the Biology curricula and Pre-professional programs (eg: pre-med, pre-vet, pre-dental, pre-pharmacy, pre-physical therapy).

Course objectives: Upon successful completion of this course, students should be able to recognize, describe, explain and/or apply knowledge and understanding to the following:

1. Cell structure and function, including mechanisms of cell division and destruction
2. Cell membrane structure and function, including mechanisms of membrane transport, factors affecting membrane permeability, principles of osmosis, functional fluid compartments
3. Structural and functional classification of tissues
4. Basic biochemistry: structure and function of macromolecules, the role of water, pH,
5. Structure and function of enzymes and enzyme activity, including the Induced fit model of protein interaction. Explain the role of this specificity in membrane permeability, endocrine control, neurotransmission and drug activity.
6. Describe the major metabolic pathways that produce ATP and synthesize other important cellular components and products (eg: glycogen, lipids, proteins), explain how energy is transferred (eg: via redox reactions)
7. Describe 4 cell receptors and their signal transduction system

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:Nursing	This department x supports ☐ does not support the change.
Comments: The change of BIOL 2014 to BIOL 2404 and BIOL 3074 to BIOL 2414 is supported by the nursing department. This will allow easier transfer of courses for nursing students.	

Department Head Signature: Rebecca Burris

Date: 10/3/12

RECEIVED

OCT - 1 2012

Registrar's Office

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Biological Science Department – Health Information Management Program

DATE SUBMITTED: September 5, 2012

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	Charles Gagen	9-27-12
Dean	Jeff W Robertson	2012 Sept 28
Registrar	Tammy Rhodes	10/1/12
Vice President for Academic Affairs		

Course Subject: ~~Health Information Management~~ HIM	**Course Number:** 4203
Cross-listed with Subject: n/a	**Course Number:** n/a
Official Title (Limited to 30 characters including spaces): Healthcare Reimbursement	
Mode of Instruction: (check appropriate box) **X 01_Lecture/** ☐02_Lecture/Laboratory/ ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ ☐98_Other	
Effective Term: Summer I 2013	**If course is required by major/minor, how frequently will course be offered?** Once each year
Is this course repeatable for additional earned hours? No **How many times?** n/a	
Does this course require a fee? No **How much?** n/a **Type of fee?** n/a	

☐Elective **XMajor** ☐Minor

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

Program Change Form also submitted.

Prerequisites:	**Co-requisites:**
HIM 3033 Basic Coding Principles and HIM 4034 Advanced Coding Principles	None

Course Description (as you want it to appear in the catalog):

This course covers the various systems used for reimbursement methods in a range of healthcare facility types. A review of the regulations and role of coding systems surrounding healthcare reimbursement will also be investigated.

Grading: Standard Letter

For the proposed course, attach a syllabus.

See attached syllabus.

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

No special resources will be required.

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

No special classroom will be required.

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

Adding this course will enable continued accreditation status and compliance with new accreditation standards, thereby contributing to nurturing scholastic development, integrity, and professionalism within the HIM Program.

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.

The HIM Program conducts annual surveys of graduates and employers of the Program as they begin working in the field. The feedback received over the past few years has overwhelmingly indicated the need for more instruction and studies in the area of healthcare reimbursement. This is mirrored in the fact that federal legislation has introduced a number of new initiatives in this area. Additionally, the American Health Information Management Association (which administers the national credentialing exam taken by HIM graduates) has added a large amount of Domains and Subdomains that the graduates will be required to know to be successful on the national credentialing exam (Registered Health Information Administrator).

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

The effect of adding this course will be monitored in a variety of ways. First of all, feedback on graduate and employer surveys will continue to be monitored for satisfaction levels with the course offering. Additionally, passage rates on the national credentialing exam as well as scores in the "Domain: that contains healthcare reimbursement concepts will be monitored closely.

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

Addition of this course will not impact any other departments.

Arkansas Tech University
Health Information Management Program

Course: HIM 4203 Healthcare Reimbursement

Instructor: To Be Determined
Dean Hall Suite 201, 402 West O Street
Phone:
E-mail:
Office hours:

Description: This course covers the various systems used for reimbursement methods in a range of healthcare facility types. A review of the regulations and role of coding systems surrounding healthcare reimbursement will also be investigated.

Prerequisite: HIM 3033 Basic Coding Principles and HIM 4034 Advanced Coding Principles

Text: Casto & Layman, Principles of Healthcare Reimbursement, 3rd ed., 2011 (required)

Bibliography (supplemental reading):
Journal of the American Health Information Management Association

Objectives: At the end of the course, the student will have a working understanding of the following AHIMA Domains and Subdomains:

Domain I: Health Data Management

Clinical Classification Systems

- Implement and manage applications and processes for clinical classification and coding
- Maintain processes, policies, and procedures to ensure the accuracy of coded data

Reimbursement Methodologies

- Manage the use of clinical data required in prospective payment systems (PPS) in healthcare delivery
- Manage the use of clinical data required in other reimbursement systems in healthcare delivery
- Participate in selection and development of applications and processes for chargemaster and claims management
- Implement and manage processes for compliance and reporting
- Participate in revenue cycle management

Learning Objectives: See the Learning Objectives listed at the beginning of each chapter.

Evaluation: Grades for this course will be assigned according to performance on lab assignments, homework and exams. Each assignment/exam will be weighted appropriately. Attendance and class participation may also be taken into consideration as a part of your grade.

At the time assignments are made, the instructor will notify students of date due. Students are responsible for turning papers in on time. Assignments turned in late will be accepted, but the grade will be lowered 5% for each weekday the assignment is late. You must contact the instructor prior to an examination if an examination will be missed. Make-up exams will be given at the discretion of the instructor and the final grade will be lowered 10% automatically.

The following grading scale will be used in all HIM courses:

A 92-100
B 84-91
C 75-83
D 65-74
F . . . . . 64 - 0

A grade of "C" or better must be earned in all HIM courses in order to complete graduation requirements.

Attendance Policy: Students in the Health Information Management Program are being trained for professional positions in the health care environment. Accountability and reliability are important attributes of the successful professional. The student is expected to attend class. Excessive nonuniversity-excused absences (more than one per credit hour) will result in the student's grade being lowered one percentage point per absence. This attendance policy is also applicable to any required meetings outside of class time, to include ArHIMA seminars or convention or any other professional meeting or seminar required by the instructor(s). Students with 7 absences will be dropped from class.

Example: HIM 4073 – student is absent 4 times. Final grade is 90%. Student will receive 89% for a final grade.

Ethics: Unethical behavior will not be tolerated and is subject to disciplinary action or possible expulsion from the HIM program and/or TECH, as detailed in the TECH Student Handbook. Due process is outlined in the TECH Student Handbook. Each student must do his/her own work on examinations, assignments, and projects and maintain confidentiality of classroom discussions and information gained from all aspects of the

educational experience, regardless of the setting. No cheating or plagiarism will be tolerated.

Classroom Courtesy: Please turn cell phones off during class time. It is disruptive when phones ring and not appropriate to talk on the phone or text during class time. Students that text or otherwise do not pay attention during class will be counted absent.

Course Outline:

Introduction to Healthcare Reimbursement
- Health Insurance
- Historical Perspectives
- Health Insurance and Employment
- Compensation for Healthcare
- Third Party Payment
- Characteristics of Reimbursement Methods

Types of Healthcare Reimbursement Methodologies
- Fee-for-Service Reimbursement

Future Trends in Healthcare Reimbursement
- Federal Healthcare Initiatives

Universal Healthcare Coverage

Physician Care Groups
- Refined Case-Based Payment
- Case-Mix Adjustment Models

The Clinical Coding-Reimbursement Connection
- The International Classification of Diseases
- Healthcare Common Procedural Coding System
- Coding Systems as Communication Facilitators

Coding Compliance and Reimbursement
- Fraud and Abuse
- Quality Improvement Organizations
- Recovery Audit Contractor (RAC)
- Coding Compliance Plan

Voluntary Healthcare Insurance
- Types of Voluntary Healthcare Insurance
- Confusing Terminology
- Private (Individual) Healthcare Plans
- State Healthcare Plans for the Medically Uninsurable

Provisions and Functioning of Healthcare Insurance Plans

Sections of a Healthcare Insurance Policy
- Definitions
- Eligibility and Enrollment
- Benefits
- Limitations

- Riders and Endorsements
- Procedures
- Appeals Processes

Determination of Covered Services
Filing a Healthcare Insurance Claim
Explanation of Benefits
Future Trends

- Increasing Private Healthcare Costs
- Consumer-Directed Healthcare Plan
- Prospective Payment Systems for Non-Medicare Populations

Medicare

- Medicare Part A for Inpatients
- Medicare Part B
- Medicare Part C
- Medicare Part D
- Medigap
- The Temporary Assistance for Needy Families Program
- Programs of All-Inclusive Care for the Elderly
- State Children's Health Insurance Program
- TRICARE
- CHAMPVA
- The Indian Health Service
- Workers' Compensation

Medicaid
Other Government-Sponsored Healthcare Programs

Introduction to Managed Care
Managed Care Organizations

- Benefits and Services of MCOs
- Characteristics of MCOs
- Types of MCOs
- Health Maintenance Organization
- Preferred Provider Organization
- Point-of-Service Plan
- Exclusive Provider Organization
- Medicare Advantage

Integrated Delivery Systems

- Integrated Provider Organization
- Group Practice Without Walls
- Physician-Hospital Organization
- Management Service Organization

Medical Foundations
Future Trends

- Access of Vulnerable Populations to Health Services
- Utilization

Introduction to Inpatient Prospective Payment Systems (PPSs)
Acute Care Prospective Payment System

- Conversion from Cost-Based Payment to Prospective Payment
- Diagnosis Related Group Classification System

Inpatient Psychiatric Facility Prospective Payment System

- Patient-Level Adjustments
  - Length of Stay Adjustment
  - DRG Adjustment
  - Comorbidity Conditions
  - Older Patients
  - Electroconvulsive Therapy
- Facility-Level Adjustments
  - Wage Index Adjustment
  - Cost-of-Living Adjustment
  - Rural Location Adjustment
  - Teaching Hospital Adjustment
  - Emergency Facility Adjustment
- Provisions of the Inpatient Psychiatric Facility Prospective Payment System
  - Outlier Payment Provision
  - Stop-Loss Provision
  - Initial Stay and Readmission Provisions
  - Medical Necessity Provision
- Payment Steps

Introduction to Prospective Payment Systems (PPSs) for Nonhospitalized Patients and for Physicians

Resource-Based Relative Value Scale for Physician Payments

- Background
- History
- Structure of Relative Value Units
- Payment
- Components
- Calculation
- Adjustments
- Budget Neutrality
- Clinician Type
- Special Circumstances
- Underserved Areas
- Incentive for Quality
- Technology

Operational Issues

Future Issues

Ambulance Fee Schedule

- History
- Development of the Ambulance Fee Schedule
- Implementation of the Ambulance Fee Schedule
- Reimbursement for Ambulance Services
- Expected Adjustments to the System

Hospital Outpatient Prospective Payment System (HOPPS)

Introduction to Revenue Cycle Management
Multidisciplinary Approach
Components of the Revenue Cycle
    Preclaims Submission Activities
    Claims Processing Activities
    Accounts Receivable
    Claims Reconciliation and Collection
Revenue Cycle Management Team
    RCM Case Study

Introduction to Value-Based Purchasing and Pay-for-Performance Systems
    Background
    Definitions
    Purpose
    History
    Private Sector
    Public Sector
    International Movement
    Growth
    Research on Impact
Advantages and Disadvantages
Models
Operations
    Allocation and Reward of Incentives
    Incentives
    Method of Implementation
    Targets
    Performance Measures
    Information Systems
Centers for Medicare and Medicaid Services-Linking Quality to Reimbursement
    Value-Based Purchasing
    Pay-for-Reporting
Reporting of Hospital Quality Data for Annual Payment Update (RHQDAPU)
    Expansion to Outpatient Areas
    Physician Quality Reporting Initiative (PQRI)
    Pay-for-Performance
Paying for Value
Hospital-Acquired Conditions
    The Future of VBP

RECEIVED

OCT - 1 2012

Registrar's Office

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee

FROM: Biological Science Department – Health Information Management Program

DATE SUBMITTED: September 5, 2012

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head	Charlie Dozier	9-27-12
Dean	Jeff W Rester	2012 Sept 28
Registrar	Tammy Rhodes	10/1/12
Vice President for Academic Affairs		

4092 4093

Course Subject: ~~Health Information Management~~ HIM	**Course Number:** HIM 4902 (change to HIM 4903)
Cross-listed with Subject: n/a	**Course Number:** n/a
Official Title Research in Health Information Management	
Request to change: (check appropriate box) X Course Number (to increase by one credit hour) ☐ Title ☐ Course Description ☐ Cross-list ☐ Prerequisite/Co-requisite ☐ Grading ☐ Fee ☐Other _____	
NOTES: These changes will become effective in the Summer I Term of the new catalog year (2013-2014). If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

New Course Number :
HIM 4093

New Course Title (Limited to 30 characters including spaces):
No change.

New Course Description:
No change.

New Cross-list:
☐ Adding Cross-listing ☐ Changing Cross-listing ☐ Deleting Cross-listing
If adding or changing cross-listing, indicate course subject and number _____
No change.

New Prerequisite (list all, as you want them to appear in the catalog):
No change.

New Co-requisite (list all, as you want them to appear in the catalog):
No change.

☐Elective **XMajor** ☐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.
The current course of two credit hours was put in place a number of years ago. Since that time, more emphasis has been placed on research in the field of health information management. Instead of using a few chapters in an older text, a complete text is required to cover all of the areas. This is also evidenced by the amount of Knowledge Clusters that programs are required to teach to students to meet accreditation standards as well as prepare them for the national credentialing exam (Registered Health Information Administrator). The amount of material is no longer fitting within a two hour course and necessitates expansion to a three hour course.

How will the effect of the change be monitored in ongoing program assessment?
The current monitoring system will be continued. This includes assessing feedback from graduates and employers. Performance in this area on the national credentialing exam will also be monitored to assess the scores students achieve. Another assessment indicator is to monitor the types of jobs available to graduates of this program. As the healthcare environment changes, there are more positions requiring research skills.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.
No other department will be impacted with this change.

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

RECEIVED
OCT - 1 2012
Registrar's Office

TO: Curriculum Committee

FROM: Biological Science Department – Health Information Program

DATE SUBMITTED: September 5, 2012

REQUEST FOR CHANGE IN PROGRAM (Modification)

Title	Signature	Date
Department Head	Charles Hogan	9-27-12
Dean	Jeff W Robertson	2012 Sept 28
Registrar	Tammy Rhodes	10/1/12
Vice President for Academic Affairs		

Program Title: Health Information Management	**Effective Date:** Summer I, 2013

Outline change in program and attach curriculum matrix:

1) Addition of new course, HIM 4203 Healthcare Reimbursement
2) Change in hours of current course from HIM 4092 to HIM 4093 Research in Health Information Management
2) Reduction in elective hours to accommodate additional four hours in required coursework.
3) Changes in sequencing to accommodate new course.

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

These changes will not impact staffing, any other programs or space allocation. Existing faculty have been teaching courses for the Medical Assistant Program. This program will no longer be offered on the Russellville campus after this year and existing faculty have expertise in the courses affected by the proposed changes.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment.

The HIM Program conducts annual surveys of graduates and employers of the Program as they begin working in the field. The feedback received over the past few years has overwhelmingly indicated the need for more instruction and studies in the area of healthcare reimbursement. This is mirrored in the fact that federal legislation has introduced a number of new initiatives in this area. Additionally, the American Health Information Management Association (which administers the national credentialing exam taken by HIM graduates) has added a large amount of Domains and Subdomains that the graduates will be required to know to be successful on the national credentialing exam (Registered Health Information Administrator).

If this course will affect other departments a Departmental Support Form for each affected department must be attached. Addition of this course will not impact any other departments.
In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

Fall Start Curriculum Matrix for Catalog **Curriculum in Health Information Management**	
Freshman Fall Semester Add MATH 1113 College Algebra ✔ Delete Electives – 2 hours ✔ Total Hours: 13	Freshman Spring Semester Move MATH 1113 College Algebra to Freshman Fall Sem Add Fine Arts/Humanities 3 hours Total Hours: 13
Sophomore Fall Semester Total Hours: 13	Sophomore Spring Semester Total Hours: 16 Add Fine Arts/Humanities 3hrs
Junior Fall Semester Move Fine Arts/Humanities to Freshman Spring Sem. 3hrs " " Sophomore Spr 3hrs Add HIM 4153 Principles of Disease Add HIM 3153 Current Issues in HIM Total Hours: 15	Junior Spring Semester Add HIM 3033 Basic Coding Principles Add HIM 3043 Advanced Concepts in HIM Move HIM 3153 Current Issues in HIM to Junior Fall Sem Move HIM 4153 Principles of Disease to Junior Fall Sem Total Hours: 14
Senior Fall Semester Add HIM 4034 Advanced Coding Principles Move HIM 3033 Basic Coding Principles to Junior Spring Semester Move HIM 3043 Advanced Concepts in HIM to Junior Spring Semester Change HIM 4092 to HIM 4093 Research in HIM Total Hours: 15	Senior Spring Semester Add HIM 4203 Healthcare Reimbursement Move HIM 4034 Advanced Coding Principles to Fall Senior Semester Total Hours: 14
Senior Summer I Semester – Total Hours: 7	Total Program Hours: 120

Spring Start (If applicable) Curriculum Matrix for Catalog **Does not Apply to Health Information Management Curriculum**	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours_____	

Received by the Registrar's Office

SEP 14 2012

Arkansas Tech University
REQUEST FOR COURSE DELETION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: ~~(Initiating Department)~~ Nursing

DATE SUBMITTED: 8/20/12

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head	Rebecca Bump	9-12-12
Dean	Jeff W Reitz	2012 Sept 12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tammy Udoudo	10/1/12
Vice President for Academic Affairs		

Course Subject: NUR	Course Number:3603
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Personal and Professional Self-Care	
Effective Term: x Spring ☐ Summer I	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) xElective ☐Major ☐Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Please provide rationale for the request including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. Course has not been taught for several semesters now. And no plan for teaching in near future.	

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

No affect

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Nursing Department

DATE SUBMITTED: 8/17/2012

REQUEST FOR COURSE ADDITION

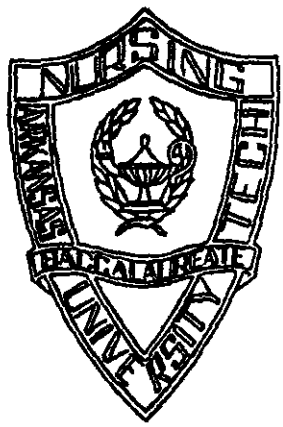
Title	Signature	Date
Department Head	Rebecca Burns	8-17-2012
Dean	Jeff W. Rath	2012 Aug 20
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tammy Riddle	10/1/12
Vice President for Academic Affairs		

Course Subject: NUR	Course Number: 3792
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Theoretical Competency I	
Mode of Instruction: (check appropriate box) x 01_Lecture/ ☐02_Lecture/Laboratory/ ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ ☐98_Other	
Effective Term: x Spring ☐ Summer I	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours? N	How many times?
Does this course require a fee? N How much?	Type of fee?

X Elective ☐Major ☐Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: With departmental permission	Co-requisites:
Course Description (as you want it to appear in the catalog): This course is a theory course designed to enable a student to prove theoretical competence. Students who have failed a junior level practicum course but have passed the accompanying theories and concepts course must prove theoretical competence in order to progress to the next level. For the student who has failed, NUR 3792 would be taken the same semester the student is repeating the accompanying practicum course. Students who have been absent from the upper division of the nursing curriculum must prove theoretical competence at the level of the corresponding theory class.	
Grading x Standard Letter ☐P/F ☐Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: a. Course subject, number and title b. Course description as to appear in catalog c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. 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? The course will enhance the students solid education foundation per the Mission. This course will also enhance student retention per Strategic Planning Goal 1.	
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. The course has been taught as an Independent Study in the past. A stand alone course is desired by faculty to decrease confusion related to retention and progression. The course will also Theory and Practicum (clinical) are co-requisites. We teach in the classroom what we practice in the clinical setting. If a student passes Theories and Concepts but fails clinical, the student will not progress to the next level. If reaccepted into the program, we require the student to show us that they have retained the theoretical knowledge to be successful in the program and safe in the clinical setting.	
How will the effect of the change be monitored in ongoing program assessment? Graduation, retention and attrition rates are monitored each semester. The findings are posted on Trac Dat.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. None	

ARKANSAS TECH UNIVERSITY

DEPARTMENT OF NURSING



NUR 3792

Theoretical Competency

ARKANSAS TECH UNIVERSITY
Department of Nursing

Course Number: NUR 3792

Course Title: Theoretical Competency I

Credit Hours: Two (2) Hours

Contact Hours: Varies

Course Faculty:

Level Coordinator

Course Description:

This course is a theory course designed to enable a student to prove theoretical competence. Students who have failed a junior level practicum course but have passed the accompanying theories and concepts course must prove theoretical competence in order to progress to the next level. For the student who has failed, NUR 3792 would be taken the same semester that the student is repeating the accompanying practicum course. Students who have been absent from the upper division of the nursing curriculum must prove theoretical competence at the level of the corresponding theory class.

Course Objectives:

The objectives of the theory course (NUR 3204 and NUR 3606) for which the student is attempting to prove competency.

Student Responsibility:

The student is required to contact the level coordinator responsible for Theoretical Competency on the first day of class. Theory Competency requirements will be provided by the level coordinator at the beginning of the semester.

Received by the Registrar's Office

AUG 22 2012

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Nursing Department

DATE SUBMITTED: 8/17/2012

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	Rebecca Burris	8-17-2012
Dean	Jeff W. Ratliff	2012 Aug 20
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tammy Rhodes	10/1/12
Vice President for Academic Affairs		

Course Subject: NUR	Course Number: 4792
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Theoretical Competency II	
Mode of Instruction: (check appropriate box) x 01_Lecture/ ☐02_Lecture/Laboratory/ ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ ☐98_Other	
Effective Term: x Spring ☐ Summer I	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours? N	How many times?
Does this course require a fee? N	How much? Type of fee?

X Elective ☐Major ☐Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: With departmental permission	Co-requisites:
Course Description (as you want it to appear in the catalog): This course is a theory course designed to enable a student to prove theoretical competence. Students who have failed a senior level practicum course but have passed the accompanying theories and concepts course must prove theoretical competence in order to progress to the next level. For the student who has failed, NUR 3892 would be taken the same semester the student is repeating the accompanying practicum course. Students who have been absent from the upper division of the nursing curriculum must prove theoretical competence at the level of the corresponding theory class.	
Grading x Standard Letter ☐P/F ☐Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: a. Course subject, number and title b. Course description as to appear in catalog c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. 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? The course will enhance the solid educational foundation for the student per the Mission. This course will also enhance student retention per Strategic Planning Goal 1.	
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. The course has been taught as an Independent Study in the past. A stand alone course is desired by faculty to decrease confusion related to retention and progression. Theory and Practicum (clinical) are co-requisites. We teach in the classroom what we practice in the clinical setting. If a student passes Theories and Concepts but fails clinical, the student will not progress to the next level. If reaccepted into the program, we require the student to show us that they have retained the theoretical knowledge to be successful in the program and safe in the clinical setting.	
How will the effect of the change be monitored in ongoing program assessment? Graduation, retention and attrition rates are monitored each semester. The findings are posted on Trac Dat.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. None	

ARKANSAS TECH UNIVERSITY

DEPARTMENT OF NURSING

NUR 4792

Theoretical Competency

ARKANSAS TECH UNIVERSITY
Department of Nursing

Course Number: NUR 4792

Course Title: Theoretical Competency II

Credit Hours: Two (2) Hours

Contact Hours: Varies

Course Faculty:

Level Coordinator

Course Description:

This course is a theory course designed to enable a student to prove theoretical competence. Students who have failed a senior level practicum course but have passed the accompanying theories and concepts course must prove theoretical competence in order to progress to the next level. For the student who has failed, NUR 4792 would be taken the same semester that the student is repeating the accompanying practicum course. Students who have been absent from the upper division of the nursing curriculum must prove theoretical competence at the level of the corresponding theory class.

Course Objectives:

The objectives of the theory course (NUR 4206 and NUR 4606) for which the student is attempting to prove competency.

Student Responsibility:

The student is required to contact the level coordinator responsible for Theoretical Competency on the first day of class. Theory Competency requirements will be provided by the level coordinator at the beginning of the semester.

Received by the Registrar's Office

APR 13 2012

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Nursing Department

DATE SUBMITTED: 2/1/12

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	Rebecca Byrnes	3-28-12
Dean	Jeff W. Rater	2012 Mar 29
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tammy Woods	10/5/12
Vice President for Academic Affairs		

Course Subject: NUR	Course Number: 4971 ~~AT~~
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Pharmacology Review	
Mode of Instruction: (check appropriate box) ☐ 01_Lecture/ ☐02_Lecture/Laboratory/ ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ X98_Other (Online)	
Effective Term: Fall	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours? NO	How many times?
Does this course require a fee? NO	How much? Type of fee?

x☐Elective ☐Major ☐Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: Upper division nursing student	Co-requisites:
Course Description (as you want it to appear in the catalog): One hour credit course that reviews basic pharmacology, medication administration and drug calculations utilizing dimensional analysis.	
Grading x☐Standard Letter ☐P/F ☐Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: a. Course subject, number and title b. Course description as to appear in catalog c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. We currently have software rights until July 2013 for the course content. The current cost for three years was $395. May require upgrade in future.	
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 relates to ATU's mission of providing opportunity for nurturing scholastic development and enhancement of pharmacology by preparing nurses for the changing practices for which they will provide care during their career.	
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. Several NUR 4991: Special Topics classes are offered and making this change will clarify the courses offered/taken by the student. This one hour independent study was designed to offer students who struggle with drug calculations and safe medication administration the opportunity to improve their clinical skills. Safe and accurate medication administration is critical to safe and effective nursing care. Pharmacology, drug calculations, and safe medication administration is a priority testing item on the NCLEX-RN. We know this from the blueprint provided by the State Board of Nursing and student comments post licensing exam.	
How will the effect of the change be monitored in ongoing program assessment? This course will be evaluated using class climate. We are currently not able to use class climate due to several selected topics being offered under the current NUR 4991.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. NO	

ARKANSAS TECH UNIVERSITY
DEPARTMENT OF NURSING

NUR ~~4991~~ 4971
~~The Basic Principles of Pharmacology~~
Pharmacology Review

Spring 2011
Carey Bosold MSN, FNP-BC

ARKANSAS TECH UNIVERSITY
Department of Nursing

4911 Pharmacology Review

Course: NUR ~~4991 Special Problems in Nursing~~

Course Title: The Basic Principles of Pharmacology

Credit Hours: One Semester Hour

Contact Hours: 2-3 Clock Hours Per Week

Placement: Upper Level Nursing

Faculty: Carey Bosold MSN, FNP-BC

Course Description: One hour credit course that reviews basic pharmacology, medication administration and drug calculations utilizing dimensional analysis.

Prerequisite: ~~Departmental permission.~~ Upper division nursing student

Justification/Rationale for NUR ~~4991~~:
4971

Relationship to Mission:

This course directs students in the achievement of all statements (one - seven) of the Department of Nursing Mission.

Relationship to Program Outcomes:

By the completion of this course, the learner progresses toward Program Outcomes, (one-five).

Course Objectives:

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

1. Define common related terms, list important historical events in the field of pharmacology, and discuss significant drug legislation that guides nursing practice and protect individuals receiving medications.
2. Discuss the process through which a drug must go as it is being developed and tested for human safety and define the role of the nurse in experimental drug studies.
3. Describe the three phases of drug activity in the body: the pharmaceutical phase, the pharmacokinetic phase, and the pharmaotherapeutic phase.
4. Identify various types of responses that individuals may have to drugs and the eight factors that influence these responses.
5. Describe the steps used in the dimensional analysis approach to problem solving.
6. Identify the appropriate conversion factors needed to solve specific drug calculation problems.
7. Set up dosage calculations using the dimensional analysis method.
8. Solve intravenous infusion problems using dimensional analysis.

Relationship to General Objectives:

This upper division professional nursing course provides opportunities for the student to integrate knowledge and skills from the general education component with nursing theories and concepts. The course serves as a review that integrates all general education outcomes with the Department of Nursing outcomes.

Evaluation:

1. Grading Scale
   A = All assignments completed on time
   C = All assignments completed but not on time
   F = Incomplete

2. A grade of "I" may be recorded for a student whose work is incomplete due to circumstances beyond the student's control. The student must take responsibility for removal of the incomplete grade according to the Arkansas Tech University's catalog requirements.

Assignment:

The EDGT (Education Global Technologies, Inc.) ***Basic of Pharmacology*** and ***Math Magic for Meds II*** can be accessed by the student once enrolled in the course and the access code is provided by the instructor. You must complete Modules I-IV and take the four unit test found in Module V for each program. Your score for each exam must be **80% or higher** to be considered complete. You can take the test as many times as necessary to achieve the passing score.

You do not need to print off your results. Once the assignments are complete, email the course instructor and a grade will be recorded in Blackboard.

All students are expected to enroll in Blackboard on the first day of class each semester for further instructions.

Policies

a. The student is expected to conduct himself/herself in a professional manner during the independent study activities.

b. Students are expected to:

   1) Present written work which is theirs alone.

Conduct of the Course

Guidelines:

Criteria for Credit

It is expected that each student will spend 2-3 hours per week on the scheduled assignments.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Nursing Department

DATE SUBMITTED: 2/1/12

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	Rebecca Burris	3-28-12
Dean	Jeff W. Rutter	2012 Mar 29
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tammy Woods	10/15/12
Vice President for Academic Affairs		

Course Subject:NUR	Course Number: 4981 ~~MT~~
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Introduction to Oncology	
Mode of Instruction: (check appropriate box) ☐x 01_Lecture/ ☐02_Lecture/Laboratory/ ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ X98_Other (Online)	
Effective Term: Fall	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours? NO	How many times?
Does this course require a fee? NO	How much? Type of fee?

x☐Elective ☐Major ☐Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: Upper division nursing student	Co-requisites:
Course Description (as you want it to appear in the catalog): This course is an overview of the different aspects of treatment of patients with cancer. It will include a short synopsis on the cellular changes that occur with cancer, the different preventives and diagnostics that are done, the modalities of treatment and management of side effects, as well as the emotional and psychological impact of cancer on the patient and their significant others. This course builds upon and expands core knowledge of human anatomy, physiology, and psychology.	
Grading x☐Standard Letter ☐P/F ☐Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: a. Course subject, number and title b. Course description as to appear in catalog c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. 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 relates to ATU's mission of providing opportunity for nurturing scholastic development, integrity, and professionalism in ATU students by preparing nurses for the changing practices in oncology for which they will provide care during their career.	
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. Several NUR 4991: Special Topics classes are offered and making this change will clarify the courses offered/taken by the student. Cancer is the second (or third) leading cause of death in the United States (depending on source). Regardless of what area of nursing you practice, you will take care of a patient who is in remission, undergoing treatment for cancer, or in terminal stages.	
How will the effect of the change be monitored in ongoing program assessment? This course will be evaluated using class climate. We are currently not able to use class climate due to several selected topics being offered under the current NUR 4991.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. NO	

ARKANSAS TECH UNIVERSITY

DEPARTMENT OF NURSING

4981 Introduction to Oncology

NUR ~~3911~~: ~~Overview of Oncology Nursing~~

Spring, 2012

Arkansas Tech University
Department of Nursing

Course Number: NUR ~~3911~~ 4981

Course Title: ~~Overview of Oncology~~ Introduction to Oncology

Semester Credits/ Credit hours: 1 hour

Lecture Hours: Combination on-line and face-to-face classroom (TBA)

Faculty name: Wanda Christie, MNSc, RN, OCN

Faculty contact information:

wchristie@atu.edu
Room 222, Dean
Arkansas Tech University
Russellville, AR 72801
Office hours: by appointment
Office phone: (479) 964-0864
Cell phone: (479) 970-0494
Home phone: (479) 968-1826

Prerequisites/ Co-requisites:

~~Developed to be taken in Level 1, 2, or 3 of~~ Upper Division Nursing ~~or with consent of instructor~~.

Course Description:

This course is an overview of the different aspects of treatment of patients with cancer. It will include a short synopsis on the cellular changes that occur with cancer, the different preventives and diagnostics that are done, the modalities of treatment and management of side effects of treatment, as well as the emotional and psychological impact of cancer on the patient and their significant others. The course builds upon and expands core knowledge of human anatomy, physiology, and psychology.

Justification Rationale for the Course:

This course directs the students in the achievement of statements one, two, three, and five in the Department of Nursing's Mission.

Relationship to Program/Mission Outcomes:

1. ***Relationship to Program Outcomes***
   By the completion of this course, the learner will progress toward Program Outcomes 1, 2, and 4.
2. ***Relationship to General Education Objectives***
   The knowledge and skills acquired through successful completion of this course will enable students to understand and appreciate the importance of communication, abstract thinking, global issues, historical perspectives and the social and governmental processes.

Course Objectives: Upon completion of this course students will be able to:

1. Describe basic cellular changes that occur with cancer.
2. Define common terminology used in diagnosing and treating oncology patients.
3. Explain the common tests used in diagnostic settings.
4. Discuss different modalities of treatments.
5. Identify common chemotherapy drugs.
6. Explain and compare how different drugs and treatments work during the cell cycle.
7. Discuss common side effects of treatment, including the care of the patient.
8. Understand the psychological impact of cancer on the patient and family.

Required titles:

- No text required (provided on Blackboard)
- Selected Readings provided online.

Course Policies:

***Attendance Policy*:**

Attendance is required for this class. The attendance may be by Blackboard or classroom setting, depending on week. Some face to face class time is required, and these times will be determined during the first meeting time. If the student is unable to attend a scheduled face to face class session, then time can be made up by assignments on Blackboard. I expect each student to be responsible for checking Blackboard 2 to 3 times weekly as grades and announcements will be posted on the Blackboard site. Attendance for Midterm test and Final is mandatory.

Student Evaluation/ Grading Policies:

The grade will be determined by the following:

Attendance (online & class)	20%
Midterm test	40%
Final test	40%
	100%

Grading scale:

90-100 points = A
80-89.9 points = B
75-79.9 points = C
68-74.9 points = D
67.9 points and below = F

Grades will be posted on Blackboard for you to see as work is graded. Any grade below 75% will not be rounded up. A grade in "I" may be recorded for a student whose work is incomplete due to circumstances beyond the student's control. This grade will be assigned at the discretion of the instructor according to the amount of time missed, the ability of the student to complete the necessary assignments, and the quality of the student's previous work. The student must take responsibility for removal of the incomplete grade according to the Arkansas Tech University's catalog requirements.

Examination Policy:

Testing dates will be announced according to university testing policy.

Expectations of Students:

You will find your assignments under Course Schedule. Each week will have an individual Module devoted to the topic(s). Please be sure to look at this, as there will be specific information you need to know about.

Introduction to Oncology

~~Overview of Oncology~~ Course Schedule

	Topic(s)	Reading Assignments
Hour 1	***Module 1: What is Cancer?*** Introduction Define Cancer Common terms used	*Students should familiarize themselves with Blackboard assignments and readings that they are responsible for during the semester.* *Read Section 1*
Hour 2	***Module 2: Etiology of Cancer*** Explore different Cancer theories	*Read Section 2*
Hour 3	***Module 3: Detection and Diagnosis*** Seven Warning Signs of Cancer Recommended guidelines for early Cancer detection	*Read Section 3*
Hour 4-5	***Module 4: Cancer at the Cellular and Molecular Levels*** Review the cell cycle Types of tissue	*Read Section 4, 5, and 6*
Hour 6-7	***Module 6: Modalities of Treatment*** Explore modalities of Cancer treatment: Surgical Radiation Chemotherapy Biotherapy	*Read Section 9*
	Midterm Exam	*Date and time to be announced.*
Hour 8-9	***Module 7: Common Drugs used in the Treatment of Cancer*** Understand the variety of drugs available and the expected actions and side effects of the medication regimens	*Chapter 10*
Hour 10-11	***Module 8: Managing Treatment Side Effects*** Discuss the significance of blood counts in Cancer patients Explore the immune system and the purpose of different immunotherapies	*Read Section 7 & 8*

Hour 12	***Module 9: Emotional and Psychological Impact on Cancer Patients and their Family*** Stages of Death and Dying Financials Aspects of Treatment Role Changes	*Information will be provided via Blackboard.*
Hour 13-14	***Module 10: Pulling it all Together***	*Face to face class time. Students should be ready for final discussion and review of basic concepts of cancer. Test review for final exam during this class.*
	Final Exam	*Date and Time to be announced.*

Received by the Registrar's Office

APR 13 2012

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Department of Nursing

DATE SUBMITTED: 2/1/12

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	Rebecca Burris	3-28-12
Dean	Jeff W Cate	2012 Mar 29
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tammy Woods	10/15/12
Vice President for Academic Affairs		

Course Subject: ~~Healthy Aging~~ NUR	Course Number: NUR 4983 ~~TTT~~
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Nursing Perspectives on Aging	
Mode of Instruction: (check appropriate box) X☐ 01_Lecture/ ☐02_Lecture/Laboratory/ ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ ☒98_Other (Online)	
Effective Term: X Fall	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours? Y / N	How many times?
Does this course require a fee? No	How much? Type of fee?

X☐Elective ☐Major ☐Minor
If major or minor course, you must complete the Request for Program Change form.

Prerequisites:	Co-requisites:
Upper division nursing Student	

Course Description (as you want it to appear in the catalog):
As the "baby boom" generation turns 65 the percentage of older Americans will increase to over 30% of the population by 2030. This course will prepare nurses to meet the needs of this increasing population in Arkansas and the U.S. Content will focus on preserving health and promoting wellness in aging individuals. The course will also build a knowledge base for nurses' participation in managing health care problems and developing strategies for promoting wellness in aging individuals.

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

For the proposed course, attach a syllabus that includes:

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

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? NO Please specify.

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

How does this proposal support the University Mission or University Strategic Planning Goals?
This course relates to ATU's mission of providing opportunity for nurturing scholastic development, integrity, and professionalism in ATU students by preparing nurses for the changing age of the population for which they will provide care during their career.

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 course has been taught several semesters as an Independent Study – NUR 4993 course. The course has received very positive evaluations from students and their comments include "it made me think/look differently at the aging". Nursing care of the aging is an important topic as the population segment over 65 increases in the next decade and beyond.

How will the effect of the change be monitored in ongoing program assessment? The course will be evaluated using class climate. We are currently not able to use class climate due to several selected topics being offered under the current NUR 4991 course.

Arkansas Tech University

Department of Nursing

NUR 4983

Nursing Perspectives on Aging

Spring 2012

Course: Nursing Perspectives on Aging

Prerequisite: upper division nursing student

Course Description: As the "baby boom" generation turns 65 the percentage of older Americans will increase to over 30% of the population by 2030. This course will prepare nurses to meet the needs of this increasing population in Arkansas and the U.S. Content will focus on preserving health and promoting wellness in aging individuals. The course will also build a knowledge base for nurses' participation in managing health care problems and developing strategies for promoting wellness in aging individuals.

Credit Hours: Three (3) credit hours

Faculty: Julia Henderson Gist, PhD, RN
Visiting Assistant Professor
Cell: 870-736-6224
Home: 870-424-3292
Email: jgist1@atu.edu

Required Textbook: Gerontological Nursing 7th edition
Charlotte Eliopoulos
ISBN 0-7817-5344-9
Publisher: Lippincott Williams & Wilkins

Optional: Pocket Guide to APA Style 3rd Edition
Robert Perrin
ISBN 0-547-20193-1
Or
APA Manual (you should already have)

Healthy People 2020
http://www.health.gov/healthypeople/
(all information is on the website)

Computer Requirements: Please refer to the Blackboard login page for computer requirements. For this course we will utilize search engines, Microsoft Word, and Real Player (a free link is provided to view any videos during your course work).

Justification/Rationale for the Course:

A. **Relationship to ATU's Mission**
This course relates to ATU's mission of providing opportunity for nurturing scholastic development, integrity, and professionalism in ATU students by preparing nurses for the changing age of the population for which they will provide care during their career.

B. Relationship to Nursing Program's Mission

This course relates to program mission statement one: Provide an intellectual climate that fosters the development of critical thinking to prepare a graduate who is professional, caring, competent, and self-directed in providing therapeutic nursing intervention and demonstrates an interest in life-long learning.

Course Objectives:

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

1. Describe characteristics of the current elderly population and discuss projected changes in the population in the future.
2. Discuss theories related to aging.
3. Explain the nurse's role in relation to health promotion and health maintenance.
4. Analyze the role changes of the aging individual.
5. Identify normal aging changes and discuss health care needs and modifications.
6. Demonstrate assessment tools and strategies for assessment of the aging individual.
7. Discuss implications of legal and ethical issues which impact the aging individual and their families.
8. Synthesize research and informational websites regarding aging and nursing.
9. Explore how policy and economics affect health services available to the aging and their families.

Grading Scale

90-100%= A
80-89%= B
75-79%= C
68-74%= D
<68= F

Course Grading

Online Participation	20%
Assignments	15%
Quizzes (online)	20%
Consultant Reports	20%
Exams	25%

Attendance Policy: Students must sign in and complete the first assignment by the due date. If a student does not participate in the first assignment they will be dropped from the course at the discretion of the instructor. Assignments received after the due date will result in a letter grade deduction or points equivalent to a letter grade for that assignment.

Discussion Board Participation:

A total of 5 points can be earned for each discussion board assignment.

5 pts:	Answers the question in its entirety Provides reference in APA format Responds to two other classmates and references comment Meets Due Date
4pts:	Answers the question in its entirety Responds to two other classmates Meets Due Date
3pts or less:	Does or does not Answers the question in its entirety Does or does not Provides reference in APA format Does or does not Responds to two other classmates Does or does not Meets Due Date

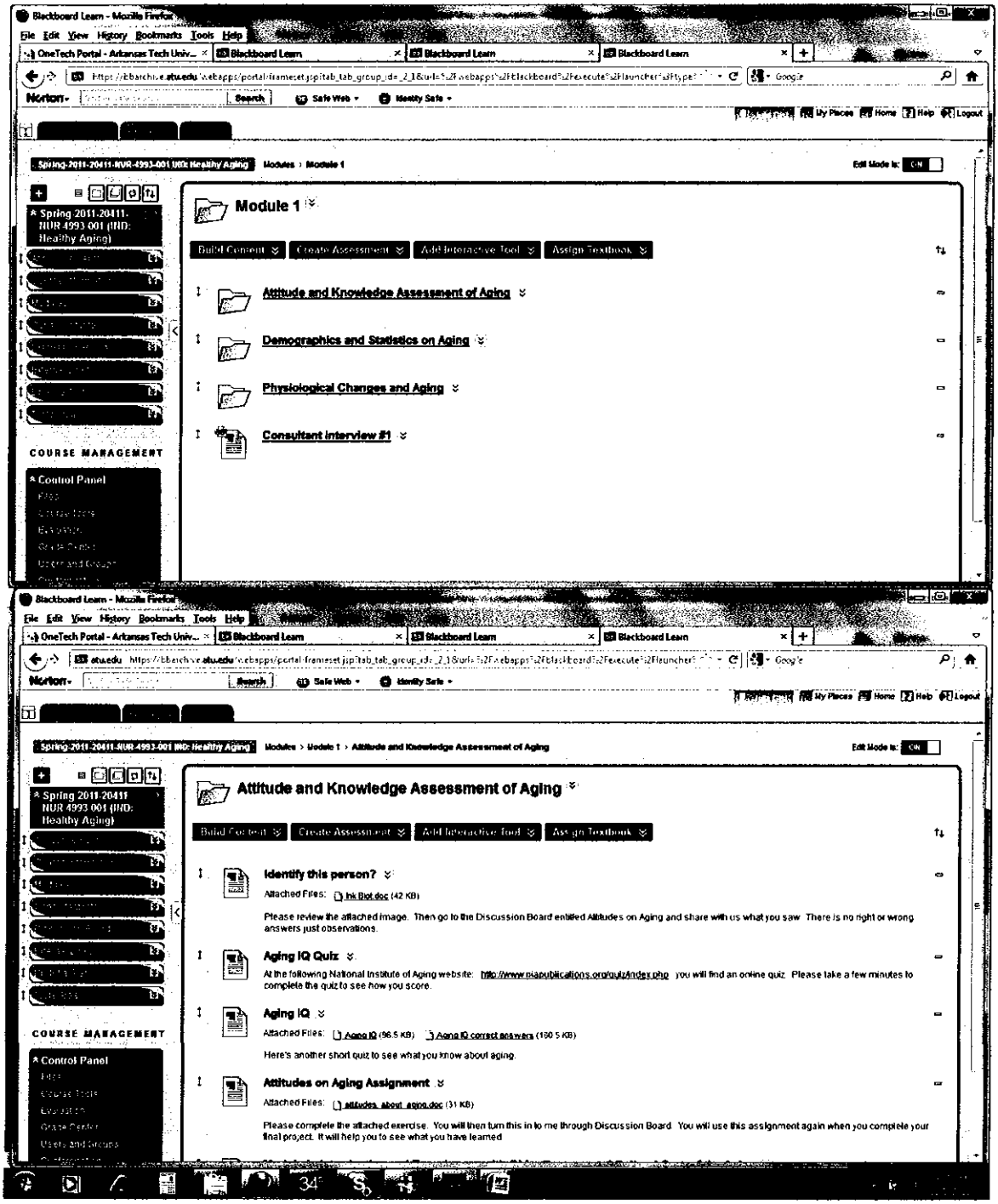
Policies: Falsification of your participation and attendance into this online course will result in an automatic failure and will be turned over for further academic discipline. All exams will not be copied or printed for any use. Exams are not a collaborative process. Academic Dishonesty will not be tolerated and will result in a failure for this course. Plagiarism will not be tolerated. Please refer to your student handbook for further guidelines and explanations.

Teacher Role: Resource Person, Facilitator, and Evaluator

Student Role: Learner, Communicator, Advocator, and Facilitator

Teaching/Learning Strategies: This course may include discussion boards, chat room discussions, web browsing and search engine use. Written assignments implementing APA

format will be required. Written assignments will be uploaded to the assigned location in Black Board. This course will focus on collaborative learning through the use of discussion groups. It is required that each student respond to two (2) postings other than their own for minimal participation in the discussion boards. Other learning strategies may include but are not limited to interviews, case studies, videos, and scholarly research.



PROMOTING WELLNES IN AGING FAMILIES

Module I

Who are the Aging? Demographics & Cultural Issues

Objectives:

The student will be able to:

1. Describe characteristics of today's elderly population in regard to:
   - Life expectancy
   - Gender, race differences
   - Marital status
   - Living arrangements
2. Discuss projected changes in future generations of elders.
3. Describe the unique views of health and attitudes toward the aged of these groups;
   - Black Americans
   - Native Americans
   - Jewish Americans
   - Asian Americans
   - Hispanic Americans
4. Identify ways in which nursing care may need to be modified to accommodate persons of diverse ethnic backgrounds.

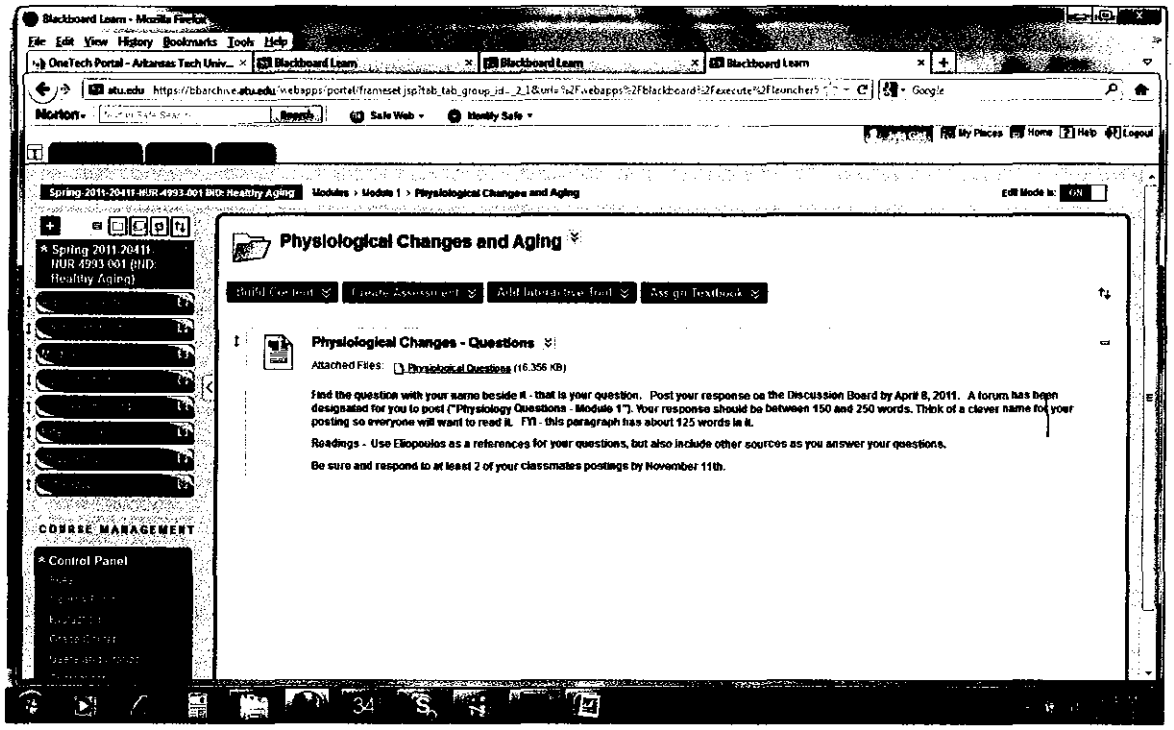
Assigned reading:
Eliopoulos (7th Edition) Chapters 1, 2, 3, 4, 5, 6, & 7

Presentation to review:
Introduction to Aging – attached powerpoint

Document to review:
Arkansas State Plan on Aging (attached under Who are the Aging?)

Web Sites to review:
Administration on Aging
AoA - Statistics - A Profile of Older Americans
Administration on Aging - Statistics
Cultural Issues in Home Care article

Evaluation:
Complete online quiz titled Introduction to Aging and Demographics.



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

TO: Curriculum Committee

DATE SUBMITTED:8/20/2012

Title	Signature	Date
Person Initiating Proposal Shelly Daily	Shelly Daily	09/14/12
Department Head Dr. Rebecca Burris	Rebecca Burris	9/14/12
Dean Dr. Jeff Robertson	Jeff W. Robertson	2012 Sept 15
Registrar Tammy Rhodes	Tammy Rhodes	10/1/12
Vice President for Academic Affairs Dr. John Watson		

Program Title: Baccalaureate Nursing and Nursing Curriculum for Registered Nurse	Effective Date: Fall 2013
Detail change in program: Change Anatomy and Physiology to new combined format or separate courses in our degree plan. We would encourage students to take the combined course but would also allow stand alone courses.	
Please provide a rationale for the change. Proposed by Biological Sciences to allow courses to be fully transferable with other institutions.	
What impact will the change have on staffing, on other programs and space allocation? No changes for department	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. Proposed changes from Biological Sciences. This will allow easier transfer of courses for nursing students. Keeping the option of either A&P I and II or Anatomy and Physiology will provide more options for students in a course that frequently closes due to capacity.	

Proposed Curricular Changes beginning 2013-14 Academic Year **Fall Start**			
Fall		Freshman Year	Spring
ENGL 1013 Comp I	3 hours	ENGL 1023 Comp II	3 hours
MATH 1113 College Algebra	3 hours	PSY 2003 General Psych	3 hours
CHEM 1113 Survey Chem	3 hours	BIOL 2404 Human Anatomy & Physiology I	
CHEM 1111 Chem lab	1 hour	or BIOL 2014 Anatomy	4 hours
SOC 1003 Intro to Sociology	3 hours	Social Sci/Science	3 hours
PE	1 hour	Social Sci/History /Gov	3 hours
TECH 1001	1 hour_	**Total:**	**16 hours**
Total:	**15 hours**		
Sophomore Year			
BIOL 3054 Microbiology	4 hours	NUR/BIOL 3803 Pathophysiology	3 hours
Fine Art	3 hours	PSY 3813 Lifespan Development	3 hours
BIOL 2414 Anatomy & Physiology II		NUR 2023 Introduction to Nursing	3 hours
or BIOL 3074 Physiology	4 hours	NUR 3103 Skills I	3 hours
NUR 2303 Nutrition	3 hours	NUR 3303 Health Assessment	3 hours
Humanities	3 hours	**Total:**	**15 hours**
Total:	**17 hours**		
APPLY TO PROGRAM	Oct 1		
Junior Year			
NUR 3213 Care of Older Adult	3 hours	NUR 3606 Theories &Concepts II	6 hours
NUR 3204 Theories and Concepts	4 hours	NUR 3805 Practicum II	5 hours
NUR 3404 Practicum I	4 hours	NUR 3802 Pharmacology II	2 hours
NUR 3513 Skills II	3 hours	**Total:**	**13 hours**
NUR 3402 Pharmacology I	2 hours_		
Total:	**16 hours**		
Senior Year			
NUR 4206 Theories& Concepts III	6 hours	NUR 4606 Theories & Concepts IV	6 hours
NUR 4405 Practicum III	5 hours	NUR 4804 Practicum IV	4 hours
NUR 4303 Nursing Research	3 hours	NUR 4903 Synthesis	3 hours
Elective	1 hour_	**Total:**	**13 hours**
Total:	**15 hours**		

Proposed Curricular Changes beginning 2013-2014 Academic Year **Spring Start**			
Spring	Freshman Year	Fall	
ENGL 1013 Comp I	3 hours	ENGL 1023 Comp II	3 hours
MATH 1113 College Algebra	3 hours	PSY 2003 General Psych	3 hours
CHEM 1113 Survey Chem	3 hours	BIOL 2404 Human Anatomy & Physiology I	
CHEM 1111 Chem lab	1 hour	or BIOL 2014 Anatomy	4 hours
SOC 1003 Intro to Sociology	3 hours	Social Sci/Science	3 hours
PE	1 hour	Social Sci/History /Gov	3 hours
TECH 1001	1 hour_	**Total:**	**16 hours**
Total:	**15 hours**		
Sophomore Year			
BIOL 3054 Microbiology	4 hours	NUR/BIOL 3803 Pathophysiology	3 hours
Fine Art	3 hours	PSY 3813 Lifespan Development	3 hours
BIOL 2414 Anatomy & Physiology II		NUR 2023 Introduction to Nursing	3 hours
or BIOL 3074 Physiology	4 hours	NUR 3103 Skills I	3 hours
NUR 2303 Nutrition	3 hours	NUR 3303 Health Assessment	3 hours
Humanities	3 hours	**Total:**	**15 hours**
Total:	**17 hours**		
APPLY TO PROGRAM	March 1st		
Junior Year			
NUR 3213 Care of Older Adult	3 hours	NUR 3606 Theories &Concepts II	6 hours
NUR 3204 Theories and Concepts	4 hours	NUR 3805 Practicum II	5 hours
NUR 3404 Practicum I	4 hours	NUR 3802 Pharmacology II	2 hours
NUR 3513 Skills II	3 hours	**Total:**	**13 hours**
NUR 3402 Pharmacology I	2 hours_		
Total:	**16 hours**		
Senior Year			
NUR 4206 Theories& Concepts III	6 hours	NUR 4606 Theories & Concepts IV	6 hours
NUR 4405 Practicum III	5 hours	NUR 4804 Practicum IV	4 hours
NUR 4303 Nursing Research	3 hours	NUR 4903 Synthesis	3 hours
Elective	1 hour_	**Total:**	**13 hours**
Total:	**15 hours**		

In the Curriculum in baccalaureate Nursing- suggested sequence of courses for LPN:

BIOL 2404 or BIOL 2014 and BIOL 2414 or BIOL 3074

For the Nursing Curriculum for Registered Nurses:

Under General Ed requirements BIOL 2404 or BIOL 2014

Under Additional Nursing requirements BIOL 2414 or BIOL 3074

Admission

Admission into lower division foundation courses is open to any Arkansas Tech University student who meets the prerequisites for each course. Nursing majors are encouraged to seek academic advising from the nursing faculty immediately upon acceptance to the University.

Admission to the upper division nursing courses is competitive and subject to evaluation by the Nursing Department's Admission and Progression Committee. Students are considered for admission the spring and fall preceding the semesters they plan to enter upper division nursing courses. All transcripts and/or credentials along with an Application to Upper Division must be submitted to the Department of Nursing by March 1 for fall admission or by October 1 for spring admission. Eligible repeating students applying for readmission must submit all materials by June 30 or January 5.

Minimum requirements for acceptance into the upper division (Level 0, preclinical) nursing courses are:

1. Prerequisite grade point average of 3.0 on a 4.0 scale. Students will be admitted according to the criteria for selection of upper division students.
2. Completion of the following courses with a grade of "C" or better in each: ENGL 1013, ENGL 1023, MATH 1113, ~~BIOL 2014~~, BIOL 3054, ~~BIOL 3074~~, CHEM 1113 and CHEM 1111, PSY 2003, SOC 1003, and NUR 2303. Students who attempt the 3000 and 4000 level courses listed above more than twice without achieving a "C" or better will not be considered for upper division. An attempt is "any enrollment in any course and dropping it after the first day of the 10th week of the semester for any reason, and/or failure (grade of "D", "F", or "FE") of the course.
3. Completion of the following courses: Social Science - 3 hours, American History or Government - 3 hours, Humanities - 3 hours; Fine Arts - 3 hours; Elective - 1 hour, Physical Education - 1 hour, TECH 1001. (See General Education Requirements for specific course alternatives.)
4. Acquisition of professional/student liability insurance, criminal background check and current certification of Basic CPR for adults, children, and infants as taught by the American Heart Association, or persons currently certified in CPR instruction. These must be renewed each year.
5. Initiation of Hepatitis B Vaccine series.
6. Any student that fails an upper division nursing course (with the exception of nursing electives), withdraws, or has a break in enrollment must apply for readmission into the nursing program by June 30 for readmission to the fall semester, or January 5 for readmission to the spring semester. To reapply, the student must complete the "Reapplication to Upper Division" form and submit a letter of intent addressing reasons for past failure and a plan of action to enhance future success within the nursing program. Readmission will be based on the availability of positions in the level to which the student is applying, letter of intent and current GPA. Should several students reapply for the same level and a limited number of positions are available, GPA ranking, in conjunction with their letter of intent will guide the committee decision-making process.
7. Students who have not attended Arkansas Tech University during the past year must apply for readmission to the University.
8. The nursing program must be completed within four years of entry into level one of the nursing curriculum.

BIOL 2014 or BIOL 2404

BIOL 3074 or BIOL 2414

Curriculum in Baccalaureate Nursing

Suggested Sequence of Courses

Freshman				Sophomore			
Fall		**Spring**		**Fall**		**Spring**	
ENGL 1013[1,T]	3	ENGL 1023[1,T]	3	BIOL 3054[T]	4	PSY 3813[T]	3
MATH 1113[5,T]	3	PSY 2003[T]	3	BIOL 3074[T] or BIOL 2414	4	NUR 2023[T]	3
CHEM 1113 and CHEM 1111[T]	4	BIOL 2014[1,2,T] or BIOL 2404	4	NUR 2303[T]	3	BIOL/NUR 3803[T]	3
SOC 1003[T]	3	Social Sciences[1,T]	3	Fine Arts & Humanities[1,T]	6	NUR 3103	3
Physical Activity[T]	1	U.S. History/Government[1,T]	3			NUR 3303	3
TECH 1001	1						
Total Hours	**15**	**Total Hours**	**16**	**Total Hours**	**17**	**Total Hours**	**15**
Junior				**Senior**			
Fall		**Spring**		**Fall**		**Spring**	
NUR 3204	4	NUR 3606	6	NUR 4206	6	NUR 4606	6
NUR 3513	3	NUR 3802	2	NUR 4303	3	NUR 4804	4
NUR 3213	3	NUR 3805[4]	5	NUR 4405	5	NUR 4903	3
NUR 3404[4]	4			Elective	1		
NUR 3402	2						
Total Hours	**16**	**Total Hours**	**13**	**Total Hours**	**15**	**Total Hours**	**13**

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

[2]Depending on previous preparation, student should recognize that prerequisites may be required before enrolling in BIOL 2014. or BIOL 2404

[3]Nursing students must have 6 hours of electives which could include NUR 1001. (ENGL 2053 recommended).

[4]One credit hour equals 3 contact hours.

[5]MATH 1113 or higher level MATH course.

[T]Designates a block of courses that would provide for a seamless transfer into this program if equivalent courses are taken at another college or university.

Nursing Curriculum for Registered Nurses

General Education Requirements

English Composition I, II (ENGL 1013, 1023)[1]
College Algebra (MATH 1113 or higher level MATH course)
Science with Lab (4 hours)
Human Anatomy (BIOL 2014) or BIOL 2404
General Psychology (PSY 2003)
Introductory Sociology (SOC 1003)
Social Sciences[1] (3 hours)
Fine Arts & Humanities[1] (6 hours)
U.S. History/Government[1] (3 hours)
University Orientation (TECH 1001)

Additional Nursing Major Requirements

Microbiology (BIOL 3054)
Human Physiology (BIOL 3074) or BIOL 2414
Lifespan Developmental Psychology (PSY 3813)
Health Assessment (NUR 3303)
Applied Pathophysiology (NUR/BIOL 3803)

Arkansas State Articulation Agreement[2]

Introduction to Professional Nursing (NUR 2023)
Nutrition (NUR 2303)
Nursing Skills[1] (NUR 3103)
Theories and Concepts in Nursing I (NUR 3204)
Care of the Older Adult (NUR 3213)
Pharmacology I (NUR 3402)
Practicum in Nursing I - Nursing the Individual Client (NUR 3404)
Nursing Skills II (NUR 3513)
Theories and Concepts in Nursing II (NUR 3606)
Pharmacology II (NUR 3802)
Practicum in Nursing II - Nursing the Family (NUR 3805)

Senior Level Nursing for Registered Nurses Courses[4]

Arkansas Tech University Nursing Courses Specific to Curriculum in Baccalaureate Nursing for Registered Nurses

Spring Start

Junior Spring		Senior Summer I, II		Fall	
NURN 4002	2	NURN 4024	4	NURN 4034	4
NURN 4003	3	NURN 4303	3	NURN 4045	5
NURN 4013	3			Elective[3]	2
Elective[3]	3				
Total Hours	**11**	**Total Hours**	**7**	**Total Hours**	**11**

Summer Start

Junior Summer I, II		Fall		Senior Spring	
NURN 4002	2	NURN 4013	3	NURN 4034	4
NURN 4003	3	NURN 4024	4	NURN 4045	5
Elective[3]	3	NURN 4303	3	Elective[3]	2
Total Hours	**8**	**Total Hours**	**10**	**Total Hours**	**11**

[1]See appropriate alternatives or substitutions in "General Education Requirements".
[2]Licensed registered nurses who have met all of the lower division nursing curriculum requirements and graduated from

Curriculum in Baccalaureate Nursing

Suggested Sequence of Courses for LPNs

Freshman				Sophomore			
Fall		**Spring**		**Fall**		**Spring**	
ENGL 1013[1]	3	ENGL 1023[1]	3	NUR 2303	3	PSY 3813	3
MATH 1113[5]	3	PSY 2003	3	BIOL 3074	4	NUR 2023	3
CHEM 1113 and CHEM 1111	4	BIOL 2014[2]	4	Fine Arts & Humanities[1]	6	BIOL/NUR 3803	3
SOC 1003	3	Social Sciences[1]	3	BIOL 3054	4	NUR 3303	3
Physical Activity	1	U.S. History/Government[1]	3			NUR 3402	2
TECH 1001	1						
Total Hours	**15**	**Total Hours**	**16**	**Total Hours**	**17**	**Total Hours**	**14**

Junior				Senior	
Fall		**Spring**		**Fall**	
NUR 3606	6	NUR 4206	6	NUR 4606	6
NUR 3802	2	NUR 4303	3	NUR 4804	4
NUR 3805[4]	5	NUR 4405[4]	5	NUR 4903[4]	3
		Elective	1		
Total Hours	**13**	**Total Hours**	**15**	**Total Hours**	**13**

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

[2]Depending on previous preparation, student should recognize that prerequisites may be required before enrolling in BIOL 2014.

[3]Nursing students must have 6 hours of electives which could include NUR 1001. (ENGL 2053 recommended).

[4]One credit hour equals 3 contact hours.

[5]MATH 1113 or higher level MATH course.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Professional Studies

DATE SUBMITTED: 10/01/2012

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Mr. Jeff Aulgur		10/1/12
Dean Dr. Mary Ann Rollans		10-01-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/1/12
Vice President for Academic Affairs		

Course Subject: PS	Course Number: 4143
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Nonprofit Governance	
Mode of Instruction: (check appropriate box) **XX01_Lecture/** ☐02_Lecture/Laboratory/ ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ ☐98_Other	
Effective Term: **Fall 2013**	If course is required by major/minor, how frequently will course be offered? N/A
Is this course repeatable for additional earned hours? Y / **N** How many times?	
Does this course require a fee? NA How much? NA Type of fee? NA	

☒Elective per ~~☒~~Major ☐Minor If major or minor course, you must complete the Request for Program Change form.
Prerequisites: **Successful completion of General Education Math Requirement** Co-requisites:
Grading **XXStandard Letter** ☐P/F ☐Other (If other, please specify below)
For the proposed course, attach a syllabus that includes: a. Course subject, number and title b. Course description as to appear in catalog (on syllabus) 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? This course will provide a basic understanding of nonprofit governance and operations. The course examines the theoretical, philosophical, practical and ethical perspectives related to the effective management and leadership of nonprofit organizations. Providing this type of course supports the "nurturing scholastic development" of the student as specified in the ATU Mission Statement. This course also supports Goal One of the ATU Strategic Plan: "Enhance the creation and delivery of first quality education services." This course will be offered in a distance learning format.
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Employees of the nonprofit sector account for 9% of wages paid in the United States. Upon completion of the course, the student will possess an understanding of 1) the historical development of the nonprofit sector, 2) the multiple rationales for the existence of the nonprofit sector and 3) the current issues of importance to nonprofit decision makers. Students in the Professional Studies program come from a wide demographic spectrum and, as such, have been engaged with a nonprofit organization at some point in their experiential process. This course offers an upper-division elective to Professional Studies majors which enhances the required professional core by developing a knowledge base deployable across all concentration areas.
How will the effect of the change be monitored in ongoing program assessment? The driving assessment component is found in the Capstone Course (PS 4003). This course, as an upper division professional studies elective, provides an opportunity to establish a foundation in a professional sector largely unaddressed in academia. The Department of Professional Studies is currently redefining the program assessment to a comprehensive model which assesses impact not only in the capstone event but across all domains of the professional core. The majority of entering Professional Studies majors lack upper-division coursework. Adult learners are more likely to succeed if the learning has relevance to their personal needs and outcomes. Upper division electives with relevance

to the professional core will enhance the overall efficacy of the program. The revised departmental evaluation will incorporate a holistic assessment of the program by graduating students.
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. **N/A**

Arkansas Tech University
PS 4143 Nonprofit Governance
Fall 2012

Instructor: Mr. Jeff Aulgur
Phone: (479) 747-8273
Office: Lake Point Conference Center
E-mail: jaulgur@atu.edu
Office Hours: Monday – Friday, 9:00 a.m. – 11:00 a.m. or by appointment

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Course Description

This course examines the theoretical, philosophical, practical and ethical perspectives related to the effective management and leadership of nonprofit organizations in the twenty-first century. Upon completion of the course, the student will possess an understanding of 1) the historical development of the nonprofit sector, 2) the multiple rationales for the existence of the nonprofit sector, 3) the distinctive characteristics of nonprofit organizations, 4) the structures, processes and complexities of organizational governance shared by volunteer board members and professional staff, 5) the dynamic environment of the contemporary nonprofit organization, and 6) the current issues of importance to nonprofit decision makers.

Required Course Text

Drucker, Peter. (1990). Managing *the Nonprofit Organization: Principles and Practices.* New York, NY: Harper.

Heyman, Darian R., editor. (2011). *Nonprofit Management 101.* San Francisco, CA: Jossey-Bass.

Justification for the Course

Nonprofit Governance is designed to help the student understand the organizational leadership of nonprofit organizations. It focuses on the challenges for nonprofit leaders and incorporates leadership theories as they apply to nonprofit organizations. The course equips students with leadership tools and techniques to effectively lead nonprofit organizations. The class will consist of guest lecturers from nonprofit agencies, case studies, and interactive discussions. The nonprofit sector in the United States provides 5.5% of the Gross Domestic Product (GDP) and employs approximately 13.5 million individuals (approximately 10% of the country's workforce). Employees of the nonprofit sector account for 9% of wages paid in the United States.

Course Objectives

1. Understand the role of nonprofit organizations and the future of philanthropy.
2. Evaluate the effectiveness and viability of a nonprofit organization.
3. Assess the risk management, insurance needs and legal aspects of a nonprofit organization.
4. Understand the methods and complexity of nonprofit development.
5. Evaluate the marketing and communications efficacy of a nonprofit organization.
6. Understand the symbiotic relationship between the leadership, volunteers, governing board and the community with regards to the nonprofit organization.
7. Become familiarized with the diversity of the nonprofit community in the United States.

How Course Meets General Education Requirements

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

Communicate effectively
Think critically
Develop ethical perspectives
Apply scientific and quantitative reasoning

Methodology

The objectives will be achieved through textbook readings, supplemental readings, on-line discussions boards, individual assignments, case study, video lectures and a group exercise. Students are required to post on the discussion board as assigned and provide feedback to peers based on the week's assignment to create an interactive dialogue. The group project requires students to collaborate on a project through the use of technology to reflect real world application.

Technology Competencies

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

Class Assignments

Class assignments will be posted every Monday by 12 p.m. CST unless noted otherwise. Class assignments can be located on Blackboard under the "Assignments" tab.

Assessments

Discussion Board

Discussion board posts regarding the assigned reading will be required from each student, as well as providing feedback to a post of at least two peers to create a dynamic, intellectual exchange. All discussion board posts will be due by 11:59 p.m. CST on the due date specified on the "Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard in order to receive credit.

Assignments

In conjunction with the reading assignments, students must complete the identified assignments for each module as assigned in Blackboard. The materials and background information for each exercise will be located in the Course Material section on Blackboard, if required.

Examinations and Quizzes

Quizzes are associated with each module and are designed to assess a student's mastery of the materials presented in a respective module. A final exam will be administered over the course material. Examinations will be timed once you begin the examination.

Group Project

The group project for this course is the selection, assessment and review of a nonprofit organization assigned by the instructor. Teams of 3-4 students collaborate to develop a comprehensive overview of the assigned nonprofit organization, culminating in a final report in PowerPoint format.

Individual Project and Peer Review

Each student will be assigned a nonprofit organization for review. The student will be provided a rubric for a 10 slide PowerPoint presentation. This presentation will be submitted to two peers and the instructor for review and grading.

E-mail/Discussion Board Decorum

This is an online course; therefore a majority of our conversations will take place through Messages within Blackboard and the assignment discussion boards. Please use common sense (no slang, use correct grammar, etc.) when sending messages and posting to discussion boards. This is an upper division level course and I expect you to be on a college student level with your

postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful. I will deduct points for poor grammar, lack of punctuation and spelling.

Grading Summary

Module 1	115 points
Module 2	110 points
Module 3	110 points
Module 4	115 points
Module 5	85 points
Module 6	165 points
Module 7	45 points
Module 8	150 points
Total Points	**895 points**

Grading Scale

805 points +	=	A
716 – 804	=	B
626 - 715	=	C
537 - 625	=	D
536 and Below	=	F

Grading of Assignments

Discussion board input and participation will be evaluated weekly and grades posted within seven days of the closing date of the assignment. The assigned article review, midterm examination and case study will be graded and returned within 10 days of submission. Every effort will be made to provide you with effective and timely feedback in this course.

Make-Up Policy/Late Work

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

Course Policies

Academic Misconduct

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

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

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

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

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

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

Contact Information:
University Testing and Disability Services
Arkansas Tech University
Bryan Hall, Room 103
105 W. O Street
Russellville, AR 72801-2222
Voice Telephone: (479) 968-0302 Fax: (479) 968-0375 TTY Service: (479) 964-3290
Web Site: http://www.atu.edu/testing/

Course Schedule and Assignments

Module 1A Role of the Nonprofit in American Life (Due August 26, 2012)

- Read Course Syllabus
- Read Chapter 1 in Heyman
- Complete Introduction Discussion Board assignment
- Complete Katherine Fulton TED Talk Video Review

Module 1B Leadership and the Nonprofit Sector (Due September 2, 2012)

- Read Chapters 3 and 4 in Heyman
- Complete Simon Sinek Video Discussion Board
- Complete Nonprofit Related Website Review Quiz
- Complete Assignment 1B: The CEO-Board Relationship

Module 2A The Mission Comes First (Due September 9, 2012)

- Read Drucker pp. 3-27, 45-49
- Complete Module 2A Quiz (Drucker Readings)
- Complete Jim Collins Video Discussion Board
- (Optional) Complete Part I of Course Self-Assessment for Extra Credit

Module 2B Strategic Planning (Due September 16, 2012)

- Read Drucker pp. 53-71 and Heyman pp. 57-92
- Complete Module 2B Quiz (Drucker and Heyman Readings)
- Complete Module 2B Discussion Forum
- Complete Module 2B Assignment

Module 3A Nonprofit Risk Management (Due September 23, 2012)

- Read Heyman Chapter 7
- Complete Risk Management Website/Blog Review Assignment
- Complete Module 3A Quiz (Heyman Readings)

Module 3B Nonprofit Legal Issues / Group Project Initiation (Due September 30, 2012)

- Read Heyman pp. 161-196
- Complete assigned reading from the Nonprofit Law Blog
- Complete Module 3B Quiz (Heyman Readings)
- Complete Nonprofit Law Blog Forum
- Complete initial Group Formation and Nonprofit Selection

Module 4 Managing for Performance (Due October 14, 2012)

- Read Drucker pp. 107-144
- Watch Melinda Gates TED Talk
- Watch "Waiting for Superman" through YouTube
- Complete Module 4 Quiz (Drucker Readings)
- Complete Melinda Gates TED Talk Assignment
- Complete Module 4 Forum
- Complete Group Assignment Part 2: Nonprofit Assessment

Module 5A Nonprofit Fundraising Basics (Due October 21, 201)

- Read Heyman pp. 287-324
- Read Pamela Grow Blog as assigned
- Complete Module 5A Quiz (Heyman Readings)
- Complete Module 5A Forum (Pamela Grow Readings)
- Complete Group Assignment Part 3: IRS Form 990

Module 5B Online Nonprofit Development Resources (Due October 28, 2012)

- Read Heyman pp. 325-388
- Review online development websites as assigned
- Complete Module 5B Quiz (Heyman Readings)
- Complete Module 5B Discussion Board
- Group project collaboration on final report

Module 6A Nonprofit People and Relationship (Due November 4, 2012)

- Read Drucker pp. 145-188
- View Caitria and Morgan O'Neill Video (Ted Talk)
- Complete Module 6A Quiz (Drucker Readings)
- Complete Module 6A Forum (O'Neill Video)
- Submit Final Group Project PowerPoint and Peer Assessment

Module 6B Board and Volunteers (Due November 11, 2012)

- Read Heyman pp. 495-550
- Complete Module 6B Quiz (Heyman Readings)
- Begin Individual Nonprofit Review Assignments

Module 7 Marketing and Communication (Due November 18, 2012)

- Read Heyman pp. 405-428, pp. 479-494
- View David Damberger TED Talk
- Complete Module 7A Quiz (Heyman Readings)
- Complete Module 7A Forum (David Damberger TED Talk)
- Continue Individual Nonprofit Review Assignments

Module 8A Individual Nonprofit Review and Peer Review (Due November 28, 2012)

- Submit Individual Nonprofit Review to Peer Review / Instructor (November 25)
- Submit Peer Review Grades on Individual Nonprofit Review (Due November 29)
- (Optional) Complete Part II of Course Self-Assessment for Extra Credit
- Final Exam

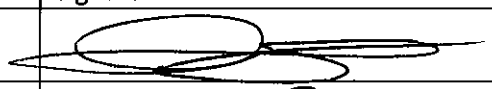
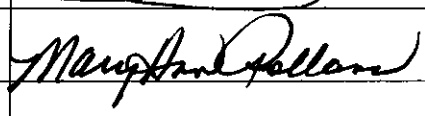
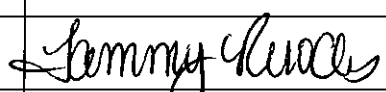
Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Professional Studies

DATE SUBMITTED: 10/01/2012

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Mr. Jeff Aulgur		10/1/12
Dean Dr. Mary Ann Rollans		10-01-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/1/12
Vice President for Academic Affairs		

Course Subject: PS	Course Number: 4243
Cross-listed with Subject: Not Applicable	Course Number:
Official Title (Limited to 30 characters including spaces): Planning for Adult Learners	
Mode of Instruction: (check appropriate box) **XX01_Lecture/** ☐02_Lecture/Laboratory/ ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ ☐98_Other	
Effective Term: **Fall 2013**	If course is required by major/minor, how frequently will course be offered? **N/A**
Is this course repeatable for additional earned hours? Y / **N** How many times?	
Does this course require a fee? NA How much? NA Type of fee? NA	

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

Prerequisites: **None**	Co-requisites: **None**

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

For the proposed course, attach a syllabus that includes:

a. Course subject, number and title
b. 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. **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 provides the steps and processes required to apply a practical guide to planning education and training programs for adults in a variety of settings. The program planning model presented captures and reconfigures classical and current descriptions of the program planning process. The course explores, and applies, a comprehensive 12-component model, the Interactive Model of Program Planning, with a focus on the practicality and usefulness as a technical description of the planning process, the emphasis on people being the heart of the process, and the importance of context as a centering point for action. Providing this type of course supports the "nurturing scholastic development" of the student as specified in the ATU Mission Statement. This course also supports Goal One of the ATU Strategic Plan: "Enhance the creation and delivery of first quality education services." This course will be offered in a distance learning format.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Numerous models of planning and education and training programs for adult learners exist, ranging from conceptual and data-based studies on program planning to how-to books and guides. This course examines, and applies, the 12 component Interactive Model of Program Planning. This model has been utilized in a variety of settings to include the corporate sector, continuing education for the professions, health care, government, community action programs, the military and religious institutions. To effectively design and deliver programs to adults, developers and trainers need an interactive and action-oriented process in which decisions and choices are made about learning opportunities for adults. Professionals in the workforce will either develop and/or deliver opportunities for adult learning and this course provides a foundation for professional success. This course offers an upper-division elective to Professional Studies majors which enhances the required professional core by developing a knowledge base deployable across all concentration areas.

How will the effect of the change be monitored in ongoing program assessment? The driving assessment component is found in the Capstone Course (PS 4003). This course, as an upper division professional studies elective, provides an opportunity to establish a foundation in a professional sector largely unaddressed in academia. The Department of Professional Studies is currently redefining the program assessment to a comprehensive model which assesses impact not only in the capstone event but across all domains of the professional core. The majority of entering Professional Studies majors lack upper-division coursework. Adult learners are more likely to succeed if the learning has relevance to their personal needs and outcomes. Upper division electives with relevance to the professional core will enhance the overall efficacy of the program. The revised departmental evaluation will incorporate a holistic assessment of the program by graduating students.
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. **N/A**

Arkansas Tech University
PS 4243
Planning for Adult Learners

Instructor: Mr. Jeff Aulgur
Phone: (479) 747-8273
Office: Lake Point Conference Center
E-mail: jaulgur@atu.edu
Office Hours: Monday – Friday, 9:00 a.m. – 11:00 a.m. and by appointment

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Course Description

This course provides the steps and processes required to apply a practical guide to planning education and training programs for adults in a variety of settings. The program planning model presented captures and reconfigures classical and current descriptions of the program planning process. The course explores, and applies, a comprehensive 12-component model, the Interactive Model of Program Planning, with a focus on the practicality and usefulness as a technical description of the planning process, the emphasis on people being the heart of the process, and the importance of context as a centering point for action.

Required Course Text

Caffarella, R. *Program Planning for Adult Learners* (2nd ed.). San Francisco, CA: Jossey-Bass, 2002.

Knowles, M., Holton, E. and Swanson, R. *The Adult Learner* (7th Ed.). San Diego, CA: Elsevier, 2005.

Suggested Reading List

1. Merriam, S., and Brockett, R. *The Profession and Practice of Adult Education.* New York, NY: Sterling Publishing Co., Inc., 1997.

Justification for the Course

This course examines, and applies, the 12 component Interactive Model of Program Planning. This model has been utilized in a variety of setting to include the corporate sector, continuing education for the professions, health care, government, community action programs, the military and religious institutions. To effectively design and deliver programs to adults, developers and trainers need an interactive and action-oriented process in which decisions and choices are made about learning opportunities for adults.

Course Objectives

1. Identify multiple program planning models and applying change as the primary outcome of education and training programs for adults.
2. Understand the Interactive Model of Program Planning and the application of its components to adult learning paradigms.
3. Conduct a highly structured needs assessment and develop appropriate desired training outcomes.
4. Describe and implement program objectives and instruction plans based on assessment.
5. Devise and deploy transfer-of-learning plans in a variety of environments.
6. Formulate evaluation plans, formally or informally, to measure the efficacy of programs.
7. Coordinate training logistics, to include formats, schedules, staff needs, budgeting, marketing and facilities.

How Course Meets General Education Requirements

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

Communicate effectively
Think critically
Develop ethical perspectives
Apply scientific and quantitative reasoning

Methodology

The objectives will be achieved through textbook readings, supplemental readings, on-line discussions boards, individual assignments, case study and a group exercise. Students are required to post on the discussion board weekly and provide feedback to peers based on the week's assignment. The group project requires students to collaborate on a project through the use of technology to reflect real world application. The assigned case study allows students to develop an individualized course of action for an organization.

Technology Competencies

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

Class Assignments

Class assignments will be posted every Monday by 12 p.m. CST unless noted otherwise. Class assignments can be located on Blackboard under the "Assignments" tab.

Assessments

Discussion Board

Weekly discussion board posts regarding the assigned reading will be required from each student, **as well as providing feedback to a post of at least two peers.** All discussion board posts will be due by 11:59 p.m. CST on the due date specified on the "Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard in order to receive credit.

Weekly Exercises

In conjunction with the weekly reading assignments, students must complete the identified assignments for each week as noted in the Caffarella text. The materials and background information for each exercise will be located in the Course Material section on Blackboard, if required.

Quizzes

Quizzes are used throughout the course to evaluate student mastery of the reading material presented for any specific module(s).

Examinations

During the course a final exam will be administered over the course material. Students will be provided a 72 hour window to access the examination online. Examinations will be timed once you begin the examination.

E-mail/Discussion Board Decorum

This is an online course; therefore a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting to discussion boards. This is a college level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful. In most cases, I will respond to your messages within a 24- to 36-hour period.

Grading Summary

Introduction	15 points
Module 1	100 points
Module 2	175 points
Module 3	150 points
Module 4	225 points
Module 5	200 points
Module 6	150 points
Final Exam	50 points
Total Points	**1065 points**

Grading Scale

936 - 1040	=	A
832 - 935	=	B
728 – 831	=	C
624 - 727	=	D
Under 624	=	F

Grading of Assignments

Discussion board input and participation will be evaluated weekly and grades posted within seven days of the closing date of the assignment. The assigned article review, midterm examination and case study will be graded and returned within 10 days of submission. Every effort will be made to provide you with effective and timely feedback in this course.

Make-Up Policy/Late Work

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

Course Policies

Academic Misconduct

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

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

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

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

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

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

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

Course Schedule and Assignments

Module 1A Planning Programs for Adults (Due September 2, 2012)

- Read Chapter 1 in Caffarella (pp. 1-19) and Chapter 1 in Knowles.
- Complete Chapter 1 Discussion Board assignment
- Complete Assignment 1.1 Understanding the Role of Program Planners in Organizational Settings

Module 1B The Interactive Model of Program Planning (Due September 9, 2012)

- Read Chapter 2 in Caffarella (pp. 20-36) and Knowles Chapter 2
- Complete Module 1B Discussion Board assignment
- Complete Module 1B Quiz

Module 2A Using the Interactive Model of Program Planning (Due September 16, 2012)

- Read Chapter 3 in Caffarella (pp. 37-56) and Chapter 3 in Knowles
- Complete Module 2A Discussion Board assignment
- Complete Exercise 3.2 Question 2 Developing Upfront Assumptions Assignment
- Complete Module 2A Andragogical Assignment: Patti Dobrowolski
- Optional Extra Credit: Personal Goals and Learning Assessment Part I

Module 2B Building the Program Base (Due September 23, 2012)

- Read Chapters 4 and 5 in Caffarella (pp. 58-111)
- Complete Module 2B Discussion Board assignment
- Complete Exercise 4.2 Acting in Context
- Complete Module 2B Andragogical Exercise: The Khan Academy
- Module 2B Quiz

Module 3A Identifying and Prioritizing Program Ideas (Due September 30, 2012)

- Read Chapters 6 & 7 in Caffarella (pp. 112-154)
- Complete Module 3A Discussion Board assignment
- Complete Assignment Exercise 6.2 and Assignment Exercise 7.2

Module 3B Developing Program Objectives (Due October 7, 2012)

- Read Chapter 8 in Caffarella and the first section of Chapter 4 in Knowles
- Complete Module 3B Discussion Board assignment
- Complete Assignment Exercise 8.1
- Complete Module 3B Quiz

Module 4A Designing Instructional Plan (Due October 21, 2012)

- Read Chapter 9 in Caffarella, Chapters 13, 15 & 16 in Knowles
- Complete Module 3A Discussion Board assignments
- Complete Exercise 9.3 Instructional Plan Development
- Complete Module 4A Quiz

Module 4B Devising Transfer of Learning Plans (Due October 28, 2012)

- Read Chapter 10 in Caffarella and Chapter 5 in Knowles
- Complete Module 4B Discussion Board Assignment
- Complete Assignment Exercise 10.1
- Complete Module 4B Quiz

Module 5A Formulating Evaluation Plans (Due November 4, 2012)

- Read Chapter 11
- Complete Module 5A Discussion Board assignment
- Complete Assignment Exercise 11.1

Module 5B Recommendations and Results (Due November 11, 2012)

- Read Chapter 12
- Complete Module 5B Quiz
- Complete Module 5B Andragogical Exercise

Module 6A Formats, Schedules and Staff Needs (Due November 18, 2012)

- Read Chapter 13
- Complete Module 6A Andragogical Exercise
- Complete Module 6A Quiz

Module 6B Preparing Budgets and Marketing Plans (Due November 28, 2012)

- Read Chapter 14 and Chapter 15 in Caffarella
- Complete Module 6B Discussion Board assignments
- Complete Assignment Exercise 15.1
- Complete Module 6B Quiz
- Optional: Extra Credit Personal Goals and Learning Assessment Part II

Final Exam

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Electrical Engineering

DATE SUBMITTED: 09/24/2012

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head		09/24/2012
Dean		10/1/12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/1/12
Vice President for Academic Affairs		

Course Subject: ELEG	Course Number: 3203
Cross-listed with Subject: N/A	Course Number: N/A
Official Title (Limited to 30 characters including spaces): Renewable Energy Technology	
Mode of Instruction: (check appropriate box) ■ 01_Lecture/ ☐02_Lecture/Laboratory/ ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ ☐98_Other	
Effective Term: ■ Spring ☐ Summer I	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours? No	How many times? N/A
Does this course require a fee? No	How much? N/A / Type of fee? N/A

■Elective ☐Major ☐Minor
If major or minor course, you must complete the Request for Program Change form.

Prerequisites:	Co-requisites:
ELEG ~~3112~~ 2113 – Electric Circuits II	

Course Description (as you want it to appear in the catalog):

See attached

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

For the proposed course, attach a syllabus that includes:

a. Course subject, number and title
b. 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.

Yes, it is anticipated that the PowerWorld software that is a power system analysis tool will be used but a free copy of the software is available to the students.

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

No, it is anticipated that existing classroom and computer hardware installations utilized by existing undergraduate courses would be sufficient for this new course.

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

The University Mission is "Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners." The new proposed course will provide our students with valuable knowledge on current state of the art topics in electrical engineering. Also it would be beneficial to our Electrical Engineering program which still needs further development, to be commensurate and competitive with similar programs in the state and across the country.

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.

Our student learning can be enhanced by familiarizing students with the latest trends, techniques, and technologies in the field. So, this course will be expected to strengthen understanding of the latest developments in electric power engineering areas. An additional benefit of this course is that it will provide critical assessment data so that we can improve our current core classes.
How will the effect of the change be monitored in ongoing program assessment? Students' review on how the proposed new course is beneficial and useful will be performed at some chapter examinations and the final examination. Also the achievements of similar courses offered by other university will be reported and discussed.
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The addition of this course will not affect other departments.

ELEG 3203 Renewable Energy Technology course description

Dr. Bullock,

The following is the course description of the new course:

An introduction and comprehensive overview of renewable energy technology. Topics include distributed generations and renewable energies including wind power, solar power, fuel cells and hydropower. Emphasis will be placed on basic concepts, operation principles and economics of existing and emerging renewable energy technologies.

The hardcopy of the new syllabus is in your mailbox.

Thanks,

Jung-Uk Lim

DEPARTMENT OF ELECTRICAL ENGINEERING
ELEG 3203 – Renewable Energy Technology

1- Department, number, and title of course:
Electrical Engineering,
ELEG 3203,
Renewable Energy Technology

2- Instructor Information:
Dr. Jung-Uk Lim
Office: Corley 258
Phone: (479) 498-6046
Email: jlim@atu.edu
Website: http://faculty.atu.edu/jlim/Teaching.html
Office Hours:

3- Course Designation:
Elective

4- Course (catalog) Description:
Prerequisites: ELEG 2113 – Electric Circuits 2 (See attached)
Recommend two power engineering courses:
ELEG 3153 (Electrical Machines) and ELEG 3163 (Electric Power Systems)

5- Textbook:
Gil Masters, *Renewable and Efficient Electric Power Systems*, 2004, Wiley-IEEE Press.
No references are required. Instead, lecture notes will be provided for additional reference.

6- Justification/Rationale for the course:
This course introduces the students to the technological basics on renewable energy and distributed generation. This course also discusses fundamentals of electric power industry and economics of distributed generation and renewable energy. The objective of this course is to provide theoretical foundations on the latest electric energy technology.

7- Course learning outcomes/expected performance criteria:
The successful student will be able to

1. Understand the global energy situations and relevant economic and environmental issues.
2. Learn about the development of today's electric power industry including the regulatory and historical evolution of the industry.
3. Understand how distributed generation systems work and evaluate the economic attributes of the distributed generation technology.
4. Understand how three representative renewable energy systems such as wind power systems, solar systems and photovoltaic systems are utilized to generate and to store electrical power.

8- Topics covered:

1. Fundamentals of electric power
2. General overview of electricity demand and supply, and industry structure
3. Distributed generation technologies for increased efficiency
4. Economics of distributed resources
5. The wind resource and wind generation systems
6. The solar resource and solar array systems
7. Photovoltaic Systems

9- Class/Laboratory schedule:

3 lecture sessions per week, 50 minutes per session

10- Contribution of course to meeting the requirements of curriculum (Criterion 5):

Engineering topics – 3 credit hours.

11- Relationship of Course to Program Outcomes (S-Strong, M-Medium, W-Weak):

a	b	c	d	e	f	g	h	i	j	K
S	S	M		S		W				M

S – Strong M – Medium W – Weak

12- Evaluation Methods:

Attendance - 15%
Two Mid-term Examinations – 50%
Homework - 10%
Final Exam - 25%

The final grade will be calculated as follows:
= (Your Attendance and Participation Score / Total Attendance Score) * 15
+ (Your Total Chapter Exam Score / Total Score of Chapter Exams Score) * 50
+ (Your Homework Score / Total Homework Score) * 10
+ (Your Final Exam Score / Total Final Exam Score) * 25

13- Assessment:

A: 90 – 100% / B: 80 – 89% / C: 70 – 79% / D: 60 – 69% / F: Below 60%

14- Course Policies:

Absence Policy*: Absence for participation in recognized university activities, properly certified personal illness, or recognized emergency may be excused. In order excuse an absence, it should be notified beforehand and/or its evidence should be provided. The following equation will be used to calculate the attendance scores in the final grade:

For total n absences over the semester,

(3-n) % for $\mathbf{0 \leq n \leq 14}$, (+): rewarded or (-): penalized.

F for $\boldsymbol{n \geq 15}$ due to too many absences.

Academic Dishonesty Policy*: Cheating or plagiarism is not tolerated and repercussions will range from a grade of zero on the assignment to expulsion from the university.

Academic Misconduct Policy*: Disruption of teaching is not tolerated and repercussion will range from a verbal warning to expulsion from the class.

Make-up Tests: Make-up tests will be administered by appointment and only for excused absences. Tests must be taken within 6 weekdays of the original date of the test.

*Please refer to the *Student Handbook* on the university website and the *Faculty Handbook* for definitions and clarification of these policies.

15- Person who prepared this description and date of preparation:
Jung-Uk Lim, 2012 Fall

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Parks, Recreation, and Hospitality Administration

DATE SUBMITTED: October 1, 2012

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. Cathi McMahan	Cathi McMahan	10/01/12
Dean Dr. William Hoefler	Willy Hoefler	10-1-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tammy Edwards	10/1/12
Vice President for Academic Affairs Dr. John Watson		

Course Subject: RP	Course Number: 1001
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Orientation to Recreation and Park Administration	
Mode of Instruction: (check appropriate box) ■ 01_Lecture/ ☐02_Lecture/Laboratory/ ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ ☐98_Other	
Effective Term: ☐ Spring ■ Summer I	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours? Y / N How many times? No	
Does this course require a fee? How much? Type of fee? No	

■Elective ☐Major ☐Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: None	Co-requisites: None
Course Description (as you want it to appear in the catalog): Orientation to the university and recreation and park administration as a profession. Exploration of successful student and career paths. This course may be taken in place of TECH 1001.	
Grading ■Standard Letter ☐P/F ☐Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: a. Course subject, number and title b. 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. 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 serve as an introduction to university life and the field of recreation and park administration.	
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. As such it will provide students a place to development scholarly interests while they explore aspects of becoming a professional.	
How will the effect of the change be monitored in ongoing program assessment. The percentage of the students who have taken the course and remain in the major will be compared with the percentage of students who remain in the major who have not taken the course.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. Course should have minimal effect on other departments.	

RP 1001 Orientation to Recreation and Park Administration

Dept. of Parks, Recreation and Hospitality Administration
Arkansas Tech University

Fall 2013; 1 credit

Instructor: Dr. Glen Bishop
Office: 204 Williamson
Phone: (479) 964-3228
Fax: (479) 968-0600
email: gbishop@atu.edu

Catalog Course Description:

Orientation to the university and recreation and park administration as a profession. Exploration of successful student and career paths. This course may be taken in place of TECH 1001.

Purpose:
This course serves as an introduction the university and recreation and park administration for majors and other students who may have an interest in the field.

Goals:
This course examines several questions:

What student behaviors lead to success?
What resources are available on campus to help students be successful?
How do students use Blackboard to achieve academic success?
What career paths are available are typical for students who graduate with a degree in recreation and park administration?
How do these career paths match my interests?

Recreation and Park Administration Program Mission Statement:

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

Required Texts:

Stevens, C. A., Murphy, J. F., Allen, R. R., & Sheffield, E. A. (2010). *A Career with meaning: Recreation, parks, sport management, hospitality, and tourism.* Champaign, IL: Sagamore.

Toft, D. & Ellis, D. (2010). *BAMS: The essential guide to becoming a master student.* Belmont, CA: Wadsworth.

Student Evaluation:
Student understanding of the topics which are the focus of the course will be assessed by:

1. Course discussions
2. Student reports describing university resources
3. Quizzes
4. Meetings with faculty advisors
5. Report on career direction
6. Planning semesters for the future.

Course Outline:

Week 1:
Course overview
Week 2:
Strategies for success
GPA and College terms
Week 3:
Time and Money
Read and noting for understanding and success
The art of testing

Week 4: Careers in Recreation and Park Administration
Commercial

Week 5: Careers in Recreation and Park Administration
Nonprofit

Week 6: Careers in Recreation and Park Administration
Government

Week 7: Careers in Recreation and Park Administration
Therapeutic Recreation
Turf Management
Interpretation
The RPA Curriculum
Week 8:
Academic Advising
Week 9:
The library is your friend
Week 10:
How to prepare the paper
Week 12
Career services
Week 13:
Health Services
Week 14:
Until we meet again next semester

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of Emergency Management

DATE SUBMITTED:

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. Sandy Smith	Sandy M Smith	10-1-12
Dean Dr. Hoefler	Willy Hoefler	10-1-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	Tammy Rhodes	10/1/12
Vice President for Academic Affairs Dr. Watson		

Course Subject: ~~Legal issues in emergency management~~ EAM	Course Number: 4083
Cross-listed with Subject: N/A	Course Number:
Official Title (Limited to 30 characters including spaces): **Introduction to Legal Issues in Emergency Management**	
Mode of Instruction: (check appropriate box) ☐_Lecture/ ☐02_Lecture/Laboratory/ ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ ☐ 98 **X Online**	
Effective Term: **X**☐ Spring ☐ Summer I	If course is required by major/minor, how frequently will course be offered? N/A
Is this course repeatable for additional earned hours? Y / **No** How many times?	
Does this course require a fee? How much? Type of fee? **No**	

X Elective ☐Major ☐Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: EAM 1003 & EAM 1013	Co-requisites:
Course Description (as you want it to appear in the catalog): **Prerequisites EAM 1003 and 1013 or consent of professor. This course allows students to become familiar with key, basic legal issues in each phase of emergency management – preparedness, mitigation, response and recovery. And at each level of government – local, state, federal, and international. Interaction between the government, private and volunteer sectors will also be addressed from a legal perspective. Students will become familiar with the fundamental legal concepts with which emergency managers need to be equipped.**	
Grading **X** Standard Letter ☐P/F ☐Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: a. Course subject, number and title b. Course description as to appear in catalog c. Course goals and/or objectives d. Course outline e. Methods of student performance assessment and evaluation f. Course bibliography, reading list, and /or listing of other instructional media	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. **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 proposal supports the Tech mission in that it encourages the scholastic development of Emergency Management students. The course assignments also address integrity and professionalism in general and specific to the practice of emergency management. One of the specific course objectives is to provide a solid educational foundation that encourages life-long learning to students who take the course. Also, students will learn to communicate more effectively, think critically, and develop ethical perspectives.**	
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. **Legal challenges are faced daily by those in the field of emergency management. Important basic legal issues that arise in every phase of emergency management at the local, state and national level will be explored. Upon graduation from the emergency management program, students need to understand basic legal issues in order to recognize and avoid potential problems, and to identify situations that require legal counsel.**	
How will the effect of the change be monitored in ongoing program assessment? **There will be pre-course, post-course tests to assess student learning of important course topics and key concepts. Also there will be a pre-unit and post-unit test for each section to assess student knowledge of unit objectives and key topics. Also a Blackboard survey will be completed by students as another assessment of student learning. The survey will help determine if the students mastered the critical course material.**	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. **N/A**	

Course Guide
Emergency Management

COURSE NUMBER: EAM 4083 -TC1

COURSE TITLE: Introduction to Legal Issues in Emergency Management

INSTRUCTOR: Beth Gray, Associate Professor
Dean Hall, 107c
402 West O St.
Russellville, AR 72801-2222
(479) 968-0698 Office
egray3@atu.edu

COURSE DESCRIPTION:

Prerequisites EAM 1003 and 1013 or consent of professor. This course allows undergraduate students to become familiar with key, basic legal issues in each phase of emergency management – preparedness, mitigation, response and recovery. And at each level of government – local, state, federal, and international. Legal interaction between the government, private and volunteer sectors will also be addressed. Students will become familiar with the fundamental legal concepts with which emergency managers need to be equipped.

REQUIRED READING MATERIAL FOR COURSE

No text required for this course. Reading material and research will be provided by the professor via Blackboard and email.

JUSTIFICATION

Legal challenges are faced daily by those in the field of emergency management. Important basic legal issues that arise in every phase of emergency management at the local, state and national level will be explored. Upon graduation from the emergency management program, students need to understand basic legal issues in order to recognize and avoid potential problems, and to identify situations that require legal counsel.

COURSE OBJECTIVES/LEARNING GOALS

By the end of this course, and a year or more after this course, students will:

- understand the importance of key legal issues in emergency management.
- remember the defining characteristic of key legal issues and laws covered during the course.
- be able to find and utilize legal resources for emergency managers.
- consider legal implications in decision making in all phases of emergency management.
- be able to knowledgeably and objectively discuss laws, legal issues, and their implications with others.
- be able to self-direct their learning – determine what else they need and want to learn about legal issues and plan for continued learning.

COURSE POLICIES

Course Access

This is an on-line course. Students must have computer access to take this course. Students must factor in technology challenges as part of time management - lack of computer access or computer problems will not excuse students from completing their coursework in a timely manner.

E-Mail Correspondence

In all e-mails to the professor, in the "Subject Line," list the course number and, if applicable, the name or number of the assignment.

Also, be sure that your name is somewhere on the email *and* on any attached assignment.

Assignment Completion

Exercises and Responses must be received by the due date and time. If you have not made arrangements **prior** to the due date, late assignments will be given a reduction in points. Any assignment that is more than one week late or will not be accepted.

10 mins. – 1 day	10 % reduction
2 days – 4 days	25 % reduction
5 days – 1 week	50 % reduction
> 1 week	0%

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, a student fails to complete and turn in assignments and fails to respond to the professor's emails, the student will be referred to the Tech Early Warning Program. If the student is unresponsive to further attempts at contact by the professor, the student will be dropped from the course by the professor with an administrative "F" for excessive absences or non-performance.

Campus Policy

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech now has a very lenient withdrawal policy which eliminates the deadlines for receiving a "WP" (withdrawn with passing) or "WF" (withdrawn with failing) and has extended the period for withdrawing with just a "W" until almost the end of the semester.

Academic Misconduct

Emergency Managers are entrusted with crucial responsibilities, and must strive to gain and maintain the trust of those they serve. It is important to act and perform in an honest, conscientious, and professional manner in all endeavors.

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

COURSE ASSESSMENT

Assignments	Points
Assignments 1 thru 10 (50 pts. each)	500
Mid-term	250
Final	250
Total	1,000

Percent	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

Effort and Substance

The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course.

If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research.

The purpose is for the student to develop thinking skills – intellectual activity versus memorization or searching cutting and pasting. Throughout the course the student will be asked to use critical, practical, and creative thinking, which will be significantly more beneficial than memorizing or copying material and forgetting it shortly thereafter.

Grammar, Punctuation, and Spelling

Effective communication is a critical part of emergency management. In order to convey important ideas and information effectively in writing, it is important to use complete sentences, proper grammar correct spelling and punctuation. Proper written communication will be considered in addition to the substantive content of all assignments.

COURSE CONTENT

Assignments

The Assignment Schedule is shown in Attachment A.

The assignments will be posted on Blackboard under the Assignments tab or submitted to the student via email.

Assignment completion will consist of the following steps:

- Complete the reading assignment(s).
- Answer the assignment questions.
- Complete a thorough, concise summary of the reading assignment(s).
- Give a description of what you consider to be the most important concept from the reading(s).
- Respond *substantively* to *at least* one other student's posting. (The student response to another student's posting will consist of appropriate comments, thoughts or related ideas branching from that posting.)
    - *It is important to note that students, who otherwise do well in the course, sometimes forget this critical part of the assignment. Because we do not meet in a traditional classroom setting, Discussion Board provides the vehicle to facilitate the interaction necessary to fully benefit from a course of this nature. Note that responses are worth more than a quarter of each assignment's points.*

The sample format for the assignment postings is shown in Attachment B. The sample can be used as a template and then copied and pasted into the Blackboard Discussion Board area. Steps to make an assignment posting are:

- Click on Discussion Board in the Control Panel
- Click on the assignment/unit number. For example: Assignment #1
- Click on Add New Thread
- Type or copy and paste your assignment into the Message box. PLEASE DO NOT JUST ATTACH YOUR ASSIGNMENT AS A DOCUMENT, because that adds an unnecessary step for classmates and the professor in reviewing the posting.

The grading rubric for the assignments is listed below:

Assignment Grading Rubric	
Answers (effort, substance, grammar, spelling and punctuation)	15 points
Summary (effort, substance, grammar, spelling and punctuation)	10 points

Interaction with Other Student(s)/Participation(effort, substance, grammar, spelling and punctuation)	15 points
Overall Quality (effort, substance, grammar, spelling and punctuation)	10 points

Midterm

The Midterm will be comprehensive and may consist of a project, critical analysis, short answer, essay, technical writing, multiple choice, matching, true/false. Instructions will be provided at the time the Midterm is assigned.

Final Project

The Final will be comprehensive and may consist of a project, critical analysis, short answer, essay, technical writing, multiple choice, matching, true/false. Instructions will be provided at the time the Midterm is assigned.

Self-Assessment

The student may be asked to complete a self-assessment rubric, which will be provided by the professor toward the end of the course. The student will add at least one criterion to the rubric, provide any additional comments, and submit the rubric to the professor.

BLACKBOARD HELP

For help using Blackboard go to http://etech.atu.edu/ and click on "Help Desk" then "FAQs – Students" or go to http://elearn.atu.edu/ for further information call 479-964-0646 or toll free at 866-400-8022.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of Agriculture

DATE SUBMITTED: 10/1/2012

REQUEST FOR COURSE ADDITION ANSC 3021 – Livestock Selection & Evaluation

Title	Signature	Date
Department Head	Malcolm R. Rainey	9-28-12
Dean	Willy Haeffer	9-28-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tammy Edwards	10/1/12
Vice President for Academic Affairs		

Course Subject: ~~ANSC~~ AGAS	Course Number: 3021
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Livestock Selection & Eval.	
Mode of Instruction: (check appropriate box) ☐ 01_Lecture/ ☐ 02_Lecture/Laboratory/ ☑ 03_Laboratory only/ ☐ 05_Practice Teaching/ ☐ 06_Internship/Practicum/ ☐ 08_Independent Study/ ☐ 10_Special Topics/ ☐ 12_Individual Lessons/ ☐ 13_Applied Instruction/ ☐ 16_Studio Course/ ☐ 17_Dissertation Research/ ☐ 18_Activity Course/ ☐ 98_Other	
Effective Term: ☑ Spring ☐ Summer I	If course is required by major/minor, how frequently will course be offered? **Once annually (Fall semester)**
Is this course repeatable for additional earned hours? **N** How many times?	
Does this course require a fee? **YES** How much? **$20** Type of fee? **Lab fee**	

☑Elective ☑Major ☐Minor
If major or minor course, you must complete the Request for Program Change form.

Prerequisites:	Co-requisites:
AGAS 1014 – Principles of Animal Science AGAS 2083 – Feeds and Feeding	

Course Description (as you want it to appear in the catalog):

This course is offered as a study in livestock selection according to desirable characteristics for cattle, swine, sheep, goats, and poultry. Evaluation criteria are presented according to industry standards for species' breeds and expected market production. Students will be expected to develop safe handling practices with live animals.

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

For the proposed course, attach a syllabus that includes:

a. Course subject, number and title
b. 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.

Resources for the laboratory component of the class will need to be purchased. Resources will include: livestock handling equipment (i.e., trim/blocking chutes & lamb tables) and grooming supplies (i.e., clippers, clipper blades, scotch combs, and adhesive sprays).

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

Classroom resources needed for this course are currently available on the ATU Farm (i.e., livestock handling facilities and classroom).

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

3021

In keeping with the University Mission, a course in livestock selection and evaluation (AGAS ~~3022~~) is expected to further support the "nurturing [of] scholastic development, integrity and professionalism" of students majoring in Agricultural Education (please see rationale in the next section). Additionally, AGAS ~~3022~~ would enhance the department's delivery of "first quality education services" (Strategic Planning Goal #1) by aligning the Agricultural Education program of study with expected career needs. Thus, student success (Goal #2) in their future profession should be improved through better preparation as university partnerships with private sectors are strengthened (Goal #4) through student exposure on field trips, which should serve to effectively market the university (Goal #5) in new ways.

3021

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.

A need exists to expand the breadth of content for development of Arkansas agriculture educators. Program changes have been proposed to eliminate a course in entomology due to an absence of secondary agriculture courses or FFA contests in Arkansas that involve entomology. However, content in livestock evaluation would benefit preservice development for teaching in agriculture classes (i.e., Survey of Ag Systems, Animal Science, and Biological Animal Science) and supervising agricultural experiences (e.g., livestock entrepreneurship projects). Likewise, other reputable institutions (e.g., University of Missouri, University of Arkansas, and Oklahoma State University) have previously justified similar course offerings.

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

This course will be included in the Department of Agriculture program review every 5 years. Course assessment is analyzed through student enrollment, performance, and evaluation. Instruction of the course will be supported through the peer evaluation process currently in use at Arkansas Tech University. Finally, as a required course for students majoring in Agricultural Education, the course will also be reviewed in the overall Teacher Certification Report during the accreditation review process.

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

No affect is expected for other departments.

AGAS 3021

Livestock Selection & Evaluation

ARKANSAS TECH UNIVERSITY
Department of Agriculture

Contact Information

Justin Killingsworth, Assistant Professor
123E Dean Hall
E-mail: justinkillingsworth@atu.edu

Office Phone: (479) 880-4230
Dept. Phone: (479) 968-0251
Office Hours: TBD

Times and Locations

Thursday 1:00pm-3:00pm (ATU School Farm)

Course Description

This course is offered as a study in livestock selection according to desirable characteristics for cattle, swine, sheep, goats, horses, and poultry. Evaluation criteria are presented according to industry standards for species' breeds and expected market production. Students will be expected to develop safe handling practices with live animals.

Required Textbooks-

1. Herren, Ray V. (2010). The art and science of livestock evaluation (1st ed.). Cengage Learning. ISBN-10: 1428335927 ISBN-13: 9781428335929

Course Objectives

Through experiential learning experiences, projects, assignments and examinations, students will demonstrate the following:

- Review livestock characteristics as desired in meat, dairy, and poultry markets.
- Detail ideal characteristics and seedstock with superior genetics from major breeds in cattle, swine, sheep, goats, and poultry.
- Develop skill in evaluating livestock according to market and breed characteristics.
- Justify selection criteria through verbal presentation of reasons.
- Review nutritional requirements for cattle, swine, sheep, goats, and poultry.
- Discuss ethical considerations in feeding and caring for livestock.
- Select and feed appropriate rations for livestock.
- Develop skill in handling livestock prior to and during exhibition (e.g., halter-breaking, leading, and showmanship for a steer).
- Identify market trends in meat, dairy, and poultry markets.

Course Outline

Week	Content
1	• Introduction to the Course • Orientation to the ATU School Farm • Assignment of Project Animal
2	• Review of Feeds & Feeding Content • Ration Formulation Lab
3	• Ethics in Feeding Show Projects • Show Animal Nutrition Exam
4	• Breed Characteristics for Beef Cattle • Beef Exhibition Practices
5	• Breed Characteristics for Sheep • Field Trip to Pope Co. Fair
6	• Breed Characteristics for Meat Goats • Sheep & Goat Exhibition Practices
7	• Breed Characteristics for Swine • Swine Exhibition Practices
8	• Breed Characteristics for Chickens and Turkeys
9	• Breed Characteristics for Dairy Cattle • Dairy Cattle & Goat Exhibition Practices
10	• Breed Characteristics for Dairy Goats • Showmanship Clinic
11	• Developing Oral Reasons • Mock Judging Contest
12	• Oral Reason Presentations • Market Steer Project Show
13	• Current Trends in Livestock • Market Animal Commodity Market
14	• Managing a Livestock Exhibition • Field Trip to Tyson facility
15	• Reflective Discussion of Steer Project • Review for Final Exam

Grading Policy

Course Assignments	Points
Assigned Activities	
Livestock Evaluation with Reasons Presentation	75
Showmanship Demonstration	75
Live Animal Project	100
Formal Assessments	
Show Animal Nutrition Exam	100
Final Exam	100
Attendance / Unannounced quizzes	50
TOTAL	**500**

A = 89.5-100%
B = 79.5-89.4%
C = 69.5-79.4%
D = 59.5-69.4%
F = 59.4% or below

Professionalism

Agricultural educators are professionals guided by specific values and engaging in particular behaviors. These values and behaviors include respect, cooperation, active participation, intellectual inquiry, punctuality, and regular attendance. In addition to what you know and can do, you will be evaluated on your growth as a professional. Professional characteristics on which you will be judged include punctuality, attendance, collegial attitude, and participation. Because this course relies extensively on discussion and other class interactions, attendance is crucial to your success and that of your classmates. If you are ill or an emergency occurs, contact your instructor ***prior*** to the scheduled class time; otherwise, your attendance and participation are firm expectations.

Toward this effort, the following **professional expectations** exist:

1. Come to class every day. Absences must be eliminated due to the short duration of the course. ***Unexcused absences will lower your grade.*** Pre-arranged absences will only be excused if the instructor deems the reason to be valid. Absences due to illness or injury will be excused by a doctor's note. Please see the attendance policy listed below.
2. Arrive to class on time. As prospective professionals you are expected to be punctual. ***Unexcused tardies will lower your grade.*** Please see the tardy policy listed below.
3. Actively participate in the class and laboratory activities.
4. Tobacco products are not allowed at any time in the classroom or laboratory.
5. Appropriate dress is required while in the laboratory. Appropriate dress is interpreted as closed toed, closed shoes or boots. A 100% long pants or lab coat. Additionally long hair should be held back by a cap or some other means.

6. Positive leadership and interpersonal relationships are encouraged. Disrespect toward your instructors, fellow students, or resource people will not be tolerated.
7. At times, the instructors must evaluate professionalism subjectively.

Class Absences

- Students who miss two classes are sent a warning letter and are dropped from the class upon the third absence. For emergency absences please refer to the Arkansas Tech University Webpage under the *Student Services* link (www.atu.edu).

Plagiarism and Other Academic Misconduct

- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to the disciplinary sanction outlined in the current *Arkansas Tech Undergraduate Catalog*.
- Plagiarism is defined as "to take and use ideas, passages, etc. from another's work representing them as one's own". (*Random House Webster's Dictionary*).

Disability Information

Information concerning accommodation may be obtained from Disability Services located in Bryan Hall Suite #103 on the ATU campus. The website address to learn more about these services is http://www.atu.edu/testing/. IT IS THE STUDENT'S RESPONSIBILITY TO REGISTER WITH AND NOTIFY DISABILTY SERVICES FOR ACCOMODATION PURPOSES. No accommodation will be made in lieu of individual disabilities without communication from Disability Services to the Professor.

ALL STUDENTS ARE EXPECTED TO COMPLY WITH THE ATU CODE OF CONDUCT. (DETAILED IN STUDENT HANDBOOK)

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Agriculture Department

DATE SUBMITTED: 10/1/2012

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	Malcolm L Laney	9-27-12
Dean	Wally Haeffler	9-28-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tammy Reeder	10/1/12
Vice President for Academic Affairs		

Course Subject: AGAS	Course Number: 3933
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Animal Breeding and Genetics	
Mode of Instruction: (check appropriate box) ■ 01_Lecture/ ☐02_Lecture/Laboratory/ ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ ☐98_Other	
Effective Term: ■ Spring ☐ Summer I	If course is required by major/minor, how frequently will course be offered? Every fall semester
Is this course repeatable for additional earned hours? Y / ■ How many times?	
Does this course require a fee? No How much? Type of fee?	

☐Elective ☐Major ■Minor
If major or minor course, you must complete the Request for Program Change form.

Prerequisites:	Co-requisites:
AGAS 1014 and BIOL 1014 or Higher	

Course Description (as you want it to appear in the catalog):
Basic principles of Mendelian and quantitative genetics as they apply to the improvement of farm animals. Selection, inbreeding, crossbreeding and their application to the improvement of beef cattle, dairy cattle, swine, horses and poultry as well as the genetic control of coloration and defects in cattle and horses are included.

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

For the proposed course, attach a syllabus that includes:

a. Course subject, number and title
b. 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.

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?
The Agriculture Business Pre-Veterinary Option provides an educational opportunity to students in our geographical region preparing them to apply to regional Colleges of Veterinary Medicine. It also supports and promotes the historic foundation of Arkansas Tech University which is Agriculture. This combination supports and serves two vital areas of need in our geographical area and will foster education and encourage life-long learning. Additionally the program supports the Universities Strategic Plan by offering a new program that is considered necessary by the Agriculture Industries in our region.

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 course will be required for both the Pre-veterinary and Animal Science Options. Currently the Pre -vet students are taking Genetics BIOL 3034 which covers some of the same topics needed however it does not cover animal breeding which is an

important concept required for vet school and needed by the animal science students.
How will the effect of the change be monitored in ongoing program assessment? There will be no change in the ongoing program assessment.
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

Animal Breeding and Genetics
AGAS 3993 3933

Instructor: Dr. Alvin Williams
Email: awilliams37@atu.edu
Phone: (479) 356-6251
Office: 124 D Dean Hall

Lectures: TBD

Office Hours: TBD

Course Description: Basic principles of Mendelian and quantitative genetics as they apply to the improvement of farm animals. Selection, inbreeding, crossbreeding and their application to the improvement of beef cattle, dairy cattle, swine, horses and poultry as well as the genetic control of coloration and defects in cattle and horses are included. Prerequisite: AGAS 1014, BIOL, 1014 or higher, or consent of the instructor.

Course Objective:

1. Understand the principles of Mendelian genetics, segregation, recombination and mutation as they apply to the inheritance of qualitative characters (coat colors and spotting patterns) and genetic defects in farm animals.
2. Understand the traits of importance to the livestock industry, and the concepts of the inheritance of these traits such as heritability, repeatability, estimation of breeding values (EPDs, PTAs), accuracy (reliability) of breeding values, response to selection, correlated response to selection.
3. Be able to understand the effects of inbreeding and crossbreeding on populations, to be able to calculate inbreeding coefficients from pedigrees, to evaluate expected heterosis from crossbreeding systems and to design effective crossbreeding systems.
4. Be able to evaluate genetic information from performance testing programs and beef and dairy cattle sire summaries and to explain the current genetic evaluation procedures used in the swine, poultry and equine industries.

Course Textbook: Animal Genetics - The Science of Animal Breeding (F.A.Crew)

Course Material: (order of material along with additional material subject to change by instructor)

1. Genetics nomenclature.
2. Physical Structure of the Gene
3. Mendelian Genetics
4. Mutations and suppressors
5. Statistical or Quantitative genetics
6. Equine Coat Color Genetics
7. Genetic Disorders in Cattle
8. Dairy Cattle Genetics
9. Poultry Genetics
10. Swine Genetics
11. Crossbreeding and inbreeding
12. Population Genetics
13. Transgenic Animals
14. Selection and its effect on Animal Performance
15. Cloning

Grading System:

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

You will earn your grade according to the following course requirements:

Item	Points
Final Exam	100
Up to 20 Assignments or Activities (10-50 each)	0-200
2 to 4 Mid-Term Exams (100 each)	200-400
	400-800

The course requirements listed above are tentative and may be changed by the instructor at any time. Minimum requirements for some or all of the grades may be lowered at the discretion of the instructor.

Exams: Two to four mid-term exams will be given along with a final. Once you leave the classroom you are finished with the exam and cannot return without the instructor's permission. Once any person has finished a test or left the room no other tests will be handed out. No exemptions will be made for the final exam. **You are allowed to answer your exam in anything other than purple or red ink.** A non-programmable calculator is acceptable for the exam if calculations need to be performed. Calculators used for exams must be a standalone device, that is to say, calculators on cell phones, PDAs, or other electronic devices are **NOT** permitted during the test. Any programmable calculators, cell phones, PDA's or other forbidden electronic devices **USED OR SEEN** during an exam will qualify as cheating and will be treated in the manner listed in the academic misconduct/dishonesty section of the syllabus. **DO NOT TAKE OUT YOUR CELL PHONE TO CHECK THE TIME OR TO TURN OFF THE RINGING, AS ANY VISUAL SIGNS WILL VOID YOUR TEST SCORE.** No other notes, material or technology may be used during exams unless specifically authorized by the instructor. All exams should be considered comprehensive of all material covered prior to the exam.

Only excused absences are acceptable for missing a midterm exam:

- University activity with letter
- incapacitating illness with doctor's letter
- funeral with funeral program

Excused absences must arrange an alternative test time before the test, if possible, or at least notify instructor before the test. Only in the most extreme emergency situation would you not be able to call me or send an email by test time to say that you will be unable to take the test as scheduled. If that should happen you will be instructed to contact the instructor as soon as possible after the test to schedule your makeup exam. A midterm exam missed because of an excused absence must be made up within 72 business hours after the scheduled exam otherwise the missed exam will be considered unexcused and a grade of zero will be assigned. Instructor reserves the right to give a different test for makeup.

Class Participation and Behavior: You are encouraged to actively participate by asking questions and offering comments during class. In most cases your questions and comments will be helpful to the entire class. You are asked to abide by the following rules to maintain a good learning environment for everyone.

1) No disruptive behavior and no talking when the instructor or other students are conducting class.

2) Turn off cell phones and other devices that make noise in class.
3) Pay attention to all announcements made in class.
4) Do not leave class or begin gathering your belongings until class is dismissed.

If for any reason you are asked to leave class, you are not allowed to return that day and an absence will be recorded. If you are asked to leave again, the teacher reserves the right to refuse entry back into the classroom. If you are refused entry, you will be dropped from the class and will not be allowed into the class until the next semester offered.

Bonus Points: The instructor may, at his discretion, offer opportunities for bonus points. These may occur in the form of unannounced activities in class or optional exercises. Should they occur these points will be added to the students earned point total but will not be added to the required point total for the course. If you are not present during the bonus point activity, the activity **cannot** be made up.

Assignments or Activities: All assignments are due during class on the day indicated in class. Late assignments **may or may not** be accepted at the instructor's discretion at the beginning of the next class but with a cost of 10% of the points. No points will be given after the beginning of the next class period. Activities that are done during class cannot be made up.

Class Attendance: Attendance will be taken on a daily basis. You are responsible for material and announcements made in class. Thus the following allowances and consequences will be put in place. Tardiness will be recorded for anybody showing up after attendance is taken. Three tardies will count as one absence. The enforcement of attendance is at the discretion of the instructor.

Numbers or missed days	Consequence
0-4 days	No effect
5-8	Lose one letter off final grade
8-12	Lose two letters off final grade
More than 12	F is given for the final grade

Academic Misconduct/Dishonesty: Academic misconduct and academic dishonesty will not be tolerated in this course. University policy will be followed for any such incident. Academic dishonesty in this course is defined as cheating and/or assisting with cheating on an exam or homework, plagiarism, unauthorized possession of examinations, falsification of records, reading or attempting to read another student's answer, communicating with another person while a quiz or exam is in progress, and the use of books, notes, or any other materials not authorized during a quiz or exam. Academic misconduct or dishonesty will result in a grade of zero for the quiz,

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Agriculture Department

DATE SUBMITTED: 10/1/2012

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	Malcolm R Rainey	10-1-12
Dean	Wally Haaf	10-1-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tommy Woods	10/1/12
Vice President for Academic Affairs		

Course Subject: AGBU	Course Number: 4073
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Commodity Risk and Futures	
Mode of Instruction: (check appropriate box) ☒ 01_Lecture/ ☐02_Lecture/Laboratory/ ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ ☐98_Other	
Effective Term: ☒ Spring ☐ Summer I	If course is required by major/minor, how frequently will course be offered? Every Spring semester.
Is this course repeatable for additional earned hours? Y /(N) How many times?	
Does this course require a fee? No How much? Type of fee?	
☐Elective ■Major Minor	

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

Prerequisites:	Co-requisites:
AGBU 1013, 2063, and 2073, or consent of instructor	

Course Description (as you want it to appear in the catalog):
Prerequisite: AGBU 1013, 2063, and 2073, or consent of instructor. An introductory study of grain and livestock futures markets, options, and their relationship to the cash market. Lecture three hours.

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

For the proposed course, attach a syllabus that includes:

a. Course subject, number and title
b. 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.
No

How does this proposal support the University Mission or University Strategic Planning Goals?
The addition of the Commodity Risk and Futures course (AGBU 4073) enhances our course offerings in the Agri-Business area. This proposed course will provide students an educational opportunity and skill used by most Agri-Business firms to reduce risks in the volatile markets. It serves our geographical region and meets the needs of local and national Agricultural Businesses. This combination supports and serves two vital areas of need in our geographical area and will foster education and encourage life-long learning. Additionally the program supports the Universities Strategic Plan by offering a new program that is considered necessary by the Agriculture Industries in our region.

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.
With the Proposal for Change in Program which increases the number of required courses for a degree in Agriculture Business as well as the Proposal for New Program in Agriculture Business and Feed Mill Management Option the course provides another tool or knowledge base for the students in the Agriculture Business program and improves their marketability. The Commodity Risk and Futures course is a critical component of the Feed Mill Management Option.

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

New assessment criteria will be added to account for the new program option in Feed Mill Management that will include this course because it is a critical resource for this program.
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. No other departments will be affected.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Agriculture Department

DATE SUBMITTED: 10/3/2012

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	Malcolm R. Rainey	10-3-12
Dean	Willy Haefler	10-3-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tammy Edwards	10/11/12
Vice President for Academic Affairs		

Course Subject: AGBU	Course Number: 4153
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Computers in Agriculture	
Mode of Instruction: (check appropriate box) ■ 01_Lecture/ ☐02_Lecture/Laboratory/ ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ ☐98_Other	
Effective Term: ☐ Spring ■ Summer I	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours? Y / ■	How many times?
Does this course require a fee? How much? Type of fee? NO	

☐Elective ■Major ■Minor
If major or minor course, you must complete the Request for Program Change form.

Prerequisites:	Co-requisites:
AGBU 1013 Principles of Agriculture Business, AGBU 2063 Principles of Agriculture Macroeconomics and AGBU 2073 Principles of Agriculture Microeconomics	

Course Description (as you want it to appear in the catalog):
Prerequisite: ~~AGBU 1013, 2063, and 2073, or consent of instructor.~~ An introduction to the use of Microsoft Office, especially Excel, and the different price information sources in the agriculture field. Lecture three hours.

AGBU 1013, AGBU 2063, AGBU 2073, and Coms 1003 or consent of instructo

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

For the proposed course, attach a syllabus that includes:

a. Course subject, number and title
b. 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.
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?
The Computers in Agriculture that is proposed will provide an educational opportunity to students in our geographical region and meet the needs of local and national Agricultural Businesses. It also supports and promotes the historic foundation of Arkansas Tech University which is Agriculture. This combination supports and serves two vital areas of need in our geographical area and will foster education and encourage life-long learning. Additionally the program supports the Universities Strategic Plan by offering a new program that is considered necessary by the Agriculture Industries in our region.

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.
The Agriculture Advisory Board suggested increased computer skills as they relate to Agriculture Business.

How will the effect of the change be monitored in ongoing program assessment? There will no change in the assessment of the program.
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. No other departments are affected.

Computers in Agriculture
AGBU 4153
Fall 2012

Instructor: Dr. Molly Brant
Email: mbrant@atu.edu
Phone: (479) 968-0634
Office: 123A Dean Hall

Lectures: online

Office Hours:
Monday and Wednesday: 11 am - noon and 1 pm - 3 pm
Thursday: 9:30 am - 12:30 pm **
Friday: 11 am - noon
** On 9-11-12, 10-9-12, 11-13-12, and 12-4-12, I will be coming in on Tuesday from 10 am - noon and 1 pm - 2 pm instead of Thursday's scheduled office hour time.

The door is always open so please feel free to stop by if you need assistance or would like to chat. If you would like to guarantee a block of time, please send an email or call to set up an appointment.

Catalog Description of Course: Prerequisite: AGBU 2063 , 2073, and COMS 1003 or consent. An application of the Microsoft Office programs in agriculture. Using Excel to forecast prices, make charts, and see trends in quantities and prices.

Course Objectives: This course is designed to

- Expose the students to business applications of computer programs, specifically Excel.
- Assist students in understanding the changes and underlying causes to agricultural prices and movements.
- Specifically understand price indexing and it application to agricultural prices.
- Understand charts and graphs that visually explain price movements.

Course Textbook: None required. We will rely solely on notes and computer problems.

Grading System:

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

Grades are not given in the class. You will earn your grade according to the following course requirements:

Item	Points
Final Exam	150
2 In-class tests (100 each)	200
22 assignments or Activities (50 each)	1100
	1450

Exams: Two exams will be given and must be submitted on Blackboard. Calculators on cell phones, PDAs, or other electronic devices are **NOT** permitted during the test. Any programmable calculators, cell phones, PDA's, or other forbidden electronic devices **USED OR SEEN** during an exam will qualify as cheating and will be treated in the manner listed in the academic misconduct/dishonesty section of the syllabus. Do not take out your cell phone to check the time or to turn off the ringing as any visual signs will void your test score. No other notes, material or technology may be used during exams unless specifically authorized by the instructor. All exams should be considered comprehensive of all material covered prior to the exam. On examination days, you can receive a test until 10 minutes after class starts or until the first person turns in their test, whichever event happens first. If you are going to be later than 10 minutes, you need to let the instructor know before the exam starts. Please contact me immediately if you have issues with the test.

Only excused absences are acceptable for missing a midterm exam:

- university activity with letter
- incapacitating illness with doctor's letter
- funeral with funeral program

Excused absences must arrange an alternative test time before the test, if possible, or at least notify instructor before the test. Only in the most extreme emergency situation would you not be able to call me or send an email by test time to say that you will be unable to take the test as scheduled. If that should happen you will be instructed to contact the instructor as soon as possible after the test to schedule your makeup exam. A midterm exam missed because of an excused absence must be made up within 72 business hours after the scheduled exam otherwise the missed exam will be considered unexcused and a grade of zero will be assigned. Instructor reserves the right to give a different test for makeup.

Class Participation and Behavior: You are encouraged to actively participate by asking questions and offering comments during class. In most cases your questions and comments will be helpful to the entire class. You are asked abide by the following rules to maintain a good learning environment for everyone:

1) No disruptive behavior and no talking when the instructor or other students are conducting class.
2) Turn off cell phones and other devices that may make noise during class.
3) Pay attention to all announcements made in class.
4) Do not leave class or begin gathering your belongings until class is dismissed.

If for any reason you are asked to leave the class, you are not allowed to return that day and an absence will be recorded. If you are asked to leave again, the teacher reserves the right to refuse entry back into the classroom. If you are refused entry, you will be dropped from the class and will not be allowed into the class until the next semester offered.

Blackboard: Your grades, announcements, and discussions will be posted on Blackboard. You will be blocked from further discussion and sent to the appropriate campus group if you resort to name calling, bashing, or any other form of misconduct. All assignments and tests will be submitted on Blackboard.

Assignments or Activities: All assignments are to be submitted on Blackboard. All instructions/write-ups will be given on Blackboard. Please do not wait until the last moment to submit your assignment as others may choose to do the same or Blackboard may be down. I will be unable to handle the amount of emails/submissions on my ATU email account and thus will not grade items submitted that way. We will cover submission information and Blackboard set-up on the first day of class information.

Grades: Grades will be kept current on Blackboard. Please refer there for your information. Send me an email if you have questions about your scoring.

Class Attendance: Attendance will be taken on a daily basis. You are responsible for all material covered and announcements made in class. Thus the following allowances and consequences will be put in place.

Number of missed days	Consequence
0-4	No effect
5-8	Lose one letter off final grade
More than 9	Lose two letters off final grade

Academic Misconduct/Dishonesty: Academic misconduct and academic dishonesty will not be tolerated in this course. University policy will be followed for any such incident. Academic dishonesty in this course is defined as cheating and/or assisting with cheating on an exam or homework; plagiarism; unauthorized possession of examinations; falsification of records; reading or attempting to read another student's answer, or communicating with another person while a quiz or exam is in progress; and the use of books, notes, or any other materials not authorized during an exam or quiz. In addition, talking to another student during a quiz or exam will be viewed as dishonesty. Academic misconduct or dishonesty will result in assignment of a grade of zero for the quiz, exam, homework, or paper involved; or such other disciplinary actions as are appropriate under university policy. Unless otherwise clearly stated in the assignment, all assignments are to be done by the individual student and not by a "group effort." ***If you have questions about this, please ask the instructor.***

Academic Accommodations: If any member of the class feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and Disability Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at some point before, during or immediately after the first scheduled class period.

Tammy Rhodes

From: Malcolm Rainey Jr
Sent: Thursday, October 11, 2012 1:29 PM
To: Tammy Rhodes
Subject: RE: AGBU 4153
Attachments: image001.jpg

It should be AGBU 1013, 2063, 2073 and COMS 1003

Sorry do I need to do something else

From: Tammy Rhodes
Sent: Thursday, October 11, 2012 12:20 PM
To: Malcolm Rainey Jr
Cc: Susan Morris
Subject: AGBU 4153

Dr. Rainey:

In the course addition form for AGBU 4153, Computers in Agriculture, the prerequisite in the proposal and in the course syllabi differ. Molly's syllabi has AGBU 2063, 2073, and COMS 1003. The proposal has AGBU 1013, 2063, and 2073.

Which should I correct? Thanks.

Tammy

Tammy Rhodes, Registrar
Arkansas Tech University
Office of the Registrar
Doc Bryan Student Services Building, Suite 153
1605 Coliseum Drive
Russellville, AR 72801-2222

Email: trhodes@atu.edu
Telephone: 479.968.0643
Fax: 479.968.0683

Visit us on-line at www.atu.edu

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Agriculture Department

DATE SUBMITTED: 10/1/2012

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head	Malcolm R. Rainey	9-27-12
Dean	Wally Haafer	9-28-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tammy Knuckles	10/1/12
Vice President for Academic Affairs		

Course Subject: AGAS	Course Number: 2083
Cross-listed with Subject:	Course Number:

Official Title
Feeds and Feeding

Request to change: (check appropriate box)
- ■ Course Number
- ☐ Title
- ■ Course Description
- ☐ Cross-list
- ☐ Prerequisite/Co-requisite
- ☐ Grading
- ☒ Fee add $20 lab fee, per email from Dr. Rainey
- ☐ Other _____

NOTES: These changes will become effective in the Summer I Term of the new catalog year.
If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number : 2084
New Course Title (Limited to 30 characters including spaces):
New Course Description: Principles of animal nutrition, characteristics of feed ingredients, feeding strategies and formulation of rations for farm animals. Lecture 3 hours, laboratory two hours.
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 (list all, as you want them to appear in the catalog):
New Co-requisite (list all, as you want them to appear in the catalog):
☐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 course is required for both the Pre-veterinary and Animal Science Options. The addition of a lab will allow for a more in-depth look at feed ingredients and identification, feed and forage analysis, and use of ration balancing software.
How will the effect of the change be monitored in ongoing program assessment? There will be no change in program assessment.
If this course will affect other departments a Departmental Support Form for each affected department must be attached. No other department is affected.

FEED AND FEEDING
AGAS 2084
Spring 2013

Instructor: Dr. Alvin Williams
Email: awilliams37@atu.edu
Phone: (479) 968-0634
Office: 123D Dean Hall

Lectures: Time and Place- TBA

Lab: Time and Place TBA

Office Hours: TBA

Catalog Description of Course: Prerequisites: AGAS 1014, CHEM 1114, or consent of instructor. Principles of animal nutrition, characteristics of feed ingredients, feeding strategies, and formulation of rations for farm animals. Lecture three hours.
4.000 Credit hours
3.000 Lecture hours
1.000 Lab hours

Course Textbook: Livestock Feeds and Feeding 6th Edition (Kellums and Church)

Course Material (order and testing along with additional material subject to change by instructor)

Digestion
Rumen Fermentation
Test1
Nutrient Digestion and Metabolism
Energy Measurement and Utilization
Test 2
High Energy Feedstuffs
Protein Feedstuffs
Test 3
Roughages
Ration Formulation
Final Test

Grading System:

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

You will earn your grade according to the following course requirements:

Item	Points
Final Exam	100
Up to 10 Assignments or Activities (10-50 each)	0-200
2 to 8 Mid-Term Exams (50-100 each)	200-400
	400-750

The course requirements listed above are tentative and may be changed by the instructor at any time. Minimum requirements for some or all of the grades may be lowered at the discretion of the instructor.

Labs: Labs will be held on Tuesday from 1:00 to 2:50 PM. Labs may be held at various sites it is the responsibility on the student to determine where the labs will be and make arrangement to be there. Participation points may be given for attendance and participation in labs. **If you miss a lab for any reason that lab cannot be made up and any points awarded for that lab will be lost.** Be aware that clothing suitable for inclement weather conditions will be necessary in certain labs, so dress accordingly. Improper dress is not an excuse for non-participation.

Exams: Two to four mid-term exams will be given along with a final. Once you leave the classroom you are finished with the exam and cannot return without the instructor's permission. Once any person has finished a test or left the room no other tests will be handed out. No exemptions will be made for the final exam. **You are allowed to answer your exam in anything other than purple or red ink. Please write both large and legible, answers that I can not easily read will be counted wrong.** A non-programmable calculator is acceptable for the exam if calculations need to be performed. Calculators used for exams must be a stand alone device, that is to say, calculators on cell phones, PDAs, or other electronic devices are **NOT** permitted during the test. Any programmable calculators, cell phones, PDA's or other forbidden electronic devices **USED OR SEEN** during an exam will qualify as cheating and will be treated in the manner listed in the academic misconduct/dishonesty section of the syllabus. **DO NOT TAKE OUT YOUR CELL PHONE TO CHECK THE TIME OR TO TURN OFF THE RINGING, AS ANY VISUAL SIGNS WILL VOID YOUR TEST SCORE.** No other notes, material or technology may be used during exams unless specifically authorized by the instructor. All exams should be considered comprehensive of all material covered prior to the exam.

Only excused absences are acceptable for missing a midterm exam:

- university activity with letter
- incapacitating illness with doctor's letter
- funeral with funeral program

Excused absences must arrange an alternative test time before the test, if possible, or at least notify instructor before the test. Only in the most extreme emergency situation would you not be able to call me or send an email by test time to say that you will be unable to take the test as scheduled. If that should happen you will be instructed to contact the instructor as soon as possible after the test to schedule your makeup exam. A midterm exam missed because of an excused absence must be made up within 72 business hours after the scheduled exam otherwise the missed exam will be considered unexcused and a grade of zero will be assigned. Instructor reserves the right to give a different test for makeup.

Class Participation and Behavior: You are encouraged to actively participate by asking questions and offering comments during class. In most cases your questions and comments will be helpful to the entire class. You are asked to abide by the following rules to maintain a good learning environment for everyone. Extra credit maybe given at anytime for class participation.

1) No disruptive behavior and no talking when the instructor or other students are conducting class.
2) Turn off cell phones and other devices that make noise in class.
3) Pay attention to all announcements made in class.
4) Do not leave class or begin gathering your belongings until class is dismissed.

If for any reason you are asked to leave class, you are not allowed to return that day and an absence will be recorded. If you are asked to leave again, the teacher reserves the right to refuse entry back into the classroom. If you are refused entry, you will be dropped from the class and will not be allowed into the class until the next semester offered.

Bonus Points: The instructor may, at his discretion, offer opportunities for bonus points. These may occur in the form of unannounced activities in class or optional exercises. Should they occur these points will be added to the students earned point total but will not be added to the required point total for the course. If you are not present during the bonus point activity, the activity **can not** be made up.

Assignments or Activities: All assignments are due during class on the day indicated in class. Late assignments **may or may not** be accepted at the instructor's discretion at beginning of the next class but with a cost of 10% of the points. No points will be given after the beginning of the next class period. Activities that are done during class can not be made up.

Class Attendance: Attendance will be taken on a daily basis. You are responsible for material and announcements made in class. Thus the following allowances and consequences will be put in place. Tardiness will be recorded for anybody showing up after attendance is taken. Three tardies will count as one absence. The enforcement of attendance is at the discretion of the instructor.

Numbers or missed days	Consequence
0-4 days	No effect
5-8	Loss of one letter off final grade
8-12	Loss of two letters off final grade
More than 12	F is given for the final grade

Academic Misconduct/Dishonesty: Academic misconduct and academic dishonesty will not be tolerated in this course. University policy will be followed for any such incident. Academic dishonesty in this course is defined as cheating and/or assisting with cheating on an exam or homework, plagiarism, unauthorized possession of examinations, falsification of records, reading or attempting to read another student's answer, communicating with another person while a quiz or exam is in progress, and the use of books, notes, or any other materials not authorized during a quiz or exam. Academic misconduct or dishonesty will result in a grade of zero for the quiz, exam, homework, or paper involved; or such other disciplinary actions as are appropriate under university policy.

Academic Accommodations: If any member of the class feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and Disability Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at some point before, during or immediately after the first scheduled class period.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Agriculture Department

DATE SUBMITTED: 10/1/2012

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head	Malcolm A. Rainey	9-27-12
Dean	Wally Haaften	9-28-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tammy Edwards	10/1/12
Vice President for Academic Affairs		

Course Subject: AGPS	Course Number: 3024
Cross-listed with Subject:	Course Number:
Official Title Forage Crops and Pasture Management	
Request to change: (check appropriate box) ■ Course Number ☐ Title ■ Course Description ☐ Cross-list ☐ Prerequisite/Co-requisite ☐ Grading ☒ Fee remove existing lab fee, per email from Dr. Rainey ☐ Other _____	
NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

New Course Number : 3023

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

New Course Description: Selection, culture, production, distribution and uses of pasture and forage plants; management problems in hay and silage; emphasis on utilization and improvement of pasture. Lecture 3 hours

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 (list all, as you want them to appear in the catalog):
No change

New Co-requisite (list all, as you want them to appear in the catalog):

☐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 course is required by the Animal Science Option students. The request to remove the lab because all of the material can be covered in a lecture setting. The lack of support for appropriate equipment is also a reason for this request as well as trying to remain within the 120 hours.

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

There will be no change in the assessment of the program.

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

No other department is affected by the requested changes.

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Agriculture Department

DATE SUBMITTED: October 1, 2012

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

Title	Signature	Date
Department Head	Malcolm R. Rainey	9-27-12
Dean	Willy Heefner	9-28-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tammy Rhodes	10/10/12
Vice President for Academic Affairs		

Program Title: BS-Agriculture Business	Effective Date: Fall 2013

Outline change in program and attach curriculum matrix:
Currently the Agriculture Business Degree option has 22 hours of upper level electives required to complete the degree.
The objective of the change is to increase the number of required courses and expand the knowledge base of our Ag Business graduates.
Required course additions include: AGBU 3133 Intermediate Agricultural Macroeconomics, AGBU 4043 Appraisal of Farm Real Estate, AGBU 4053 ~~Agriculture Price Analysis~~ Computers in Agriculture, AGBU 4063 Agriculture Investments. These courses are already being taught as elective classes. ~~Additionally, we will require a new course developed by EAM and taught this fall called Logistics EAM 4993~~. A new Ag Business course has been developed called Commodity Risk and Futures AGBU 4073 that will also be required. That is an addition of 18 hours of required courses leaving 4 hours of upper level Ag electives to complete the BS degree in Agriculture Business with Business Option.

What impact will the change have on staffing, on other programs and space allocation?
There will be no additional staffing or space allocations required for these changes.

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. At this time Ag Business majors have the opportunity to take 22 hours of non- directed upper level Ag electives and based on our reviews of other Ag Business programs in the state (U of A, ASU, and SAU) none permitted as much variation in their curriculum as we currently allow. Based on this information we are requesting these program changes to improve the competiveness of our students by providing increased direction in their degree option and also assist students if transferring or heading to graduate school.
If this course will affect other departments a Departmental Support Form for each affected department must be attached. Find attached the Departmental support Form for EAM.
In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

Fall Start Curriculum Matrix for Catalog Curriculum in Agriculture Business (enter title for program changing)	
Freshman Fall Semester Add/Change: No Changes Delete: Total Hours:15	Freshman Spring Semester Add/Change: No Changes Delete: Total Hours:16
Sophomore Fall Semester Add/Change: No Changes Delete: Total Hours:16	Sophomore Spring Semester Add/Change: No Changes Delete: Total Hours:16
Junior Fall Semester Add/Change: AGBU 3133 Intermediate Agricultural Macroeconomics	Junior Spring Semester Add/Change: AGBU 4063 Agriculture Investments and AGBU 4013 Agriculture Marketing

No Changes Delete: 3hours of Agriculture Electives Total Hours:16	 Delete:6 hours of Agriculture Electives Total Hours:14
Senior Fall Semester Add/Change: AGBU 4153 ~~4053 Agricultural Price Analysis~~ (Computers in Agriculture), ~~FAIM 4393 Logistics~~ and AGBU 4043 Appraisal of Farm Real Estate Delete: ~~6~~ 3 hours of Agriculture Electives and AGBU 4013 Agricultural Marketing Total Hours:12	Senior Spring Semester Add/Change: AGBU 4073 Commodity Risk and Futures Delete: 3 hours of Agriculture Electives Total Hours:15

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in Agriculture Business (enter title for program changing)	
Freshman Spring Semester Add/Change: No Changes Delete: Total Hours:14	Freshman Fall Semester Add/Change: No Changes Delete: Total Hours:17
Sophomore Spring Semester Add/Change: No Changes Delete: Total Hours:16	Sophomore Fall Semester Add/Change: No Changes Delete: Total Hours:16

Junior Spring Semester Add/Change: AGBU 4063 Agriculture Investments and AGBU 4013 Agricultural Marketing Delete:6 hours of Agriculture Electives Total Hours:14	Junior Fall Semester Add/Change: AGBU 3133 Intermediate Agricultural Macroeconomics No Changes Delete: 3 hours of Agricultural electives Total Hours:16
Senior Spring Semester Add/Change: AGBU 4073 Commodity Risk and Futures Delete: 3 hours of Agriculture Electives Total Hours:15	Senior Fall Semester Add/Change: AGBU 4153 ~~4053 Agricultural Price Analysis~~ (Computers in Agriculture), ~~EAM 4333 Logistics~~ and AGBU 4043 Appraisal of Farm Real Estate Delete: ~~6~~ 3 hours of Agriculture Electives and AGBU 4013 Total Hours:12
Total Program Hours__120_____	

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Department of Emergency Management	This department ☑ supports ☐ does not support the change.
Comments: The Agriculture Department is requesting your support for the inclusion of your EAM 4993 Logistics course as a required course in the Agriculture Business Curriculum and options which include: Animal Science, Feed Mill Management (new option)	

Department Head Signature: Nancy N Smith

Date: 6-28-12

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Agriculture Department

DATE SUBMITTED: 10/1/2012

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

Title	Signature	Date
Department Head	Malcolm R. Rainey	9-27-12
Dean	Willy Hagler	9-28-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tammy Woods	10/1/12
Vice President for Academic Affairs		

Program Title: Agriculture Business Animal Science Option (a)	Effective Date: Fall 2013
Outline change in program and attach curriculum matrix: Add AGAS 3933 Animal Breeding and Genetics to the required program of study for the Agriculture Business Animal Science Option.	
What impact will the change have on staffing, on other programs and space allocation? None	
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 course will be required for both the Pre-Veterinary and Animal Science Options. Currently the Pre-Vet students are taking Genetics BIOL 3034 which covers some of the same topics needed however it does not cover animal breeding which is an important concept required for vet school and needed by animal science students.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached.	
In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)	

Fall Start Curriculum Matrix for Catalog Curriculum in Agriculture Business Animal Science Option	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Delete 1 hour of electives Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: AGAS 3933 Animal Breeding and Genetics Delete: Delete 2 hours of electives Total Hours:

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in Agriculture Business Animal Science Option	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: 1 hour of electives Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: AGAS 3933 Animal Breeding and Genetics Delete: 2 hours of electives Total Hours:
Total Program Hours_____	

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Agriculture Department

DATE SUBMITTED: 10/1/2012

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

Title	Signature	Date
Department Head	Malcolm R. Rainey	9-27-12
Dean	Willy Hoagland	9-28-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Program Title: Agriculture Business Animal Science Option (b)	Effective Date: Fall 2013
Outline change in program and attach curriculum matrix: The request is to add a lab to AGAS 2083 which is to become AGAS 2084 Feeds and Feeding also Remove the lab from AGPS 3024 Forage Crops and Pasture Management it would become AGPS 3023	
What impact will the change have on staffing, on other programs and space allocation? There will be no impact on staffing or other program and space allocations.	
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 both courses are currently required for the Animal Science Options and the Feeds and Feeding is required for the pre-vet option as well. The addition of a lab for Feeds and Feeding will allow for a more in-depth look at feed ingredients and identification, feed and forage analysis, and use of ration balancing software. The removal of the lab for AGPS 3024 helps to maintain our hours to 120 and labs for that class were hard to fill and lacked support to provide equipment to keep it current.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. No other departments will be affected by these changes.	

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

Fall Start Curriculum Matrix for Catalog Curriculum in Agriculture Business Animal Science Option	
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: AGAS 2084 Feeds and Feeding Delete: AGAS 2083 Feeds and Feeding Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete:	Senior Spring Semester Add/Change: AGPS 3023 Forage Crops and Pasture Management Delete: AGPS 3024 Forage Crops and Pasture Management

Total Hours:	Total Hours:

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in Agriculture Business Animal Science Option	
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: AGAS 2084 Feeds and Feeding Delete: AGAS 2083 Feeds and Feeding Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete:	Senior Fall Semester Add/Change: AGPS 3023 Forage Crops and Pasture Management Delete: AGPS 3024 Forage Crops and Pasture Management

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Agriculture Department

DATE SUBMITTED: 10/1/2012

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

Title	Signature	Date
Department Head	Malcolm R. Laurie	9-27-12
Dean	Willy Hagler	9-28-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tammy Woods	10/1/12
Vice President for Academic Affairs		

Program Title: Agriculture Business Pre-Veterinary Option	Effective Date: Fall 2012
Outline change in program and attach curriculum matrix: Add AGAS 3933 Animal Breeding and Genetics to the required program of study and remove the BIOL 3034 Genetics from the program of study for the Pre-Vet option.	
What impact will the change have on staffing, on other programs and space allocation? None	
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 course will be required for both the Pre-Veterinary and Animal Science Options. Currently the Pre-Vet students are taking Genetics BIOL 3034 which covers some of the same topics needed however it does not cover animal breeding which is an important concept required for vet school and needed by animal science students.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached.	

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

Fall Start Curriculum Matrix for Catalog Curriculum in Agriculture Business and Pre-veterinary option	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: AGAS 3933 Animal Breeding and Genetics Delete: BIOL 3034 Genetics Total Hours:
Senior Fall Semester Add/Change: Delete:	Senior Spring Semester Add/Change: Delete:

Total Hours:	Total Hours:

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in Agriculture Business and Pre-Veterinary option	
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: AGAS 3033 Animal Breeding and Genetics Delete: BIOL 3034 Genetics Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete:	Senior Fall Semester Add/Change: Delete:

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department ☒ supports ☐ does not support the change.
Biology	

Comments: The Ag. department would like to remove Biology 3034 from the Ag Business Pre-Veterinary option and add An Animal Science course AGAS 3933 Animal Breeding and Genetics,

Department Head Signature: Charlie Hagen

Date: 9-26-12

Arkansas Tech University
PROPOSAL FOR NEW PROGRAM OPTION

TO: Curriculum Committee

FROM: Agriculture Department

DATE SUBMITTED: October 15, 2012

REQUEST FOR NEW PROGRAM (Addition of Major, Option or Minor)

Title	Signature	Date
Department Head	Malcolm R. Rainey	9-27-12
Dean	Willy Heafler	9-28-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Tammye Lucas	10/1/12
Vice President for Academic Affairs		

Program Title: Agriculture Business Feed Mill Management Option	CIP Code: 01.0102
Contact Person: Malcolm R. Rainey Arkansas Tech University Dean Hall Room 123 402 West O Street Russellville, AR 72801 mraineyjr@atu.edu 479-968-0251	Proposed Date: Fall 2013

Program Summary: (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information)

The Agriculture Department is submitting this proposal for the addition of the Agriculture Business Feed Mill Management Option based on recommendations from Tyson, OK Foods and Cargill as well as the Agriculture Departments Advisory Board. According to these industries there is a need for individuals that have the knowledge and desire to feed animals,

manage people, facilities and logistics.

The baccalaureate degree program in agri-business integrates the discipline of agriculture, business, accounting, economics, and finance. Emphasis is placed on management directed toward the farm business and agri-business firms. The Feed Mill Management Option focuses on the feeding, nutrition, logistics, risk management involved in commercial feed mill management. All sectors of Animal Agricultural are business entities and each sector feeds animals for different purposes. Therefore this program is designed to give students a broad overview of Agriculture a deep understanding of the business aspect and a comprehension of how to feed, manage and implement a risk management program for purchasing commodities and managing a feed mill.

The only additional course to be developed and offered would be the AGBU 4073 Commodity Risk and Futures. The remaining courses required for this option are currently offered within the Animal Science Option and the Department of Emergency Management. The addition of this option will not have an additional cost associated with it. No new faculty, resources, facilities or equipment will be required to implement this new option.

List existing degree programs that support the proposed program:

Agriculture Business Degree, Animal Science Option and Emergency Management

Need for the Program: (Survey data on student interest in the program (numbers not percentages), job availability, corporate demands, and employment/wage projections). Focus mostly on state needs. As an attachment, include letters of support from organizations and businesses that can speak to number of job vacancies, whether the degree will provide opportunities for job advancement, increase in wages based on additional education, etc.)
Currently in the south east there is only one such program offered and it is located in North Carolina. Additionally Tyson Foods is the largest provider of human protein in the world and the largest feed manufacture in the United States and they are headquartered in Springdale Arkansas. The suggestion to implement this program originated in the Ag Advisory Board meeting from a Human Resource Officer with Tyson Foods and supported by a second member of the advisory board representing Cargill also an international producer and marketer of food. Based on these recommendations we seek to implement this program.

Curriculum Outline by Semester
Fall 2013

Total number of Semester Hours Required for Graduation:	Courses currently offered via distance technology:
120	None

List New Courses (Please attach New Course Proposals):

AGBU 4073 Commodity Risk and Futures

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

General Education Courses: English 1013 & 1023, US History/ Government (3hrs.), Social Science (6hrs.), Fine Arts/ Humanities (6hrs.)

General Education and Major Courses: Biology 1014, Chemistry 1113/1111, Math 1113, Speech 2173, Accounting 2003, Legal Environment of Business BLAW 2033,

Major Courses: Agriculture Orientation AGBU 1001, Principles of Animal Science AGAS 1014, Feeds & Feeding AGAS 2083, Principles of Crop Science AGPS 1003,Agricultural Waste Management AGEG 3413, Livestock and Poultry Nutrition AGAS 4203, Poultry Management AGAS 3303, Poultry Processing and Product Technology AGAS 3333, Principles of Agriculture Business AGBU 1013, Principles of Agriculture Macroeconomics AGBU 2063, Principles of Microeconomics AGBU 2073, Career Development in Agriculture AGBU 3213, Agri-Business Management AGBU 4003, Agriculture Marketing ABGU 4013, Agriculture Finance AGBU 4023, Agriculture Policy AGBU 4033, Agriculture Price Analysis AGBU 4053, Agriculture Investments AGBU 4063, Agriculture Farm Management AGED 4003, Logistics EAM 4993, Commodity Risk and Futures AGBU 4073, Agriculture Internship I & II AGBU 3993 & 4993

Program Admission Requirements:
None

How does this proposal support the University Mission or University Strategic Planning Goals? Attach a detailed assessment plan including specific learning objectives and means to assess each objective.

The Agriculture Business (Feed Mill Management Option) that is proposed will provide an educational opportunity to students in our geographical region and meet the needs of local and national Agricultural Businesses. It also supports and promotes the historic foundation of Arkansas Tech University which is Agriculture. This combination supports and serves two vital areas of need in our geographical area and will foster education and encourage life-long learning. Additionally the program supports the Universities Strategic Plan by offering a new program that is considered necessary by the Agriculture Industries in our region.

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

In the Department of Agriculture, there are seven faculty members contributing to the proposed Agriculture Business (Feed Mill Management Option).

MOLLY BRANT (Associate Professor) earned her Ph.D. from Kansas State University in 2005 and has been a full time faculty member since the fall of 2005.

JIM COLLINS (Professor) earned his Ph.D. from Louisiana State University in 1982 and has been a full time faculty member since the fall of 1983.

MIKE FAIRBANKS (Assistant Professor) earned his Ph.D. from the University of Arkansas in 2002 and has been a full time faculty member since the fall of 2007

RANDY RENFRO (Assistant Professor) earned his M.S. from the University of Arkansas in 1983 and has been a full time faculty member since the fall of 1993

ALVIN WILLIAMS earned his DVM from Oklahoma State University in 1981 and has been a visiting Instructor since the spring of 2009.

MALCOLM RAINEY (Professor) earned his Ph.D. from Mississippi State University in 1988 and has been a full time faculty member since the fall of 2010.

JUSTIN KILLINGSWORTH (Assistant Professor) earned his Ph.D. from the University of Missouri in 2012 and has been a full time faculty member since the fall of 2011.

JIMMY O. BAILEY (Assistant Professor) earned his M.S. from Arkansas Tech University in 2009 and has been a full time faculty member since the fall of 2010.

Total number of faculty required (existing and new)
For new faculty members include expected credentials/experience and hire date
No new faculty will be required for the addition of this new program.

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

Description of Resources
Current Library and instructional facilities Current library and instructional facilities are adequate.
New Resources Required (include costs and acquisition plan): No new resources are required for the addition of this new program.
New Program Costs (Expenditures for first three years of program operation) There are no new cost are associated with the addition of the Agriculture Business Feed Mill Management Option. Include: New administrative costs New faculty New library resources and costs New/renovated facilities and costs New instructional equipment and costs Distance delivery costs Other new costs

October 1, 2012

Cargill

Thad Hinkle
Cargill Pork
104 South Boulder
Russellville, AR 72801

To whom it may concern:

It has been brought to my attention that the Arkansas Tech University Agriculture Department is proposing a Feed Mill Management option in the existing Agriculture Business major. I enthusiastically support the addition of this new option for students in the department.

I am a 1989 graduate of ATU with an agricultural business degree. After 23 years in the agricultural industry I can fully appreciate and understand the need for more students to have a much broader agricultural business background. While this degree would prepare students for careers with multiple agriculture companies, feed mill management fits a very specific need within Cargill Incorporated which operates two feed mills in Arkansas and four feed mills within Cargill Pork. Cargill Feed & Nutrition and Cargill Premix & Nutrition represent an organization of more than 16,000 employees at more than 250 facilities in 36 countries, serving customers in more than 100 countries.

A curriculum in feed mill management, nutrition, and ingredient merchandising is especially important and timely given the challenges facing the global agriculture economy. The need for a safe and stable food production system, coupled with the increased production of biofuels, has created a situation where the demand for feed ingredients has never been higher in United States history. Considering projected global population growth, there is no doubt that the agriculture industry will continue to be asked to provide safe and nutritious proteins for the world. Sixty percent or greater of the cost of protein production is feed stuffs and as the cost of ingredients continues to climb, the demand for engaged, imaginative, and creative people to pursue careers in agriculture is critical for the success of Cargill, and the industry as a whole.

I believe this program, and others like it, will serve as a model that separates the agriculture department from its competitors and makes ATU students stand out when it comes to competing for job opportunities in the future.

Sincerely,

Thad Hinkle
Cargill Pork LLC
Operations Manager

Malcolm Rainey Jr

From: McDaniel, Kevin <kmcdaniel@okfoods.com>
Sent: Wednesday, September 26, 2012 12:15 PM
To: Malcolm Rainey Jr
Subject: FW: Program Proposal
Attachments: Curriculum matrix in Agriculture Business feed mill management Option.doc; AGBU Feed Mill Managemnet program_addition.doc

Dr. Rainey,
I have forwarded this on to our Director of HR and she will be contacting you. We are very interested and would like to participate.

Kevin McDaniel
VP-Production
OK Farms

From: Esters, Brian
Sent: Wednesday, September 26, 2012 10:31 AM
To: McDaniel, Kevin
Subject: Fw: Program Proposal

From: Malcolm Rainey Jr [mailto:mraineyjr@atu.edu]
Sent: Wednesday, September 26, 2012 10:29 AM
To: Esters, Brian
Subject: FW: Program Proposal

Good morning Mr. Esters,

I have attached the curriculum matrix and program proposal. The program proposal has a part that I have highlighted which is what needs to be addressed in the letter. I don't know if these will help but the Program is Agriculture Business Feed Mill Management Option includes the following major courses:

- Principles of Animal Science
- Feeds and feeding
- Livestock and Poultry Nutrition
- Poultry Management
- Poultry Processing and Product Technology
- Principles of Crop Science
- Agriculture Waste Management
- Principles of Agriculture Business
- Principles of Agriculture Macroeconomics
- Principles of Agriculture Microeconomics
- Agri-Business Management
- Agriculture Marketing
- Agriculture Finance
- Agriculture Policy
- Agriculture Price Analysis
- Agriculture Investments
- Agriculture Farm Management

Assessment Plan

Arkansas Tech University

Major-AP-AGRI-Agriculture Business (BS)

Major-AP-AGRI-Agriculture Business (BS)

Learning Objective: P&Q relationship

Price and Quantity Relationship

Learning Objective Type: Learning Objective
Start Date: 08/15/2007
Learning Objective Status: Active

Means of Assessment

Assessment Measure	Criterion for Success	Schedule	Active
AGBU 1013: test score (test 3) AGBU 2063: test score (test 1) AGBU 2073: test score (test 1)	50% of class score a C or better and 25% of class score B or better		Yes

Assessment Measure Category:
Program - Course Embedded Measure

Related Courses

- AGBU1013 - PRIN OF AGRICULTURAL BUS
- AGBU2063 - PRIN/AGRI MACROECONOMICS
- AGBU2073 - PRIN/AGRI MICROECONOMICS

Learning Objective: Elasticities

Elasticities and their applications

Learning Objective Type: Learning Objective
Start Date: 08/15/2007
Learning Objective Status: Active

Means of Assessment

Assessment Measure	Criterion for Success	Schedule	Active
AGBU 1013: test score (test 2) AGBU 2063: test score (test1) AGBU 2073: test score (test 3)	50% of students make a C or better and 25% of students make a B or better		Yes

Assessment Measure Category:
Program - Course Embedded Measure

Related Courses

- AGBU1013 - PRIN OF AGRICULTURAL BUS
- AGBU2063 - PRIN/AGRI MACROECONOMICS
- AGBU2073 - PRIN/AGRI MICROECONOMICS

Learning Objective: Curves

Creation of supply and demand curves

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment

Assessment Measure	Criterion for Success	Schedule	Active

Means of Assessment			
Assessment Measure	**Criterion for Success**	**Schedule**	**Active**
AGBU 1013: test score (test 3) AGBU 2063: test score (test 1) AGBU 2073: test score (test 3) **Assessment Measure Category:** Program - Course Embedded Measure	50% of students make a C or better and 25% of students make a B or better		Yes

Related Courses

- AGBU1013 - PRIN OF AGRICULTURAL BUS
- AGBU2063 - PRIN/AGRI MACROECONOMICS
- AGBU2073 - PRIN/AGRI MICROECONOMICS

Learning Objective: Curve shifters

Supply and demand shifters and effects

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment			
Assessment Measure	**Criterion for Success**	**Schedule**	**Active**
AGBU 1013: test score (test 3) AGBU 2063: test score (test 1) AGBU 2073: test score (test 3) **Assessment Measure Category:** Program - Course Embedded Measure	50% of students make a C or better and 25% of students make a B or better		Yes

Related Courses

- AGBU1013 - PRIN OF AGRICULTURAL BUS
- AGBU2063 - PRIN/AGRI MACROECONOMICS
- AGBU2073 - PRIN/AGRI MICROECONOMICS

Learning Objective: Federal Reserve System

Knowledge of the Federal Reserve System and methods of monetary manipulation

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment			
Assessment Measure	**Criterion for Success**	**Schedule**	**Active**
Test 2 in AGBU 2063, Principles of Agricultural Macroeconomics **Assessment Measure Category:** Program - Course Embedded Measure	80% of class score a "C" or better 50% of class score "B" or better	This class is taught once a year.	Yes

Related Courses

- AGBU2063 - PRIN/AGRI MACROECONOMICS
- AGBU4033 - AGRICULTURAL POLICY

Learning Objective: Economic thought

Knowledge of various schools of economic thoughts (Keynesian, Classical, Monetarism, etc.) regarding the manipulation of the US economy through the use of monetary and fiscal policy

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment

Means of Assessment			
Assessment Measure	**Criterion for Success**	**Schedule**	**Active**
Test 4 from AGBU 2063, Principles of Agricultural Macroeconomics **Assessment Measure Category:** Program - Course Embedded Measure	80% of class scores a "C" or better 50% of class scores a "B" or better	This class is taught once a year.	Yes

Related Courses

- AGBU2063 - PRIN/AGRI MACROECONOMICS
- AGBU4033 - AGRICULTURAL POLICY

Learning Objective: Monetary and Fiscal Policy

Understand how the use of monetary and fiscal policies impact the areas of unemployment, inflation, government debt, and international trade

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment			
Assessment Measure	**Criterion for Success**	**Schedule**	**Active**
Test 3 from AGBU 2063, Principles of Agricultural Macroeconomics **Assessment Measure Category:** Program - Course Embedded Measure	80% of class scores a "C" or better 50% of class scores a "B" or better	This course is taught once a year.	Yes

Related Courses

- AGBU2063 - PRIN/AGRI MACROECONOMICS
- AGBU4033 - AGRICULTURAL POLICY

Learning Objective: Policy impact US

Understand how the use of monetary and fiscal policy will impact US agriculture and those individuals in the agricultural field

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment			
Assessment Measure	**Criterion for Success**	**Schedule**	**Active**
Final paper in AGBU 4033 **Assessment Measure Category:** Program - Course Embedded Measure	90% of the class score 85% or better on final paper	This course is taught once a year in the Fall.	Yes

Related Courses

- AGBU2063 - PRIN/AGRI MACROECONOMICS
- AGBU4033 - AGRICULTURAL POLICY

Learning Objective: Business structure

Business structure differences and implications on production levels

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment			
Assessment Measure	**Criterion for Success**	**Schedule**	**Active**

Means of Assessment			
Assessment Measure	**Criterion for Success**	**Schedule**	**Active**
AGBU 2073 test 4 and AGBU 4013 test 2 **Assessment Measure Category:** Program - Course Embedded Measure	50% of class make C or better while 25% of class make B or better		Yes

Related Courses

- AGBU2073 - PRIN/AGRI MICROECONOMICS
- AGBU4013 - AGRICULTURAL MARKETING

Learning Objective: Contract options

Contract options including hedging

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment			
Assessment Measure	**Criterion for Success**	**Schedule**	**Active**
AGBU 4013 test 3 **Assessment Measure Category:** Program - Course Embedded Measure	50% of class make C or better while 25% of class make B or better		Yes

Related Courses

- AGBU2073 - PRIN/AGRI MICROECONOMICS
- AGBU4013 - AGRICULTURAL MARKETING

Learning Objective: Pricing options

Difference in pricing options

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment			
Assessment Measure	**Criterion for Success**	**Schedule**	**Active**
AGBU 4013 test 2 **Assessment Measure Category:** Program - Course Embedded Measure	50% of class make C or better while 25% of class make B or better		Yes

Related Courses

- AGBU2073 - PRIN/AGRI MICROECONOMICS
- AGBU4013 - AGRICULTURAL MARKETING

Learning Objective: Deeds

Deeds, co-ownership, and other legalities

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment			
Assessment Measure	**Criterion for Success**	**Schedule**	**Active**
AGBU 4023 test 1 **Assessment Measure Category:** Program - Course Embedded Measure	50% of class make C or better while 25% of class make B or better		Yes

Related Courses

- AGBU4023 - AGRICULTURAL FINANCE

Learning Objective: Investment

Present value, future value, and investment weighting

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment

Assessment Measure	Criterion for Success	Schedule	Active
AGBU 4023 test 2 **Assessment Measure Category:** Program - Course Embedded Measure	50% of class make C or better while 25% of class make B or better		Yes

Related Courses

- AGBU4023 - AGRICULTURAL FINANCE

Learning Objective: Interest

Learn to calculate interest

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment

Assessment Measure	Criterion for Success	Schedule	Active
AGBU 4023 test 2 **Assessment Measure Category:** Program - Course Embedded Measure	50% of class make C or better while 25% of class make B or better		Yes

Related Courses

- AGBU4023 - AGRICULTURAL FINANCE

Learning Objective: Statements

Learn how to create and analyze the top financial statement and how to calculate and interpret the financial ratios

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment

Assessment Measure	Criterion for Success	Schedule	Active
AGBU 4023 test 3 **Assessment Measure Category:** Program - Course Embedded Measure	50% of class make C or better while 25% of class make B or better		Yes

Related Courses

- AGBU4023 - AGRICULTURAL FINANCE

Learning Objective: Planning

Essentials of planning

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment

Means of Assessment			
Assessment Measure	**Criterion for Success**	**Schedule**	**Active**
AGBU 4003 test 2	80% of class make C or better		Yes
Assessment Measure Category: Program - Course Embedded Measure			

Related Courses

- AGBU4003 - AGRI-BUSINESS MGMT

Learning Objective: Organizing

Learn and apply the different methods of organizing

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment			
Assessment Measure	**Criterion for Success**	**Schedule**	**Active**
AGBU 4003 test 3	80% of class make C or better		Yes
Assessment Measure Category: Program - Course Embedded Measure			

Related Courses

- AGBU4003 - AGRI-BUSINESS MGMT

Learning Objective: Leadership and motivation

Understand how to lead and motivate different groups and different types of individuals

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment			
Assessment Measure	**Criterion for Success**	**Schedule**	**Active**
AGBU 4003 test 3	80% of class make C or better		Yes
Assessment Measure Category: Program - Course Embedded Measure			

Related Courses

- AGBU4003 - AGRI-BUSINESS MGMT

Learning Objective: Controlling

Understand and apply the essentials of controlling

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment			
Assessment Measure	**Criterion for Success**	**Schedule**	**Active**
AGBU 4003 test 4	80% of class make C or better		Yes
Assessment Measure Category: Program - Course Embedded Measure			

Related Courses

- AGBU4003 - AGRI-BUSINESS MGMT

Learning Objective: past US ag policies

Understand past US government agricultural policies and how they shape the current US agricultural structures

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment

Assessment Measure	Criterion for Success	Schedule	Active
AGBU 4033 test 1 **Assessment Measure Category:** Program - Course Embedded Measure	80% of class make C or better while 50% of class make B or better		Yes

Related Courses

- AGBU4033 - AGRICULTURAL POLICY

Learning Objective: current US ag policies

Understand current US government agricultural policies including the current farm bill and how they impact US agriculture

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment

Assessment Measure	Criterion for Success	Schedule	Active
AGBU 4033 test 2 and oral presentation **Assessment Measure Category:** Program - Course Embedded Measure	Test: 80% of class make C or better while 50% of class make B or better Oral Presentation: 90% of class score 85% or better		Yes

Related Courses

- AGBU4033 - AGRICULTURAL POLICY

Learning Objective: future policy implications

Understand how possible future policy proposals could have implications on the future of US agriculture structures

Learning Objective Type: Learning Objective
Learning Objective Status: Active

Means of Assessment

Assessment Measure	Criterion for Success	Schedule	Active
AGBU 4033 test 3 and final paper **Assessment Measure Category:** Program - Course Embedded Measure	Test:80% of class make C or better while 50% of class make B or better Final Paper: 100% of class score 85% or better		Yes

Related Courses

- AGBU4033 - AGRICULTURAL POLICY

Curriculum in Agriculture Business
(Feed Mill Management Option)

Degree Completion Plan Beginning in Fall Semester

Freshman				Sophomore			
Fall		**Spring**		**Fall**		**Spring**	
AGBU 1001	1						
ENGL 1013[1,I]	3	ENGL 1023[1,I]	3	BLAW 2033[I]	3	AGBU 2073	3
BIOL 1014[T]	4	AGPS 1024	4	AGBU 2063 Social Science	3 3	CHEM 1113 and CHEM 1111[T]	4
AGAS 1014	4	AGBU 1013	3	ACCT 2003[I]	3	Fine Arts[1,I]	3
MATH 1113[I]	3	AGAS 2083	3	SPH 2173[I]	3	MATH 2163[I]	3
AGPS 1003	3	COMS 1003[T]	3	Humanities[1,I]	3	AGAS 3303	3
Total Hours	**18**	**Total Hours**	**16**	**Total Hours**	**18**	**Total Hours**	**16**
Junior				**Senior**			
Fall		**Spring**		**Fall**		**Spring**	
US HIST or GOV	3	AGAS 3333	3	AGBU 4003	3		
EAM 4993	3	AGBU 4073	3	AGBU 3213	3	AGBU 3993	3
AGEG 3413	3	AGBU 4063	3	AGAS 4203	3	AGBU 4983	3
AGBU 4053	3	AGBU 4033 AGBU 4013	3 3	Social Sciences[1,T]	3		
		AGBU 4023	3	Agriculture elect.	4		
Total Hours	**12**	**Total Hours**	**18**	**Total Hours**	**16**	**Total Hours**	**6**

Degree Completion Plan Beginning in Spring Semester

Freshman				Sophomore			
Spring		**Fall**		**Spring**		**Fall**	
AGBU 1001	1						
ENGL 1013[1,T]	3	ENGL 1023[1,T]	3	AGBU 2073 US HIST or GOV	3 3	BLAW 2033[T]	3
COMS 1003[T]	3	BIOL 1014[T]	4	MATH 1113[T]	3	Social Sciences[1,I]	3
AGBU 1013	3	AGAS 1014	4	AGAS 3303	3	ACCT 2003[I]	3
AGPS 1024	4	AGPS 1003	3	Fine Arts[1,I]	3	CHEM 1113 and CHEM 1111[I]	4
				AGAS 2083	3	SPH 2173[I]	3
Total Hours	**14**	**Total Hours**	**14**	**Total Hours**	**18**	**Total Hours**	**16**
Junior				**Senior**			
Spring		**Fall**		**Spring**		**Fall**	
Social Sciences[1,I]	3	AGBU 4003	3	AGBU 4023	3		
Humanities[1,I]	3	AGEG 3413	3	AGBU 4033	3	AGBU 3993	3
AGAS 3333	3	AGBU 3213	3			AGBU 4993	3
MATH 2163[T]	3	AGAS 4203	3				
		Electives[2]	1				
Electives[2]	3	EAM 4993	3	AGBU 4053	3		
				AGBU 4073	3		
				AGBU 4063	3		
				AGBU 4013	3		
AGBU 2063	3						
Total Hours	**18**	**Total Hours**	**16**	**Total Hours**	**18**	**Total Hours**	**6**

[1]See appropriate alternatives or substitutions in "General Education Requirements". (Except ECON 2003).

Curriculum in Agriculture Business
(Feed Mill Management Option)

[2]Must be 3000-4000 level.
[3]Recommended electives are SPAN 1014 and SPAN 1024.
[T]Designates a block of courses that would provide for a seamless transfer into this program if equivalent courses are taken at another college or university.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Computer and Information Science

DATE SUBMITTED: 10/3/12

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Ron Robison	Ron Robison	10-4-12
Dean Willie Hoefler	Willy Hoefler	10-4-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	Tammy Rhodes	10/12/12
Vice President for Academic Affairs John Watson		

Course Subject: **COMS**	Course Number: **3233**
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): **Database Design & Implementation**	
Mode of Instruction: (check appropriate box) ☒ 01_Lecture/ ☐02_Lecture/Laboratory/ ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ ☐98_Other	
Effective Term: ☐ Spring ☒ Summer I	If course is required by major/minor, how frequently will course be offered? **Fall and Spring**
Is this course repeatable for additional earned hours?	Y / **N** How many times?
Does this course require a 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.

Prerequisites:	Co-requisites:
Prerequisites: COMS 2003, COMS 2203 and COMS 2903	

Course Description (as you want it to appear in the catalog):

This course focuses on the design and implementation of relational database systems. Fundamental principles of databases such as relational model, conceptual design and normalization are covered. Students will also gain experience in database and query implementation using a DBMS and SQL.

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

For the proposed course, attach a syllabus that includes:

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

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

N/A

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

Current facilities are adequate

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

This course is being established to slightly alter our curriculum to keep up with the ever changing needs for data in organizations. The addition of this course (to take the place of COMS 4203) will better align our degree with the goal of preparing our students for future careers.

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 course is designed to take the place of COMS 4203 which is currently required by all majors in the Department of Computer and Information Science.

As methods of system development, technology, and industry expectations have changed, it is necessary to cover these basic concepts at an earlier time in the degree plan. COMS 4203 was introduced when databases were relatively new to the field. As the implementation of database technology has grown exponentially in the corporate world, it is necessary to place this course in a more appropriate position of a Junior Level so that the proper sequencing will allow it to flow to courses on the Senior level that require this knowledge as a pre-requisite. **The changing in wording is also intended to better map to the above mentioned changes.**
How will the effect of the change be monitored in ongoing program assessment? **Course objectives, as currently mapped to our program outcomes for our degrees in Information Systems, Computer Science, and Information Technology will continue to be monitored both through campus assessment methods and ABET accreditation guidelines.**
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. **N/A**

COMS 3233 DATABASE DESIGN & IMPLEMENTATION

Instructor: Dr. Roger Fang
Office: Corley 239
Office Hours: 9:00-11:00am M-W-F and 9:30-11:30am T-R
Campus Phone: (479) 498-6082
E-mail: rfang@atu.edu
Course Web Site: http://bblearn.atu.edu/
Classroom: Corley 235
Class Time: 11:00 – 11:50am MWF

Catalog Description

Prerequisite(s): COMS2003, COMS2203 and COMS2903

This course focuses on the design and implementation of relational database systems. Fundamental principles of databases such as relational model, conceptual design and normalization are covered. Students will also gain experience in database and query implementation using a DBMS and SQL.

Required Text:

Database Processing—Fundamentals, Design, and Implementation, David Kroenke and David Auer, Prentice Hall, 978-0132145374, 12th ed, 2012

Course Objectives

Upon successful completion of this course, students will be prepared to:

- Describe the major components and functions of a database and database management system (DBMS).
- Develop a data model for a database application using ER diagrams or UML class diagrams.
- Design a normalized database which is free of modification anomalies.
- Implement a database and its applications using an appropriate DBMS.
- Use a database language such as SQL to manipulate objects and access data of a database.
- Describe major operational issues associated with database applications such as transaction management, security, and integrity.

Assessment Methods

The following five course components with their relative weights will be used to determine a student's grade in this course.

1. Homework Assignments	20%
2. Projects	10%
3. Quizzes	20%
4. Midterm Exams	20%
5. Final Exam	30%
Total	100%

A student's final grade in this course will be

A, if the weighted total >= 90
B, if the weighted total is 80 or higher but less than 90
C, if the weighted total is 70 or higher but less than 80
D, if the weighted total is 60 or higher but less than 70
F, if the weighted total below 60

Course Policies and Procedures

Class Attendance and Classroom Protocal:

1. Students should attend all class meetings on time.
2. The instructor will maintain a record of each student's attendance.
3. Three unexecused absences of class meeting will result an 'F' grade of the course.
4. Students who have their absences excused are fully responsible for the completion of missed work and the material presented or discussed in class.
5. Private computers may be used during class only if they are used to support class activities.
6. No cellular phones or other electronic communication devices are allowed during class or exam time. Students are required to mute their cellular phone until class is dismissed.
7. No web browsing or programs other than those used for the class are allowed during lecture.

Communication:

1. Blackboard (bblearn.atu.edu) will be used by this course to deliver course materials, including syllabus, lecture notes, announcements, data and/or program code files, homework assignments, grade book, course relevant web sites, emails, and discussion board, etc.
2. It is every student's responsibility to check Blackboard regularly for class and grade information.
3. Students are always welcomed to meet instructor during his office hours or by appointment.
4. Students can also email the instructor for questions or assistance for some class work. Each such email should have a subject begins with the course number 4203 or 5203.

Assignments:

1. Unless otherwise specified, all assignments and projects are each student's individual responsibility and must not be copied or plagiarized from others or Internet resorce. ATU academic integrity policies apply strictly to all work of everyone in this course.
2. All homework assignments and projects will be given with a due date/time specified. On time completion and submission are expected for grading. Late submission within 24 hours past due will receive half-credit at most; others will not be graded.
3. All graded work will be returned in class or on Blackboard with feedback comments for review and record.

Quizzes and Exams:

1. Quizzes (5-15 minutes) and exams (1-2 hrs) will contain questions based on material in the textbook as well as other material such as homework assignments, lecture notes, or in-class exercises.
2. Quizzes and exams may be given online or on paper or both. They may be held without a notice.
3. Quizzes cannot be made up with a grade.
5. Make-up for midterm and final exams can only be arranged for execused absence.
6. Final exam of this course is scheduled by the University, which is **8:00 - 10:00am, Monday, December 10** in Corley 235.

Academic Dishonesty:

1. Plagiarism and cheating are serious offenses and may be punished by failure in the course. This course will comply with all academic dishonesty policies and regulations of the University (see "Regulations and Procedures" section of your course catalog).
2. Penalty of plagiarism or cheating will range from receiving a zero grade or as much as a negative grade equal to the maximum possible grade for that work to a grade of 'F' of the course. The instructor reserves the right to execute the full range of options. In most cases *all* parties who are invloved in a cheating case will be punished *equally*.
3. The following is a non-comprehensive list of situations which are considered cheating and/or plagiarism:
   a. Having in your possession a copy, either printed or electronic, of another person's work for the course. "Possession" here includes the drive space allocated to you by Computer Services (i.e., the U: drive).
   b. Submitting another person's work as your own with or without changes.
   c. Viewing another person's paper or screen during a test.
   d. Bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on a test, and which were not approved by the instructor.

e. Accessing any software other than that is allowed by the instructor during a test.

f. Obtaining advance copies of a test by any means.

g. Hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions.

h. Communicating with another person during a test by any means, electronic or otherwise.

i. Submitting text or program codes or pictures for a grade retrieved from any source without proper citation.

j. Submitting files for a grade that were not created under your account.

4. More scenarios that highlights typical cases of academic dishonesty are available for your reference in `T:\Nancy.Park\What is Academic Dishonesty` (in both .doc and .htm formats.) Rules implied by these scenarios should also be followed.
5. Every academic dishonesty case will be reported to the department head's office for further process.

Outline of Course Content: (subject to change at the discretion of the instructor)

Unit 1 –DATABASE FUNDAMENTALS

	Contents	Chapter
3 weeks	• Characteristics, design, and history of databases	1
	• Structured Query Language (SQL)	2

Exam 1 (unit 1)

Unit 2 – DATABASE DESIGN

	Contents	Chapter
5 weeks	• Relational data model, functional dependencies, and normalization	3 - 4
	• E-R modeling	5
	• Relational database design	6

Exam 2 (unit 2)

Unit 3 – DATABASE IMPLEMENTATION

	Contents	Chapter
3 weeks	• SQL DDL, SQL DML, and views	7
	• Database redesign	8

Exam 3 (unit 3)

Unit 4 – DATABASE ADMINISTRATION

	Contents	Chapter
2 weeks	• Concurrency control	9-10
	• Database security	9-10
	• Database backup and recovery	9-10

Final Exam (all units)

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Computer and Information Science

DATE SUBMITTED: 9/27/2012

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Ron Robison	Ron Robison	9-28-12
Dean Willy Hoefler	Willy Hoefler	9-28-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	Tammy Rhodes	10/12/12
Vice President for Academic Affairs John Watson		

Course Subject: **COMS**	Course Number: **3243**
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): **Data Mining**	
Mode of Instruction: (check appropriate box) ☒ 01_Lecture/ ☐02_Lecture/Laboratory/ ☐03_Laboratory only/☐05_Practice Teaching/ ☐06_Internship/Practicum/☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ ☐98_Other	
Effective Term: ☐ Spring ☒ Summer I	If course is required by major/minor, how frequently will course be offered? Annually
Is this course repeatable for additional earned hours? **No**	How many times?
Does this course require a fee? N/A	How much? Type of fee?

☐Elective ☒Major ☐Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: COMS 3233 and 3 hours statistics	Co-requisites:
Course Description (as you want it to appear in the catalog): **Introduction to knowledge discovery from large databases: terminology, algorithms, methodologies, software, limitations, implications, and current trends. Students will implement and evaluate data mining techniques.**	
Grading ☒Standard Letter ☐P/F ☐Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: a. Course subject, number and title b. 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. **SAS Software (Currently obtained by University – may need additional licenses if course demand grows as this software is also used by other departments.)**	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. **Computer Lab – Currently available in department**	
How does this proposal support the University Mission or University Strategic Planning Goals? **This course is being established to keep up with the ever changing needs for data in organizations. Working with large-scale databases is a skill useful from our graduates in today's workforce.**	
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. **The current trend in the discipline found from industry papers, alumni, and prospective employees strongly expounds the need for students to have exposure to knowledge discovery from large scale databases.**	

How will the effect of the change be monitored in ongoing program assessment? **Course objectives will be mapped to our program outcomes for our Information Systems degree and be monitored both through campus assessment methods and ABET accreditation guidelines.**
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. **N/A**

COMS 3243 Data Mining

ARKANSAS TECH UNIVERSITY

Department of Computer and Information Science

Semester

Instructor Information

Office Hours:

Text

Introduction to Data Mining (2006)
Authors: Tan, P., Steinbach, M., and Kumar, V.
ISBN: 0321321367

Catalog Description

COMS 3233

Prerequisites: ~~3 hours of database~~ and 3 hours of statistics.
Introduction to knowledge discovery from large databases: terminology, algorithms, methodologies, software, limitations, implications, and current trends. Students will implement and evaluate data mining techniques.

Objectives, Content & Rationale

Upon successful completion of this course students will be able to:

1. Identify the fundamental terms, concepts and theories associated with data mining.
2. Implement and evaluate data mining algorithms.
3. Recognize the role, implications, and limitations of data mining techniques
4. Demonstrate a proficiency in data mining software (e.g. SQL, SAS)

Assessment

Attendance/In-class participation	5%
Projects/Homework/Quizzes	35%
3 Exams (20% each)	60%
	100%

PLEASE NOTE: ATTENDANCE IS A NECESSITY.
NO MAKE-UP EXAMS WILL BE GIVEN

Bibliography

There is no required supplemental reading list for this course.

General Education Requirements

This course does not meet any General Education requirements.

Plagiarism, Cheating & Conduct Policy

- Students must adhere to the rules set forth in the student handbook
- Students must do their own work.
- **Consider your actions carefully:** there will be no tolerance for conduct that even gives the appearance of cheating.
- Students are expected to respect the rights of others.
- Students should not hesitate to clarify any question regarding the policies of this course with the instructor.

Course Outline:

I. Introduction. (4-8 hours lecture time)
   A. Concepts of data mining
   B. Knowledge discovery process
   C. Mining different kinds of data and knowledge
   D. Evaluation of data mining discoveries
   E. Applications/case studies
   F. Industry/social impacts
   G. R/SAS/SQL Introduction/Refresher

II. Data Pre-Processing, Data Warehousing, and OLAP (4-8 hours of lecture time)
   A. Data cleansing
   B. Data summarization, sampling, and transformation (basic statistics for large quantities of data)
   C. Data Visualization
   D. Data Warehousing
   E. OLAP (drill down, roll-up, slice-dice, pivot)

III. Association and Correlation Analysis (4-8 hours of lecture time)
   A. Contingency tables for association pairs and changes in matched pairs
   B. Loglinear models for multi-item associations
   C. Correlation analysis
   D. Project(s) implementing association analysis

IV. Clustering (4-8 hours of lecture time)
   A. Survey of clustering methods, including hierarchical, k-means etc.
   B. Project(s) implementing clustering algorithms

V. Classification (2-6 hours of lecture time)
   A. Survey of classification methods, including decision trees, nearest neighbor, artificial neural networks, etc.
   B. Projects implementing classification algorithms

VI. Anomaly/Outlier detection (4-8 hours of lecture time)
   A. Survey of statistical techniques
   B. Project(s) implementing anomaly detection algorithms

VII. Prediction (2-6 hours)

A. Regression/Spatial/Time Series Models
B. Project(s) implementing prediction data mining

VIII: Trends and Specific Applications of Data Mining (as time allows)

A. Web Mining
B. Text Mining
C. Information Quality
D. Future Directions

Bibliography for Course Content:

Chakrabarti, S., Ester, M., Fayyad, U., Gehrke, J., Han, J., Morishita, S., Piatetsky-Shapiro, G., and Wang, W. (2006) *ACM SIGKDD Curriculum Committee Data Mining Curriculum* downloaded on September 21, 2012 from http://kdd.org/curriculum/CURMay06.pdf

Jackson, J. (2002). Data mining: a conceptual overview. *Communications of the Association for Information Systems, 8*, pp.267-296.

Tan, P., Steinbach, M., and Kumar, V. (2006) *Introduction to data mining* Boston, MA: Pearson Addison Wesley

Ye, N. (2003). *The handbook of data mining*. Mahwah, NJ: Lawrence Erlbaum.

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: **Curriculum Committee**

FROM: **Computer and Information Science**

DATE SUBMITTED: **9/27/12**

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

Title	Signature	Date
Department Head Ron Robison	Ron Robison	9-28-12
Dean Willy Hoefler	Willy Hoefler	9-28-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	Tammy Rhodes	10/12/12
Vice President for Academic Affairs John Watson		

Program Title:	Effective Date:
Information Systems	**Fall 2013**

Outline change in program and attach curriculum matrix:

1. ~~**Change**~~ **COMS 4203 Database Concepts to COMS 3233 Database Design & Implementation**
   Delete Add
2. **Delete ACCT 2013 Accounting Principles II and ECON 2013 Principles of Economics II**
3. **Delete COMS 2853 COBOL and Delete COMS 4303 Client Server** and add 3hrs Social Science
4. **Add COMS 3163 Web Programming, COMS 3243 Data Mining, BLAW 2033 Legal Environment of Business**
5. **Modify footnote 2 from: 1000-level courses may not be used to satisfy this requirement to: 1000-level courses may only be taken to satisfy this requirement with the explicit permission of the Computer and Information Science Department Head.**

~~**6. Add footnote 2 to the General Elective**~~

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

ACCT 2013 and ECON 2013 will be dropped from the College of Business.

BLAW 2033 will be added from the College of Business.

The College of Business should anticipate a decrease in the enrollment of ACCT 2013 and ECON 2013 of approximately ten students per year. A corresponding increase in the enrollment of BUAD 2033 of approximately ten students per year should also be expected.

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.

Change 1. Allowing for change request to renumber COMS 4203 to COMS 3233.

Change 2. The focus of Information Systems in Business and Industry has become much broader than the financial side and emphasis needs to focus on these other areas. Also, ABET accreditation has reduced its requirements in these areas to fit this change in focus.

Change 3. Industry needs have changed in the area of specified programming languages, particularly with COBOL. Also the concept of Client/Server has changed over time to blend with other areas addressed in the department, specifically the area of web programming.

Change 4. The addition of Web Programming, Data Mining, and Legal Environment of Business are in direct alignment with industry needs. As the web and data needs becomes increasingly significant to industries, and with it the need for legal understanding, the need for graduates understanding these concepts also increases.

Change 5. Our goal is to restrict students from taking courses that are designed for the general student body – not technology majors – that are covered in major courses and give no added value to the education experience. However, there are a few from other degrees/disciplines that, given the focus of the student, may prove beneficial.

Change 6. See Change 5 Rationale

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

See College of Business Support Form

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

Fall Start Curriculum Matrix for Catalog

Curriculum in **Information Systems**

(enter title for program changing)

Freshman Fall Semester	Freshman Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Sophomore Fall Semester	**Sophomore Spring Semester**
Add/Change:	Add/Change: **Add: BLAW 2033** **Add: COMS 3233**
Delete:	Delete: **ACCT 2013** **ECON 2013**
Total Hours:	Total Hours: 15
Junior Fall Semester	**Junior Spring Semester**
Add/Change: ~~**Change: Elective to**~~ Add Social Science 3 hrs ~~**Elec 2000-4000**~~ **Add: COMS 3243**	Add/Change:
Delete: **COMS 4203**	Delete:
Total Hours: 15	Total Hours:
Senior Fall Semester	**Senior Spring Semester**
Add/Change: **Add: COMS 3163**	Add/Change:
Delete: **COMS 4303**	Delete:
Total Hours: 15	Total Hours:

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in **Information Systems** (enter title for program changing)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: **Add: BLAW 2033** Delete: **ECON 2013** Total Hours: 15	Sophomore Fall Semester Add/Change: **Add: COMS 3233** Delete: **ACCT 2013** Total Hours: 15
Junior Spring Semester Add/Change: Add Social Science 3hrs ~~**Change Elective to Elec 2000[2] -4000**~~ **Add: COMS 3163** Delete: **COMS 4203** Total Hours: 15	Junior Fall Semester Add/Change: **Add: COMS 3243** Delete: **Science with Lab[1,T]** Total Hours: **15**
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: **Add: Science with Lab[1,T]** Delete: **COMS 4303** Total Hours: **16**
Total Program Hours 120	

Footnote Change:
1000-level courses may not be used to satisfy this requirement to:
1000-level courses may only be taken to satisfy this requirement with the explicit permission of the Computer and Information Science Department Head.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: College of Business	This department ☒ supports ☐ does not support the change.
Comments: The College of Business supports the changes proposed by Computer and Information Science to the Information Systems major.	

Department Head Signature: _____

Date: 9/28/2012

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: **Curriculum Committee**

FROM: **Computer and Information Science**

DATE SUBMITTED: **9-27-12**

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

Title	Signature	Date
Department Head Ron Robison	Ron Robison	9-28-12
Dean Willy Hoefler	Willy Hoefler	9-28-12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Tammy Rhodes	Tammy Rhodes	10/12/12
Vice President for Academic Affairs John Watson		

Program Title: **Information Technology**	Effective Date: **Fall 2013**

Outline change in program and attach curriculum matrix:

1. **~~Change~~ COMS 4203 Database Concepts to COMS 3233 Database Design & Implementation**
   Delete Add
2. **Delete 3 hours of 2000+ general electives**
   and 3 hours of 3000+ COMS Networking Electives
   (Note: Networking Elective Requirement should be removed from footnote and additional COMS Electives
3. **Add COMS 2213 Data Structures and COMS 2163 Scripting Languages**

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

COMS 2213 Data Structures will need to be on the schedule Fall and Spring.

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.

Change 1. Allowing for change request to renumber COMS 4203 to COMS 3233. **Change 2. Students will still retain adequate elective courses to allow for following interest areas. However, the discipline is turning in the direction such that there is more need to specify the topics that students will encounter. Also, with changing demands in the industry, students will be better suited to be able to choose their elective based on the niche in the field that they wish to pursue, not necessarily networking.** **Change 3. COMS 2213 Data Structures will be added to the program in support of feedback / assessment from employees and alumni that points to Information Technology Majors needing a stronger background in the programming field. Also, this change will better align this program for applying for ABET Accreditation.** **COMS 2163 Scripting Languages is being added to give students additional programming.**
If this course will affect other departments a Departmental Support Form for each affected department must be attached. **N/A**
In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

Fall Start Curriculum Matrix for Catalog Curriculum in **Information Technology** (enter title for program changing)	
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: **COMS 2213** Delete: **Elective (2000-4000)**[T] Total Hours: 15
Junior Fall Semester Add/Change: Add Coms 3233 ~~Change COMS 4203 to COMS 3233 (Course number change proposed)~~ Delete: Delete Coms 4203 Total Hours: 15	Junior Spring Semester Add/Change: **COMS 2163** Delete: **COMS (3000-4000)**[2] **Elective** Total Hours: 14
Senior Fall Semester Add/Change: Delete: Footnote 2 from Coms (3000-4000) Elective Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in_____**Information Technology**_____ (enter title for program changing)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: **Add: COMS 1333[T]** Delete: **U.S. History/Government[1,T]** Total Hours: 16
Sophomore Spring Semester Add/Change: **Add: COMS 2903[T]** Delete: **COMS 1333[T]** Total Hours: 15	Sophomore Fall Semester Add/Change: **Add: COMS 2213[T]** **U.S. History/Government[1,T]** Delete: **Science with Lab[1,T]** **COMS 2903** Total Hours: **15**
Junior Spring Semester Add/Change: **COMS 2163** Delete: **Elective (2000-4000 level)[T]** Total Hours: 15	Junior Fall Semester Add/Change: ~~**Change COMS 4203 to COMS 3233**~~ ~~**(Course number change proposed)**~~ Delete: Total Hours: 15
Senior Spring Semester Add/Change: **Science with Lab[1,T]** Delete: **COMS (3000-4000)[2] Elective** Total Hours: **14**	Senior Fall Semester Add/Change: Delete: **Networking elective notation from COMS (3000-4000) Elective** Total Hours: 15
Total Program Hours__120_____	

Add Coms 3233

Delete Coms 4203

Footnote 2 from

NOTE: Remove Notation 2: One COMS elective must be in the area of networking.