AGENDA
FACULTY SENATE
Tuesday, November 12, 2013
3:00 p.m., Pendergraft 325

I.   Call to Order
    A.   Approval of the minutes of the October 8, 2013, meeting
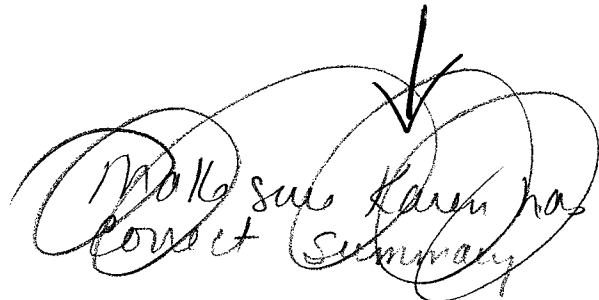
II.   New Business
    A.   Curricular items (see attached)
    B.   Impact of Affordable Care Act on student labor   — table
    C.   Report on the search committee for the new university president
    D.   Report on Board of Trustees meeting October 17, 2013
    E.   President of the Faculty Senate's letter to the faculty and Academic Affairs policy on use of the faculty email list
    F.   Executive session

III.   Old Business
    A.   Scheduling of committee meetings
    B.   Subcommittee reviewing promotion and tenure issues
    C.   Subcommittee reviewing academic dishonesty
    D.   Subcommittee reviewing faculty dependent financial assistance for campus study
    E.   Senate's recommendation concerning the non-discrimination policy
    F.   Senate's recommendation concerning the H1B visa policy
    G.   Senate's recommendation concerning the faculty hiring policy

IV.   Open Forum

V.   Announcements and Information Items
    A.   Upcoming Faculty Senate meeting on Tuesday, December 10 at 1:00 p.m.

VI.   Adjournment

Curriculum Proposals pending review/approval by the Curriculum Committee at the October 29, 2013 meeting:

College of Arts and Humanities

A. Department of Behavioral Sciences

1. Change the course number for SOC 3173, Social Gerontology, to SOC 4183, and cross-list with SOC 5183, Social Gerontology. *Ozark-Ouachita Studies - Footnote 3* ✓
   Biomedical Footnote 4 ✓

B. Department of Speech, Theatre, and Journalism

   1. Add TH 4091-4, Internship, to the course descriptions; and

   2. Change the title of JOUR (ART) 1163, Basic Photography, to Basic Digital Photography, and modify the course description. *Only found in course descriptions*

College of Engineering and Applied Sciences

A. Department of Agriculture

1. (Note: the below proposal was approved by the General Education Committee on 9/13/2013) Add AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, to the list of courses satisfying the Social Sciences General Education requirement. Learning objectives will be provided for clarification.

B. Department of Emergency Management

1. Modify the Curriculum in Emergency Management as follows: (a) change the courses listed in the 21 hours of Interdisciplinary Core as follows: AHS 1023, Basic Pharmacology with an Overview of Microbiology; AHS 2013, Medical Terminology; ART 1163, Basic Photography; ART 1503, Introduction to Graphic Design; ART 2213, Digital Skills for the Graphic Designer; BIOL 2004, Basic Human Anatomy and Physiology; BIOL 2014, Human Anatomy; BIOL 3074, Human Physiology; CJ 2043, Crime and Delinquency; CJ 3023, Judicial Process; CJ 3033, The Criminal Mind; CJ 3103, The Juvenile Justice System; CJ 3153, Prison and Corrections; CJ 4023, Law and the Legal System; CJ 4206, The Law in Action; ELEG 1012, Introduction to Electrical Engineering; FW 2003, Elements of Fish and Wildlife Management; GEOL 3174, Computer Applications in Geology; NUR 2023, Introduction to Professional Nursing; NUR 2303, Nutrition; PHIL 2013, Religions of the World; PHIL 3023, Ethics; PHIL 3053, Philosophy of Religion; PHIL 3103, Logic; PSY 3003, Abnormal Psychology; PSY 3133, Self and Society; PSY 3153, Theories of Personality; and WS 1091, Fitness Walking/Jogging; and any CJ, SOC, or PSY course; and (b) change the 15 hours of Administrative/Professional Core as follows: Require ENGL 2053, Technical Writing; and allow 12 hours of any course from the College of Business (ACCT, BDA, BLAW, BUAD, ECON, and FIN); COMS, JOUR, MATH, and SPH; and HA (RP) 4113, Personnel Management in Parks, Recreation, and Hospitality Administration; PS 3023, Professional Communications; PS 3133, Applied Principles of Personnel Management; and SOC (PSY) 2053; Statistics for the Behavioral Sciences.

C. Department of Mechanical Engineering

    1. Add MCEG 3333, Alternative Energy Systems, to the course descriptions.

College of Professional Studies and Community Outreach

A. Department of Professional Studies

    1. Add PS 4343, Community Development, to the course descriptions;
    2. Add PS 4443, Professional Leadership, to the course descriptions; and
    √3. Add the Applied Leadership Concentration to the Curriculum in Professional Studies.

From:	Jana Crouch
Sent:	November 01, 2013 2:36 PM
To:	Dr. Alexander; Elizabeth Giroir; Glen Bishop; Carey Bosold; Dr. Brant; Dr. David Ward; Dr. Deborah Wilson; Dr. Enchelmayer; Marcel Finan; Dr. Holeyfield; Sean Huss; Chris Kellner; Linda Kondrick; Dr. Leggett; Dr. Lovely; Dr. Mason; Johnette Moody; mrogers6; Mr. Futterer; Mr. Harrington; Pat Chronister
Subject:	Curricular Proposals
Attachments:	Amended Curricular Summary showing changes.doc

The Curriculum Committee met on Tuesday, October 29 and approved all curricular proposals with one amendment and one suggestion:

√Amendment: The change in program for Emergency Management was amended to allow any CJ, SOC, or PSY course to be taken for the interdisciplinary core, resulting in the removal of the individually listed CJ and PSY courses. The website reflects this amendment.

Suggestion: The Curriculum Committee approved the Agriculture proposal, and suggested the learning objectives be included for clarification. These will be added to the proposal on the website once received by the Registrar. I will email to inform the Senate when they are available.

Please let me know if you have any questions. Thank you!

Jana Crouch
Director of Academic Services
Academic Affairs
Administration 200
479-880-4186 Office
479-968-0644 Fax
**ARKANSAS TECH
UNIVERSITY**

Curriculum Proposals for 2014-15 Catalog

October 29, 2013 Curriculum Committee / November Faculty Senate

I.   College of Arts and Humanities

   A. Department of Behavioral Sciences

      1. Change the course number for SOC 3173, Social Gerontology, to SOC 4183, and cross-list with SOC 5183, Social Gerontology.

   B. Department of Speech, Theatre, and Journalism

      1. Add TH 4091-4, Internship, to the course descriptions; and

      2. Change the title of JOUR (ART) 1163, Basic Photography, to Basic Digital Photography, and modify the course description.

II. College of Engineering and Applied Sciences

   A. Department of Agriculture*

      1. (Note: the below proposal was approved by the General Education Committee on 9/13/2013) Add AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, to the list of courses satisfying the Social Sciences General Education requirement.
         *Amended to include general education assessment plan.

   B. Department of Emergency Management

      1. Modify the Curriculum in Emergency Management as follows: (a)*change the courses listed in the 21 hours of Interdisciplinary Core as follows: AHS 1023, Basic Pharmacology with an Overview of Microbiology; AHS 2013, Medical Terminology; ART 1163, Basic Photography; ART 1503, Introduction to Graphic Design; ART 2213, Digital Skills for the Graphic Designer; BIOL 2004, Basic Human Anatomy and Physiology; BIOL 2014, Human Anatomy; BIOL 3074, Human Physiology; CJ 2043, Crime and Delinquency; CJ 3023, Judicial Process; CJ 3033, The Criminal Mind; CJ 3103, The Juvenile Justice System; CJ 3153, Prison and Corrections; CJ 4023, Law and the Legal System; CJ 4206, The Law in Action; ELEG 1012, Introduction to Electrical Engineering; FW 2003, Elements of Fish and Wildlife Management; GEOL 3174, Computer Applications in Geology; NUR 2023, Introduction to Professional Nursing; NUR 2303, Nutrition; PHIL 2013, Religions of the World; PHIL 3023, Ethics; PHIL 3053, Philosophy of Religion; PHIL 3103, Logic; PSY 3003, Abnormal Psychology; PSY 3133, Self and Society; PSY 3153, Theories of Personality; and WS 1091, Fitness Walking/Jogging; and (b) change the 15 hours of Administrative/Professional Core as follows: Require ENGL 2053, Technical Writing; and allow 12 hours of any course from the College of Business (ACCT, BDA, BLAW, BUAD, ECON, and FIN); COMS, JOUR, MATH, and SPH; and HA (RP) 4113, Personnel Management in Parks, Recreation, and Hospitality Administration; PS 3023, Professional Communications;PS 3133, Applied Principles of Personnel Management; and SOC (PSY) 2053; Statistics for the Behavioral Sciences.

         *Amended as follows: Any CJ, SOC, or PSY may be taken for the ID Core.

C. Department of Mechanical Engineering

    1. Add MCEG 3333, Alternative Energy Systems, to the course descriptions.

College of Professional Studies and Community Outreach

A. Department of Professional Studies

    1. Add PS 4343, Community Development, to the course descriptions;
    2. Add PS 4443, Professional Leadership, to the course descriptions; and
    3. Add the Applied Leadership Concentration to the Curriculum in Professional Studies.

University Honors Program

A. Modify the University Honors Program as follows:

    1. Delete ENGL 1043, Honors Composition I; PHSC 1033, Honors Introduction to Physical Science; PHSC 1031, Honors Physical Science Laboratory; BIOL 2144, Honors Zoology; and ENGL 1053, Honors Composition II; and add ENGL 2183, Honors Introduction to Film, to the Freshman Fall Semester;
    2. Add PHIL 2043, Honors Introduction to Philosophy OR ENGL 2023, Honors World Literature, to the Junior Spring Semester; and
    3. Instead of the University Honors curriculum requiring 21-23 hours of Honors courses for each student, it will require 21 hours for each student.

Arkansas Tech University
Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, October 29, 2013, at 3 p.m. in RPL 325. The following are members of the committee:

Dr. Diane Gleason (AH 2 year term)
Dr. Nina Goza (BA 2 year term)
Dr. Mac Rainey (EAS 2 year term)
Dr. Shelley Hanna (ED 2 year term)
Dr. Jackie Bowman (NH 2 year term)
Dr. Jeremy Schwehm (PS 2 year term)
Dr. Paola Gemme (AH 1 year term)
Dr. Pam Carr (BA 1 year term)

Dr. David Hoelzeman (EAS 1 year term)
Dr. V. Carole Smith (ED 1 year term)
Dr. Ivan Still (NH 1 year term)
Dr. Jeff Aulgur (PS 1 year term)
Dr. Sandy Smith (at large; 1 year term)
Tammy Weaver (ex officio)
Vacant SGA members (ex officio)
Vacant SGA members (ex officio)

Dr. Schwehm and Ms. Weaver were absent. The following guests were present to answer questions regarding curriculum proposals: Dr. Sean Huss, Department of Behavioral Sciences; Dr. Dawn Ward, Department of Art; Dr. David Eshelman, Department of Speech, Theatre, and Journalism; Dr. John Krohn, Department of Mechanical Engineering; Dr. Mary Ann Rollans, Department of Professional Studies; Dr. Jan Jenkins, University Honors Program.

Dr. Monica Varner from Institutional Assessment was present and Ms. Brandi Tripp and Ms. Christine Pacheco from the Registrar's Office were present.

Dr. Aulgur called the meeting to order and asked for approval of the August 27th minutes. Motion by Dr. Goza, seconded by Dr. Hoelzeman, to approve the minutes. Motion approved.

OLD BUSINESS: No old business

NEW BUSINESS:
Curriculum Proposals

I.   College of Arts and Humanities

A. Department of Behavioral Sciences

1. Motion by Dr. Hoelzeman, seconded by Dr. Bowman, to approve the following: change the course number for SOC 3173, Social Gerontology, to SOC 4183, and cross-list with SOC 5183, Social Gerontology. Motion approved.

B. Department of Speech, Theatre, and Journalism

1. Motion by Dr. Sandy Smith, seconded by Dr. Still, to approve the following: add TH 4091-4, Internship, to the course descriptions. Motion approved.
2. Motion by Dr. Sandy Smith, seconded by Dr. Gleason, to approve the following: change the title of JOUR (ART) 1163, Basic Photography, to Basic Digital Photography, and modify the course description. Motion approved.

II.   College of Engineering and Applied Sciences

     A.   Department of Agriculture

        1.   Motion by Dr. Sandy Smith, seconded by Dr. Bowman, to approve the following: (Note: the below proposal was approved by the General Education Committee on 9/13/2013) add AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, to the list of courses satisfying the Social Sciences General Education requirement. Motion approved.

     B.   Department of Emergency Management

        1.   Motion by Dr. Gleason, seconded by Dr. Still, to modify the Curriculum in Emergency Management as follows: (a) change the courses listed in the 21 hours of Interdisciplinary Core as follows: AHS 1023, Basic Pharmacology with an Overview of Microbiology; AHS 2013, Medical Terminology; ART 1163, Basic Photography; ART 1503, Introduction to Graphic Design; ART 2213, Digital Skills for the Graphic Designer; BIOL 2004, Basic Human Anatomy and Physiology; BIOL 2014, Human Anatomy; BIOL 3074, Human Physiology; CJ 2043, Crime and Delinquency; CJ 3023, Judicial Process; CJ 3033, The Criminal Mind; CJ 3103, The Juvenile Justice System; CJ 3153, Prison and Corrections; CJ 4023, Law and the Legal System; CJ 4206, The Law in Action; ELEG 1012, Introduction to Electrical Engineering; FW 2003, Elements of Fish and Wildlife Management; GEOL 3174, Computer Applications in Geology; NUR 2023, Introduction to Professional Nursing; NUR 2303, Nutrition; PHIL 2013, Religions of the World; PHIL 3023, Ethics; PHIL 3053, Philosophy of Religion; PHIL 3103, Logic; PSY 3003, Abnormal Psychology; PSY 3133, Self and Society; PSY 3153, Theories of Personality; and WS 1091, Fitness Walking/Jogging; and (b) change the 15 hours of Administrative/Professional Core as follows: Require ENGL 2053, Technical Writing; and allow 12 hours of any course from the College of Business (ACCT, BDA, BLAW, BUAD, ECON, and FIN); COMS, JOUR, MATH, and SPH; and HA (RP) 4113, Personnel Management in Parks, Recreation, and Hospitality Administration; PS 3023, Professional Communications; PS 3133, Applied Principles of Personnel Management; and SOC (PSY) 2053; Statistics for the Behavioral Sciences. Motion by Dr. Smith, seconded by Dr. Still to amend the proposal to allow any CJ, SOC, or PSY to satisfy the Interdisciplinary Core. Motion approved.

     C.   Department of Mechanical Engineering

        1.   Motion by Dr. Hoelzeman, seconded by Dr. Rainey, to approve the following: add MCEG 3333, Alternative Energy Systems, to the course descriptions. Motion approved.

III.   College of Professional Studies and Community Outreach

     A.   Department of Professional Studies

1. Motion by Dr. Sandy Smith, seconded by Dr. Bowman, to approve the following: add PS 4343, Community Development, to the course descriptions. Motion approved.

2. Motion by Dr. Sandy Smith, seconded by Dr. Bowman, to approve the following: add PS 4443, Professional Leadership, to the course descriptions. Motion approved.

3. Motion by Dr. Sandy Smith, seconded by Dr. Bowman, to approve the following: add the Applied Leadership Concentration to the Curriculum in Professional Studies. Motion approved.

IV.   University Honors Program

A. Motion by Dr. Bowman, seconded by Dr. Sandy Smith, to approve the following: modify the University Honors Program as follows:

1. Delete ENGL 1043, Honors Composition I; PHSC 1033, Honors Introduction to Physical Science; PHSC 1031, Honors Physical Science Laboratory; BIOL 2144, Honors Zoology; and ENGL 1053, Honors Composition II; and add ENGL 2183, Honors Introduction to Film, to the Freshman Fall Semester;
2. Add PHIL 2043, Honors Introduction to Philosophy OR ENGL 2023, Honors World Literature, to the Junior Spring Semester; and
3. Instead of the University Honors curriculum requiring 21-23 hours of Honors courses for each student, it will require 21 hours for each student.
Motion approved.

ADDITONAL BUSINESS:

Dr. Gleason made a motion, seconded by Dr. Rainey, to recommend the proposals be approved by the Faculty Senate as a slate. Motion approved.

Meeting adjourned at 3:55 p.m.

Ms. Brandi Tripp acted as Recording Secretary in Ms. Tammy Weaver's absence

Curriculum Proposals for 2014-15 Catalog
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Arkansas Tech University
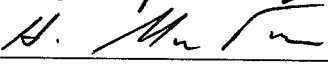## REQUEST FOR COURSE CHANGE

Registrar's Office

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Behavioral Sciences

DATE SUBMITTED:

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head Wm. Daniel Martin, Ph.D.	*[signature]*	9-25-13
Dean H. Michael Tarver, Ph.D.	*H. Mr [signature]*	
Teacher Education Council (if applicable)		
Graduate Council (if applicable) Dr. Mary Gunter		
Registrar Tammy Rhodes	*J Weaver*	9-30-13
Vice President for Academic Affairs Dr. John Watson		

Course Subject: SOC	Course Number: 3173 *(change to Soc 4183)*
Cross-listed with Subject: SOC	Course Number: 5183 *(Pending Graduate*
Official Title Social Gerontology	*Proposal to crosslist*
Request to change: (check appropriate box) X Course Number ☐ Title ☐ Course Description ☒ Cross-list ☐ Prerequisite/Co-requisite ☐ Grading ☐ Fee ☐ Other _____	*course after* *approval of course* *number change.)* *Grad Council approved 10/15/13*

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 :

SOC ~~4173~~ 4183 / 5183

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

Social Gerontology

New Course Description:

An introduction to the sociology of aging: content provides general and specific knowledge regarding the aging process. Implications for economic, political, and family institutions are emphasized.

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

SOC 4183/5183

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

N/A

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

☐ Elective   X Major   ☐ Minor

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

See Master's of Science in Applied Sociology Program Proposal

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.

See Master's of Science in Applied Sociology Program Proposal

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

Any effect of the change will be identified and noted in ongoing assessment practices.

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

N/A – ALL COURSES HOUSED IN DEPARTMENT OF BEHAVIORAL SCIENCES

Course Syllabus
Social Gerontology
SOC ~~4173/5173~~
4183/5183

COURSE DESCRIPTION
An introduction to the sociology of aging: content provides general and specific knowledge regarding the aging process. Implications for economic, political, and family institutions are emphasized.

UNDERGRADUATE PREREQUISITE: SOC 1003
GRADUATE PREREQUISITE: BA or BS in Sociology or related field.

COURSE OBJECTIVES
This course helps students interested in aging understand the impact of social forces on the elderly, while considering biological and psychological changes for the old. Students will gain an understanding of major trends concerning the aged by studying issues such as the growth of ageism, population shifts, and elder care.

CLASS MATERIALS
Social Gerontology, 9th ed. 2011, Nancy Hooyman and H. Asuman Kiyak

COURSE OUTLINE
Scope of Gerontology	Adaptation to Aging
Demography of Aging	Family, Friends, and Social Support
History of Aging in America	Religion and Spirituality
Physical Aging	Inequality and Aging
Psychological Aging	Community Services for the Aged
Social Aspects of Aging	Long-Term Care Issues

COURSE CREDIT
Introductory Sociology (SOC 1003) is the prerequisite for this course. You can take it as a general elective. However, it specifically applies toward credit in the undergraduate and graduate sociology programs at Arkansas Tech.

EXAM INFORMATION (300 points)
There will be THREE 100-point exams. They will consist of multiple choice, true/false, and essay questions. Missing an exam is only acceptable if you have a university activity or if it is an unplanned emergency. If you plan to miss an exam, discuss it with the instructor ahead of time. If that is not possible, contact the instructor with a formally typed email within 24 hours of missing the exam. If you do not, the instructor may not allow you to make it up. Because of the size of some classes, the instructor may ask you to present a student ID on exam days. Be sure and have your ID available.

GROUP WORK, QUIZZES, & WRITING ASSIGNMENTS (50 points)
There are five assignments designated as group work, writing assignments, or quizzes. Each assignment is worth up to 10 points. The instructor will allocate these assignments randomly

during the semester. You will complete some assignments, such as quizzes, during class. Others, you will complete outside the classroom. The instructor will only excuse missing an assignment in the case of university activities accompanied by official university documentation.

ORAL HISTORY ASSIGNMENT (100 points)

This is a group assignment. Groups should have no more than three people. Your group will have to interview someone 65 years of age or older who lives in the Arkansas River Valley area. You will turn in an eight-page report detailing your interview and briefly present your findings to the class. You must present the instructor with both a hard copy of the report and an electronic copy in Microsoft Word format. For this project, undergraduate and graduate students can work in groups together.

FINAL PAPER (100 points)

Undergraduate Student Requirement: The final paper will be a group assignment. You will turn in a final paper covering a preapproved topic. Your group will be required to write a 12-page paper on aging in another country. You must use at least five sources in your paper and cite the sources accordingly. All papers must be typed using American Sociological Association format. You must follow these guidelines or the instructor will deduct a substantial amount of points from your paper.

Graduate Student Requirement: The final paper will be an individual assignment. You will turn in a paper focusing on a topic that relates to the research area you believe your thesis will cover. If you are not writing a thesis, your paper should be over a gerontological population and/or organization you intend to work with following your graduation. The paper must follow a traditional peer-review journal manuscript outline. This includes, but is not limited to, an introductory section, a literature review, a methods section, findings, a conclusion, and recommendations. You will be required to write a 24-page paper and use *at least* 15 sources. You must cite the paper accordingly using American Sociological Association format. As with the undergraduate requirement, you must follow these guidelines or the instructor will deduct a substantial amount of points from your paper.

PRESENTATION (50 points)

Groups/individuals will give project presentations at the end of the semester. Be as creative as possible with your presentations. On the time of the final scheduled exam, you will turn in your completed paper, but the instructor will also test you on aspects of other group presentations. The instructor will include this assessment in your final presentation score.

GRADING (points)   540-600=A   480-539=B   420-479=C   360-419=D   359 or below = F

POLICY ON ATTENDANCE

It is in your best interest to attend all class meetings. You are responsible for all information covered in class. The instructor will take class attendance daily and report repeated or excessive absences to the appropriate TECH office. Please do not bring your children or non-enrolled relatives/friends into the classroom. When attending, do not use electronic devices (e.g., cell phones, MP3 players, gaming systems). In addition, the instructor encourages free discussion, but you should not interfere with the instructor's ability to conduct the class or disrupt other students from learning. This includes showing

up late, leaving early, or talking in class. The instructor will promptly report any inappropriate behavior to the appropriate TECH office.

IMPORTANT UNIVERSITY DATES:

[update]	Last day to officially withdraw/drop courses with full reduction of tuition/fees
[update]	Last day to register and add courses
[update]	Holidays
[update]	Last day to drop with "W"
[update]	Reading day

TENTATIVE TEST DATES

[update]	Test 1
[update]	Test 2
[update]	Test 3
[update]	Final Exam Time

DISABILITIES ACCOMODATIONS AND OTHER INFORMATION

It is the policy of TECH to accommodate students with disabilities, pursuant to federal law, state law, and the university's commitment to equal educational opportunities. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact University Testing and Disabilities Services.

The instructor will not tolerate any form of plagiarism, cheating, or academic misconduct. This includes submitting as one's own, any assignment written and/or performed by another person (or persons). Any violation of this rule will result in an automatic failure and the possibility of dismissal from class and/or the university.

To minimize self-distraction and distracting fellow students, students should refrain from laptop use unless necessary.

1. **PROPOSED PROGRAM TITLE:** Master of Science, Applied Sociology
2. **CIP CODE REQUESTED:** 45.1101.10
3. **CONTACT PERSON:**

W. Daniel Martin, Ph.D.
Arkansas Tech University
Witherspoon 347
wmartin@atu.edu
479-968-0305

4. **PROPOSED STARTING DATE:** FALL 2014

5. **PROGRAM SUMMARY:**

The faculty in the Department of Behavioral Sciences proposes that a Master's of Science in Applied Sociology be added to the curriculum, with a start date of Fall Semester 2014. The Department of Behavioral Sciences has a history of preparing its graduates not only for employment in the Social/Human Services and private industry, but also for continued education at the graduate level. The Department of Behavioral Sciences has a strong record of producing graduates in all three of its degree programs. This is especially true for the discipline of Sociology, as evidenced by the conferring of 294 degrees between 2005 and 2012.

The faculty of the Department of Behavioral Sciences now feels that, to meet increased student demand for advanced study in sociological topics, we are should explore expansion of our degree offerings to include a Master of Science in Applied Sociology. Presently, the Department of Behavioral Sciences offers the following degrees:

1. Master of Science in Psychology
2. Bachelor of Arts in Sociology
3. Bachelor of Arts in Psychology
4. Bachelor of Arts in Rehabilitation Sciences
5. Associates in Criminal Justice
6. Associates in Ozark Ouachita Studies
7. Minors in Sociology, Psychology, Rehabilitation Sciences, Anthropology, and Criminal Justice

As indicated in the variety of offerings, our department is multidisciplinary in scope, dealing with all facets of human experience from past to present, traditional social forms (anthropology) to modern social forms (sociology), individual cognition (social psychology and psychology) to collective behaviors and social structure (sociology and anthropology), as well as academic understandings to application through community action. We see this multidisciplinary aspect of our department as a strength that allows us to draw on the expertise of all members of the faculty to increase the degree offerings to include a multidisciplinary approach found in Applied Sociology. We feel, based on the expertise in our department and with certain resources in place, we could offer a Master's in Applied Sociology with the following emphasis areas: 1) Gerontology; and 2) Criminal Justice. We also feel that this would serve as a great opportunity for our own undergraduates to continue their study at Arkansas Tech University, instead of pursuing graduate study elsewhere, while also receiving a more meaningful graduate degree with real job potential.

The idea of developing an applied Master's program is not new among the Sociology faculty at Arkansas Tech University. In the past, faculty members have considered the possibility of building an Applied Sociology Master's program and have even tailored undergraduate offerings to include more applied opportunities. For example, the Law and Action class typically acts as an internship in the Criminal Justice field and the Capstone in Sociology class essentially is an Applied Sociology class. Likewise, we have, over the past several years, worked to incorporate real

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research experiences into not only our traditional methods classes but also experiences beyond the methods classes. For example, the River Valley Meth Project included the work of over 150 ATU students, with 20 students in graduate school on partial or full scholarship because of their RVMP work. At last count, 17 other students have gained employment working as counselors, case-workers, or probation officers state-wide because of their work on the RVMP. This project also has garnered national attention, and collectively we won the *National Service Award* from the President of the United States in 2005-2006. Further, we recently were visited by the State Drug Director and a representative of the National Office on Drug Policy, as well as members of the Arkansas State Legislature, all of whom lauded our efforts to bridge research with community action. Other professors engage in similar activities by working with state agencies, food shelters, and national campaigns like The Red Flag Campaign. In particular, work on The Red Flag Campaign garnered attention from the White House in the Spring of 2012. In short, we have been engaging in applied sociology for the past several years, we have been getting positive results, and now feel we would like to offer more to our students.

Students completing the degree will be prepared to engage in independent thinking and research within the areas of competence offered in the Applied Sociology Master's program. Accordingly, the objectives of the Applied Sociology Master's Program include:

1. Establishing a program of study which provides students with the theoretical knowledge and technical competence to: a) teach at the undergraduate level; b) conduct independent research; and c) continue graduate study at higher levels.
2. Provide opportunities for students to work with agencies, businesses, or communities to identify problems, develop appropriate modes of inquiry tailored to understand such problems, conduct research on those identified problems, and present those findings in both academic/scholarly meetings, as well as the public.
3. Provide knowledge about career opportunities for individuals that wish to remain in Arkansas by connecting students to already established networks within state organizations across the State of Arkansas.

Ongoing assessment of these objectives will be determined using the following measures:

1. Program outcomes will be assessed through the ongoing evaluation of graduate student progress. Such outcomes will be assessed according to the following objectives:
   a. Demonstrate historical, theoretical, and technical/applied knowledge of the field of Sociology;
   b. Demonstrate competency in written and verbal communications; and,
   c. Demonstrate competency in research methods, including statistical analysis, research design, data collection, and application of theories to problems identified by agencies, businesses, or communities.
2. Employers of graduates will be surveyed to document perceived competencies of graduates as they relate to program objectives.
3. Graduate student theses, publication, projects, and research proposals will serve as documentation of the degree to which current topics in the academic field and community are being addressed and researched.
4. Alumni of the program will be surveyed on a yearly basis to determine their level of satisfaction regarding professional development and employment.

In short, an applied Master's program in sociology would greatly benefit the students, the faculty, the community, and Arkansas. Benefits to the students would include access to graduate study on advanced sociological topics, as well as greater job and networking opportunities to gain employment in the state and possibly the River Valley. Benefits to faculty would include greater opportunities to conduct research with graduate students (thus increasing faculty research productivity) and to build ties to the Russellville community. Benefits to the community would include greater connection to the university and a pool of student interns for local agencies and community groups. Further, a program of this nature will act to enhance the educational experiences our student receive at Arkansas Tech University, as well as helping to characterize this university as an institution that is connected to real issues in the community. Finally, a program of this nature will increase the number of individuals professionally trained to deal with statewide issues, especially in terms of elderly populations and the criminal justice system. Thus, for these reasons, it would not only be possible but also a highly beneficial decision to expand the Sociology program to include a Master's in Applied Sociology.

6. NEED FOR THE PROGRAM:

(see also Attachment A — Letters of Support; Attachment B—Samples of Information from *The Occupational Outlook Handbook* provided by the Bureau of Labor Statistics (http://www.bls.gov/ooh); Attachment C—Demographic Data for Arkansas Tech University and Sociology Program provided by the Office of Institutional Research at Arkansas Tech University; and Attachment E—Surveys, Survey Summaries, and Student Survey Frequencies and Percentages)

The Department of Behavioral Sciences at Arkansas Tech University currently offers a Bachelor of Arts Degree in Sociology and has maintained a steady and relatively high enrollment over the last seven years (Fall 2005 to Fall 2012), with an average number of majors of 98.25. Although Sociology presently has only 72 listed majors as of Fall 2012, the Sociology program has graduated a total of 294 students from Fall 2005 to Fall 2012. Despite the slight dip in the number of majors in Fall of 2012, faculty are confident that the numbers of majors will increase over time, especially when considering that Sociology often is a popular choice for students that change their major after their general education requirements are completed. Sociology also is increasingly a strong draw for female and minority students. For example, beginning in Fall of 2005, Sociology majors were 88.3% White and 11.7% Minority, with 44.1% of majors reported as male and 55.9% female. By the Fall of 2012, the Sociology majors were 65.3% White and 34.7% Minority, with 40.3% reported as male and 59.7% female. The following tables are presented to provide more detail on the number of degrees conferred, gender of majors, race/ethnicity of majors, and age distribution of majors from Fall 2005 to Fall 2012 (provided by Arkansas Tech University Office of Institutional Research):

Sociology Degrees Conferred by Term and Academic Year

Year	Summer II	Fall	Spring	Summer I	Total
2005-06	2	6	11	0	19
2006-07	3	4	14	3	24
2007-08	3	8	10	1	22
2008-09	4	9	4	4	21
2009-2010	0	12	7	1	20
2010-2011	1	6	14	1	22
2011-2012	3	2	14	0	19
Totals	**16**	**47**	**74**	**10**	**147**

Gender of Sociology Majors for Fall Terms 2005 to 2012

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012

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Male	Number	49	48	29	29	42	42	46	29
	Percent	44.1	42.1	30.5	34.1	43.3	43.3	40.0	40.3
Female	Number	62	66	66	56	55	55	69	43
	Percent	55.9	57.9	69.5	65.9	56.7	56.7	60.0	59.7
Total	Number	111	114	95	85	97	97	115	72
	Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Race of Sociology Majors for Fall Terms 2005 to 2012

Race		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Minority	Number	13	25	18	26	26	22	36	25
	Percent	11.7	21.9	18.9	30.6	26.8	22.7	31.3	34.7
White	Number	98	89	77	59	71	75	79	47
	Percent	88.3	78.1	81.1	69.4	73.2	77.3	68.7	65.3
Total	Number	111	114	95	85	97	97	115	72
	Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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Age of Sociology Majors for Fall Terms 2005 to 2012

Age		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Under 18	Number	2	4	3	0	1	1	2	1
	Percent	1.8	3.5	3.2	0.0	1.0	1.0	1.7	1.4
18	Number	7	10	7	11	8	15	23	12
	Percent	6.3	8.8	7.4	12.9	8.2	15.5	20.0	16.7
19	Number	16	5	10	13	19	13	17	9
	Percent	14.4	4.4	10.5	15.3	19.6	13.4	14.8	12.5
20	Number	18	22	11	10	12	14	13	16
	Percent	16.2	19.3	11.6	11.8	12.4	14.4	11.3	22.2
21	Number	11	23	16	12	15	12	18	11
	Percent	9.9	20.2	16.8	14.1	15.5	12.4	15.7	15.3
22-23	Number	23	21	16	14	20	18	14	10
	Percent	20.7	18.4	16.8	16.5	20.6	18.6	12.2	13.9
24-30	Number	19	17	21	11	11	16	16	6
	Percent	17.1	14.9	22.1	12.9	11.3	16.5	13.9	8.3
Over 30	Number	15	12	11	14	11	8	12	7
	Percent	13.5	10.5	11.6	16.5	11.3	8.2	10.4	9.7
Totals	Number	111	114	95	85	97	97	115	72
	Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Given these characteristics of the Sociology major, the program provides considerable service to students at Arkansas Tech University, especially to students from populations that have traditionally been underrepresented on university campuses. Consequently, the administration of Arkansas Tech University recognizes this field of study as an important major on campus, and that a graduate program is the next logical step in meeting demand for post graduate study in the area.

An Applied Sociology Master's is the most appropriate master's degree to offer in the Sociology program at Arkansas Tech University, as indicated by a great deal of research on Sociology programs nationally. More specifically, in a context of reduced endowments and concerns over job prospects for new PhDs, many sociology programs are moving toward downsizing PhD programs and increasing available options at the Master's level (Jaschik 2009). The increase in options at the Master's level in sociology is, in part, a response to student demand for degrees that improve job opportunities outside of the traditional academic setting and traditional sociology department. Among the most prominent and successful options available in sociology graduate programs is an emphasis in Applied Sociology. Graduates from such programs are in demand on the job market for their expertise in community organization, human resource management, and research methodologies. Applied programs also tend to be more viable than traditional master's programs because of student demand, job market success, and focus on job skills development (Spalter-Roth and Van Vooren 2011). In short, master's programs in applied sociology meet the demands of a changing population of education consumers, who focus on the applicability of study and the skills development necessary to be competitive in the job market in both the public and private sectors.

In its most general sense, Applied Sociology is the practice of sociology outside of the traditional academic setting, with the goal of producing positive social change through community outreach, consultation, and human resources management (Bruhn 1999; Zevalios 2009). More specifically, an applied sociologist actively applies sociological theories and methods to specific problems in the community or workplace, typically at the request of a client or community group (e.g., businesses and private organizations, interest groups, community service organizations, and occasionally partnerships with universities) (Zevalios 2009). Typically, the client or community group works with the

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applied sociologist to identify major problems in an organization or community and then draws on the sociological theories and methods to help develop: 1) a clearer understanding of the issue or problem; 2) a set of steps designed to identify causal factors that create a problem or issue; and 3) various solutions to the problem or issue based on theoretical and methodological findings. In addition, given the complexity of issues or problems, the work of the applied sociologist is *multidisciplinary* in scope, which often involves work not only with many agencies but also across many fields of expertise (e.g., psychology, anthropology, and political science).

Beginning in 2004, the American Sociological Association began to work with a group of Department Chairs of Master's Degree only programs to develop strategies "to make the Master's degree a meaningful final degree rather than a 'consolation prize' or a 'cash cow'" (Spalter-Roth and Van Vooren 2011). This effort began, in part, because of increased pressures to downsize PhD programs, which typically are costly because they financially support students in their graduate education. As a response to those pressures, many programs began to push for an increased enrollment in professional schools and applied programs at the Master's level. Accordingly, many Sociology programs are now exploring the potential of transforming traditional Master's only programs into Applied Sociology programs designed to prepare students for jobs outside the traditional academic setting (e.g., research, policy analysis, management). In addition, developing and instituting Applied Sociology programs provides students wishing a marketable Master's degree with the training necessary to be competitive in an ever-changing job market, while reducing the financial burdens to departments.

As noted in the American Sociological Association (Spalter and Van Vooren 2009) survey, the departments with applied, professional, or clinical tracks are not significantly different from traditional programs in terms of thesis/non-thesis options, but the applied programs do differ from traditional programs in terms of offerings, faculty experience, and source of their students. Recent research on applied sociology programs conducted by the American Sociological Association (2011) also suggests that Applied Sociology programs tend to be more viable than traditional sociology programs. For example, findings indicate that Applied Sociology MA/MS programs are more likely to remain open than traditional Master's only programs. More specifically, the report indicates the following:

1. Applied Master's programs tend to be larger (46% of applied programs have more than 30 students as compared to 21% of traditional Master's programs with 30 or more students)
2. Applied programs are four times more likely to require internships that facilitate practical skills development and greater professional contacts
3. Applied programs are significantly more likely to require community participation (58% in applied programs as compared to 34% in traditional programs)
4. Applied programs are twice as likely to offer and require group projects that model workplace interaction and teamwork activities.
5. Applied programs are more likely to offer career preparation (69% of applied Master's programs as compared to 50% of traditional Master's programs)

In short, as noted by Spalter-Roth and Van Vooren (2011), applied Master's programs not only appear more likely to survive but they may also lend themselves to developing strategies that make the Master's degree in sociology more meaningful to graduates in terms of skills and occupational opportunity.

Note that the entry level education required for a practicing sociologist is a master's degree, and that the potential for job growth for sociologists is very real. For example, the *Occupational Outlook Handbook* provided online by the Bureau of Labor Statistics (www.bls.gov) reports that the job growth rate from 2010 to 2020 is estimated at 18%, with a reported median pay at $76,360 per year as of May 2010. But these statistics are limited to the sociologist position proper (including professors) and does not take into account additional occupations available to individuals with an Applied Sociology Master's Degree in other public and private sector occupations. Additional occupations available to persons completing a Master's in Applied Sociology include:

- Research Coordinators
- Research Associates
- Qualitative/Quantitative Analysts

- Probation Officers and Correctional Treatment Specialists
- Substance Abuse and Behavioral Disorder Counselors
- Project Managers
- Human Resources Managers
- Public Policy Analysts
- Urban Development Advisors
- Human Rights Officers
- Case Managers
- Educational Consultants
- Impact Planning or Evaluations Officers
- Equal Opportunity Officers
- Gender Specialists

Focusing on some of the occupations listed above, the *Occupational Outlook Handbook* reports that the median incomes for Human Resource Managers and Urban Planners (Development Advisors) are $99,180 and $63,040 respectively (2010 data), with expected job growth rates of 13% and 16% respectively from 2010 to 2020. Likewise, Probation Officers and Correctional Treatment Specialists have a reported median income (2010) of $47,200 per year, with an expected job growth rate of 18%. Further, Substance Abuse and Behavioral Disorder Counselors have a reported 2010 median income of $38,120, with an expected job growth rate of 27%. Based on such trends, it is reasonable to anticipate job opportunities for graduates.

Note also that while there is a relatively high rate of unemployment for those completing Master's only programs in Sociology, much of this unemployment is linked to factors like being tied to local labor markets, a lack of faculty connection to the community, low emphasis on job preparation, or coming out of a traditional program that limits graduates to the academic marketplace where job shrinkage is occurring. Likewise, many of those graduates dealing with employment issues tend to report that they are unsatisfied with their training in research skills and application (Van Voreen and Spalter-Roth 2011). In fact, graduates of Master's programs with an emphasis in methodological application and real-world experiences tend to report having greater job opportunities, higher job satisfaction, and working in areas closely related to sociology (Van Voreen and Spalter-Roth 2011). In essence, graduates of Applied Master's programs in sociology are at a competitive edge within Sociology.

To assess the degree to which graduates of this program may meet existing needs in the area and state, a total of 50 ADHE surveys were sent to various agencies and organizations where Behavioral Science students have or are presently completing internships or volunteering. Based on recommendations from the Dean, the Arkansas Department of Higher Education Employer Needs Survey Form was used. Unfortunately, the response rate for this survey was quite low (6%), with only three organizations returning completed surveys. Based on follow up discussions with representatives of some of the agencies, the detail and length of the recommended survey made it difficult for agencies to complete, given their present workload. But, those surveys returned complete were quite positive about the potential for a new Master's in Science in Applied Sociology. For example, as noted by Stanton McGahee, Probation/Parole Officer II for Area IV in the State of Arkansas:

> "Graduates of an Applied Sociology Master's Program would be of great benefit to our organization in the capacities of Probation/Parole Officer, Substance Abuse Program Leader, and Administrative Specialist. An Applied Sociology Master's Program would give the applicants of the aforementioned positions a major advantage in the interview process...because employees in my field of work are required to be educated and well versed in law enforcement, social work, and rehabilitation."

Likewise, as noted by Gary Rhodes, Director of Freedom House:

> "We are seeing an increase in individuals with Behavioral Health Problems such as (Mental Health issues, Alcohol and Drug Abuse, and Criminal Justice issues). I think having additional individuals in our community with an advanced degree that can address these issues would be very beneficial."

As also noted by Leonard Krout, Pope County Coroner:

"First let me say that I support this program 100% and would like to be involved in any way with its development. The main problem and this may not be a problem for the school, is that we are years away from degree qualified people filling our positions. And to add these types of positions to our coroner offices in the future...the national move is to make death investigators positions better trained and possibly establishing guidelines to train the investigators to the degree levels they really need to be. This is where your graduates could fill positions to help study the different aspects of death investigation."

Finally, as noted by Jenny Huss, Director of the Senior Companions Programs for the Area Agency on Aging:

"I am writing to express my support for the proposed Applied Sociology Master's of Science at Arkansas Tech University. Students from ATU often come to learn about real world experiences at my agency; The Area Agency on Aging. Additional training in methods and theory, along with an emphasis in Gerontology, would serve to enhance the abilities of these students as they prepare for life outside of college. If such additional training could be offered at the Master's Level, it would greatly benefit my Agency as well as the frail and vulnerable again adults in our area...Individuals with an Applied Sociology Master's of Science would be in high demand, not only for agencies like our but in other occupations across the River Valley. Such individuals could find employment in an endless variety of positions, for example, Case Managers, Social Workers in Nursing Homes, State Inspection employees for Long-Term Care facilities, Advocates for Seniors, Senior Center Directors, SeniorCorps Grantess, among many others."

To assess the degree to which current majors may be interested in pursuing an Applied Sociology Master's, a short survey instrument was administered to junior and senior level students in sociology classes. Questions on the survey included items on satisfaction with academic experience at Arkansas Tech University as a control to ensure attitudes on the graduate program possibility were not affected by potential negative attitudes about Arkansas Tech University. On the whole, students rated their Arkansas Tech University experiences positively, with 39.3% indicating their experiences were "Very Good" and 44.0% indicating their experiences were "Excellent." Likewise, when asked to rate their experiences in the Sociology program, students rated their overall experiences in the Sociology program as "Very Good" (32.1%) and "Excellent" (59.5%). Student respondents were also asked if they had considered attending graduate school, with 69.0% indicating that they had considered it. Of those indicating they had considered attending graduate school, 29.8% indicated that they "Probably" or "Definitely" would consider a graduate program at Arkansas Tech University. Of those indicating they had considered attending graduate school, 28.6% reported that they "Probably" or "Definitely" would consider the Master's of Science in Applied Sociology at Arkansas Tech University. In short, students in the Sociology program at Arkansas Tech University indicate that there might be a ready pool of interested students in beginning the program, should it be approved for Fall 2014.

Thus, the Department of Behavioral Sciences and the administration of Arkansas Tech University have recognized these broader trends and feel the need to develop a Master's in Science degree in Applied Sociology to better serve the needs of our students and our community. Such a program would not only offer post graduate opportunities to many of our existing majors but also may draw additional students from the state and the region. Graduates of the program would have the skills necessary to meet existing demands not only in the state but across the region.

7. CURRICULUM OUTLINE (see also Attachment D—Course Syllabi for the Proposed Master's of Science in Applied Sociology)

The Master of Science in Applied Sociology program at Arkansas Tech University is designed to provide advanced students with sufficient breadth and depth to function in a variety of professional environments. While emphasis is placed on research and methods, a concentrated effort is also made to establish the foundation necessary for application. Given the available expertise in our department, the addition of a Master's degree to our program will not place too great an additional burden on the faculty or departmental resources, assuming the successful completion of an ongoing job search and the addition of one new faculty position. In terms of classes, the program will take the following form for a 30 hour degree:

Required Courses
(12 Hours)

new Courses ⌈ Advanced Statistics (PSY/SOC 6013)
Advanced Social Theory (SOC 6023)
Advanced Methodology (SOC 6033)
⌊ Evaluation and Assessment (SOC 6043)

Non-Thesis (Requires comprehensive exams)
(18 Hours; Minimum 6 Hrs. at 6000)

Social Gerontology (SOC 4183/5183)
Minority Relations (SOC 4003/5003)
Drugs in Society (SOC/CJ 4013; SOC 5013)
Sociology Health and Illness (SOC 4053/5053)
Social Stratification (SOC 4063/5063)
Social Psychology (SOC/PSY 4043; SOC/PSY 5043)
Advanced Topics in Criminal Justice (SOC 6053) *new course*
Advanced Topics in Gerontology (SOC 6063) *new course*
Independent Study (SOC ~~6071-4~~) 6891-4 *new Course*
Thesis Research (SOC ~~6081-4~~) 6991-3 *new course*

Most of the electives for the proposed Master's degree are currently included in the catalog as existing course options at the undergraduate level. These courses will be cross listed as part of the master's program, where graduate student will be required to do additional work (e.g., independent research, papers for publication, etc.). The Advanced Statistics (master's level) class also is included in the catalog and is offered once per year to fulfill the Master's of Science in Psychology requirement; this class may be cross listed as a Sociology option for the proposed master's program. The remaining seven classes to be included in the program will be created to fulfill remaining requirements and elective options.

The details on admission to the program, advising, and degree requirements are as follows:

Unconditional Admission:

Students are eligible to apply for unconditional admission to the Master of Science degree program in Applied Sociology if they meet the following requirements:

1. Applicants must meet the admission requirements for Graduate Studies.
2. Applicants must have a minimum of 18 semester hours in Sociology at the undergraduate level (including a course in statistics, and research methods, with a grade of "B" or better).
3. Applicants must have an overall undergraduate grade point average of 3.0 on a 4.0 scale.
4. Applicants must submit recent (within the last 5 years), acceptable scores (to be determined by the Sociology graduate faculty) of the Graduate Record Examination (GRE).

Conditional Admission:

Applicants who fail to meet the criteria for unconditional admission may be admitted conditionally to enroll in twelve semester hours. Unconditional admission will be granted if a cumulative 3.00 grade point is achieved at the completion of twelve semester hours with no grade lower than a "C".

An applicant who satisfies the grade point requirement from an unaccredited institution may also be eligible for conditional admission. In such cases, transcripts may be judged to be deficient. The nature of the deficiency and subsequent deficiency requirements will be determined by the Sociology Graduate Committee, and the Director of the Graduate Program in Sociology or the Head of the Department.

Academic Advisors:

The Director of the Graduate Program in Sociology or the Head of the Department will assign a temporary faculty advisor to each student admitted to the degree program. The faculty advisor will assist the student in designing a

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curriculum of study that leads to the fulfillment of the degree requirements, and preparation for the thesis. The faculty advisor, the Sociology Graduate Committee, and the office of Graduate Studies monitor the students' progress in the program. However, it remains the students' responsibility to understand and to satisfy all degree requirements.

Admission to Candidacy:

Students who have been granted unconditional admission are eligible for admission to candidacy upon the completion of 12 semester hours with a minimum grade point average of 3.00 and no grade lower than a "C". Students who have been granted conditional admission are eligible for admission to candidacy after the completion of all deficiency requirements and twelve hours with a minimum grade point average of 3.00 and no grade lower than "C". It is the student's responsibility to complete the "Application for Admission to Candidacy" form and to submit it to the Director of the Graduate Program in Sociology or the Department Head. The form is to be submitted upon completion of twelve hours of graduate work.

Degree Requirements:

The student seeking the Master of Science degree in Applied Sociology must complete the following:

1. A minimum of 30 hours in sociology at the graduate level (5000-6000) with no more than 12 hours of 5000 level courses considered toward completion of the degree.
2. The satisfactory completion of 6 hours of SOC 6993 Master's Thesis.
3. Thesis hours must earn a grade no lower than "B".
4. The successful completion of an oral defense of the completed thesis. Candidates will receive additional information on the oral defense from the Academic Advisor and the Director of the Graduate Program upon admission to candidacy. *6891-4*
5. No more than 6 hours of SOC 6891-4 Independent Study will be counted toward the degree.
6. The student must have a 3.0 grade point average on a 4.0 scale on all course work. No more than two course grades of "C" will be considered acceptable during the student's program and no grade lower than "C" will be considered toward completion of the required course work.
7. All course work must be completed within six years of admission to the degree program.
8. A minimum of 30 semester hours of graduate course work completed in residence at Arkansas Tech University. (Full time residency not required).
9. At the end of each Fall Semester the student will meet with the Sociology Graduate Committee for program review and evaluation.

Required Courses: (12 Hours)

Electives: (18 hours minimum 6 hours at the 6000 level)

Thesis: (6 hours optional—Non-Thesis option with comprehensive exams does not require this)

Special Conditions of Graduate Credit:

Graduate credit taken prior to admission to Arkansas Tech University

A maximum of 6 semester hours of graduate credit with a grade of "B" or better may be transferred from an accredited school if deemed appropriate to the Sociology Graduate Committee, the Director of the Graduate Program in Sociology, and the Dean of Graduate Studies. Students must send a written request through the Sociology Graduate Committee to the Director of the Graduate Program in Sociology or the Department Head to petition the acceptance of the transfer credit prior to requesting candidacy to the graduate program. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the Director of the Graduate Program in Sociology, or the Head of the Department, and the Dean of Graduate Studies. Credits earned by correspondence courses or taken for remedial purposes will not apply toward the graduate degree.

Graduate Credit taken after admission to Arkansas Tech University:

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must (in advance of enrollment) obtain written approval from their faculty advisor, the Sociology Graduate Committee, the Director of the Graduate Program in Sociology, and the Dean of Graduate Studies.

Course Descriptions:

Sociology 4003/5003—Minority and Ethnic Relations:

This course is a study of minority groups with emphasis upon discrimination, socio historical characteristics and processes of change. Minorities considered include racial, ethnic, and gender.

Sociology (CJ) 4013/5013—Drugs in Society:

This course presents a comprehensive study of the history and prohibition of drug use in the United States, as well as the effects of drugs on society in the form of crime, prison and treatment. The main focus of this class is on the history of drug use, how certain drugs become illegal, and the intended and unintended consequences of drug prohibition for communities and society.

Sociology (PSY) 4043—Social Psychology:

The study of how individuals are influenced by the actual or implied presence of other persons. Emphasis is placed on attitudes, social cognition, social influence, aggression, altruism, self and other perception.

Sociology 4053/5053—Sociology of Health and Illness:

An in-depth look at the sociology of health and illness including an examination of the social structures related to the medical system, the social psychology of health and illness, a comparative analysis of sick role behavior as well as the study of social causes and consequences of health and illness.

Sociology 4063/5063—Social Stratification:

This course is a study of social class and consequences for society and individuals, with an emphasis on classical and contemporary stratification theorists, as well as theoretical links to present day circumstances nationally and globally.

Sociology 4183/5183—Social Gerontology:

An introduction to the sociology of aging: content provides general and specific knowledge regarding the aging process. Implications for economic, political, and family institutions are emphasized.

Sociology (PSY) 6013—Advanced Statistics:

This course is an advanced study of the concepts and techniques in descriptive and inferential statistics. Emphasis placed on the application of statistics and research to theoretically driven and applied research.

Sociology 6023—Advanced Social Theory:

This course provides an in-depth survey of the classical social theorists and theoretical traditions in the 19th and 20th centuries. Attention will be directed to major thinkers and schools of thought responsible for the emergence of social theory (and the field of sociology). Contemporary theorists who have had a major impact on the discipline will also be examined.

Sociology 6033—Advanced Methodology:

appcc 10/29/13 **RECEIVED**

app FS 11/12/13

Arkansas Tech University
REQUEST FOR COURSE ADDITION

SEP 2 5 2013

Registrar's Office

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Speech, Theatre, & Journalism

DATE SUBMITTED: 9/23/2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head *Anthony Caton*		*9.23.13*
Dean		*9-23-13*
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*Y Weaun*	*10/1/13*
Vice President for Academic Affairs		

Course Subject: TH	Course Number: 4091-4
Cross-listed with Subject: N/A	Course Number: N/A
Official Title (Limited to 30 characters including spaces): Internship	

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 2014	If course is required by major/minor, how frequently will course be offered? N/A
Is this course repeatable for additional earned hours? Y /Ⓝ How many times?	

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: N/A	Co-requisites: N/A

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

Credit for work in professional theatre settings. Credit hours will be based on hours on the job. May be taken for a total of four 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.

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 aligns with the university's mission to nurture professionalism. By enabling students to enter the professional field in advance of graduation, it will help them better to understand the theatre profession and to obtain jobs.

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.

During the External Review of the Theatre Program, several reviewers suggested implementing an internship course.

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

Students will be evaluated by the internship organization. This feedback will be used to help determine the grade in the course.

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

N/A

THEATRE 4091-4: INTERNSHIP

<u>CATALOGUE DESCRIPTION:</u> Credit for work in professional theatre settings. Credit hours will be based on hours on the job. May be taken for a total of four hours.

<u>COURSE GOALS AND/OR OBJECTIVES:</u> To prepare students for work in professional theatre through real-world experience with a theatre-producing organization.

<u>COURSE OUTLINE:</u>

Details will be worked out with the internship organization in consultation with the student and a faculty adviser. Before the internship begins, students and supervisors will sign a contract dictating tasks, responsibilities, projects, and evaluation criteria. This contract will vary from internship to internship.

<u>METHODS OF ASSESSMENT:</u>

Internship organizations will be asked to evaluate interns according to the following criteria: skills, management abilities, and other personal characteristics. Students will meet with their adviser to discuss the experience and the organization's evaluation. The instructor of record will determine the grade.
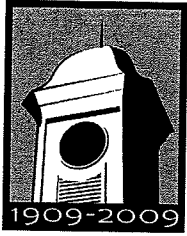
<u>BIBLIOGRAPHY:</u> When applicable, varies from internship to internship.

THE ATTACHED MATERIALS COME FROM ATU'S JOURNALISM PROGRAM.

THEY ARE INCLUDED AS EXAMPLES OF HOW THE INTERNSHIP CONTRACT

AND INTERN EVALUATION TOOL WILL LOOK.

ARKANSAS TECH UNIVERSITY

Department of Speech, Theatre, and Journalism
1815 Coliseum Dr
Russellville, AR   72801-2222

Tel: (479)964-0890
Fax: (479)964-0899

JOURNALISM INTERNSHIP CONTRACT

Student's Name:_____   Work Phone:_____

Internship Organization:_____

Address:_____

Department/Division:_____

Supervisor:_____   Phone:_____

Title of Supervisor:_____

The student will work _____ hours per week for _____ weeks to earn credit. The

internship begins _____ and ends _____.

A.   Define the student's internship responsibilities, i.e., specific tasks or activities involved
      in the internship. (Clerical tasks should not constitute more than 25% of the job and
      should be relevant to the student's responsibilities). Please use the back of the page
      or attach an additional sheet if necessary.

B.   List the "deliverable(s)" (tangible products or services) expected during or at the end of the student's internship, e.g., a procedures manual, PR campaign materials, etc.

C.   Indicate the criteria on which this intern will be evaluated (e.g., reliability, accuracy and quality of work, attitude, etc).

Signed _____Date_____
                                   Supervisor

Signed _____Date_____
                                    Student

cc: Supervisor, Student, Internship Coordinator, Department Chairman.

INTERN EVALUATION

Student's Name:_____

Skills

*Writing

-content	1	2	3	4	5
-mechanics	1	2	3	4	5
-creativity	1	2	3	4	5

*Graphics (if applicable)

-concept	1	2	3	4	5
-creativity	1	2	3	4	5

*Production capabilities

-knowledge of production process	1	2	3	4	5
-technical proficiency	1	2	3	4	5
-execution	1	2	3	4	5
*Telephone manner	1	2	3	4	5

*Communication

-content	1	2	3	4	5
-style	1	2	3	4	5
-articulateness	1	2	3	4	5
*Client relations (if applicable)	1	2	3	4	5
*Media relations (if applicable)	1	2	3	4	5

*Other job-related skills

_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

Additional comments:

Management Abilities

*Manages/uses time effectively	1	2	3	4	5
*Demonstrates responsibility behavior					
(meets deadlines, accepts blame)	1	2	3	4	5
*Follows instructions	1	2	3	4	5
*Organizes and plans effectively & efficiently	1	2	3	4	5
*Follows through on plans	1	2	3	4	5
*Exercises good judgment, common sense	1	2	3	4	5
*Adheres to organizational rules/policies	1	2	3	4	5
*Demonstrates initiative	1	2	3	4	5

Additional comments:

1 – Poor	2 - Fair	3 – Average	4 – Above average	5 - Excellent

Personal Characteristics

Characteristic	1	2	3	4	5
*Work relationships with peers	1	2	3	4	5
*Work relationships with superiors	1	2	3	4	5
*Appropriate appearance/grooming/dress	1	2	3	4	5
*Enthusiasm	1	2	3	4	5
*Maturity, poise, self-confidence	1	2	3	4	5
*Ability to accept criticism	1	2	3	4	5
*Cooperation	1	2	3	4	5
*Attendance	1	2	3	4	5
*Punctuality	1	2	3	4	5
*Ethics	1	2	3	4	5

1 – Poor	2 - Fair	3 – Average	4 – Above average	5 - Excellent

Student's strong points:

Areas for improvements:

Other comments:

_____

Intern Supervisor

RECEIVED

SEP 1 0 2013 RECEIVED

Arkansas Tech University
REQUEST FOR COURSE CHANGE Registrar's Office SEP 0 6 2013

Registrar's Office

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Speech, Theatre & Journalism

DATE SUBMITTED:

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head *Anthony Caton*		9.9.13
Dean		9-9-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*S Weaver*	10/10/13
Vice President for Academic Affairs		

Course Subject: JOUR	Course Number: JOUR 1163
Cross-listed with Subject: Basic Photography	Course Number: ART 1163

Official Title: JOUR 1163 Basic Photography
Request to change: (check appropriate box)   ☐ Course Number   X Title   X 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 : same number
JOUR 1163

Registrar's Office

New Course Title: Basic Digital Photography

New Course Description: Basic Digital Photography, an introduction to the medium, its history, techniques and theory. This course will teach students the basics of photographic composition, lighting, camera and lens operation, editing and printing using the digital format.

New Cross-list:
☐ Adding Cross-listing   X Changing Cross-listing   ☐ Deleting Cross-listing
If adding or changing cross-listing, indicate course subject and number ART 1163

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):

X 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.

Course has changed its content from traditional format to digital and the name and description is not current.

How will the effect of the change be monitored in ongoing program assessment? Will be monitored by projects and course assessment.

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

Arkansas Tech University
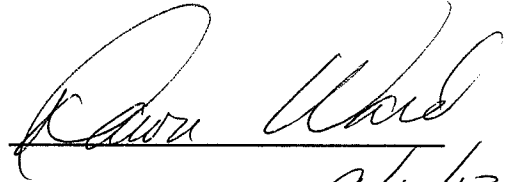## DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: _____

Date: 9/6/13

ARKANSAS TECH UNIVERSITY

Gen Ed Com
approved
9/13/2013

appl CC
10/29/13

app F S
11/12/13

Catalog 11-13-13

MEMO

To: General Education Committee
From: Malcolm R. Rainey
cc: Curriculum Committee
Date: August 29, 2013
Re: General education consideration

The Department of Agriculture is requesting consideration for its proposal to include AGBU 2063 Principles of Agriculture Macroeconomics and AGBU 2073 Principles of Agriculture Microeconomics as general education options to meet the Social Science requirement.

This request is based on several facts: (1) The Economics courses offered through the College of Business ECON 2003 Principles of Economics I and ECON 2013 Principles of Economics II are currently accepted (2) The AG Macro and AG Micro economics courses offered at the University of Arkansas and University of Missouri accept these to meet their Social Science requirements. (3) This would also provide the Agriculture Majors the opportunity to take 6 additional hours of major courses.

If there are any questions please don't hesitate to ask.

Malcolm R. Rainey

Malcolm R. Rainey
Head, Department of Agriculture

From:	Joseph Swain <jswain@atu.edu>
Sent:	Thursday, October 10, 2013 2:02 PM
To:	Tammy Weaver
Subject:	FW: General Education Committee
Attachments:	Agriculture Economics Memo.pdf; ACCT ECON Departmental Support Letter.pdf

Dear Tammy,

    On Friday, September 13th the General Education Committee voted unanimously to recommend the attached proposal for addition to the General Education Curriculum. I sincerely apologize for the delay in sending this information to your office, but as the new chair I wasn't quite sure who should receive this recommendation next. I am also sending a copy to Dr. Watson. Please let me know if you have any questions concerning this recommendation.

Sincerely,

Joseph Swain

***

Dr. Joseph Swain
Chair, General Education Committee
Assistant Professor of Geography
Department of History and Political Science
Arkansas Tech University
jswain@atu.edu
479-356-2025

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: General Education Committee and Curriculum Committee

FROM: Department of Agriculture

DATE SUBMITTED: September 30, 2013

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Dr. Malcolm Rainey, Department Head	*Malcolm R. Rainey*	10-2-13
Dr. William Hoefler, Dean	*Willy Hoefler*	10-2-13
Ms. Tammy Weaver, Registrar	*T Weaver*	10/10/13
Dr. John Watson, Vice President for Academic Affairs		

Course Subject: AGBU	Course Number: 2063/2073
Cross-listed with Subject:	Course Number:

Official Title
AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics
Request to change: (check appropriate box) ☐ Course Number ☐ Title ☐ Course Description ☐ Cross-list ☐ Prerequisite/Co-requisite ☐ Grading ☐ Fee X Other   Add AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, to the list of courses satisfying the General Education Requirements Social Sciences.
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):

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. These courses are generally accepted to satisfy general education social science requirements at many other institutions. This would also provide the Agriculture Majors the opportunity to take 6 additional hours of major courses.

How will the effect of the change be monitored in ongoing program assessment?
The monitoring of assessment would not change.

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.

University of Arkansas Core curriculum Social Science selections include Principles of Agriculture Micro and Macroeconomics.

Social Sciences (Select from at least two different fields of study)	AGEC 1103, AGEC 2103, ANTH 1023, COMM 1023, ECON 2013, ECON 2023, ECON 2143, GEOG 1123, GEOG 2003, HESC 1403, HESC 2413, HIST 1113, HIST 1123, HIST 2003****, HIST 2013****, HUMN 1114H, HUMN 2114H, PLSC 2003****, PLSC 2013, PLSC 2203, PSYC 2003, RESM 2853, RSOC 2603, SOCI 2013, SOCI 2033

Course Description of both Principles of Agriculture Macro and Microeconomics:

Agricultural Economics (AGEC)

AGEC 1103. Principles of Agricultural Microeconomics (Sp, Fa). 3 Hours.

Introduction to agricultural economics, including a survey of the role and characteristics of agriculture businesses in our economic system. Basic economic concepts concerning price determination, profit maximization, and resource use are emphasized. The use of economic principles as applied to the production and marketing decisions made by managers of agricultural firms is demonstrated. Credit will be allowed for only one of AGEC 1103 or ECON 2023 or ECON 2023H. Pre- or Corequisite: MATH 1203.

This course is cross-listed with ECON 2023.

AGEC 2103. Principles of Agricultural Macroeconomics (Sp, Fa). 3 Hours.

Applications of economics principles to problems of agricultural production, distribution, and income; including a study of the interrelationship between agriculture and other segments of the economy; and the dynamic forces in the economy which affect agriculture. Credit will be allowed for only one of AGEC 2103 or ECON 2013 or ECON 2013H. Pre- or Corequisite: MATH 1203.

This course is cross-listed with ECON 2013.

AGBU 2063: Principles of Agricultural Macroeconomics
Prerequisite: AGBU 1013

A study of macroeconomic variables that affect agriculture with emphasis on consumption, unemployment, inflation, government spending and taxes, investments, national income, and money and banking.

AGBU 2073: Principles of Agriculture Microeconomics
Prerequisite: AGBU 1013

A study of microeconomics variables that affect agriculture with emphasis on price determination, production, costs, income distribution, perfect and imperfect competition.

⊞ CAFNR

College of Agriculture, Food and Natural Resources

Bachelor of Science
Degree Requirements

Effective Fall 2012 Semester

GENERAL EDUCATION REQUIREMENTS (http://generaleducation.missouri.edu/)

Communication (9 credits)
- English Exposition & Argumentation – ENGLSH 1000 (3 credits) with a *grade of "C-" or better*
- Oral Communication: AG ED 2220, COMMUN 1200, or transferable equivalent (3 credits)
- Communication Elective or transferrable equivalent (3 credits) – selected from:

AG ED 2220	ENGLSH 2010, 2030	SCI AG J 2210, 3210 or 3240
COMMUN 1200, 3441, 3572 or 3575	IS&LT 4360	THEATR 1400
CSD 1100	RU SOC 2225	Foreign Language Course

College Algebra (3 credits)
- MATH 1100 or transferable equivalent (3 credits) with a *grade of "C-" or better.* May be met by:
  - An appropriate math course (MATH 1100 or 1160).
  - Calculus course at MU which provides back credit for MATH 1100.
  - Passing the Proctored ALEKS Exam with a qualifying score.
  - Possessing the minimum ACT or SAT Math sub-scores, thereby providing an exemption.

Biological Science, Physical Science and/or Mathematical Science (11 credits)*
- Biological Science: BIO SC 1010 and 1020, 1030, 1200, 1500 or BIO SC/FW 1100 (5 credits)
- Physical Science: CHEM 1100 or 1320 (3 credits)
- Biological/Physical/Mathematical Science Elective (3 credits) – courses designated BIO, PHYS, or MATH on approved Distribution of Content course list (http://generaleducation.missouri.edu/courses/)

Social and/or Behavioral Sciences (9 credits)*
- Microeconomics: AG EC 1041 or ECON 1014 (3 credits)
- Macroeconomics: AG EC 1042 or ECON 1015 (3 credits)
- American History or American Government (State Law Requirement) (3 credits)
  - HIST 1100, 1200, 2210, 2440, 4000, 4220 or 4230; POL SC 1100 or 2100

Humanities and/or Fine Arts (6 credits in addition to oral communication requirement)*
- Courses may include: AG EC 3241, AG ED 2220, SCI AG J 3210 or 3240
- Refer to Distribution of Content course list (http://generaleducation.missouri.edu/courses/)
- Only 3 credits from courses designed as an applied skills class may be used
- Entire 12-13 credit hour elementary foreign language sequence may be used

A course may only be used to fulfill one requirement in the preceding sections.

---

*Distribution of Content (27 credit hours): Provides a breadth and depth of knowledge in three broad areas of study. Course work must include **at least one course numbered 2000 or higher in two of the three areas of distribution** (1) biological, physical, and/or mathematical science, (2) behavioral and/or social science, and (3) humanities and/or fine arts.

If you entered college as a freshman in **Fall 1994 or later,** you need to complete six hours of Social and Behavioral Sciences course in order to graduate. Social and Behavioral Sciences courses are placed into two subcategories: Behavioral Sciences and Social Sciences. Effective for entering freshmen in Fall 2004, all courses on this list are approved for General Education credit on a campus wide basis. However individual Colleges or curricula may require specific courses or course categories. Students should consult their advisors about selecting the general education courses which best fit their programs of study.

Courses are added as they are approved.

⦿ Explanation of Abbreviations

⊘ indicates course is offered this term.

SPRING 2012 SBS GENED COURSES BY: [SHOW ONLY COURSES OFFERED THIS TERM]⊘

ALL SUBCATEGORIES	BSC SUBCATEGORY	SS SUBCATEGORY

Course		Title	ACP	CNW	COMP1	CW	HUM	NAT	QR	SBS
AAS 100	⊘	Intro Asian American Studies		US						SS
AAS 184		Asian American Cultures		US						SS
AAS 258		Muslims in America		US						SS
AAS 284		Adv Topics in Asian America		US						SS
AAS 287		Food and Asian Americans		US						SS
AAS 397	⊘	Asian Families in America		US						SS
√ ACE 100	⊘	Agr Cons and Resource Econ								SS
√ ACE 210	⊘	Environmental Economics								SS
ACE 251	⊘	The World Food Economy		NW						SS
ACE 254	⊘	Economic Systems in Africa		NW						SS
ACE 255		Econ of US Rural Poverty & Dev								SS
AFRO 100	⊘	Intro to African American St		US						SS
AFRO 201		US Racial & Ethnic Politics		US						SS
AFRO 243		Pan Africanism		NW						SS
AFST 243		Pan Africanism		NW						SS
AFST 254	⊘	Economic Systems in Africa		NW						SS
AIS 102	⊘	Contemp Issues in Ind Country		US						SS
ANTH 101	⊘	Introduction to Anthropology		NW		WCC				SS
ANTH 102	⊘	Human Origins and Culture								SS
ANTH 103	⊘	Anthro in a Changing World		NW		WCC				SS
ANTH 104	⊘	Talking Culture								SS
ANTH 171	⊘	Evolution of Human Comm								BSC
ANTH 180		The Archaeology of Death				WCC				SS
ANTH 182		Latin American Cultures		NW						SS
ANTH 184		Asian American Cultures		US						SS
ANTH 185		The Global Pacific		NW						SS

University Core Curriculum

Guided by requirements of the Texas Core Curriculum, the University Core Curriculum at Texas A&M University assures that all undergraduate students are afforded a breadth of understanding. The Core Curriculum emphasizes competence in the process of learning, the capacity to engage in rigorous and analytical inquiry, and the ability to communicate clearly and effectively. It supports the development of knowledge about and appreciation for our cultural heritage, our social and personal responsibilities, and our interactions with the economies and cultures of the international community. The University Core Curriculum acts to enrich and broaden the University's tradition of providing thorough preparation in each student's academic major.

University Core Curriculum requirements are described in the sections that follow. **These requirements must be met by every student pursuing a baccalaureate degree program at Texas A&M University, regardless of his or her major.** Individual degree programs may require that specific courses from the general University list be used to satisfy University Core Curriculum requirements. Please check with individual program advisors for details (see notes 1, 2, 3 and 6).

Specific Requirements

In addition to the University Core Curriculum and specific degree requirements, Texas A&M has criteria that must be met by all students in order to receive a degree (see page 25).

1. The ability to communicate through the use of the spoken or written word requires the development of speech and writing skills.

   Communication (6 hours) A course used to satisfy this requirement shall have as its primary focus the improvement of student expression in communication. This focus on student expression should be demonstrated both in course instruction and assessment. Acceptable forms of student expression may range from creative to technical. Acceptable courses may include those embedded in subject areas other than writing. This requirement must be satisfied by ENGL 104 (3 hours) and one of the following:

AGCJ 404	ENGL 210
COMM 203	ENGL 235
COMM 205	ENGL 241
COMM 243	ENGL 301
ENGL 203	

2. Without an understanding of mathematics and logic, it is not possible to comprehend or participate in the development of knowledge.

   Mathematics (6 hours, at least 3 of which must be in mathematics)

To be selected from any mathematics course except:		Also may select 3 hours from:
MATH 102	MATH 365	PHIL 240
MATH 103	MATH 366	PHIL 341
MATH 150		PHIL 342

3. Knowledge and appreciation of science as a significant human activity, rather than merely a listing of results or collection of data, is acquired only by engaging in the activities of science.

Natural Sciences (8 hours) Two or more natural sciences courses which deal with fundamental principles and in which critical evaluation and analysis of data and processes are required. A minimum of one course shall include a corresponding laboratory. Non-technical courses are specifically excluded.

Four hours to be selected from:	Remaining hours to be selected from courses listed and/or:		
ASTR 111	ANTH 225	ENGR 101	HORT 201/202
BIOL 101	ASTR 101/102	ENTO 322	OCNG 251/252
BIOL 107	ASTR 109/119	ESSM 309	PHYS 109/119
BIOL 111	ATMO 201/202	GENE 301	PHYS 202
BIOL 113/123	BESC 201	GENE 310	PHYS 208
CHEM 101/111	BIOL 112	GEOG 205	RENR 205/215
CHEM 103/113	CHEM 102/112	GEOL 106	SCSC 105
CHEM 107/117	CHEM 104/114	GEOL 307	SCSC 301
GEOG 203/213	CHEM 106/116	GEOS 210	SCSC 405
GEOL 101	CHEM 222/242	GEOS 410	
PHYS 201			
PHYS 218			

4. Knowledge of our culture and its ideals makes possible both social integration and self-realization (see note 4).

A. **Humanities (3 hours)** Courses used to satisfy this requirement shall address one of the following subject areas: history, philosophy, literature, the arts, culture or language (exclusive of courses devoted predominantly to acquiring language skills in a student's native language). Acceptable courses are:

AFST 201	ARTS 150	ENGL 329	ENGL 394	MUSC 201
AFST 204	ARTS 329	ENGL 330	ENGL 396	MUSC 311
AFST 205	ARTS 330	ENGL 333	ENGL 401	MUSC 312
AFST 300	ARTS 335	ENGL 334	ENGL 412	MUSC 315
AFST 301	ARTS 349	ENGL 335	ENGL 414	MUSC 319
AFST 302	ARTS 350	ENGL 336	ENGL 415	MUSC 321
AFST 329	ARTS 445	ENGL 337	ENGL 431	MUSC 324
AFST 339	CLAS 351	ENGL 338	ENGL 474	PHIL (any
AFST 344	COMM 301	ENGL 339	ENGL 481	course except
AFST 345	COMM 327	ENGL 340	ENGR 482	PHIL 240,
AFST 346	COMM 425	ENGL 345	GEOG 202	PHIL 341,
AFST 357	DCED 301	ENGL 346	GEOG 301	PHIL 342)
AFST 393	ENGL 203	ENGL 347	GEOG 305	RELS 211
AFST 401	ENGL 204	ENGL 348	GEOG 320	RELS 213
ANTH 202	ENGL 205	ENGL 350	GEOG 321	RELS 303
ANTH 205	ENGL 212	ENGL 351	GEOG 323	RELS 304
ANTH 301	ENGL 221	ENGL 352	GEOG 325	RELS 317
ANTH 302	ENGL 222	ENGL 353	GEOG 327	RELS 351
ANTH 303	ENGL 227	ENGL 354	HIST (any	RELS 360
ANTH 308	ENGL 228	ENGL 355	course)	RELS 392
ANTH 313	ENGL 231	ENGL 356	HORT 203	THAR 101
ANTH 316	ENGL 232	ENGL 360	HUMA 211	THAR 155
ANTH 317	ENGL 235	ENGL 361	HUMA 213	THAR 201
ANTH 318	ENGL 251	ENGL 362	HUMA 303	THAR 280
ANTH 324	ENGL 308	ENGL 365	HUMA 304	THAR 281
ANTH 350	ENGL 310	ENGL 374	LAND 240	WGST 200
ANTH 353	ENGL 312	ENGL 375	LAND 340	WGST 333
ANTH 354	ENGL 313	ENGL 376	LBAR 203	WGST 374
ARCH 249	ENGL 314	ENGL 377	LBAR 331	WGST 401
ARCH 250	ENGL 315	ENGL 378	LBAR 332	WGST 409
ARCH 345	ENGL 316	ENGL 379	LBAR 333	WGST 461
ARCH 350	ENGL 317	ENGL 385	LING 307	WGST 473
ARCH 430	ENGL 321	ENGL 390	LING 310	WGST 474
ARCH 434	ENGL 322	ENGL 392	MODL*	WGST 477
ARTS 149	ENGL 323	ENGL 393	MUSC 200	

* or any course in the Department of Hispanic Studies or the Department of International Studies. See note 5.

B. **Visual and Performing Arts (3 hours)** Acceptable courses are:

ANTH 324	ARTS 350	ENGL 356	ITAL 455	MUSC 324
ARCH 249	ARTS 445	ENGL 385	KINE 160	PERF 301
ARCH 250	CARC 335	ENGL 412	KINE 161	PHIL 330
ARCH 350	CLAS 352	EURO 405	KINE 167	PHIL 375
ARCH 430	CLAS 415	EURO 406	KINE 169	RUSS 446
ARCH 434	DCED 161	EURO 432	KINE 171	RUSS 447
ARCH 437	DCED 162	EURO 446	KINE 172	SPAN 410
ARTS 103	DCED 168	EURO 447	KINE 175	SPAN 413
ARTS 111	DCED 172	FILM 251	KINE 311	THAR 101
ARTS 112	DCED 173	FILM 301	LAND 240	THAR 110
ARTS 149	ENDS 101	FILM 394	MUSC 200	THAR 155
ARTS 150	ENDS 115	FILM 406	MUSC 201	THAR 201
ARTS 212	ENGL 212	FILM 415	MUSC 280	THAR 210
ARTS 305	ENGL 219	FREN 425	MUSC 302	THAR 280
ARTS 311	ENGL 251	GERM 334	MUSC 311	THAR 281
ARTS 329	ENGL 312	GERM 432	MUSC 312	THAR 407
ARTS 330	ENGL 317	GERM 435	MUSC 315	
ARTS 335	ENGL 340	HISP 352	MUSC 319	
ARTS 349	ENGL 351	HORT 203	MUSC 321	

5. As the human social environment becomes more complex, it is increasingly important for individuals to understand the nature and function of their social, political and economic institutions (see note 4).

A. **Social and Behavioral Sciences (3 hours)** Courses used to satisfy this requirement shall address one of the following subject areas: anthropology, economics, political science, geography, psychology, sociology or communication. Acceptable courses are:

AFST 317	ANTH 403	EPSY 321	LING 209	SPMT 319
AFST 323	ANTH 404	GEOG 201	LING 311	SPMT 336
AGEC 105	ANTH 410	GEOG 304	LING 402	SPMT 337
AGEC 350	ANTH 439	GEOG 306	MGMT 475	VTPB 221
AGEC 429	ARCH 212	GEOG 311	POLS (any	WGST 207
AGEC 430	COMM 315	GEOG 330	course)	WGST 300
AGEC 452	COMM 320	GEOG 401	PSYC (any	WGST 310
AGEC 453	COMM 325	GEOG 420	course except	WGST 316
ALED 340	COMM 335	GEOG 440	PSYC 203,	WGST 317
ALED 400	ECON (any	HLTH 236	PSYC 204)	WGST 332
ALED 440	course)	HORT 335	RELS 403	WGST 367
ANTH 201	ENGL 209	INST 310	SOCI (any	WGST 404
ANTH 210	ENGL 311	INST 322	course except	WGST 424
ANTH 225	ENGL 403	JOUR 102	SOCI 220,	WGST 439
ANTH 300	ENGR 400	JOUR 301	SOCI 420)	WGST 462
ANTH 314	EPSY 320	LBAR 204	SPMT 304	WGST 463

B. **U.S. History and Political Science (12 hours, 6 hours of history and 6 hours of political science)** To be a responsible citizen of the world it is necessary, first, to be a responsible citizen of one's own country and community.
POLS 206 and POLS 207 and HIST 105 and HIST 106 or other courses in American and Texas history, except those courses pertaining solely to Texas history, may not comprise more than 3 hours.

6. As individual and national destinies become progressively more interconnected, the ability to survive and succeed is increasingly linked to the development of a more pluralistic, diverse and globally-aware populace. Two courses from the following list are to be taken by the student. If a course listed below also satisfies another University Core Curriculum requirement, it can be used to satisfy both requirements if the student wishes to do so. For example, a course that satisfies the Social and Behavioral Sciences requirement may be used to satisfy the International and Cultural Diversity requirement if that course also appears on the list.

International and Cultural Diversity (6 hours) Acceptable courses are:

ACCT 445	CARC 335	ENGL 403	HIST 214	HLTH 334
AFST 201	COMM 327	ENGL 474	HIST 258	HORT 335
AFST 204	COMM 335	ESSM 314	HIST 301	HORT 440
AFST 205	COMM 407	EURO 223	HIST 305	HUMA 303
AFST 301	COMM 425	EURO 323	HIST 307	HUMA 304
AFST 302	COSC 484*	EURO 406	HIST 319	IBUS 401
AFST 317	COSC 494*	EURO 443	HIST 324	IBUS 403
AFST 323	DCED 301	EURO 444	HIST 336	IBUS 445
AFST 339	ECON 312	EURO 447	HIST 339	IBUS 446
AFST 345	ECON 320	FINC 445	HIST 342	IBUS 450
AFST 346	ECON 324	FREN 301	HIST 343	IBUS 452
AFST 393	ECON 330	FREN 322	HIST 345	IBUS 455
AGEC 452	EHRD 408	FREN 336	HIST 346	IBUS 456
AGEC 453	ENDS 101	FREN 418	HIST 348	IBUS 457
ALED 422	ENDS 484*	FREN 425	HIST 352	IBUS 458
ANTH 205	ENDS 494*	GEOG 201	HIST 355	IBUS 459
ANTH 210	ENGL 204	GEOG 202	HIST 356	IBUS 460
ANTH 300	ENGL 205	GEOG 301	HIST 402	INST 310
ANTH 301	ENGL 222	GEOG 305	HIST 405	INST 322
ANTH 314	ENGL 232	GEOG 306	HIST 407	LAND 240
ANTH 324	ENGL 251	GEOG 311	HIST 412	LBAR 331
ANTH 403	ENGL 333	GEOG 320	HIST 439	LBAR 332
ANTH 404	ENGL 336	GEOG 321	HIST 440	LBAR 333
ARCH 250	ENGL 337	GEOG 323	HIST 441	LING 307
ARCH 345	ENGL 338	GEOG 325	HIST 449	LING 402
ARCH 350	ENGL 339	GEOG 327	HIST 451	MGMT 430
ARCH 458	ENGL 340	GEOG 402	HIST 455	MGMT 450
ARTS 150	ENGL 352	GEOG 420	HIST 460	MGMT 452
ARTS 350*	ENGL 362	GERM 322	HIST 461	MKTG 330
CARC 301	ENGL 374	HISP 352	HIST 464	MKTG 401
CARC 311	ENGL 378	HISP 362	HIST 473	MKTG 403
CARC 321	ENGL 379	HISP 363	HIST 477	MODL 222
CARC 331	ENGL 393	HIST 210	HLTH 236	MUSC 312

* See Note 7.

International and Cultural Diversity (6 hours) (continued)

MUSC 315	POLS 367	SOCI 323	SPMT 336	WGST 333
MUSC 319	POLS 424	SOCI 324	SPMT 337	WGST 334
MUSC 324	POLS 432	SOCI 325	TEFB 273	WGST 367
PHIL 283	POLS 462	SOCI 329	THAR 201	WGST 374
PHIL 416	PSYC 300	SOCI 330	THAR 281	WGST 391
PHIL 419	RELS 303	SOCI 403	URPN 461	WGST 401
POLS 229	RELS 304	SOCI 419	VTPB 221	WGST 404
POLS 231	RELS 403	SOCI 423	VTPP 401	WGST 407
POLS 317	RPTS 340	SOCI 424	WGST 200	WGST 424
POLS 322	RUSS 443	SPAN 312	WGST 207	WGST 430
POLS 323	RUSS 444	SPAN 320	WGST 300	WGST 461
POLS 324	RUSS 447	SPAN 410	WGST 307	WGST 462
POLS 326	SOCI 207	SPAN 411	WGST 308	WGST 463
POLS 328	SOCI 316	SPAN 412	WGST 310	WGST 473
POLS 338	SOCI 317	SPAN 421	WGST 316	WGST 474
POLS 365	SOCI 321	SPAN 450	WGST 317	WGST 477

7. As the ancient scholars knew and as modern research has confirmed, the development of the body as well as the mind is an integral part of the educational process.

Kinesiology requirements are to be fulfilled by completing KINE 198 Health and Fitness and any other one KINE 199 course. KINE 199 used to fulfill University Core Curriculum requirements must be taken S/U. KINE 199 courses not included in the University Core Curriculum can be taken for a grade in accordance with the student's college policy. Transfer students with fewer than 2 hours of kinesiology credit must meet the KINE 198 requirement either by transfer of credit or by taking the course at Texas A&M.

Notes:

1. Individual degree programs may impose more restrictive requirements in any of these areas. Students should consult the degree listing in this catalog and their academic advisors to ensure that they are satisfying all requirements of their majors.
2. With the exception of courses satisfying the International and Cultural Diversity requirement (see section 6), no course shall be counted twice by the same student toward satisfaction of the University Core Curriculum requirements. For example, if a student elects to use ARCH 349 to satisfy the Visual and Performing Arts requirement, the student may not use the course to satisfy the Humanities requirement.
3. Courses numbered 285 or 485 do not satisfy University Core Curriculum requirements. Individual Special Topics (289 and 489) courses may be approved for use in the Core Curriculum.
4. No student may satisfy all 12 hours of University Core Curriculum requirements in the categories of humanities, visual and performing arts, and social and behavioral sciences by courses having the same prefix.
5. If courses in MODL are used to fulfill the Humanities requirement, they must be in a different language than taken in high school or, if in the same language, at the 200-level or higher. For example, if the student took Spanish in high school, the student may not use SPAN 101 or SPAN 102 in satisfying the Humanities requirement.
6. Students transferring course credit to satisfy the University Core Curriculum requirements should refer to the Texas Common Course Numbering System (see Appendix B on page 951) and the Transfer Course Credit Policies in this catalog.
7. Courses taken abroad, whether conducted in another country by a Texas A&M University faculty member, completed as reciprocal education exchange programs (REEP), or completed in another country through direct enrollment in another institution, can be used to satisfy the Core Curriculum requirement for International and Cultural Diversity. This includes credits earned through 285, 291, 485, 484, and 491 courses conducted abroad for which grades are determined by a Texas A&M University faculty member.
8. Courses approved as satisfying one or more areas of the University Core Curriculum become effective the semester or summer session immediately following approval by the Faculty Senate.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department
GENERAL EDUCATION	☑ supports ☐ does not support the change.
Comments:	

~~Department Head~~ *DEAN's* Signature: _____

Date: *9-16-13*

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: College of Business and the Department of Accounting and Economics	This department ☒ supports ☐ does not support the change.
Comments:	

Department Head Signature: _____

Date: 9/3/13

Addendum: Department of Agriculture Request for Course Change

Course: AGBU 2063 Principles of Agriculture Macroeconomics

Student Learning Outcomes:	Outcome	Criteria A &/or #(s)	Criteria B &/or #(s)
Apply Scientific and Quantitative Reasoning	X	1	2
Communicate Effectively			
Develop Ethical Perspective			
Demonstrate Knowledge of the Arts and Humanities			
Think Critically	X	2	1
Understand Wellness Concepts			
Civic Involvement			

List Course Objectives: (CPGE assessment objectives: add rows if needed)

Impact of interest rate policy on consumer activity
US monetary policy to attempt to manipulate the US economy
Effect of debt and the debt ceiling on long-term economic growth
Different schools of thought on managing economy
Dangers of high inflation on US economy

List Course Measurements (Direct and Indirect Measures- exams, essays, survey, etc.)

Exam scores
Score for specific items on exams
Scores on in-class & take-home assignments

Course: AGBU 2073 Principles of Agriculture Microeconomics

Student Learning Outcomes:	Outcome	Criteria A &/or #(s)	Criteria B &/or #(s)
Apply Scientific and Quantitative Reasoning	X	1	
Communicate Effectively	X		2
Develop Ethical Perspective			
Demonstrate Knowledge of the Arts and Humanities			
Think Critically	X		1
Understand Wellness Concepts			
Civic Involvement			

List Course Objectives: (CPGE assessment objectives: add rows if needed)

Use supply & demand in trade decisions
Use supply & demand in individual business decisions
Analyze market effects of perfect vs imperfect competition

List Course Measurements (Direct and Indirect Measures- exams, essays, survey, etc.)

In-class assignment grades
Rubric-scored written work, outside of a capstone experience
Interaction for combined group assignment (scored as component within assignment rubric)

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee

FROM: Department of Emergency Management

DATE SUBMITTED: October 1, 2013

REQUEST FOR CHANGE IN PROGRAM (Modification of Existing Major)

Title	Signature	Date
Dr. Sandy Smith, Department Head	*Sandy M Smith*	10-1-13
Dr. William Hoefler, Dean	*Willy Hoefler*	10-1-13
Mrs. Tammy Rhodes Weaver, Registrar	*T Weaver*	10/10/13
Dr. John Watson, Vice President for Academic Affairs		

Program Title: Curriculum In Emergency Management	Effective Date: 2014-15 Catalog
Outline change in program and attach curriculum matrix: 1) In the 21 hours of Interdisciplinary Core, add the following courses: AHS 1023, AHS 2013, ART 1163, ART 1503, ART 2213, BIOL 2004, BIOL 2014, BIOL 3074, ~~CJ 2013, CJ 2043, CJ 3023, CJ 3033, CJ 3063, CJ 3103, CJ 3153, CJ 4023, CJ 4053, CJ 4206,~~ ELEG 1012, FW 2003, ~~GEOG 4833,~~ GEOL 3174, NUR 2023, NUR 2303, PHIL 2013, PHIL 3023, PHIL 3053, PHIL 3103, ~~PSY 3003, PSY 3043, PSY 3133, PSY 3153,~~ and WS 1091. ✳ **15** 2) In the ~~12~~ hour Administrative/Professional Core, allow **12 hours from** ~~any~~ course from the College of Business (ACCT, BDA, BLAW, BUAD, ECON, and FIN), COMS, JOUR, MATH, and SPH; as well as, HA/RP 4113; PS 3023, 3133, SOC 2053; *ENGL 2053 will remain in the core as a required course making total 15 hrs*	
What impact will the change have on staffing, on other programs and space allocation? No effect.	
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.	

Amendment:
✳ *Add: Any CJ, Soc, or Psy course may be taken for the ID Core.*

This program change will decrease the number of substitutions requested for degree audits while maintaining the integrity of the EM degree. Most other EM programs are housed within the Sociology and Political Science departments and therefore in alignment with those programs on this campus, we are expanding the number of courses acceptable for the Interdisciplinary Core for EM students.

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

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

Tammy Weaver

From:	Sandy Smith
Sent:	Wednesday, October 23, 2013 9:49 AM
To:	Tammy Weaver
Cc:	Sandy Smith
Subject:	additional ID courses for EM

Tammy,

I sent you a text last week when I was gone last Friday & I trust you received it. I apologize that I had selected courses that have been discontinued—I must have inadvertently used an older catalog.

I had planned to send this email to you on Monday but my morning was filled with meetings and Monday afternoon was spent at the Molitor home (oh my! That was/is a shock—I've been in a partial fog...). Therefore, I know this email is belated and that these changes might need to be made on the official change form and submitted for adoption next year; if so, let me know which form I need to include these additional ID courses on for curriculum adoption.

Please add to our lengthy ID course options, the following:
CJ/SOC 4013
SOC 2023, 2073, 2083, 3033, 3093, 3113, 3173, 4023, 4043, 4053, 4063, 4073, 4143
PSY 2023, 2133, 3083, 3173, 4013, 4043, 4053, 4073
(Essentially, we are stating ANY CJ, SOC, or PSY course may be taken for the ID core.)

Thank you!
Sandy

Sandy M. Smith, RN; PhD
Associate Professor and Head
Department of Emergency Management
Dean Hall, Room 110
402 West O Street
Russellville, AR 72801

479-498-6039 (O)
501-529-1396 (C)
479-356-2091 (F)

Fall Start Curriculum Matrix for Catalog Curriculum in Emergency Management	
Freshman Fall Semester Add/Change: Social Sciences Delete: US History/Government Total Hours: 16	**Freshman Spring Semester** Add/Change: Delete: Total Hours: 16
Sophomore Fall Semester Add/Change: Delete: Total Hours: 16	**Sophomore Spring Semester** Add/Change: US History/Government Delete: Social Sciences Total Hours: 15
Junior Fall Semester Add/Change: EAM 4023 EAM Core – 3 hours Delete: EAM Core – 6 hours Total Hours: 15	**Junior Spring Semester** Add/Change: EAM 4033; Elective – 3 hours Delete: EAM 3206, EAM 4023 Total Hours: 15
Senior Fall Semester Add/Change: EAM Core (to 6 hours) Delete: EAM 4033 Total Hours: 15	**Senior Spring Semester** Add/Change: EAM 3206 Delete: Elective Total Hours: 12

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in Emergency Management	
Freshman Spring Semester √Add/Change: Social Sciences √Delete: US History/Government Total Hours: 16	**Freshman Fall Semester** Add/Change: Delete: Total Hours: 16
Sophomore Spring Semester Add/Change: Delete: Total Hours: 16	**Sophomore Fall Semester** √Add/Change: US History/Government √Delete: Social Sciences Total Hours: 15
Junior Spring Semester Add/Change: Delete: Total Hours: 15	**Junior Fall Semester** √Add/Change: Interdisciplinary Core (to 3 hrs.) √Elective - 3 hours; EAM 4033 √Delete: EAM 3206 √Interdisciplinary Core – 6 hrs. Total Hours: 15
Senior Spring Semester √Add/Change: Interdisciplinary Core (to 6 hours) √Delete: EAM 4033 Total Hours: 15	**Senior Fall Semester** √Add/Change: EAM 3206 √Delete: Elective Total Hours: 12
Total Program Hours_____120_____	

*** 40 hours must be upper division courses for the EM degree***

DEGREE AUDIT CHECK LIST
(BS-EAM) Emergency Management
2013-14

Date			Student's Name		
Grade Point	**Graduation Date**		**T#**		

General Education Requirements		Hrs	Major Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6	**EAM** 1003 1013 3206 4023 4033 4106		
MATH #		3	**EAM** (18 HRS) 2033 3003 3013 3023 3033		
SCIENCE		4	3123 3143 3243 4003 4013 4043 4053		
SCIENCE		4	4991-3		42
US HIST/GOVT		3	**ENGL** 2053		3
SOC SCI		3	**ADMIN** ~~BUAD 2003 2053 BLAW 2053~~ College of		
SOC SCI		3	~~COMS 1003 1333 1403 2003~~ Business (ACCT, BQA,		
SOC SCI		3	HA/RP 4113 ~~JOUR 2133 4033 4063~~ BLAW, BUAD, ECON, an FIN)		
FINE ART/HUM		3	~~4123 MATH 2163~~ PS 3023 3133 COMS, JOUR,		
FINE ART/HUM		3	~~SOC 2053 SPH 1003 2003 2173 3003~~ MATH, and		
SPH		0	~~3013 3033 3073 4063 4153~~ SPH	12
TECH 1001 ♦		1	**CORE** ANTH 2003 BIOL 1004 3043 3054 3114		
			4023 4094 CHEM 2204 3313 3245 3254		
TOTAL GEN ED HOURS		36	3264 3324 3334 3344 3353 4422 Use		
CORE CONT. MATH 4123 4173 PE 2513 PHSC 3033 PHYS 3213			COMS 2703 2733 4703 4713 CJ 2003 NEW LIST		
POLS 2013 2403 2413 3033 3053 3093 3473 4103 PSY 2003			CJ/POLS 3023 CJ 4023 GEOG 2013 2023		
2033 PSY/SOC 3013 PSY 3063 3093 3163 RP 1993 3053 3993			2833 3033 4023 GEOL 1014 3044 3083		
4053 SOC 1003 3063 4003 SOC/CJ 2033 3083			GEOL 3153 HA 1013 HLED 3203 JOUR 2143		
Electives			JOUR 3173 3273 MATH 2243 3153		21
			TOTAL MAJOR HOURS		78
TOTAL ELECTIVE HOURS		6	**TOTAL HOURS**		

Final Check:

Min. hours required **120**

40 hours upper level _____ thru _____

\# of "D" hours _____ thru _____

Max activity hours 4 _____

Earned Hrs _____

minus P/C HRS _____

to be completed _____

TOTAL _____

** Satisfying Gen Ed

♦ Satisfying Institutional Requirement

C or better must be earned for Gen Ed

Department of Emergency Management

The bachelor of science degree in Emergency Management (EAM) was established in 1997. Arkansas Tech University was one of the first institutions to offer a baccalaureate degree in this specialized and rapidly growing academic discipline. In 2006, the program became the first degree program to receive accreditation on a national as well as international level from the Foundation of Higher Education Accreditation in Emergency Management. In view of the interest in this degree from a wide geographic area including foreign countries, the degree is also available online as an electronic degree that was approved by the Higher Learning Commission in 2005. The program offers a master of science degree in Emergency Management and Homeland Security for students seeking an advanced degree in the discipline.

Dr. Sandy Smith, Head
Dean Hall, Room 110
(479) 498-6039
ssmith107@atu.edu
Fax: (479) 356-2091

Associate Professor:
Ihde, Gray, Smith
Assistant Professors:
Bailey, Earls, Garner, Kallberg

The Department of Emergency Management at Arkansas Tech University is dedicated to:

1. Increasing learning and knowledge by providing outstanding teaching, scholarship, and service for the university and community.
2. Sustaining a department that supports faculty and students in their professional and intellectual growth.
3. Educating students to become leaders in the emergency management discipline and to make a positive contribution to the field.

Interest in emergency management and its importance from the global perspective have increased following recent events related to natural and technological hazards, terrorism, and other Homeland Security issues. The degree supports advancement opportunities for career professionals in a broad range of discipline areas as well as appealing to students seeking careers in emergency management in both the private and public sectors.

The curriculum in the EAM degree is based on the following core competencies for emergency managers:

Management skills
Communication skills
Leadership and decision making skills
Technical skills
Political, bureaucratic and social contexts
Comprehensive emergency management contexts
Legal and ethical contexts
Practical applications

The curriculum requires all students to complete 30 hours of EAM core courses which include 12 hours of credit for externship/internship experiences. This focus of the program is designed to build a solid foundation in emergency management concepts, competencies, and demonstrated applications. Additionally, students are required to complete 15 hours in an administrative core and 21 hours in an interdisciplinary core, which can include courses in both the natural and social sciences. Students have the option of addressing the interdisciplinary core by completing a minor in an area approved by the advisor as long as the total coursework equals 21 hours.

[handwritten: Just rearranging courses – not adding or deleting anything]
[handwritten: ✓ 11-12-13 catalog]

Curriculum in Emergency Management

Degree Completion Plan Beginning in Fall Semester

Freshman Fall		Spring		Sophomore Fall		Spring	
ENGL 1013[1,T]	3	ENGL 1023[1,T]	3	Social Sciences[1,T]	3	~~Social Science[1,T]~~ *[handwritten: US Govt HIST/Govt[1,T]]*	3
~~U.S. History/Government[1,T]~~	3	Social Sciences[1,T]	3	Fine Arts & Humanities[1,T]	3	Fine Arts & Humanities[1,T]	3
Mathematics[1,T]	3	Science with Lab[1,T]	4	Science with Lab[1,T]	4	Administrative[3]	3
TECH 1001	1	Interdisciplinary Core[2,T]	3	ENGL 2053	3	Interdisciplinary Core[2,T]	3
Interdisciplinary Core[2,T]	3	EAM 1013	3	EAM Core[4]	3	EAM Core[4]	3
EAM 1003	3						
Total Hours	16	Total Hours	16	Total Hours	16	Total Hours	15
Junior Fall		Spring		Senior Fall		Spring	

[handwritten header annotations: Social Sciences[T]; U.S. ~~Govt~~ HIST/Govt[T]]

[handwritten: Electives[T] 3]
[handwritten: EAM 4023 3 EAM 4003 3]

Administrative[3,T]	3	Administrative[3,T]	3
EAM Core[4]	3 [handwritten: 3]	EAM Core[4]	3
Interdisciplinary Core[2,T]	3	Interdisciplinary Core[2,T]	3
Elective[T]	3		
Total Hours	15	Total Hours	15

Administrative[3,T]	3	EAM 4106	6
EAM Core[4]	[handwritten: 6]		
Interdisciplinary Core[2,T]	6	[handwritten: EAM 3206]	[handwritten: 6]
Total Hours	15	Total Hours	[handwritten: 12]

Degree Completion Plan Beginning in Spring Semester

Freshman
Spring [handwritten: Social Sciences[T] 3]

ENGL 1013[1,T]	3		
Mathematics[1,T]	3		
TECH 1001	1		
Interdisciplinary Core[2,T]	3		
EAM 1003	3		
Total Hours	16		

Fall

ENGL 1023[1,T]	3
Social Sciences[1,T]	3
Science with Lab[1,T]	4
Interdisciplinary Core[2,T]	3
EAM 1013	3
Total Hours	16

Sophomore
Spring

Social Sciences[1,T]	3
Fine Arts & Humanities[1,T]	3
Science with Lab[1,T]	4
ENGL 2053	3
EAM Core[4]	3
Total Hours	16

Fall [handwritten: US History/Govt[T] 3]

Fine Arts & Humanities[1,T]	3
Administrative[3,T]	3
Interdisciplinary Core[2,T]	3
EAM Core[4]	3
Total Hours	15

Junior
Spring

Administrative[3,T]	3
EAM Core[4]	3
Interdisciplinary Core[2,T]	3
EAM 4023	3
Elective[T]	3
Total Hours	15

Fall [handwritten: Electives[T] 3 EAM 4033 3]

Administrative[3,T]	3
EAM Core[4]	3
Interdisciplinary Core[2,T]	3 [handwritten: C]
Total Hours	15

Senior
Spring

Administrative[3,T]	3
EAM Core[4]	6
Interdisciplinary Core[2,T]	6 [handwritten: 3]
Total Hours	15

Fall

EAM 4106	6		
		[handwritten: EAM 3206]	[handwritten: 6]
Total Hours	15		[handwritten: 12]

[1]See appropriate alternatives or substitutions "General Education Requirements".
[2]See Appropriate alternatives in "Interdisciplinary Core"
[3]See appropriate alternatives in "Required Administrative Core".
[4]See appropriate substitutions in "EAM Core"
[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.

EAM Core (30 hours)

The student will select with the advisor's recommendation 30 hours of credit from the EAM Core courses. EAM 1003, EAM 1013, EAM 4023 and EAM 4033 are required classes for all students. In addition, all students must take 12 hours (EAM 3206 and EAM 4106) from the Practical Applications in addition to the 30 hours. Courses used in other categories, i.e. EAM Core, Administrative, or Interdisciplinary may not be counted in another category.

EAM 1003 Living in a Hazardous Environment
EAM 1013 Aim and Scope of Emergency Management
EAM 2033 Citizen/Family/Community Disaster Preparedness Education
EAM 3003 Developing Emergency Management Skills
EAM 3013 Public Policy Issues in Emergency Management
EAM 3023 Principles and Practice of Disaster Planning and Response Operations
EAM 3033 The Social Dimensions of Disaster
EAM 3123 Public Information Skills for Emergency Managers
EAM 3143 The Economics of Hazards and Disaster
EAM 3243 Introduction to Terrorism
EAM 4003 Principles and Practice of Disaster Relief and Recovery
EAM 4013 Business and Industry Crisis Management
EAM 4023 Information Technology and Emergency Management
EAM 4033 Emergency Management Research Methods/Analysis
EAM 4043 Disaster and Emergency Management Ethics

EAM 4053 Community Management of Hazardous Materials
EAM 4991-3 Special Problems and Topics

Practical Applications (12 hours)

EAM 3206 Externship
EAM 4106 Practicum/Internship

Administrative Core[1] (15 hours)

The student will take **ENGL 2053** Technical Writing[T] and select with the advisor's recommendation 12 hours of credit from the following courses which are currently offered within each departmental area.

[handwritten annotation: 12 additional hours of Allow any course from the College of Business (ACCT, BDA, BLAW, BUAD, ECON, and FIN) coms, JOUR, MATH, and SPH, and or]

~~BLAW 2033 Legal Environment of Business[T]~~
~~BUAD 2003 Business Information Systems or~~
~~COMS 1003 Introduction to Computer Based Systems[T]~~
BUAD 2053 Business Statistics or
- **SOC 2053** Statistics for the Behavioral Sciences or
  MATH 2163 Introduction to Statistical Methods[T]
~~COMS 1223 Web Publishing I~~
~~COMS 1103 Orientation to Computing, Information, and Technology~~
~~COMS 2003 Microcomputer Applications~~
- **HA 4113/RP 4113** Personnel Management in Parks, Recreation, and Hospitality Administration
~~JOUR 2433 Introduction to Mass Communication~~
~~JOUR 4033 Community Journalism~~
~~JOUR 4093 Computer Mediated Communication~~
~~JOUR 4123 Laws of Communication~~
- **PS 3023** Professional Communications
- **PS 3133** Applied Principles of Personnel Management
~~SPH 1003 Introduction to Speech Communication[T]~~
~~SPH 2003 Public Speaking~~
~~SPH 2173 Business and Professional Speaking~~
~~SPH 3003 Interpersonal Communication~~
~~SPH 3013 Intercultural Communication~~
~~SPH 3033 Interviewing Principles and Practices~~
~~SPH 3073 Group Communication~~
~~SPH 4063 Organizational Communication~~
~~SPH 4163 Persuasive Theory and Audience Analysis~~

[1]Students must address any prerequisites for these courses
[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

Interdisciplinary Core[1,2] (21 hours)

The student will select with the advisor's recommendation 21 hours of credit from the following courses which are currently offered within each departmental area.

ANTH 2003 Cultural Anthropology[T]
BIOL 1004 Principles of Environmental Science
BIOL 3043 Conservation
BIOL 3054 Microbiology
BIOL 3114 Principles of Ecology
BIOL 4023 Immunology
BIOL 4094 Coastal Ecology
CHEM 2204 Organic Physiological Chemistry
CHEM 3313 Environmental Chemistry
CHEM 3245 Quantitative Analysis
CHEM 3254 Fundamentals of Organic Chemistry
CHEM 3264 Mechanistic Organic Chemistry
CHEM 3324 Physical Chemistry I
CHEM 3334 Physical Chemistry II
CHEM 3344 Principles of Biochemistry
CHEM 3363 Fundamentals of Toxicology
CHEM 4422 Advanced Organic Chemistry
COMS 2703 Computer Networks and Architecture

[handwritten course list:]
AHS 1023
AHS 2013
ART 1163
ART 1503
ART 2213
BIOL 2004
BIOL 2014
BIOL 3014

~~CJ 2013~~
CJ 2043
CJ 3023
CJ 3033
~~CJ 3063~~
CJ 3103
CJ 3153
CJ 4023

~~CJ 4053~~
CJ 4206
ELEG 1012
FW 2003
~~GEOG 4033~~
GEOL 3174
NUR 2023
NUR 2303

PHIL 2013
PHIL 3023
PHIL 3053
PHIL 3103
PSY 3003
~~PSY 3044~~
PSY 3133
PSY 3153
WS 1091

COMS 2733 Introduction to Computer Forensics and Security
COMS 4703 Data Communications and Networks
COMS 4713 Heterogeneous Networks
CJ 2003 Introduction to Criminal Justice[T]
CJ 3023 / POLS 3023 Judicial Process
CJ 4023 Law and the Legal System
GEOG 2013 Regional Geography of the World
GEOG 2023 Human Geography
GEOG 2813 Introduction to Geographic Information Systems
GEOG 3033 Physical Geography
GEOG 4023 Economic Geography
GEOL 1014 Physical Geology
GEOL 3044 Geomorphology
GEOL 3083 Hydrogeology
GEOL 3153 Environmental Geology
HA 1013 Sanitation and Safety
HLED 3203 Consumer Health Programs
JOUR 2143 News Writing
JOUR 3173 Public Relations Principles
JOUR 3273 Public Relations Writing
MATH 2243 Calculus for Business and Economics
MATH 3153 Applied Statistics I
MATH 4123 Mathematical Modeling
MATH 4173 Advanced Biostatistics
PE 2513 First Aid[T]
PHSC 3033 Meteorology
PHYS 3213 Modern Physics
POLS 2013 Introduction to Political Science[T]
POLS 2403 Comparative Government
POLS 2413 International Relations
POLS 3033 American State and Local Government
POLS 3053 Introduction to Public Administration
POLS 3093 American Municipal Government
POLS 3473 National Security Policy
POLS 4103 Environmental Politics
PSY 2003 General Psychology[T]
PSY 2033 Psychology of Adjustment
PSY 3013/SOC 3013 Psychosocial Aspects of Death and Dying
PSY 3063 Developmental Psychology I
PSY 3093 Industrial Psychology
PSY 3163 Developmental Psychology II
RP 1993 Basic Forest Fighting
RP 3053 Natural Resource Management and Planning
RP 3993 Wildland Fire Practices in Natural Resource Management
RP 4053 Water Resources Development
SOC 1003 Introductory Sociology[T]
SOC 2033/CJ 2033 Social Problems[T]
SOC 3063 Communities
SOC 3083/CJ 3083 Social Deviance
SOC 4003 Minority Relations

[1]Students must address any prerequisites for these courses

[2]Students can complete the Interdisciplinary Core by minoring in one of the following subjects. If the minor doesn't total 21 hours, they can take an additional course from the above list.
Anthropology, Biology, Chemistry, Criminal Justice, Engineering Physics, Geography, Geology, History, Hospitality Administration, Journalism, Physical Science, Political Science, Psychology, Recreation and Park Administration, Sociology, Speech.

[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

Minor Emergency Management

The minor in Emergency Management is designed to provide additional breadth for students majoring in related programs in the field of crisis and disaster management. The minor will require 18 hours of coursework emphasizing content in areas of human and physical consequences of natural and technological disasters along with mitigation procedures.

Students may wish to minor in Emergency Management from disciplines listed in the Interdisciplinary Core such as Biology, Chemistry, Computer and Information Science, Criminal Justice, and Journalism.

*<u>**EAM 1003**</u> Living in a Hazardous Environment
*<u>**EAM 1013**</u> Aim and Scope of Emergency Management
Twelve hours of upper division EAM Core Classes
*Required for the Bachelor's degree in EAM

Appr CO 10/29/13
app FS 11/12/13 RECEIVED

Arkansas Tech University
REQUEST FOR COURSE ADDITION

SEP 27 2013

Registrar's Office

TO: Curriculum Committee

FROM: Mechanical Engineering, Dr. John L. Krohn

DATE SUBMITTED: September 30, 2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	*Catrin Bryant*	9/27/13
Dean	*Willy Haefler*	9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*Ira Lawn*	10/10/13
Vice President for Academic Affairs		

Course Subject: MCEG	Course Number: 3333
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces): Alternative Energy Systems

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?

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: CHEM 2124, MATH 2924, PHYS 2114, Jr. standing	Co-requisites:

Course Description (as you want it to appear in the catalog): A study of the design and implementation of alternative energy sources in power production and other applications. Renewable sources are emphasized.

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, standard computer/document camera projection system only.

How does this proposal support the University Mission or University Strategic Planning Goals?
The proposed course contributes to the stated mission goals of nurturing scholastic development, and contributes to providing a wide range of innovative programs offered to a diverse community of learners. The proposed course supports Strategic Planning Goal #1, Enhance the creation and delivery of first quality educational services by making available to students subject material in an important and growing field.

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.
  Alternative energy is a topic of growing interest and importance in today's society. A cursory glance at news headlines reveals a number of articles in venues from specialized journals to mainstream news outlets devoted to new alternative energy initiatives, power purchase agreements and other developments in this topic area. Tech's engineering and science graduates of today will spend their professional careers in a society that increasingly relies on what are today termed alternative energy sources. It will behoove these graduates to have some knowledge of this area as they move into their professional lives and will also behoove the University to include course material related to this growing topic in its course offerings.

The course author offered the proposed course as a Special Problem class in the Fall, 2012 semester to 27 engineering junior and senior students. As part of that course, a pre- and post-course knowledge assessment quiz was given to the class. The overall rate of correct responses on 13 questions on this quiz increased from 57% on the pre-class administration to 67% on the post-class administration. In addition, class average scores improved on 7 of the 13 questions and dropped on 5 with those improving having a much larger average change than those that decreased. A clearer picture of the effect of taking the class on its members was the response to the open-ended question, "List all alternative energy sources that you can think of." On the pre-class administration, this item generated an average of 3.5 valid responses per student (and 0.6 invalid responses) while on the post-class administration, students produced an average of 5.75 valid responses (and only 0.4 invalid responses) each. While the overall results were not as positive as would be desired, these results also pointed to one or two particular areas in which results did not improve that are apparently in need of further coverage in future offerings.

In addition to the above content quiz, student comments on the end-of-course evaluation were very positive. The overall average score on the 14 standard course evaluation questions was 4.45 ($\pm$ 0.84) and the written comments were universally positive in reaction to the material presented in the class. Since this initial offering, other students have expressed a keen interest in taking the class if offered again.

How will the effect of the change be monitored in ongoing program assessment?
Since this will be an elective course, primary monitoring of the effects of adding the course will be through course enrollment. The course goals will be monitored as part of the department's general assessment program and additional information on the usefulness of the course would come from feedback from students as they gain employment (or don't) in related fields.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.
Other departments will be affected only as they allow their majors to take the proposed course as an elective or other substitution in their programs. The Physical Science Department and the Electrical Engineering Department have been advised of this new course proposal.

MCEG 3333   Alternative Energy Systems
Course Syllabus and Policies

Instructor: Dr. John L. Krohn, Cor220, 964-0833
                Office hrs: MWF 10-11, TW 2-3, TR 9-11:30

Catalog: Prerequisites: CHEM 2124, PHYS 2114, MATH 2924, Junior standing. A study of the design and implementation of alternative energy sources in power production and other applications. Renewable sources are emphasized. Lecture three hours.

Text: *Alternative Energy Systems and Applications*, B.K. Hodge, Wiley, 2010.
Supplemental Materials: Powerplant Technology, El-Wakil
                                 Alternative Energy Resources, Kruger
                                 Various web sources/sites as provided in class

Course Objectives:
    1. To familiarize the student with the basic means of producing useable energy from renewable and other alternative energy sources.
    2. To develop a basic understanding of available energy resources.
    3. To familiarize the student with the basic methods of analyzing the systems identified in (1) above for producing electric power.

Grading: Grades will be based on the following assignments. Grades will be awarded on a scale no greater than 90%-A, 80%-B, 70%-C, 60%-D based on the raw scores. The semester grade will be based on the following:

Homework	70-100 pts.
Reports, special problems	100-150
3 hourly exams	<u>300</u>
Total	470-550

Policies: Homework should be completed in a professional manner on smooth edged paper. Each problem should be preceded by a brief statement of the problem, then a fully outlined and explained solution. Homework due dates and problems to be collected will be announced in class. Late homework will be assessed a 1 point penalty per class period that it is late unless prior arrangements have been made. Not all of the homework problems listed will be collected.   Students are required to keep a notebook of all course work (homework, exams, reports, etc.) that will be collected for review and then returned at the end of the semester. The notebook is used as part of the department's assessment program and will not be counted as a part of your grade.

Attendance will not be kept, however, regular attendance is strongly encouraged in order to remain current in the course. Exams will normally be closed book but you will be allowed to bring one 3x5 inch index card with formulas only to each exam. In addition, you may bring printed steam tables if desired and the computerized steam tables loaded on the lab computers may be used on homework and hopefully on exams.

This course is, in many ways, a survey type course. We will have problems and homework from most chapters that we cover, but the emphasis will be on discussion type questions on the exams.

Tentative Course Syllabus:

Date	Sections
Week 1	Introduction, Chapter 1: Energy in the United States
Week 2	Electricity grid/demand fundamentals, energy economics
Week 3	Chapter 2: Fundamentals of Turbomachinery; Chapter 3: Hydropower
Week 4	Chapter 4: Wind Energy
Week 5	Chapter 5: Combustion Turbine; Exam 1
Week 6	Chapter 6: Solar Energy Fundamentals
Week 7	Chapter 7: Active Solar Thermal Applications
Week 8	Chapter 8: Passive Solar Energy
Week 9	Chapter 9: Photovoltaic Systems
Week 10	Chapter 10: Fuel Cells; Exam 2
Week 11	Chapter 11: Combined Heat and Power Systems
Week 12	Chapter 12: Biomass
Week 13	Chapter 13: Geothermal Energy
Week 14	Chapter 14: Ocean Energy
Week 15	Chapter 15: Nuclear Energy
Exam week	Exam 3
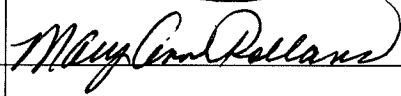
Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Professional Studies

DATE SUBMITTED: 9/27/2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. Jeff Aulgur		9/30/2013
Dean Dr. Mary Ann Rollans	Mary Ann Rollans	9/30/13
Teacher Education Council (if applicable) N/A		
Graduate Council (if applicable) N/A		
Registrar		10/10/13
Vice President for Academic Affairs		

Course Subject: Professional Studies (PS)	Course Number: 4343
Cross-listed with Subject: N/A	Course Number: N/A

Official Title (Limited to 30 characters including spaces): Community Development
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 2014	If course is required by major/minor, how frequently will course be offered? Fall / Spring/ Summer
Is this course repeatable for additional earned hours? No How many times? N/A	
Does this course require a fee? N/A How much? N/A Type of fee? N/A	

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

Prerequisites: N/A	Co-requisites: N/A

Course Description (as you want it to appear in the catalog): This course covers the basic principles and issues in community development in the United States. Topics include: the definition of community; community assessment; methods of planning and problem solving; community needs; community assets; and community activism; and evaluating community-based organizations. Students will work individually and in groups to design a non-profit organization based on a community needs assessment. The focus will be on assessment, planning, leadership, financing, and evaluating a community-based organization.

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. N/A

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

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

This course introduces students to the basic concepts of community development. By understanding how to conduct community-based problem assessment, how to apply problem-solving methodologies, and how to work in a team-oriented environment, participants will learn skills to improve their abilities as professionals and citizens. This course supports the University's mission of "nurturing scholastic development" in that students apply what is covered in the course to real-world situations in their communities. This course is offered in a distance learning format, which supports the University's plan to "enhance the creation and delivery of first quality education services" by increasing the courses available online.

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.

PS 4343 provides students an avenue to apply problem-solving methodologies in a practical setting. In PS 4343, students engage in a small scale project where they identify problems in their community, perform a needs assessment, and plan practical solutions to those problems that are supported by research evidence. Course participants examine different aspects of community, including community needs, community assets, and community activism. This course will add to the Professional Studies offerings that prepare students to be socially responsible leaders in their communities. PS 4343 will be packaged with additional PS/BUAD courses to offer a proposed Applied Leadership concentration within the Bachelor of Professional Studies degree. This proposed course has been delivered as a PS 4993 Special Topics course in Professional Studies since Spring 2013 with high rates of enrollment.

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

PS 4343 Community Development will be assessed through Professional Studies Program Objective 5: Graduates will have knowledge and skills required to work successfully in their chosen career fields. This course, as an upper division professional studies elective and as a required course in a proposed concentration in Applied Leadership, 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 required professional core courses but across all domains of career development. 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 and concentrations 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 through the required professional core sequence of courses.

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

Instructor:
Phone:
Office:
E-mail:
Office Hours:

Course Description

This course covers the basic principles and issues in community development in the United States. Topics include: community development; community assessment; methods of planning, implementing, and evaluating community based organizations. Students will work individually or in groups to design a non-profit organization based on a community needs assessment. The focus will be on assessment, planning, leadership, financing, and evaluating a community based organization.

Required Course Texts

Bacon, J. (2012). *The art of community*. Sebastopol, CA: O'Reilly Media. (You do not have to purchase book)

Lambe, W. (2008). *Small towns, big ideas: Case studies in small town community economic development*. Community Economic Development Program: School of Government, University of North Carolina at Chapel Hill

Work Group for Community Health and Development. (2013). The community tool box. Retrieved from http://ctb.ku.edu/en/tablecontents/index.aspx

Justification for the Course

This course introduces students to the basic concepts of community development. Course participants examine different aspects of community, including the definition of community, community needs, community assets, and community activism. By understanding how to conduct community based research, how to apply this research, and how to work in a team-oriented environment, participants will learn skills to improve their abilities as professionals and citizens.

Course Objectives
1. To understand definitions, concepts, and purposes of community development
2. To apply community development principles in planning a CBO.
3. To build skills as an effective member of a team.
4. To demonstrate efficiency in planning and communication.
5. To evaluate leadership issues in community development.

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:

Think critically
Develop ethical perspectives
Apply scientific and quantitative reasoning

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

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

Class Lectures
Class lectures will be posted every Monday by 12 p.m Central Time unless noted otherwise. Class lectures can be located in weekly learning modules in Blackboard under the "Course Content" tab.

Assessments

Assignments

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments can be found in the weekly learning module folder in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified on the "Tentative Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard in order to receive credit.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard which includes discussion board questions that I expect you to answer as part of getting the week's participation points. New discussion forums will post on Mondays. You are expected to make your initial post each week by 11:59 p.m. Central Time on Thursday, with all other posts due by 11:59 p.m. on Sunday. Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them.

E-mail/Discussion Board Decorum

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

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

Grading Summary

List of Assignments and Discussion Boards

In most cases, all assignments and discussion boards are due on Sunday at 11:59 p.m. during the week of the learning module.

Assignment/Discussion Board	Points
Introduction Discussion	10
Course Access Assignment	10
Plagiarism Quiz	5
Week 1 Discussion	20
Blackboard IM	10
Week 2 Discussion	40
CBO Leader Part I	25
Week 3 Discussion	20
Week 3 Group	20
Week 4 Discussion	10
Week 4 Group	20
CBO Leader Part II	25
Week 5 Wiki	20
Week 6 (Midterm) Discussion Board	70
Individual or Group Project	5
Learning Goals	20
Week 8 Discussion	20
CBO Leader Part III	25
Week 9 Discussion	40
Assessment Plan	50
Week 10 Discussion	20
Strategic Plan	50
Week 11 Discussion	40
Annotated Bibliography	25
Week 12 Discussion	20
Week 13 Discussion	20
Financial Plan	50
Week 15 (Final) Discussion	70
Learning Goals Revisited	40
Management Plan	50
Final Plan	150
Total	**1000**

Total Points   1000 possible

Grading Scale

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

Returning of Assignments

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

Make-Up Policy/Late Work

I will not accept late work unless there is an unavoidable or extenuating circumstance. I will consider each instance individually and try to work with you the best I can. It is the instructor's decision whether to award half-credit for late assignments.

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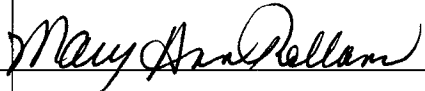Voice Telephone: (479) 968-0302   Fax: (479) 968-0375 TTY Service: (479) 964-3290

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Professional Studies

DATE SUBMITTED: 09/28/13

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Dr. Jeff Aulgur, Head		9/30/2013
Dr. Mary Ann Rollans, Dean	Mary Ann Rollans	9/30/13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Slooum	10/10/13
Vice President for Academic Affairs		

Course Subject: Professional Studies (PS)	Course Number: 4443
Cross-listed with Subject: N/A	Course Number: N/A
Official Title (Limited to 30 characters including spaces): Professional Leadership	
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 Summer I 2014	If course is required by major/minor, how frequently will course be offered? N/A
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	

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

Prerequisites: N/A	Co-requisites: N/A

Course Description (as you want it to appear in the catalog):
This course provides an overview of various leadership styles practiced by professionals in the public and private sector. The focus of the leadership skills identified will focus on the following competency areas: operations management, technology applications, facilities planning and management, human resource management, fiscal management, and organizational behavior.

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. N/A

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

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

This leadership course will support the professionalism aspect of the University Mission. PS 4443 Professional Leadership will expose students to different aspects of leadership and professionalism and how to apply these concepts throughout the course and in their profession. This course specifically addresses Strategic Planning Goal One: enhance the creation and delivery of first quality education services, and the subset dedicated to "Develop and Implement a master plan for distance education". This leadership course will be delivered online and will support the ongoing and increasing need for additional online courses.

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

PS 4443 provides an overview of various leadership styles practiced by professionals in the public and private sector. The focus is on the following leadership competencies: operations management, technology applications, facilities planning and management, human resource management, fiscal management, and organizational behavior. This course will add to the Professional Studies offerings that prepare students to be socially responsible leaders in their communities. PS 4443 will be packaged with additional PS/BUAD courses to offer a proposed Applied Leadership concentration within the Bachelor of Professional Studies degree. This proposed course has been delivered as a PS 4993 Special Topics course in Professional Studies since 2012 with exceptionally high rates of enrollment.

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

PS 4443 Professional Leadership will be assessed through Professional Studies Program Objective 5: Graduates will have knowledge and skills required to work successfully in their chosen career fields. This course, as an upper division professional studies elective and as a required course in a proposed concentration in Applied Leadership, 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 required professional core courses but across all domains of career development. 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 and concentrations 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 through the required professional core sequence of courses.

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

Instructor:
Phone:
Office:
E-mail:
Office Hours:

Course Description

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

Required Course Text

Northouse, P. *Introduction to Leadership: Concepts and Practice* (2nd Edition). Thousand Oaks, CA: Sage Publications, 2012.

Suggested Reading List

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

Justification for the Course

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

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

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

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

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

Technology Competencies
Students are expected to demonstrate mastery and appropriate application of related technology competencies. 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 Power Point Presentations
Class Power Point Presentations will be posted every Wednesday by 12 p.m. Central Time unless noted otherwise. Class Power Point Presentations can be located in Blackboard by clicking on the "Course Content" button and then clicking on the appropriate week.

Assessments

Assignments

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments can be located in Blackboard by clicking on the "Course Content" button and then clicking on the appropriate week. All assignments will be due by 11:59 p.m. Central Time on the due date specified on the "Tentative Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard in order to receive credit.

Project and Book Review

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

Quizzes and Tests

There will be chapter quizzes for each chapter in the textbook discussed in the course. All quizzes will be available in Blackboard by clicking on the "Course Content" button and then clicking on the appropriate week. The dates of the quizzes are available in the "Tentative Course Schedule and Assignments" section of the syllabus. During the course a midterm and final exam will be administered over the course material.

Participation/Discussion Board

Each week there is a Class Power Point Presentation posted in Blackboard, (2) new discussion board questions will post that I expect you to answer as part of getting the week's participation points. Discussion boards are located in Blackboard by clicking on the "Course Content" button and then clicking on the appropriate week. Each discussion board is worth a total of 5 points. New discussion forums will post on Wednesdays. You are expected to post each week by 11:59 p.m. Central Time on Tuesday. Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them.

E-mail/Discussion Board Decorum

This is an online course; therefore a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting to discussion boards. This is a college level course and I expect you to be on

a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

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

Grading Summary

Chapter Quizzes	100 points
Midterm Exam	50 points
Final Exam	50 points
Participation/Discussion Board	125 points
Leadership Project	40 points
Book Review	40 points
Weekly Assignments	205 points
Total Points	**610 points**

Grading Scale

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

Returning of Assignments

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

Make-Up Policy/Late Work

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

Course Policies

Academic Misconduct

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

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

Excessive Unexcused Absences/Missed Assignments

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

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

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

University Testing and Disability Services- http://www.atu.edu/testing/

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

Doc Bryan Student Center, Suite 171

Russellville, AR 72801

Voice Telephone: (479) 968-0302   Fax: (479) 968-0375 TTY Service: (479) 964-3290

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 x supports ☐ does not support the change.
Comments: The College of Business supports this program. The courses which are being requested do not appear to interfere with nor to duplicate courses offered in this College. PS majors are not allowed to take more than 25% of their hours in business courses for accreditation reasons, and these PS courses seem to adequately represent curricular knowledge in the said major field. Prerequisite requirements for many upper division Business courses preclude PS majors from enrolling in them.	

Department Head Signature: _____

Date:__09/30/2013__

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:	

Department Head Signature: _____

Date: 09/30/2013

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee

FROM: Professional Studies

DATE SUBMITTED: September 27, 2013

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

Title	Signature	Date
Department Head Dr. Jeff Aulgur		9/30/13
Dean Dr. Mary Ann Rollans		9/30/13
Teacher Education Council (if applicable) N/A		
Graduate Council (if applicable) N/A		
Registrar		10/10/13
Vice President for Academic Affairs		

Program Title: Bachelor of Professional Studies	Effective Date: ~~July 1, 2014~~ *Sum I, 2014 2014-15 Catalog*

Outline change in program and attach curriculum matrix:

Required Courses for Applied Leadership Concentration:

Professional Core:

BUAD 2003 Business Information Systems (OR)
COMS 1003 Introduction to Computer Based Systems
ENGL 2053 Technical Writing
SPH 2173   Business and Professional Speaking (dual credit in General Education)
PS 3023   Professional Communication
PS 3133   Applied Principles of Personnel Management
PS 3143   Applied Professional Research
PS 3003   Special Problems (Proposed name change to PS 3003 Project Design) *(Cosmetic change)*
PS 4003   Capstone Project

Concentration Requirements:

BUAD 3123 Management
BUAD 3143 Marketing
PS 4143 Nonprofit Governance and Operations
PS 4243 Program Planning for Adult Learners
PS 4343 Community Development (Proposed)
PS 4443 Professional Leadership (Proposed)

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

The change will not have a material impact on the Department of Professional Studies with respect to staffing, programs, or space allocation. The potential impact on other programs is increased enrollment in BUAD 3123 Management and BUAD 3143 Marketing as required courses in the proposed concentration in Applied Leadership.

Please provide a rationale for the need for this 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 Bachelor of Professional Studies degree prepares graduates for entry or advancement in government, nonprofit, corporate, or industrial careers. The curriculum is designed to enhance workplace skills such as planning, organizational behavior, ethics, needs assessment, problem-solving, communications, human resources, and technology applications. The degree program currently offers seven (7) concentration areas: Agriculture Business, Criminal Justice, Early Childhood Education, Industrial/Organizational Psychology, Information Technology, Interdisciplinary Studies, and Public Relations. Since May 2011, 1,320 students new to Arkansas Tech University have enrolled in the BPS degree program and 617 students have matriculated from the program. Over 800 students are enrolled in the department for the current term. Experiential and anecdotal evidence provided by the faculty and departmental academic advisors indicate students desire a concentration area with an advanced focus on community leadership and one which enhances the requirements of the professional core. The proposed concentration in Applied Leadership increases the department's ability to prepare students for entry or advancement into the career fields identified above.

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

The Departmental Support form from the College of Business is attached to this proposal.

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

Please see matrix on next page.

Fall Start Curriculum Matrix for Catalog

Curriculum in Professional Studies – Applied Leadership

(enter title for program changing)

Freshman Fall Semester	Freshman Spring Semester
ENGL 1013[1,T] (3) Science with Lab[1,T] (4) Social Sciences[1,T] (3) Specialty Course (2) COMS 1003 or BUAD 2003[T] (3) TECH 1001 (1) Total Hours: 16	ENGL 1023[1,T] (3) Science with Lab[1,T] (4) Social Sciences[1,T] (3) Specialty Course (3) Mathematics (3) Total Hours: (16)
Sophomore Fall Semester	Sophomore Spring Semester
ENGL 2053[T] (3) Fine Arts & Humanities[1,T] (3) SPH 2173[T] (3) Specialty Course (3) Elective (3) Total Hours: 15	U.S. History/Government[1,T] (3) Fine Arts & Humanities[1,T] (3) Technical course[2,T] (3) Specialty Course (3) Elective (3000-4000 Level) (3) Total Hours: 15
Junior Fall Semester	Junior Spring Semester
PS 3133 (3) Specialty Course (3) Technical Courses[2,T] (6) Elective (3000-4000 Level) (3) Total Hours: 15	PS 3023 (3) PS 3143 (3) Technical Courses[2,T] (6) Elective (3000-4000 Level) (3) Total Hours: 15
Senior Fall Semester	Senior Spring Semester
PS 3003 (3) Specialty Course (3) Technical Courses[2] (6) Elective (3000-4000 Level (3) Total Hours: 15	PS 4003 (3) Technical Courses[2] (9) Elective (3000-4000 Level) 1 Total Hours: 13

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in Professional Studies – Applied Leadership (enter title for program changing)	
Freshman Spring Semester ENGL 1013[1,T] (3) Science with Lab[1,T] (4) Social Sciences[1,T] (3) Specialty Course (2) COMS 1003 or BUAD 2003[T] (3) TECH 1001 (1) Total Hours: 16	**Freshman Fall Semester** ENGL 1023[1,T] (3) Science with Lab[1,T] (4) Social Sciences[1,T] (3) Specialty Course (3) Mathematics (3) Total Hours: (16)
Sophomore Spring Semester ENGL 2053[T] (3) Fine Arts & Humanities[1,T] (3) SPH 2173[T] (3) Specialty Course (3) Elective (3) Total Hours: 15	**Sophomore Fall Semester** U.S. History/Government[1,T] (3) Fine Arts & Humanities[1,T] (3) Technical course[2,T] (3) Specialty Course (3) Elective (3000-4000 Level) (3) Total Hours: 15
Junior Spring Semester PS 3133 (3) Specialty Course (3) Technical Courses[2,T] (6) Elective (3000-4000 Level) (3) Total Hours: 15	**Junior Fall Semester** PS 3023 (3) PS 3143 (3) Technical Courses[2,T] (6) Elective (3000-4000 Level) (3) Total Hours: 15
Senior Spring Semester PS 3003 (3) Specialty Course (3) Technical Courses[2] (6) Elective (3000-4000 Level (3) Total Hours: 15	**Senior Fall Semester** PS 4003 (3) Technical Courses[2] (9) Elective (3000-4000 Level) 1 Total Hours: 13
Total Program Hours 120	

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

[2]Technical courses taken as part of an associate degree or from a community college may be transferred into the BPS degree.

[3]At least 40 of the total hours required for graduation must be 3000-4000 level courses: no more than 30 hours of electives towards the degree may be taken from the College of Business.

[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.

Concentration Specialty Courses
BUAD 3123 Management
BUAD 3143 Marketing
PS 4143 Nonprofit Governance and Operations
PS 4243 Program Planning for Adult Learners
PS 4343 Community Development (Proposed)
PS 4443 Professional Leadership (Proposed)

LETTER OF NOTIFICATION-3

NEW, OPTION, CONCENTRATION, EMPHASIS

1. Institution submitting request: Arkansas Tech University

2. Contact Person: Dr. Jeff Aulgur, Department Head, Professional Studies

3. Phone number/e-mail address: (479) 964-3637 / jaulgur@atu.edu

4. Proposed effective date: July 1, 2014

5. Title of existing degree program: Bachelor of Professional Studies. This degree program is approved for distance delivery.

6. CIP Code: 30.9999 Multi/Interdisciplinary Studies

7. Degree Code: 1871 Multi/Interdisciplinary Studies, Other.

8. Proposed name of new concentration: Applied Leadership

9. Reason for proposed action:

   The Bachelor of Professional Studies degree prepares graduates for entry or advancement in government, nonprofit, corporate, or industrial careers. The curriculum is designed to enhance workplace skills such as planning, organizational behavior, ethics, needs assessment, problem-solving, communications, human resources, and technology applications. The degree program currently offers seven (7) concentration areas: Agriculture Business, Criminal Justice, Early Childhood Education, Industrial/Organizational Psychology, Information Technology, Interdisciplinary Studies, and Public Relations. Since May 2011, 1,320 students new to Arkansas Tech University have enrolled in the BPS degree program and 617 students have matriculated from the program. Over 800 students are enrolled in the department for the current term. Experiential and anecdotal evidence provided by the faculty and departmental academic advisors indicate students desire a concentration area with an advanced focus on community leadership and one which enhances the requirements of the professional core. Faculty and advisors who work with students enrolling in the program's capstone courses have indicated a prevalence of interest in the selection of sites related to community-based operations.

10. Provide the following:

   a. Curriculum outline

35-Hour State Minimum General Education Core (List courses and indicate semester credit hours)

English (6 semester credit hours)

ENGL 1013 Composition I
ENGL 1023 Composition II

Communication (3 semester credit hours)

SPH 2173* Business and Professional Speaking

Math (3 semester credit hours from the following)

MATH 1003 College Mathematics
MATH 1113 College Algebra
Any higher level mathematics course

Lab Science (8 semester credit hours)

Includes any 8 hours of lab science courses

Fine Arts/Humanities (6 semester credit hours from the following)

ART 2123	Experiencing Art
MUS 2003	Introduction to Music
TH 2273	Introduction to Theatre
ENGL 2173	Introduction to Film
JOUR 2173	Introduction to Film
ENGL 2003	Introduction to World Literature
ENGL 2013	Introduction to American Literature
PHIL 2003	Introduction to Philosophy

U.S. History/Government (3 semester credit hours from the following)

HIST 1903 Survey of American History
HIST 2003 U. S. History I
HIST 2013 U. S. History II
POLS 2003 American Government

Social Sciences (6 semester credit hours from the following)

HIST 1503	World Civilization I
HIST 1513	World Civilization II
HIST 2003	U.S. History I

HIST 2013	U.S. History II
HIST 1903	Survey of American History
POLS 2003	American Government
ECON 2003	Principles of Economics I
SOC 1003	Introductory Sociology
PSY 2003	General Psychology
ANTH 1213	Introduction to Anthropology
ANTH 2003	Cultural Anthropology
GEOG 2013	Regional Geography of the World
AMST 2003	American Studies

Institutional Requirements (List courses and indicate total semester credit hours)

TECH 1001, Orientation to the University (1 semester credit hour)

Prerequisite Courses Required for Degree Major (List courses and indicate total semester credit hours) None

Courses Required for Degree Major (45 semester credit hours)

BUAD 2003	Business Information Systems (OR)
COMS 1003	Introduction to Computer Based Systems
ENGL 2053	Technical Writing
SPH 2173*	Business and Professional Speaking (dual credit in General Education)
PS 3023	Professional Communication
PS 3133	Applied Principles of Personnel Management
PS 3143	Applied Professional Research
PS 3003	Special Problems
PS 4003	Capstone Project
BUAD 3123	Management
BUAD 3143	Marketing
PS 4143	Nonprofit Governance and Operations
PS 4243	Program Planning for Adult Learners
PS 4343	Community Development
PS 4443	Professional Leadership

b. Total semester credit hours required: 120

c. New courses and new course descriptions

<u>PS 4343 Community Development</u>: This course covers the basic principles and issues in community development in the United States. Topics include: the definition of community; community assessment; methods of planning and problem solving; community needs; community assets; and community activism; and evaluating

community-based organizations. Students will work individually and in groups to design a non-profit organization based on a community needs assessment. The focus will be on assessment, planning, leadership, financing, and evaluating a community-based organization.

<u>PS 4443 Professional Leadership</u>: This course provides an overview of various leadership styles practiced by professionals in the public and private sector. The focus of the leadership skills identified will focus on the following competency areas: operations management, technology applications, facilities planning and management, human resource management, fiscal management, and organizational behavior.

d. Goals and objectives of the program option

The mission of the Bachelor of Professional Studies (BPS) degree program is to provide participating students with a theoretical and practical educational foundation to enhance their current professional capabilities as well as prepare them for new career opportunities in highly specialized technical and service industry positions. The Bachelor of Professional Studies degree prepares graduates for entry or advancement in government, nonprofit, corporate, or industrial careers. The curriculum is designed to enhance workplace skills such as planning, organizational behavior, ethics, needs assessment, problem-solving, communications, human resources, and technology applications. The proposed concentration in Applied Leadership increases the department's ability to prepare students for entry or advancement into the career fields identified above.

e. Expected student learning outcomes

- Students will demonstrate competency in public presentation and written communication skills.

- Students will apply empirical research to recommend relevant strategies for solving problems.

- Students will assume a leadership role in identifying and addressing issues in a real-world environment.

- Student will create, plan and implement relevant strategies needed to develop a business proposal.

- Graduates will have knowledge and skills required to work successfully in their chosen career fields.

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f. Documentation that program option meets employer needs

Students who earn the Professional Studies degree have a surprising number of options available after graduation. Many go to graduate school or to post baccalaureate certificate programs in a field of their choice. Other go on to entry level positions in business and industry in an area associated with their area of concentration. Many discover that their skills, knowledge and experiences open doors in occupations they never considered. An increased number of employers are less concerned about the title of a degree, but more concerned about the content and qualities a prospective employee brings in. Combined with the required professional core of the Bachelor of Professionals Studies program of study, the proposed concentration in Applied Leadership will prepare graduates for upper management positions and maximum career mobility. Students in the degree completion program at Arkansas Tech University have expressed a desire for a concentration related to leadership in the for-profit, non-profit, and governmental sectors of the economy. Offering a concentration to meet this demand should lead to an increase in student retention and degree completion. The benefits of obtaining an undergraduate degree are well-documented. 2012 statistics indicate the following:

- Those who obtain a bachelor's degree have a median income of $50,360 compared to a median of $29,423 for people with only a high school diploma.
- Four out of every five jobs lost in the recession were held by workers with no postsecondary education experience.
- Unemployment rate of recent college graduates is 6.8 percent compared to new high school graduates, which is at 24 percent.
- The wage increase is 71.2% for bachelor's degrees over high school diplomas.

g. Student demand (projected enrollment) for program option

The four (4) Professional Studies courses included in the concentration of Applied Leadership were originally developed and offered as upper-division electives in the program of study. The courses were developed to meet the enrollment demand for the number of Professional Studies' majors which increased from 247 in 2010 to 855 in 2013. The four courses are: PS 4143 Nonprofit Governance and Operations, PS 4243 Program Planning for Adult Learners, PS 4343 Community Development, and PS 4443 Professional Leadership. These four courses have consistently ranked among the highest enrollment sections offered since fall 2012. The enrollment statistics for all six courses in the concentration during the period August 2012 – December 2013 are as follows:

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Average Section Enrollment Fall 2012 - Fall 2013	Mean	Median
PS 4143	34.3	33
PS 4243	30.5	31
PS 4343	29.5	30
PS 4443	27.8	29
BUAD 3123	17.5	18
BUAD 3143	19.3	18

h. The following institutions offering a similar program or programs were used as examples for developing the proposed program option:

Austin Peay State University
Colorado State University
Drexel University
East Tennessee State University
Tennessee State University
Tennessee Tech University
University of Maryland
University of Wisconsin- Eau Claire

The proposed concentration in Applied Leadership is not modeled after any one particular program currently offered by any other institution. The concentration was developed based upon inquiries and the assessment of demand by former and current students in the Bachelor of Professional Studies degree program.

11. Institutional curriculum committee review/approval date: Pending

12. Will the new option be offered via distance delivery? Indicate mode of distance delivery:

The option in Applied Leadership will be offered 100% by distance delivery as are all other option in the Bachelor of Professional Studies program.

Course delivery modes:
   a. Online
   b. Compressed-video (CIV)
   c. Audio Conference
   d. Video Conference
   e. Web Conference

Class interaction modes:

    a. Electronic bulletin boards
    b. E-mail
    c. Telephone
    d. Fax
    e. Chat
    f. Blog

13. Explain in detail the distance delivery methods/procedures to be used:

Goals & Objectives	o Clearly written o Appropriate level/desired outcome o Measurable learning outcomes o Easily located in syllabus o Located in a variety of areas within course o Located at beginning of each module o Student expectations clear o Includes list of ATU goals addressed in course
Course Organization	o Distinct learning units, folders or modules o Menu limited to 5-7 Modules o Navigation intuitive o Content flows in logical progression o Appropriate visual/auditory elements o Variety of formats
Learner Engagement	o It is clear how instructional strategies enable students to reach goals and objectives o Guidance provided for learners to interact with content in meaningful ways o Resources for remediation and advanced study o Higher order thinking required of students o Examples of H.O.T. provided
Technology Use	o Three or more types of delivery media used (Tegrity, YouTube, Bb Collaborate, discussion boards, group discussion boards, wikis, blogs, etc.)

	○ Technologies used in creative ways, more learning centered than teacher-centered
Communication	○ Communication strategies consistently reinforce desired learning outcomes ○ Variety of technology tools utilized, with tool selected 'best match' for activity ○ Asynchronous communications require reflection or other higher order thinking ○ Synchronous interactions involve 'rapid response' or extemporaneous discussions
Learning Community	○ Communication activities designed to build sense of community ○ Student-to-student interaction required ○ Student encouraged to initiate communication with instructor ○ Collaborative activities reinforce learning outcomes ○ Includes synchronous and asynchronous activities
Interaction Logistics (*DB, IM, Groups, wikis, Collaborate, etc*)	○ Detailed guidelines explain required level of participation ○ Examples of "good" responses or posting provided ○ Grading rubric details specific criteria ○ Instructor actively participating in communications activities ○ Instructor provides timely feedback to students
Assessment Expectations (Tests, quizzes, essays, etc.)	○ Assessments match goals and objectives ○ Rubrics for assessments are provided OR detailed descriptive criteria for assessment activities ○ Examples or models of "good" work are provided ○ Instructions are clearly written and detailed
Assessment Design	○ Assessments measure all learning objectives ○ Assessments mimic authentic environments and require higher level thinking ○ Frequent assessments (minimum of 4) ○ Multiple types of assessments

Self-Assessment Activities *(practice quizzes, practice tests, essays, surveys, etc)*	o Multiple self-assessment activities provided o Constructive, meaningful feedback to learners
Orientation to Course & Blackboard	o Clearly labeled tutorial materials are included and easy to locate o Tutorial materials support multiple learning modalities
Supportive Software	o Clear explanations of optional and/or required software o Links provided for plug-in downloads o Links located near material requiring its use
Instructor Role and Information	o Contact information for the instructor includes multiple forms of communication o Contact information for the instructor is easy to find o Response times are clearly defined o Detailed explanation on how assignments are to be collected and returned are included

14. Specify the amount of additional costs required for program implementation, the source of funds and how funds will be used.

No additional funds are required for program implementation as all courses required are currently available in an online format for immediate delivery in the Bachelor of Professional Studies program. The only potential increase is cost would result from the need to increase faculty and/or adjunct resources to meet increased program demand.

15. Provide additional program information if requested by ADHE staff.

President Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer: _____   Date:_____

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 x supports ☐ does not support the change.
Comments: The College of Business supports this program. The courses which are being requested do not appear to interfere with nor to duplicate courses offered in this College. PS majors are not allowed to take more than 25% of their hours in business courses for accreditation reasons, and these PS courses seem to adequately represent curricular knowledge in the said major field. Prerequisite requirements for many upper division Business courses preclude PS majors from enrolling in them.	

Department Head Signature: _____

Date: 09/30/2013

DEGREE AUDIT CHECK LIST
(BPS-PS-AL) Professional Studies - Applied Leadership
2014-15

Date		
Grade Point	**Graduation Date**	

General Education Requirements		**Hrs**
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		6
SOC SCI		
FINE ART/HUM		6
FINE ART/HUM		
SPH		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		**33**
Electives		
TOTAL ELECTIVE HOURS		**45**

Student's Name		
T#		

	Major Requirements	**Hrs**
BUAD	3123 3143	6
PS	4143 4243 4343 4443	12
	Professional Core	
BUAD/ COMS	BUAD 2003 or COMS 1003	3
ENGL	2053	3
PS	3003 3023 3133 3143 4003	15
SPH	2173**	3
	TOTAL HOURS	**42**

Final Check:

Min. hours required	120		
40 hours upper level	_____	thru	_____
# of "D" hours	_____	thru	_____
Max activity hours 4	_____		

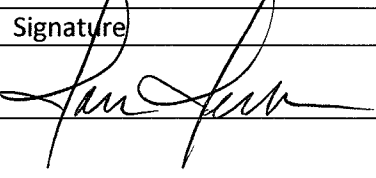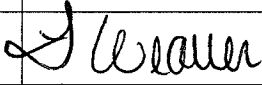|	
Earned Hrs	_____
minus P/C HRS	_____
to be completed	_____
TOTAL	_____

** Satisfying Gen Ed
♦ Satisfying Institutional Requirement
C or better must be earned for Gen Ed

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

appl CC 10/29/13
appr JS 12/10/13
Catalog 12-11-13 ✓

TO: Curriculum Committee

FROM: University Honors

DATE SUBMITTED: Sept. 26, 2013

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

Title	Signature	Date
Department Head Director, University Honors – Dr. Jan Jenkins		9/26/2013
Dean Not Applicable (program not under a dean)		
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/10/13
Vice President for Academic Affairs		

Program Title: University Honors Program	Effective Date: 2014-15 Catalog

Outline change in program and attach curriculum matrix:

1. Delete ENGL 1043, Honors Composition I; PHSC 1033, Honors Introduction to Physical Science; PHSC 1031, Honors Physical Science Laboratory; BIOL 2144, Honors Zoology; and ENGL 1053, Honors Composition II; and add ENGL 2183, Honors Introduction to Film, to the Freshman Fall Semester.
2. Add PHIL 2043, Honors Introduction to Philosophy OR ENGL 2023, Honors World Literature, to the Junior Spring Semester.
3. Instead of the University Honors curriculum requiring 21-23 hours of Honors courses for each student, it will require 21 hours for each student.

Please see attached matrix.

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

ENGL 1043 and 1053 will continue to be offered by the Department of English and World Languages as departmental honors courses. Since both Honors Humanities courses are already offered in alternating Spring semesters, this will require no change to staffing or space allocation. The elimination of BIOL 2144 H01 and PHSC 1031/1033 H01 will not affect any decision by those departments to continue to offer honors sections of those courses if they so desire. The section number H01 will be removed from all of these courses, since that is used only for University Honors.

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. Because of the significant number of University Honors students majoring in sciences or fields already requiring multiple lab sciences, an Honors lab science is unnecessary. All students are required to take lab sciences as part of the General Education curriculum, so changing the University Honors Program to eliminate BIOL 2144.H01 and PHSC 1031/1033.H01 from the program will not be detrimental to our students. Instead, we propose requiring University Honors students to take BOTH Honors Humanities courses (ENGL2023 and PHIL2043) already in the curriculum instead of only one, since that has been, for the past 15 years, the alternative granted to science students who opted not to take the Honors lab science.	

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	
University Honors Program	
Freshman Fall Semester Add/Change: ✓ENGL 2183, Honors Introduction to Film Delete: ✓ENGL 1043, Honors Composition I ✓PHSC 1033/1031. Honors Introduction to Physical Science and Honors Physical Science Laboratory ✓BIOL 2144, Honors Zoology ✓ENGL 1053, Honors Composition II 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	Junior Spring Semester
Add/Change: Delete: Total Hours:	Add/Change: ✓ PHIL 2043, Honors Introduction to Philosophy OR ✓ ENGL 2023, Honors World Literature Delete: Total Hours:
Senior Fall Semester	Senior Spring Semester
Add/Change: Delete: Total Hours:	Add/Change: Delete: Total Hours:

CURRENT UNIVERSITY HONORS CURRICULUM

Freshman Year	
Fall Semester:	HONR 1003 Freshman Honors Seminar
	HIST 1543 Honors World Civilization OR
	HIST 2043 Honors US History I
Spring Semester:	ENGL 2183 Honors Introduction to Film BIOL 2144 Introduction to Zoology OR PHSC 1031/1033 Introduction to Physical Science
Sophomore Year	
Fall Semester:	ECON 2103 Honors Principles of Economics I
	Campus Service Component
Spring Semester:	PHIL 2043 Honors Introduction to Philosophy OR
	ENGL 2023 Honors World Literature
	Campus Service Component
Junior Year	
Fall Semester:	Mentor incoming Honors
Spring Semester:	Write proposal for the Seniors Honors Project
Senior Year	
Fall Semester:	HONR 4093 Senior Honors Project
Spring Semester:	Honor students will present their Senior Honors Projects at the Senior Honors Symposium.

PROPOSED UNIVERSITY HONORS CURRICULUM

Freshman Year	
Fall Semester:	HONR 1003 Freshman Honors Seminar
	HIST 1543 Honors World Civilization OR
	HIST 2043 Honors US History I
Spring Semester:	ENGL 2183 Honors Introduction to Film
Sophomore Year	
Fall Semester:	ECON 2103 Honors Principles of Economics I
	Campus Service Component
Spring Semester:	PHIL 2043 Honors Introduction to Philosophy OR
	ENGL 2023 Honors World Literature
	Campus Service Component
Junior Year	
Fall Semester:	Mentor incoming Honors
Spring Semester:	Write proposal for the Seniors Honors Project
	ENGL 2023 Honors World Literature OR PHIL 2043 Honors Introduction to Philosophy

12-11-13

Senior Year	
Fall Semester:	HONR 4093 Senior Honors Project
Spring Semester:	Honor students will present their Senior Honors Projects at the Senior Honors Symposium.

Junior Fall Semester	Junior Spring Semester
Add/Change:	Add/Change:
	ENGL 2023/PHIL 2043 (whichever was not taken the previous Spring)
Delete:	Delete:
Total Hours:	Total Hours:
Senior Fall Semester	Senior Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:

Spring Start (If applicable) Curriculum Matrix for Catalog
Curriculum in_____Not Applicable_____
(enter title for program changing)

Freshman Spring Semester	Freshman Fall Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Sophomore Spring Semester	Sophomore Fall Semester
Add/Change:	Add/Change:
Delete:	Delete:

Total Hours:	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_____	

HONR 1003

Freshman Honors Seminar
Fall 2013; Mon 6:00-8:50 p.m.; Rothwell 221

Information
Professor: Dr. Jan Jenkins
Office: WPN 239B
Phone: 479-968-0456
E-Mail: ejenkins@atu.edu (please do not use for absentee excuses)
Office Hours:
>Monday, Wednesday, Friday – 10:00-11:00 a.m.
>Monday, Tuesday – 1:00-2:30 p.m.
>Wednesday, Thursday – 1:00-3:00 p.m.
>Or by appointment

Program Objectives and Goals
The mission of the University Honors program is to provide the motivated, talented student with an enriched educational experience while emphasizing the interdependence between academic disciplines and promoting teamwork approaches to problem resolution. The program strives to include students of all academic fields and to encourage the exploration of new methods and avenues of learning.

Graduates of the University Honors Program should
>Be capable of critical analysis
>Be lifelong learners
>Be able to collaborate with others on interdisciplinary projects
>Be capable of independent research
>Demonstrate a sense of campus and civic responsibility and engagement

Course Description
This is a required introductory course to the University Honors program and to Arkansas Tech University. During the course of the semester, we will meet once a week to hold discussions about university life and its challenges, meet professors from the various academic fields represented on campus, and meet with guest speakers from the community, who will be invited to talk to us about civic engagement, public service, and the work they do.

Course Objectives
HONR 1003 provides the opportunity for freshmen in the University Honors Program to learn to work together, as they also learn what it takes to put their college years to the best constructive uses. We will investigate what Arkansas Tech University has to offer its students, and we will also spend time examining the role of citizens and academia in the community and in the world. In keeping with the Mission Statement of Arkansas Tech University, HONR 1003 is designed to encourage and support "scholastic

Schedule and Important Semester Dates

Mon, Sept 2 – Labor Day

Mon, Sept 9 – Guest Speaker, Roger Norman, Clinton School of Public Service; "From Tech to the Clinton School to ONE, International"

Mon, Sept 16 – Wear Honors t-shirts to class for group photo; Class discussion of readings (Human Trafficking)

Mon, Sept 23 – Class discussion of readings (Adolescent Pregnancy); **Essay 1 due**

Mon, Sept 30 – Guest Speaker, Mayor Bill Eaton, Russellville, Arkansas, on Civic Engagement

Mon, Oct 7 – Class discussion of readings (Gang Violence)

Mon, Oct 14 – Class discussion of readings (Terrorism); **Essay 2 due**

Mon, Oct 21 – Guest Speaker, Mr. Eric Kremers, Asst Prof of Emergency Mgmt on Disaster Response

Mon, Oct 28 – Class discussion of readings (Drug Use)

Mon, Nov 4 – Class discussion of readings (Internet Safety); **Essay 3 due**

Mon, Nov 11 – **Class Presentations**

Mon, Nov 18 – **Class Presentations**

Mon, Nov 25 – **Class Presentations**

Mon, Dec 2 – Guest Speaker, Dr. David Underwood, Assoc VP for Academic Affairs, President of Board of MARVA, on Developmental Disabilities

Mon, Dec 9 – Assessment Activity

University Honors

The University Honors program at Arkansas Tech University is designed to provide an enriched intellectual experience for students of outstanding educational talents and leadership potential. At Arkansas Tech University, the honors student will benefit from opportunities to interact with other highly-motivated students and outstanding professors in the challenging atmosphere of small, innovative honors classes specially designed to foster rational enquiry, critical thinking, and analytical skills.

> Dr. Ellen J. Jenkins, Director
> Witherspoon Hall, Room 239B
> (479) 968-0456
> ejenkins@atu.edu

Application to University Honors should be made as early as possible during the senior year of the high school student. Honors students are selected through an application process which includes a written essay and a personal interview on our campus. To be eligible for University Honors, the high school student must have a minimum ACT Composite score of 28 and a cumulative grade point average of 3.5 or higher.

Students in the honors program take special General Education courses in their freshman and sophomore years. Sophomores participate in on-campus volunteer projects, followed by participation as peer mentors during the junior year. The senior year requires completion of the Senior Honors Project, as well as presentation of project results at an annual Senior Honors Symposium.

Students selected for the University Honors program receive excellent scholarships as well as such privileges as preferred preregistration, opportunities for individual directed study with Tech professors, and special recognition at commencement. The prescribed curriculum for the University Honors program is provided below.

HONORS CURRICULUM

Freshman Year

Fall Semester:	HONR 1003 Freshman Honors Seminar	3 hours
	~~ENGL 1013 Honors Composition I~~	~~3 hours~~
	HIST 1543 Honors World Civilization I OR	3 hours
	HIST 2043 Honors US History I	
Spring Semester:	~~PHSC 1033 Honors Introduction to Physical Science~~ AND	~~3 hours~~
	~~PHSC 1031 Honors Physical Science Laboratory OR~~	~~1 hour~~
	~~BIOL 2114 Honors Zoology~~	~~4 hours~~
	~~ENGL 1053 Honors Composition II~~	~~3 hours~~
	ENGL 2143	*3 hours*

Sophomore Year

Fall Semester:	ECON 2103 Honors Principles of Economics I	3 hours
	Campus Service Component	
Spring Semester:	{ PHIL 2043 Honors Introduction to Philosophy OR	3 hours
	{ ENGL 2023 Honors World Literature	
	Campus Service Component	

Add courses to →

Junior Year

Fall Semester:	Mentor incoming Honors	
Spring Semester:	Write proposal for the Seniors Honors Project	*3 hours*

Senior Year

Fall Semester:	HONR 4093 Senior Honors Project	3 hours
Spring Semester:	Honor students will present their Senior Honors Projects at the Senior Honors Symposium.	

Total Hours 21 - 25
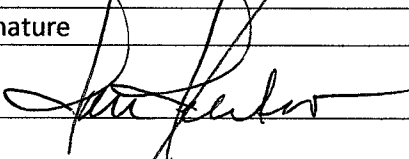
Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: University Honors Program

DATE SUBMITTED: September 26, 2013

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

Title	Signature	Date
Department Head Director, University Honors – Dr. Jan Jenkins	*[signature]*	09/26/2013
Dean Not Applicable (program not under a dean)		
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		.
Registrar		
Vice President for Academic Affairs		

Program Title: University Honors Program	Effective Date: *Spring 2014?*

Outline change in program and attach curriculum matrix:

Because of the significant number of University Honors students majoring in sciences or fields already requiring multiple lab sciences, an Honors lab science is unnecessary. All students are required to take lab sciences as part of the General Education curriculum, so changing the University Honors Program to eliminate BIOL 2144.H01 and PHSC 1031/1033.H01 from the program will not be detrimental to our students. Instead, we propose requiring University Honors students to take BOTH Honors Humanities courses (ENGL 2023 and PHIL 2043) already in the curriculum instead of only one, since that has been, for the past 15 years, the alternative granted to science students who opted not to take the Honors lab science.
Please see attached matrix.

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

Since both Honors Humanities courses are already offered in alternating Spring semesters, this will require no change to staffing or space allocation. The elimination of BIOL 2144.H01 and PHSC 1031/1033.H01 will not affect any decision by those departments to continue to offer honors sections of those courses if they so desire, though the section number H01 will be removed since that is used only for University Honors courses.

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

Many students (those majoring in engineering, sciences, nursing, etc) are exempt from taking Honors lab sciences. Instead, they have taken both Honors Humanities courses (ENGL 2023 and PHIL 2043) instead of only one. By eliminating the requirement of an Honors lab science, we can require both Honors Humanities courses of all University Honors students, thus streamlining the program and making the curriculum more consistent. Instead of the University Honors curriculum requiring 21-23 hours of Honors courses for each student, it will require 21 hours for each student.

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

This change will not affect other departments, since both BIOL 2144 and PHSC 1031/1033 will continue to be offered, if not as departmental honors courses, then as courses with their original numbers, BIOL 2124 and PHSC 1013/1021.

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title) Please see matrices, pages 5 AND 6 below.

Fall Start Curriculum Matrix for Catalog	
Curriculum in_____University Honors Program_____	
(enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: BIOL 2144.H01 PHSC 1031/1033.H01 Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: No change, since either ENGL 2023 or PHIL 2043 is already taken at this time. Delete: Total Hours:

AGENDA
FACULTY SENATE
Tuesday, December 10, 2013
1:00 p.m., Pendergraft 325
(please note time change)

I.   Call to Order
      A.   Approval of the minutes of the November 12, 2013, meeting

II.   New Business
      A.   Curricular items (see attached)
      B.   Faculty Senate By-Laws, minutes, and agenda policies
      C.   Subcommittee collaborating with administration on *Faculty Handbook* changes

III. Old Business
      A.   Impact of Affordable Care Act on student labor
      B.   Senate's recommendations and subcommittee plans for 2014

IV.   Open Forum

V.   Announcements and Information Items
      A.   Spring Faculty Senate meeting dates:
                  Tuesday, February 11 at 3:00 p.m.
                  Tuesday, March 11 at 3:00 p.m.
                  Tuesday, April 8 at 3:00 p.m.
                  Tuesday, April 29 at 1:00 p.m. (Reading Day)

VI.   Adjournment

Curriculum Proposals approved by the Curriculum Committee at the October 29, 2013 meeting:

University Honors Program

√ A. Modify the University Honors Program as follows:

1. Delete ENGL 1043, Honors Composition I; PHSC 1033, Honors Introduction to Physical Science; PHSC 1031, Honors Physical Science Laboratory; BIOL 2144, Honors Zoology; and ENGL 1053, Honors Composition II; and add ENGL 2183, Honors Introduction to Film, to the Freshman Fall Semester;
2. Add PHIL 2043, Honors Introduction to Philosophy OR ENGL 2023, Honors World Literature, to the Junior Spring Semester; and
3. Instead of the University Honors curriculum requiring 21-23 hours of Honors courses for each student, it will require 21 hours for each student.

Curriculum Proposals pending approval by the Curriculum Committee at the November 26, 2013 meeting:

College of Arts and Humanities

A. Department of English and World Languages

1. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
   Modify the course description and change from 4 hours to 3 hours for the following courses:
   (a) CHIN 1014, Beginning Chinese I;
   (b) CHIN 1024, Beginning Chinese II;
   (c) CHIN 2014, Intermediate Chinese I;
   (d) CHIN 2024, Intermediate Chinese II;
   (e) FR 1014, Beginning French I;
   (f) FR 1024, Beginning French II;
   (g) FR 2014, Intermediate French I;
   (h) FR 2024, Intermediate French II;
   (i) GER 1014, Beginning German I;
   (j) GER 1024, Beginning German II;
   (k) GER 2014, Intermediate German I;
   (l) GER 2024, Intermediate German II;
   (m) Dormant Course - ITAL 1014, Beginning Italian I;
   (n) Dormant Course - ITAL 1024, Beginning Italian II;
   (o) Dormant Course - ITAL 2014, Intermediate Italian I;
   (p) Dormant Course - ITAL 2024, Intermediate Italian II;
   (q) JPN 1014, Beginning Japanese I;
   (r) JPN 1024, Beginning Japanese II;
   (s) JPN 2014, Intermediate Japanese I;
   (t) JPN 2024, Intermediate Japanese II;
   (u) Dormant Course - RUSS 1014, Beginning Russian I;
   (v) Dormant Course – RUSS 1024, Beginning Russian II;

(w) Dormant Course – RUSS 2014, Intermediate Russian I;

(z) Dormant Course – RUSS 2024, Intermediate Russian II;

(y) SPAN 1014, Beginning Spanish I;

(z) SPAN 1024, Beginning Spanish II;

(aa) SPAN 2014, Intermediate Spanish I; and

(ab) SPAN 2024, Intermediate Spanish II;

2. Modify the Curriculum in English; History; Journalism with Broadcast Option; Journalism with Print Option; Journalism with Public Relations Option; Music; Political Science; Public History; and Creative Writing; as follows: (a) add a second-language study requirement; (b) reduce or add the number of electives in order to maintain 120 total hours; and (c) add the following footnote: Students my waive three hours of language requirement for every one year of language study in high school with grades of C or better;

3. Modify the Curriculum in World Languages with Concentration Spanish as follows: (a) change SPAN 2014, Intermediate Spanish I, and SPAN 2024, Intermediate Spanish II, to SPAN 2013 and SPAN 2023; and (b) increase the number of electives from 43 hours to 45 hours;

4. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)

   Modify the Curriculum in Foreign Language with Concentration in Spanish for Teacher Licensure as follows: (a) change SPAN 2014, Intermediate Spanish I, and SPAN 2024, Intermediate Spanish II, to SPAN 2013 and SPAN 2023; and (b) increase the number of electives from 13 hours to 15 hours; and

5. Modify the minor in French; German; Japanese; Spanish; Latin American/Latino Studies without; and Spanish Medical Interpretation as follows: reduce the four credit hours beginning language courses to three credit hours.

B. Department of Music

   (Note: the below proposals were approved by the Teacher Education Council on 11/14/2013.)

   1. Delete MUS 1241, Italian Diction, from the course descriptions;
   2. Delete MUS 2241, German Diction, from the course descriptions;
   3. Delete MUS 2251, French Diction, from the course descriptions;
   4. Delete MUS 4972, Marching Band Techniques;
   5. Add MUS 1191, Vocal Diction I, to the course descriptions;
   6. Add MUS 2191, Vocal Diction II, to the course descriptions;
   7. Add MUS 3191, Vocal Solo Literature, to the course descriptions;
   8. Add MUS 4971, Marching Band Techniques;
   9. (a) Change the title of MUS 4832, Vocal Solo Literature/Pedagogy, to Vocal Pedagogy; (b) modify the prerequisite from Prerequisite: Junior standing; to Prerequisite: Passing Vocal Sophomore Barrier and Keyboard Barrier; and (c) modify the course description;
   10. Modify the Curriculum in Music Education for Teacher Licensure Instrumental Music Option as follows: (a) Delete MUS 4701, Special Methods in Music; and (b) add MUS 4971, Marching Band Techniques; and
   11. Modify the Curriculum in Music Education for Teacher Licensure Vocal Music Option as follows: (a) Delete MUS 1241, Italian Diction; MUS 2241, German Diction; and MUS 2251, French Diction; and (b) add MUS 1191, Vocal Diction I; MUS 2191, Vocal Diction II; and MUS 3191, Vocal Solo Literature;

College of Engineering and Applied Sciences

A. Department of Agriculture

1. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
   Delete the following course from the course descriptions:
   (a) AGED 3003, Methods in Agricultural Education;
   (b) AGED 4003, Issues in Agriculture; and
   (c) AGED 4013, Methods in Agriculture Laboratories;
   (d) AGME 1003, Basic Agricultural Mechanization;
   (e) AGME 3003, Metals and Welding;
   (f) AGME 3013, Agriculture Structural Systems; and
   (g) AGME 3023, Agricultural Power;
2. Delete the following course for the course descriptions: AGAS 3333, Poultry Processing and Product Technology;
3. Delete the following course from the course descriptions: AGEG 3413, Agricultural Waste Management;
4. Delete the following course from the course descriptions: AGPS 1003, Introduction to Agronomy;
5. Add AGAS 3343, Regulatory Affairs of the Food Industry, to the course descriptions;
6. Add AGBU 2103, A Global Perspective: Resources, Food, and Society, to the course descriptions;
7. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
   Add the following courses to the course descriptions:
   (a) AGED 2104, Introduction to Agricultural Systems Technology;
   (b) AGED 2203, Applied Agricultural Systems Technology;
   (c) AGED 3033, Philosophy and Foundations of Program Development;
   (d) AGED 4033, Curriculum Design and Assessment;
   (e) AGED 4044, Methods in Teaching Agriculture;
   (f) AGLE 3003, Personal Leadership Theory and Development; and
   (g) AGLE 3013, Team Leadership and Organizational Change;
8. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
   Change the course number for AGED 1012, Agricultural Youth Organizations, to 1013;
9. Change the title of AGPS 1024, Principles of Horticulture, to Principles of Plant Science, and modify the course description;
10. Modify the Curriculum in Agriculture Business as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGEG 3413, Agricultural Waste Management; (c) delete AGPS 1003, Introduction to Agronomy; (d) add ENGL 2053, Technical Writing; (e) add 9 hours of Agriculture Elective[2]; (f) remove the statement: (Except ECON 2003) in Footnote 1; and (g) change SPAN 1014, Beginning Spanish I, to SPAN 1013; and SPAN 1023, Beginning Spanish II, to SPAN 1023, in Footnote 3;
11. Modify the Curriculum in Agriculture Business Animal Science as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGEG 3413, Agricultural Waste Management; (c) delete AGPS 1003, Introduction to Agronomy; (d) add ENGL 2053, Technical Writing; (e) add 9

hours of Agriculture Elective[2]; (f) remove the statement: (Except ECON 2003) in Footnote 1; and (g) delete AGAS 3333, Poultry Processing and Product Technology; and (h) add AGAS 3343, Regulatory Affairs of the Food Industry, in Footnote 3;

12. Modify the Curriculum in Agriculture Business Feed Mill Management as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGPS 1003, Introduction to Agronomy; (c) delete AGEG 3413, Agricultural Waste Management; (d) delete EAM 4993, Special Problems and Topics; delete AGAS 3333, Poultry Processing and Product Technology; (e) change the course number for AGAS 2083, Feeds and Feeding, to 2084; (f) change AGBU 4993, Special Problems in Agriculture; to AGBU 4983, Internship II in Agriculture, in the spring start senior fall term matrix; (g) add ENGL 2053, Technical Writing; (h) add AGAS 3343, Regulatory Affairs of the Food Industry; (i) change 4 hours of Agriculture Elective[2] to 12 hours of Agriculture Elective[2]; (j) remove the statement: (Except ECON 2003) in Footnote 1; (k) change footnote 2 to state: [2]At least 40 of the total hours required for graduation must be 3000 - 4000 level courses; and (l) delete footnote 3;

13. Modify the Curriculum in Agriculture Business Horticulture Business as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGPS 1003, Introduction to Agronomy; (c) delete AGPM 3104, Introduction to Entomology, or AGPS 3053, Weed Ecology, and AGBU 4991, Special Problems in Agriculture; (d) add ENGL 2053, Technical Writing; (e) add 10 hours of Agriculture Electives; remove the statement: (Except ECON 2003) in Footnote 1; and (f) delete footnote 2;

14. Modify the Curriculum in Agriculture Business Public Relations as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGEG 3413, Agricultural Waste Management; (c) delete AGPS 1003, Introduction to Agronomy; (d) add ENGL 2053, Technical Writing; (e) add 9 hours of Agriculture Elective[2]; and (f) remove the statement: (Except ECON 2003) in Footnote 1;

15. Modify the Curriculum in Agriculture Business Pre-Veterinary Medicine as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) change the course number for AGAS 2083, Feeds and Feeding, to 2084; (c) add ENGL 2053, Technical Writing; (d) add 1 hour of Agriculture Elective[2]; (e) remove the statement: (Except ECON 2003) in Footnote 1; and (f) add footnote 2 to state: [2]At least 40 of the total hours required for graduation must be 3000 - 4000 level courses;

16. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Modify the Curriculum in Agriculture Education as follows:
(a) Delete the following:
   (1) AGED 1012, Agricultural Youth Organizations;
   (2) AGED 3003, Methods in Agricultural Education;
   (3) AGED 4003, Issues in Agriculture;
   (4) AGED 4013, Methods in Agriculture Laboratories;
   (5) AGME 1003, Basic Agricultural Mechanization;
   (6) AGME 3003, Metals and Welding;

  (7) AGME 3013, Agriculture Structural Systems; and

  (8) AGME 3023, Agricultural Power;

  (9) AGPS 1003, Introduction to Agronomy; and

  (10) MATH 2163, Introduction to Statistical Methods; and

 (b) Add the following:

  (1) AGED 1013, Agricultural Youth Organizations;

  (2) AGED 2104, Introduction to Agricultural Systems Technology;

  (3) AGED 2203, Applied Agricultural Systems Technology;

  (4) AGED 3033, Philosophy and Foundations of Program Development;

  (5) AGED 4033, Curriculum Design and Assessment;

  (6) AGED 4044, Methods in Teaching Agriculture;

  (7) AGLE 3003, Personal Leadership Theory and Development;

  (8) AGLE 3013, Team Leadership and Organizational Change; and

  (9) AGPS 3093, Greenhouse Operation and Management.

17. Add a minor in Agriculture as follows: require 21 hours of courses from the following: (a) AGAS 1014, Principles of Animal Science; (b) AGPS 1024, Principles of Horticulture, (Pending Title Change to Principles of Plant Science); (c) AGBU 1013, Principles of Agricultural Business; (d) AGSS 2014, Soils; and (e) 6 hours of 3000-4000-level Agriculture Electives excluding AGBU 3213, Career Development in Agriculture; AGBU 3993, Internship I in Agriculture; AGBU 4983, Internship II in Agriculture; and AGBU 4991-4, Special Problems in Agriculture.

College of Natural and Health Sciences

A. Department of Biological Sciences

1. Add MEDT 4001-9, Medical Technology Professional Coursework to the course descriptions;

2. Modify the prerequisites for BIOL 4033, Cell Biology, from Prerequisites: BIOL 1114, Principles of Biology; BIOL 2124, Principles of Zoology; or BIOL 2134, Principles of Botany; plus four additional hours of biology and one course from BIOL 3034, Genetics; BIOL 3054, Microbiology; BIOL 4023, Immunology; or CHEM 3344, Principles of Biochemistry; eight hours of chemistry; to Prerequisites: BIOL 1114, Principles of Biology; four additional hours of biology, eight hours of chemistry, and a grade of C or better in one of the following courses: BIOL 3034, Genetics; BIOL 3054, Microbiology; BIOL 3074, Human Physiology; BIOL 4023, Immunology; or CHEM 3344, Principles of Biochemistry; and modify the course description;

3. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Modify the Curriculum in Life Science and Earth Science for Teacher Licensure as follows: delete PHSC 3033, Meteorology; and PHSC 3053, Astronomy; delete BIOL 3124, General Physiology, or BIOL 3174, Physiological Ecology; add BIOL 2004, Basic Human Anatomy and Physiology; and add 3-4 hours of Biology Electives;

4. Modify the Curriculum in Health Information Management as follows: (a) delete CHEM 1113, A Survey of Chemistry; CHEM 1111, Survey of Chemistry Laboratory; and (b) add BUAD 2003, Business Information Systems; and (c) one hour of elective;

5. Modify the Curriculum in Medical Technology as follows: (a) delete the following MEDT courses from the curriculum and course descriptions:

 (1) MEDT 4012, Clinical Microscopy and Body Fluids;

 (2) MEDT 4029, Hematology;

 (3) MEDT 4035, Immuno-hematology;

 (4) MEDT 4048, Clinical Chemistry and Instrumenation

√(5) MEDT 4057, Microbiology;

√(6) MEDT 4064, Parasitology;

√(7) MEDT 4073, Serology; and

√(8) MEDT 4082, Special Topics;

(b) add MEDT 4001-9, Medical Technology Professional Coursework, to total 38-40 hours; and (c) change electives to read 2-4 hours.

B. Department of Physical Sciences

1. Add GEOL 4043, Geochemistry, to the course descriptions;
2. Add GEOL 4433, Advanced Topics in Geology, to the course descriptions;
3. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
   Add PHSC (BIOL) 3243, Integrating the Three Dimensions of Science, to the course descriptions;
4. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
   Add PHSC (BIOL) 3253, Teaching Methods for STEM, Physical Science, to the course descriptions;
5. Modify the Curriculum in Chemistry Biochemistry Option as follows: (a) delete BIOL 2134, Principles of Botany; (b) add BIOL 2014, Human Anatomy; and (c) replace BIOL 3124, General Physiology, with BIOL 3074, Human Physiology;
6. Modify the Curriculum in Geology Environmental Option as follows: (a) delete GEOG 2013, Regional Geography of the World, POLS 2003, American Government, and ECON 2003, Principles of Economics I, as prescribed general education U. S. History/Government and Social Sciences; (b) add 3 hours of Social Sciences/Fine Arts/Humanities/Speech and 3 hours of U. S. History/Government; (c) delete CHEM 3254, Fundamentals of Organic Chemistry, and MATH 2163, Introduction to Statistical Methods; or PSY 2053, Statistics for the Behavioral Sciences; (d) reduce GEOL/MATH/BIOL/CHEM electives from 11 hours to 9 hours; and (e) add GEOG 2833, Introduction to Geographic Information Systems, COMS 2003, Microcomputer Applications, and GEOL 4043, Geochemistry;
7. Modify the Curriculum in Geology Petroleum Option as follows: (a) delete GEOG 2013, Regional Geography of the World, and POLS 2003, American Government, as prescribed general education U. S. History/Government and Social Sciences; and (b) add 3 hours of Social Sciences/Fine Arts/Humanities/Speech and 3 hours of U. S. History/Government; (c) delete CHEM 3254, Fundamentals of Organic Chemistry, 3 hours COMS Elective, and delete the wording "or higher level math" in MATH 1203, Plane Trigonometry; (d) add GEOL 3153, Environmental Geology, GEOL 4043, Geochemistry, and GEOG 2833, Introduction to Geographic Information Systems; (e) reduce Electives from 6 hours to 4 hours; and (f) remove the spring matrix;
8. Modify the Curriculum in Geology Professional Option as follows: (a) delete GEOG 2013, Regional Geography of the World, and POLS 2003, American Government, as prescribed general education U. S. History/Government and Social Sciences; (b) and add 3 hours of Social Sciences/Fine Arts/Humanities/Speech and 3 hours of U. S. History/Government; (c) delete 10 hours of Elective; (d) add GEOL 3153, Environmental Geology; GEOL 3174, Computer Applications in Geology; and GEOG 2833, Introduction to Geographic Information Systems; and (e) move GEOL 3004 from fall to spring; and
9. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)

Modify the Curriculum in Physical Science and Earth Science for Teacher Licensure as follows: (a) delete GEOL 2024, Historical Geology; (b) delete GEOL 3153, Environmental Geology; (c) add PHYS 4993, Special Problems in Physics and Astronomy, or CHEM 4993, Special Problems in Chemistry; (d) add 3 hours of PHSC, PHYS, CHEM, or MATH Electives; (e) add one hour of Electives; (f) allow GEOL 1004, Essentials of Earth Science, or GEOL 1014, Physical Geology.

November Curriculum Committee/December Faculty Senate Summary

I. **College of Arts and Humanities**

A. **Department of English and World Languages**

1. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)

   Modify the course description and change from 4 hours to 3 hours for the following courses:
   - (a) CHIN 1014, Beginning Chinese I;
   - (b) CHIN 1024, Beginning Chinese II;
   - (c) CHIN 2014, Intermediate Chinese I;
   - (d) CHIN 2024, Intermediate Chinese II;
   - (e) FR 1014, Beginning French I;
   - (f) FR 1024, Beginning French II;
   - (g) FR 2014, Intermediate French I;
   - (h) FR 2024, Intermediate French II;
   - (i) GER 1014, Beginning German I;
   - (j) GER 1024, Beginning German II;
   - (k) GER 2014, Intermediate German I;
   - (l) GER 2024, Intermediate German II;
   - (m) Dormant Course - ITAL 1014, Beginning Italian I;
   - (n) Dormant Course - ITAL 1024, Beginning Italian II;
   - (o) Dormant Course - ITAL 2014, Intermediate Italian I;
   - (p) Dormant Course - ITAL 2024, Intermediate Italian II;
   - (q) JPN 1014, Beginning Japanese I;
   - (r) JPN 1024, Beginning Japanese II;
   - (s) JPN 2014, Intermediate Japanese I;
   - (t) JPN 2024, Intermediate Japanese II;
   - (u) Dormant Course - RUSS 1014, Beginning Russian I;
   - (v) Dormant Course – RUSS 1024, Beginning Russian II;
   - (w) Dormant Course – RUSS 2014, Intermediate Russian I;
   - (z) Dormant Course – RUSS 2024, Intermediate Russian II;
   - (y) SPAN 1014, Beginning Spanish I;
   - (z) SPAN 1024, Beginning Spanish II;
   - (aa) SPAN 2014, Intermediate Spanish I; and
   - (ab) SPAN 2024, Intermediate Spanish II;

2. Modify the Curriculum in English; History; Journalism with Broadcast Option; Journalism with Print Option; Journalism with Public Relations Option; Music; Political Science; Public History; and Creative Writing; as follows: (a) add a second-language study requirement; (b) reduce or add the number of electives in order to maintain 120 total hours; and (c) add the following footnote: Students my waive three hours of language requirement for every one year of language study in high school with grades of C or better;

3. Modify the Curriculum in World Languages with Concentration Spanish as follows: (a) change SPAN 2014, Intermediate Spanish I, and SPAN 2024, Intermediate

Spanish II, to SPAN 2013 and SPAN 2023; and (b) increase the number of electives from 43 hours to 45 hours;

4. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Modify the Curriculum in Foreign Language with Concentration in Spanish for Teacher Licensure as follows: (a) change SPAN 2014, Intermediate Spanish I, and SPAN 2024, Intermediate Spanish II, to SPAN 2013 and SPAN 2023; and (b) increase the number of electives from 13 hours to 15 hours; and

5. Modify the minor in French; German; Japanese; Spanish; Latin American/Latino Studies without; and Spanish Medical Interpretation as follows: reduce the four credit hours beginning language courses to three credit hours.

B. Department of Music

(Note: the below proposals were approved by the Teacher Education Council on 11/14/2013.)
1. Delete MUS 1241, Italian Diction, from the course descriptions;
2. Delete MUS 2241, German Diction, from the course descriptions;
3. Delete MUS 2251, French Diction, from the course descriptions;
4. Delete MUS 4972, Marching Band Techniques;
5. Add MUS 1191, Vocal Diction I, to the course descriptions;
6. Add MUS 2191, Vocal Diction II, to the course descriptions;
7. Add MUS 3191, Vocal Solo Literature, to the course descriptions;
8. Add MUS 4971, Marching Band Techniques;
9. (a) Change the title of MUS 4832, Vocal Solo Literature/Pedagogy, to Vocal Pedagogy; (b) modify the prerequisite from Prerequisite: Junior standing; to Prerequisite: Passing Vocal Sophomore Barrier and Keyboard Barrier; and (c) modify the course description;
10. Modify the Curriculum in Music Education for Teacher Licensure Instrumental Music Option as follows: (a) Delete MUS 4701, Special Methods in Music; and (b) add MUS 4971, Marching Band Techniques; and
11. Modify the Curriculum in Music Education for Teacher Licensure Vocal Music Option as follows: (a) Delete MUS 1241, Italian Diction; MUS 2241, German Diction; and MUS 2251, French Diction; and (b) add MUS 1191, Vocal Diction I; MUS 2191, Vocal Diction II; and MUS 3191, Vocal Solo Literature;

II. College of Engineering and Applied Sciences

A. Department of Agriculture

1. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Delete the following course from the course descriptions:
(a) AGED 3003, Methods in Agricultural Education;
(b) AGED 4003, Issues in Agriculture; and
(c) AGED 4013, Methods in Agriculture Laboratories;
(d) AGME 1003, Basic Agricultural Mechanization;
(e) AGME 3003, Metals and Welding;

(f) AGME 3013, Agriculture Structural Systems; and

(g) AGME 3023, Agricultural Power;

2. Delete the following course for the course descriptions: AGAS 3333, Poultry Processing and Product Technology;

3. Delete the following course from the course descriptions: AGEG 3413, Agricultural Waste Management;

4. Delete the following course from the course descriptions: AGPS 1003, Introduction to Agronomy;

5. Add AGAS 3343, Regulatory Affairs of the Food Industry, to the course descriptions;

6. Add AGBU 2103, A Global Perspective: Resources, Food, and Society, to the course descriptions;

7. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)

   Add the following courses to the course descriptions:

   (a) AGED 2104, Introduction to Agricultural Systems Technology;

   (b) AGED 2203, Applied Agricultural Systems Technology;

   (c) AGED 3033, Philosophy and Foundations of Program Development;

   (d) AGED 4033, Curriculum Design and Assessment;

   (e) AGED 4044, Methods in Teaching Agriculture;

   (f) AGLE 3003, Personal Leadership Theory and Development; and

   (g) AGLE 3013, Team Leadership and Organizational Change;

8. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)

   Change the course number for AGED 1012, Agricultural Youth Organizations, to 1013;

9. Change the title of AGPS 1024, Principles of Horticulture, to Principles of Plant Science, and modify the course description;

10. Modify the Curriculum in Agriculture Business as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGEG 3413, Agricultural Waste Management; (c) delete AGPS 1003, Introduction to Agronomy; (d) add ENGL 2053, Technical Writing; (e) add 9 hours of Agriculture Elective[2]; (f) remove the statement: (Except ECON 2003) in Footnote 1; and (g) change SPAN 1014, Beginning Spanish I, to SPAN 1013; and SPAN 1023, Beginning Spanish II, to SPAN 1023, in Footnote 3;

11. Modify the Curriculum in Agriculture Business Animal Science as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGEG 3413, Agricultural Waste Management; (c) delete AGPS 1003, Introduction to Agronomy; (d) add ENGL 2053, Technical Writing; (e) add 9 hours of Agriculture Elective[2]; (f) remove the statement: (Except ECON 2003) in Footnote 1; and (g) delete AGAS 3333, Poultry Processing and Product Technology; and (h) add AGAS 3343, Regulatory Affairs of the Food Industry, in Footnote 3;

12. Modify the Curriculum in Agriculture Business Feed Mill Management as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture

Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGPS 1003, Introduction to Agronomy; (c) delete AGEG 3413, Agricultural Waste Management; (d) delete EAM 4993, Special Problems and Topics; delete AGAS 3333, Poultry Processing and Product Technology; (e) change the course number for AGAS 2083, Feeds and Feeding, to 2084; (f) change AGBU 4993, Special Problems in Agriculture; to AGBU 4983, Internship II in Agriculture, in the spring start senior fall term matrix; (g) add ENGL 2053, Technical Writing; (h) add AGAS 3343, Regulatory Affairs of the Food Industry; (i) change 4 hours of Agriculture Elective[2] to 12 hours of Agriculture Elective[2]; (j) remove the statement: (Except ECON 2003) in Footnote 1; (k) change footnote 2 to state: [2]At least 40 of the total hours required for graduation must be 3000 - 4000 level courses; and (l) delete footnote 3;

13. Modify the Curriculum in Agriculture Business Horticulture Business as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGPS 1003, Introduction to Agronomy; (c) delete AGPM 3104, Introduction to Entomology, or AGPS 3053, Weed Ecology, and AGBU 4991, Special Problems in Agriculture; (d) add ENGL 2053, Technical Writing; (e) add 10 hours of Agriculture Electives; remove the statement: (Except ECON 2003) in Footnote 1; and (f) delete footnote 2;

14. Modify the Curriculum in Agriculture Business Public Relations as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGEG 3413, Agricultural Waste Management; (c) delete AGPS 1003, Introduction to Agronomy; (d) add ENGL 2053, Technical Writing; (e) add 9 hours of Agriculture Elective[2]; and (f) remove the statement: (Except ECON 2003) in Footnote 1;

15. Modify the Curriculum in Agriculture Business Pre-Veterinary Medicine as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) change the course number for AGAS 2083, Feeds and Feeding, to 2084; (c) add ENGL 2053, Technical Writing; (d) add 1 hour of Agriculture Elective[2]; (e) remove the statement: (Except ECON 2003) in Footnote 1; and (f) add footnote 2 to state: [2]At least 40 of the total hours required for graduation must be 3000 - 4000 level courses;

16. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
    Modify the Curriculum in Agriculture Education as follows:
    (a) Delete the following:
        (1) AGED 1012, Agricultural Youth Organizations;
        (2) AGED 3003, Methods in Agricultural Education;
        (3) AGED 4003, Issues in Agriculture;
        (4) AGED 4013, Methods in Agriculture Laboratories;
        (5) AGME 1003, Basic Agricultural Mechanization;

(6) AGME 3003, Metals and Welding;

(7) AGME 3013, Agriculture Structural Systems; and

(8) AGME 3023, Agricultural Power;

(9) AGPS 1003, Introduction to Agronomy; and

(10) MATH 2163, Introduction to Statistical Methods; and

  (b) Add the following:

(1) AGED 1013, Agricultural Youth Organizations;

(2) AGED 2104, Introduction to Agricultural Systems Technology;

(3) AGED 2203, Applied Agricultural Systems Technology;

(4) AGED 3033, Philosophy and Foundations of Program Development;

(5) AGED 4033, Curriculum Design and Assessment;

(6) AGED 4044, Methods in Teaching Agriculture;

(7) AGLE 3003, Personal Leadership Theory and Development;

(8) AGLE 3013, Team Leadership and Organizational Change; and

(9) AGPS 3093, Greenhouse Operation and Management.

17. Add a minor in Agriculture as follows: require 21 hours of courses from the following: (a) AGAS 1014, Principles of Animal Science; (b) AGPS 1024, Principles of Horticulture, (Pending Title Change to Principles of Plant Science); (c) AGBU 1013, Principles of Agricultural Business; (d) AGSS 2014, Soils; and (e) 6 hours of 3000-4000-level Agriculture Electives excluding AGBU 3213, Career Development in Agriculture; AGBU 3993, Internship I in Agriculture; AGBU 4983, Internship II in Agriculture; and AGBU 4991-4, Special Problems in Agriculture.

III. College of Natural and Health Sciences

A. Department of Biological Sciences

1. Add MEDT 4001-9, Medical Technology Professional Coursework to the course descriptions;

2. Modify the prerequisites for BIOL 4033, Cell Biology, from Prerequisites: BIOL 1114, Principles of Biology; BIOL 2124, Principles of Zoology; or BIOL 2134, Principles of Botany; plus four additional hours of biology and one course from BIOL 3034, Genetics; BIOL 3054, Microbiology; BIOL 4023, Immunology; or CHEM 3344, Principles of Biochemistry; eight hours of chemistry; to Prerequisites: BIOL 1114, Principles of Biology; four additional hours of biology, eight hours of chemistry, and a grade of C or better in one of the following courses: BIOL 3034, Genetics; BIOL 3054, Microbiology; BIOL 3074, Human Physiology; BIOL 4023, Immunology; or CHEM 3344, Principles of Biochemistry; and modify the course description;

3. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Modify the Curriculum in Life Science and Earth Science for Teacher Licensure as follows: delete PHSC 3033, Meteorology; and PHSC 3053, Astronomy; delete BIOL 3124, General Physiology, or BIOL 3174, Physiological Ecology; add BIOL 2004, Basic Human Anatomy and Physiology; and add 3-4 hours of Biology Electives;

4. Modify the Curriculum in Health Information Management as follows: (a) delete CHEM 1113, A Survey of Chemistry; CHEM 1111, Survey of Chemistry Laboratory; and (b) add BUAD 2003, Business Information Systems; and (c) one hour of elective;

5. Modify the Curriculum in Medical Technology as follows: (a) delete the following MEDT courses from the curriculum and course descriptions:
   (1) MEDT 4012, Clinical Microscopy and Body Fluids;
   (2) MEDT 4029, Hematology;
   (3) MEDT 4035, Immuno-hematology;
   (4) MEDT 4048, Clinical Chemistry and Instrumenation
   (5) MEDT 4057, Microbiology;
   (6) MEDT 4064, Parasitology;
   (7) MEDT 4073, Serology; and
   (8) MEDT 4082, Special Topics;
   (b) add MEDT 4001-9, Medical Technology Professional Coursework, to total 38-40 hours; and (c) change electives to read 2-4 hours.

B. Department of Physical Sciences

1. Add GEOL 4043, Geochemistry, to the course descriptions;
2. Add GEOL 4433, Advanced Topics in Geology, to the course descriptions;
3. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
   Add PHSC (BIOL) 3243, Integrating the Three Dimensions of Science, to the course descriptions;
4. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
   Add PHSC (BIOL) 3253, Teaching Methods for STEM, Physical Science, to the course descriptions;
5. Modify the Curriculum in Chemistry Biochemistry Option as follows: (a) delete BIOL 2134, Principles of Botany; (b) add BIOL 2014, Human Anatomy; and (c) replace BIOL 3124, General Physiology, with BIOL 3074, Human Physiology;
6. Modify the Curriculum in Geology Environmental Option as follows: (a) delete GEOG 2013, Regional Geography of the World, POLS 2003, American Government, and ECON 2003, Principles of Economics I, as prescribed general education U. S. History/Government and Social Sciences; (b) add 3 hours of Social Sciences/Fine Arts/Humanities/Speech and 3 hours of U. S. History/Government; (c) delete CHEM 3254, Fundamentals of Organic Chemistry, and MATH 2163, Introduction to Statistical Methods; or PSY 2053, Statistics for the Behavioral Sciences; (d) reduce GEOL/MATH/BIOL/CHEM electives from 11 hours to 9 hours; and (e) add GEOG 2833, Introduction to Geographic Information Systems, COMS 2003, Microcomputer Applications, and GEOL 4043, Geochemistry;
7. Modify the Curriculum in Geology Petroleum Option as follows: (a) delete GEOG 2013, Regional Geography of the World, and POLS 2003, American Government, as prescribed general education U. S. History/Government and Social Sciences; and (b) add 3 hours of Social Sciences/Fine Arts/Humanities/Speech and 3 hours of U. S. History/Government; (c) delete CHEM 3254, Fundamentals of Organic Chemistry, 3 hours COMS Elective, and delete the wording "or higher level math" in MATH 1203, Plane Trigonometry; (d) add GEOL 3153, Environmental Geology, GEOL 4043, Geochemistry, and GEOG 2833, Introduction to Geographic Information Systems; (e) reduce Electives from 6 hours to 4 hours; and (f) remove the spring matrix;

8. Modify the Curriculum in Geology Professional Option as follows: (a) delete GEOG 2013, Regional Geography of the World, and POLS 2003, American Government, as prescribed general education U. S. History/Government and Social Sciences; (b) and add 3 hours of Social Sciences/Fine Arts/Humanities/Speech and 3 hours of U. S. History/Government; (c) delete 10 hours of Elective; (d) add GEOL 3153, Environmental Geology; GEOL 3174, Computer Applications in Geology; and GEOG 2833, Introduction to Geographic Information Systems; and (e) move GEOL 3004 from fall to spring; and

9. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Modify the Curriculum in Physical Science and Earth Science for Teacher Licensure as follows: (a) delete GEOL 2024, Historical Geology; (b) delete GEOL 3153, Environmental Geology; (c) add PHYS 4993, Special Problems in Physics and Astronomy, or CHEM 4993, Special Problems in Chemistry; (d) add 3 hours of PHSC, PHYS, CHEM, or MATH Electives; (e) add one hour of Electives; (f) allow GEOL 1004, Essentials of Earth Science, or GEOL 1014, Physical Geology.

IV.   Letter of Notification for Deletion of Curriculum in International Studies Cultural Affairs and Political Affairs Concentrations

V.   Recommendation for Curriculum Proposal Forms

Arkansas Tech University
Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, November 26, 2013, at 3 p.m. in RPL 325. The following are members of the committee:

Dr. Diane Gleason (AH 2 year term)
Dr. Nina Goza (BA 2 year term)
Dr. Mac Rainey (EAS 2 year term)
Dr. Shellie Hanna (ED 2 year term)
Dr. Jackie Bowman (NH 2 year term)
Dr. Jeremy Schwehm (PS 2 year term)
Dr. Paola Gemme (AH 1 year term)
Dr. Pam Carr (BA 1 year term)

Dr. David Hoelzeman (EAS 1 year term)
Dr. V. Carole Smith (ED 1 year term)
Dr. Ivan Still (NH 1 year term)
Dr. Jeff Aulgur (PS 1 year term)
Dr. Sandy Smith (at large; 1 year term)
Tammy Weaver (ex officio)
Vacant SGA members (ex officio)
Vacant SGA members (ex officio)

Dr. Gemme, Dr. Hoelzeman, and Dr. Sandy Smith were absent. The following guests were present to answer questions regarding curriculum proposals: Dr. Carl Brucker, Department of English and World Languages; Dr. Cynthia Hukill and Dr. Jon Clements, Department of Music; Dr. Jeff Robertson, College of Natural and Health Sciences; Dr. Charlie Gagen, Department of Biological Sciences; Dr. Jim Musser, Department of Physical Sciences.

Dr. Monica Varner from Institutional Assessment was present and Ms. Brandi Tripp and Ms. Christine Pacheco from the Registrar's Office were present.

Dr. Aulgur called the meeting to order and asked for approval of the October 29th minutes. Motion by Dr. Rainey, seconded by Dr. V. Carole Smith, to approve the minutes. Motion approved.

OLD BUSINESS: No old business

NEW BUSINESS:

    I.   Curriculum Proposals

           College of Arts and Humanities

        A. Department of English and World Languages

             Motion by Dr. Bowman, seconded by Dr. Still to approve Items 1-5. Motion approved.

           1. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Modify the course description and change from 4 hours to 3 hours for the following courses:
(a) CHIN 1014, Beginning Chinese I;
(b) CHIN 1024, Beginning Chinese II;
(c) CHIN 2014, Intermediate Chinese I;
(d) CHIN 2024, Intermediate Chinese II;
(e) FR 1014, Beginning French I;

(f) FR 1024, Beginning French II;
(g) FR 2014, Intermediate French I;
(h) FR 2024, Intermediate French II;
(i) GER 1014, Beginning German I;
(j) GER 1024, Beginning German II;
(k) GER 2014, Intermediate German I;
(l) GER 2024, Intermediate German II;
(m) Dormant Course - ITAL 1014, Beginning Italian I;
(n) Dormant Course - ITAL 1024, Beginning Italian II;
(o) Dormant Course - ITAL 2014, Intermediate Italian I;
(p) Dormant Course - ITAL 2024, Intermediate Italian II;
(q) JPN 1014, Beginning Japanese I;
(r) JPN 1024, Beginning Japanese II;
(s) JPN 2014, Intermediate Japanese I;
(t) JPN 2024, Intermediate Japanese II;
(u) Dormant Course - RUSS 1014, Beginning Russian I;
(v) Dormant Course – RUSS 1024, Beginning Russian II;
(w) Dormant Course – RUSS 2014, Intermediate Russian I;
(z) Dormant Course – RUSS 2024, Intermediate Russian II;
(y) SPAN 1014, Beginning Spanish I;
(z) SPAN 1024, Beginning Spanish II;
(aa) SPAN 2014, Intermediate Spanish I; and
(ab) SPAN 2024, Intermediate Spanish II;

2. Modify the Curriculum in English; History; Journalism with Broadcast Option; Journalism with Print Option; Journalism with Public Relations Option; Music; Political Science; Public History; and Creative Writing; as follows: (a) add a second-language study requirement; (b) reduce or add the number of electives in order to maintain 120 total hours; and (c) add the following footnote: Students my waive three hours of language requirement for every one year of language study in high school with grades of C or better;

3. Modify the Curriculum in World Languages with Concentration Spanish as follows: (a) change SPAN 2014, Intermediate Spanish I, and SPAN 2024, Intermediate Spanish II, to SPAN 2013 and SPAN 2023; and (b) increase the number of electives from 43 hours to 45 hours;

4. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
    Modify the Curriculum in Foreign Language with Concentration in Spanish for Teacher Licensure as follows: (a) change SPAN 2014, Intermediate Spanish I, and SPAN 2024, Intermediate Spanish II, to SPAN 2013 and SPAN 2023; and (b) increase the number of electives from 13 hours to 15 hours; and

5. Modify the minor in French; German; Japanese; Spanish; Latin American/Latino Studies without; and Spanish Medical Interpretation as follows: reduce the four credit hours intermediate and beginning language courses to three credit hours.

B. Department of Music

Motion by Dr. Bowman, seconded by Dr. Carr, to approve Items 1-11. Motion approved.

(Note: the below proposals were approved by the Teacher Education Council on 11/14/2013.)

1. Delete MUS 1241, Italian Diction, from the course descriptions;
2. Delete MUS 2241, German Diction, from the course descriptions;
3. Delete MUS 2251, French Diction, from the course descriptions;
4. Delete MUS 4972, Marching Band Techniques;
5. Add MUS 1191, Vocal Diction I, to the course descriptions;
6. Add MUS 2191, Vocal Diction II, to the course descriptions;
7. Add MUS 3191, Vocal Solo Literature, to the course descriptions;
8. Add MUS 4971, Marching Band Techniques;
9. (a) Change the title of MUS 4832, Vocal Solo Literature/Pedagogy, to Vocal Pedagogy; (b) modify the prerequisite from Prerequisite: Junior standing; to Prerequisite: Passing Vocal Sophomore Barrier and Keyboard Barrier; and (c) modify the course description;
10. Modify the Curriculum in Music Education for Teacher Licensure Instrumental Music Option as follows: (a) Delete MUS 4701, Special Methods in Music; and (b) add MUS 4971, Marching Band Techniques; and
11. Modify the Curriculum in Music Education for Teacher Licensure Vocal Music Option as follows: (a) Delete MUS 1241, Italian Diction; MUS 2241, German Diction; and MUS 2251, French Diction; and (b) add MUS 1191, Vocal Diction I; MUS 2191, Vocal Diction II; and MUS 3191, Vocal Solo Literature;

College of Engineering and Applied Sciences

A. Department of Agriculture

Motion by Dr. Bowman, seconded by Dr. Still, to approve Items 1, 7, 8, and 16. Motion approved.

Motion by Dr. Bowman, seconded by Dr. Hanna, to approve Items 2-4. Motion approved.

Motion by Dr. Bowman, seconded by Dr. Goza, to approve Item 5. Motion approved.

Motion by Dr. Bowman, seconded by Dr. Hanna, to approve Item 6. Motion approved.

Motion by Dr. Hanna, seconded by Dr. V Carole Smith, to approve Item 9. Motion approved.

Motion by Dr. Bowman, seconded by Dr. Carr, to approve Items 10-15. Motion approved.

Motion by Dr. Bowman, seconded by Dr. V Carole Smith, to approve Item 17. Motion approved.

1. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
   Delete the following course from the course descriptions:

    (a) AGED 3003, Methods in Agricultural Education;

    (b) AGED 4003, Issues in Agriculture; and

    (c) AGED 4013, Methods in Agriculture Laboratories;

    (d) AGME 1003, Basic Agricultural Mechanization;

    (e) AGME 3003, Metals and Welding;

    (f) AGME 3013, Agriculture Structural Systems; and

    (g) AGME 3023, Agricultural Power;

2. Delete the following course for the course descriptions: AGAS 3333, Poultry Processing and Product Technology;

3. Delete the following course from the course descriptions: AGEG 3413, Agricultural Waste Management;

4. Delete the following course from the course descriptions: AGPS 1003, Introduction to Agronomy;

5. Add AGAS 3343, Regulatory Affairs of the Food Industry, to the course descriptions;

6. Add AGBU 2103, A Global Perspective: Resources, Food, and Society, to the course descriptions;

7. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)

    Add the following courses to the course descriptions:

    (a) AGED 2104, Introduction to Agricultural Systems Technology;

    (b) AGED 2203, Applied Agricultural Systems Technology;

    (c) AGED 3033, Philosophy and Foundations of Program Development;

    (d) AGED 4033, Curriculum Design and Assessment;

    (e) AGED 4044, Methods in Teaching Agriculture;

    (f) AGLE 3003, Personal Leadership Theory and Development; and

    (g) AGLE 3013, Team Leadership and Organizational Change;

8. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)

    Change the course number for AGED 1012, Agricultural Youth Organizations, to 1013;

9. Change the title of AGPS 1024, Principles of Horticulture, to Principles of Plant Science, and modify the course description;

10. Modify the Curriculum in Agriculture Business as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGEG 3413, Agricultural Waste Management; (c) delete AGPS 1003, Introduction to Agronomy; (d) add ENGL 2053, Technical Writing; (e) add 9 hours of Agriculture Elective[2]; (f) remove the statement: (Except ECON 2003) in Footnote 1; and (g) change SPAN 1014, Beginning Spanish I, to SPAN 1013; and SPAN 1023, Beginning Spanish II, to SPAN 1023, in Footnote 3;

11. Modify the Curriculum in Agriculture Business Animal Science as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGEG 3413, Agricultural Waste Management; (c) delete AGPS 1003, Introduction to Agronomy; (d) add ENGL 2053, Technical Writing; (e) add 9 hours of Agriculture Elective[2]; (f) remove the statement: (Except ECON 2003)

in Footnote 1; and (g) delete AGAS 3333, Poultry Processing and Product Technology in Footnote 3; and (h) add AGAS 3343, Regulatory Affairs of the Food Industry, in Footnote 3;

12. Modify the Curriculum in Agriculture Business Feed Mill Management as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGPS 1003, Introduction to Agronomy; (c) delete AGEG 3413, Agricultural Waste Management; (d) delete EAM 4993, Special Problems and Topics; delete AGAS 3333, Poultry Processing and Product Technology; (e) change the course number for AGAS 2083, Feeds and Feeding, to 2084; (f) change AGBU 4993, Special Problems in Agriculture; to AGBU 4983, Internship II in Agriculture, in the spring start senior fall term matrix; (g) add ENGL 2053, Technical Writing; (h) add AGAS 3343, Regulatory Affairs of the Food Industry; (i) change 4 hours of Agriculture Elective[2] to 15 hours of Agriculture Elective[2]; (j) remove the statement: (Except ECON 2003) in Footnote 1; (k) change footnote 2 to state: [2]At least 40 of the total hours required for graduation must be 3000 - 4000 level courses; and (l) delete footnote 3;

13. Modify the Curriculum in Agriculture Business Horticulture Business as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGPS 1003, Introduction to Agronomy; (c) delete AGPM 3104, Introduction to Entomology, or AGPS 3053, Weed Ecology, and AGBU 4991, Special Problems in Agriculture; (d) add ENGL 2053, Technical Writing; (e) add 10 hours of Agriculture Electives; remove the statement: (Except ECON 2003) in Footnote 1; and (f) delete footnote 2;

14. Modify the Curriculum in Agriculture Business Public Relations as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGEG 3413, Agricultural Waste Management; (c) delete AGPS 1003, Introduction to Agronomy; (d) add ENGL 2053, Technical Writing; (e) add 9 hours of Agriculture Elective[2]; and (f) remove the statement: (Except ECON 2003) in Footnote 1;

15. Modify the Curriculum in Agriculture Business Pre-Veterinary Medicine as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) change the course number for AGAS 2083, Feeds and Feeding, to 2084; (c) add ENGL 2053, Technical Writing; (d) add 1 hour of Agriculture Elective[2]; (e) remove the statement: (Except ECON 2003) in Footnote 1; and (f) add footnote 2 to state: [2]At least 40 of the total hours required for graduation must be 3000 - 4000 level courses;

16. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
    Modify the Curriculum in Agriculture Education as follows:
    (a) Delete the following:

(1) AGED 1012, Agricultural Youth Organizations;
(2) AGED 3003, Methods in Agricultural Education;
(3) AGED 4003, Issues in Agriculture;
(4) AGED 4013, Methods in Agriculture Laboratories;
(5) AGME 1003, Basic Agricultural Mechanization;
(6) AGME 3003, Metals and Welding;
(7) AGME 3013, Agriculture Structural Systems; and
(8) AGME 3023, Agricultural Power;
(9) AGPS 1003, Introduction to Agronomy; and
(10) MATH 2163, Introduction to Statistical Methods; and
   (b) Add the following:
   (1) AGED 1013, Agricultural Youth Organizations;
   (2) AGED 2104, Introduction to Agricultural Systems Technology;
   (3) AGED 2203, Applied Agricultural Systems Technology;
   (4) AGED 3033, Philosophy and Foundations of Program Development;
   (5) AGED 4033, Curriculum Design and Assessment;
   (6) AGED 4044, Methods in Teaching Agriculture;
   (7) AGLE 3003, Personal Leadership Theory and Development;
   (8) AGLE 3013, Team Leadership and Organizational Change; and
   (9) AGPS 3093, Greenhouse Operation and Management.
17. Add a minor in Agriculture as follows: require 21 hours of courses from the following: (a) AGAS 1014, Principles of Animal Science; (b) AGPS 1024, Principles of Horticulture, (Pending Title Change to Principles of Plant Science); (c) AGBU 1013, Principles of Agricultural Business; (d) AGSS 2014, Soils; and (e) 6 hours of 3000-4000-level Agriculture Electives excluding AGBU 3213, Career Development in Agriculture; AGBU 3993, Internship I in Agriculture; AGBU 4983, Internship II in Agriculture; and AGBU 4991-4, Special Problems in Agriculture.

College of Natural and Health Sciences

A. Department of Biological Sciences

Motion by Dr. Bowman, seconded by Dr. Carr, to approved Items 1 and 5. Motion approved.

Motion by Dr. Bowman, seconded by Dr. Rainey, to approve Item 2. Motion approved.

Motion by Dr. Gleason, seconded by Dr. Still, to approve Item 3. Motion approved.

Motion by Dr. Bowman, seconded by Dr. Carr, to approve Item 4. Motion approved.

1. Add MEDT 4001-9, Medical Technology Professional Coursework to the course descriptions;
2. Modify the prerequisites for BIOL 4033, Cell Biology, from Prerequisites: BIOL 1114, Principles of Biology; BIOL 2124, Principles of Zoology; or BIOL 2134, Principles of Botany; plus four additional hours of biology and one course from BIOL 3034, Genetics; BIOL 3054, Microbiology; BIOL 4023, Immunology; or CHEM 3344, Principles of Biochemistry; eight hours of chemistry; to Prerequisites: BIOL 1114,

Principles of Biology; four additional hours of biology, eight hours of chemistry, and a grade of C or better in one of the following courses: BIOL 3034, Genetics; BIOL 3054, Microbiology; BIOL 3074, Human Physiology; BIOL 4023, Immunology; or CHEM 3344, Principles of Biochemistry; and modify the course description;

3. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Modify the Curriculum in Life Science and Earth Science for Teacher Licensure as follows: delete PHSC 3033, Meteorology; and PHSC 3053, Astronomy; delete BIOL 3124, General Physiology, or BIOL 3174, Physiological Ecology; add BIOL 2004, Basic Human Anatomy and Physiology; and add 3-4 hours of Biology Electives;

4. Modify the Curriculum in Health Information Management as follows: (a) delete CHEM 1113, A Survey of Chemistry; CHEM 1111, Survey of Chemistry Laboratory; and (b) add BUAD 2003, Business Information Systems; and (c) one hour of elective;

5. Modify the Curriculum in Medical Technology as follows: (a) delete the following MEDT courses from the curriculum and course descriptions:
(1) MEDT 4012, Clinical Microscopy and Body Fluids;
(2) MEDT 4029, Hematology;
(3) MEDT 4035, Immuno-hematology;
(4) MEDT 4048, Clinical Chemistry and Instrumentation
(5) MEDT 4057, Microbiology;
(6) MEDT 4064, Parasitology;
(7) MEDT 4073, Serology; and
(8) MEDT 4082, Special Topics;
(b) add MEDT 4001-9, Medical Technology Professional Coursework, to total 38-40 hours; and (c) change electives to read 2-4 hours.

B. Department of Physical Sciences

Motion by Dr. Bowman, seconded by Dr. Rainey, to approve Items 1 and 2. Motion approved.

Motion by Dr. Hanna, seconded by Dr. V. Carole Smith, to approved Items 3 and 4. Motion approved.

Motion by Dr. Bowman, seconded by Dr. Rainey, to approve Item 5. Motion approved.

Motion by Dr. Bowman, seconded by Dr. Hanna, to approve Items 6, 7, and 8. Motion approved.

Motion by Dr. Rainey, seconded by Dr. Bowman, to approve Item 9. Motion approved.

1. Add GEOL 4043, Geochemistry, to the course descriptions;
2. Add GEOL 4433, Advanced Topics in Geology, to the course descriptions;
3. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Add PHSC (BIOL) 3243, Integrating the Three Dimensions of Science, to the course descriptions;

4. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
   Add PHSC (BIOL) 3253, Teaching Methods for STEM, Physical Science, to the course descriptions;

5. Modify the Curriculum in Chemistry Biochemistry Option as follows: (a) delete BIOL 2134, Principles of Botany; (b) add BIOL 2014, Human Anatomy; and (c) replace BIOL 3124, General Physiology, with BIOL 3074, Human Physiology;

6. Modify the Curriculum in Geology Environmental Option as follows: (a) delete GEOG 2013, Regional Geography of the World, POLS 2003, American Government, and ECON 2003, Principles of Economics I, as prescribed general education U. S. History/Government and Social Sciences; (b) add 3 hours of Social Sciences/Fine Arts/Humanities/Speech and 3 hours of U. S. History/Government; (c) delete CHEM 3254, Fundamentals of Organic Chemistry, and MATH 2163, Introduction to Statistical Methods; or PSY 2053, Statistics for the Behavioral Sciences; (d) reduce GEOL/MATH/BIOL/CHEM electives from 11 hours to 9 hours; and (e) add GEOG 2833, Introduction to Geographic Information Systems, COMS 2003, Microcomputer Applications, and GEOL 4043, Geochemistry;

7. Modify the Curriculum in Geology Petroleum Option as follows: (a) delete GEOG 2013, Regional Geography of the World, and POLS 2003, American Government, as prescribed general education U. S. History/Government and Social Sciences; and (b) add 3 hours of Social Sciences/Fine Arts/Humanities/Speech and 3 hours of U. S. History/Government; (c) delete CHEM 3254, Fundamentals of Organic Chemistry, 3 hours COMS Elective, and delete the wording "or higher level math" in MATH 1203, Plane Trigonometry; (d) add GEOL 3153, Environmental Geology, GEOL 4043, Geochemistry, and GEOG 2833, Introduction to Geographic Information Systems; (e) reduce Electives from 6 hours to 4 hours; and (f) remove the spring matrix;

8. Modify the Curriculum in Geology Professional Option as follows: (a) delete GEOG 2013, Regional Geography of the World, and POLS 2003, American Government, as prescribed general education U. S. History/Government and Social Sciences; (b) and add 3 hours of Social Sciences/Fine Arts/Humanities/Speech and 3 hours of U. S. History/Government; (c) delete 10 hours of Elective; (d) add GEOL 3153, Environmental Geology; GEOL 3174, Computer Applications in Geology; and GEOG 2833, Introduction to Geographic Information Systems; and (e) move GEOL 3004 from fall to spring; and

9. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
   Modify the Curriculum in Physical Science and Earth Science for Teacher Licensure as follows: (a) delete GEOL 2024, Historical Geology; (b) delete GEOL 3153, Environmental Geology; (c) add PHYS 4993, Special Problems in Physics and Astronomy, or CHEM 4993, Special Problems in Chemistry; (d) add 3 hours of PHSC, PHYS, CHEM, or MATH Electives; (e) add one hour of Electives; (f) allow GEOL 1004, Essentials of Earth Science, or GEOL 1014, Physical Geology.

II. The committee acknowledged the Letter of Notification for Deletion of Curriculum in International Studies Cultural Affairs and Political Affairs Concentrations.

III.   Dr. Varner presented a recommendation to change the assessment portion of the curriculum proposal forms. After discussion, Dr. Varner indicated she will present a final draft to be emailed to the committee to be reviewed for consideration at the next meeting.

IV.   Ms. Weaver indicated the College of Education will have proposals to consider in February or March depending on an update from ADE.

Meeting adjourned at 3:55 p.m.

Tammy Weaver, Recording Secretary

November Curriculum Committee/December Faculty Senate Summary

I.   **College of Arts and Humanities**

  A. **Department of English and World Languages**

  1. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
      Modify the course description and change from 4 hours to 3 hours for the following courses:
      (a) CHIN 1014, Beginning Chinese I;
      (b) CHIN 1024, Beginning Chinese II;
      (c) CHIN 2014, Intermediate Chinese I;
      (d) CHIN 2024, Intermediate Chinese II;
      (e) FR 1014, Beginning French I;
      (f) FR 1024, Beginning French II;
      (g) FR 2014, Intermediate French I;
      (h) FR 2024, Intermediate French II;
      (i) GER 1014, Beginning German I;
      (j) GER 1024, Beginning German II;
      (k) GER 2014, Intermediate German I;
      (l) GER 2024, Intermediate German II;
      (m) Dormant Course - ITAL 1014, Beginning Italian I;
      (n) Dormant Course - ITAL 1024, Beginning Italian II;
      (o) Dormant Course - ITAL 2014, Intermediate Italian I;
      (p) Dormant Course - ITAL 2024, Intermediate Italian II;
      (q) JPN 1014, Beginning Japanese I;
      (r) JPN 1024, Beginning Japanese II;
      (s) JPN 2014, Intermediate Japanese I;
      (t) JPN 2024, Intermediate Japanese II;
      (u) Dormant Course - RUSS 1014, Beginning Russian I;
      (v) Dormant Course – RUSS 1024, Beginning Russian II;
      (w) Dormant Course – RUSS 2014, Intermediate Russian I;
      (z) Dormant Course – RUSS 2024, Intermediate Russian II;
      (y) SPAN 1014, Beginning Spanish I;
      (z) SPAN 1024, Beginning Spanish II;
      (aa) SPAN 2014, Intermediate Spanish I; and
      (ab) SPAN 2024, Intermediate Spanish II;
  2. Modify the Curriculum in English; History; Journalism with Broadcast Option; Journalism with Print Option; Journalism with Public Relations Option; Music; Political Science; Public History; and Creative Writing; as follows: (a) add a second-language study requirement; (b) reduce or add the number of electives in order to maintain 120 total hours; and (c) add the following footnote: Students my waive three hours of language requirement for every one year of language study in high school with grades of C or better;
  3. Modify the Curriculum in World Languages with Concentration Spanish as follows: (a) change SPAN 2014, Intermediate Spanish I, and SPAN 2024, Intermediate

Spanish II, to SPAN 2013 and SPAN 2023; and (b) increase the number of electives from 43 hours to 45 hours;

4. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Modify the Curriculum in Foreign Language with Concentration in Spanish for Teacher Licensure as follows: (a) change SPAN 2014, Intermediate Spanish I, and SPAN 2024, Intermediate Spanish II, to SPAN 2013 and SPAN 2023; and (b) increase the number of electives from 13 hours to 15 hours; and

5. Modify the minor in French; German; Japanese; Spanish; Latin American/Latino Studies without; and Spanish Medical Interpretation as follows: reduce the four credit hours beginning language courses to three credit hours.

B. Department of Music

(Note: the below proposals were approved by the Teacher Education Council on 11/14/2013.)

1. Delete MUS 1241, Italian Diction, from the course descriptions;
2. Delete MUS 2241, German Diction, from the course descriptions;
3. Delete MUS 2251, French Diction, from the course descriptions;
4. Delete MUS 4972, Marching Band Techniques;
5. Add MUS 1191, Vocal Diction I, to the course descriptions;
6. Add MUS 2191, Vocal Diction II, to the course descriptions;
7. Add MUS 3191, Vocal Solo Literature, to the course descriptions;
8. Add MUS 4971, Marching Band Techniques;
9. (a) Change the title of MUS 4832, Vocal Solo Literature/Pedagogy, to Vocal Pedagogy; (b) modify the prerequisite from Prerequisite: Junior standing; to Prerequisite: Passing Vocal Sophomore Barrier and Keyboard Barrier; and (c) modify the course description;
10. Modify the Curriculum in Music Education for Teacher Licensure Instrumental Music Option as follows: (a) Delete MUS 4701, Special Methods in Music; and (b) add MUS 4971, Marching Band Techniques; and
11. Modify the Curriculum in Music Education for Teacher Licensure Vocal Music Option as follows: (a) Delete MUS 1241, Italian Diction; MUS 2241, German Diction; and MUS 2251, French Diction; and (b) add MUS 1191, Vocal Diction I; MUS 2191, Vocal Diction II; and MUS 3191, Vocal Solo Literature;

II. College of Engineering and Applied Sciences

A. Department of Agriculture

1. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Delete the following course from the course descriptions:
(a) AGED 3003, Methods in Agricultural Education;
(b) AGED 4003, Issues in Agriculture; and
(c) AGED 4013, Methods in Agriculture Laboratories;
(d) AGME 1003, Basic Agricultural Mechanization;
(e) AGME 3003, Metals and Welding;

    (f) AGME 3013, Agriculture Structural Systems; and

    (g) AGME 3023, Agricultural Power;

2. Delete the following course for the course descriptions: AGAS 3333, Poultry Processing and Product Technology;

3. Delete the following course from the course descriptions: AGEG 3413, Agricultural Waste Management;

4. Delete the following course from the course descriptions: AGPS 1003, Introduction to Agronomy;

5. Add AGAS 3343, Regulatory Affairs of the Food Industry, to the course descriptions;

6. Add AGBU 2103, A Global Perspective: Resources, Food, and Society, to the course descriptions;

7. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)

    Add the following courses to the course descriptions:

    (a) AGED 2104, Introduction to Agricultural Systems Technology;

    (b) AGED 2203, Applied Agricultural Systems Technology;

    (c) AGED 3033, Philosophy and Foundations of Program Development;

    (d) AGED 4033, Curriculum Design and Assessment;

    (e) AGED 4044, Methods in Teaching Agriculture;

    (f) AGLE 3003, Personal Leadership Theory and Development; and

    (g) AGLE 3013, Team Leadership and Organizational Change;

8. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)

    Change the course number for AGED 1012, Agricultural Youth Organizations, to 1013;

9. Change the title of AGPS 1024, Principles of Horticulture, to Principles of Plant Science, and modify the course description;

10. Modify the Curriculum in Agriculture Business as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGEG 3413, Agricultural Waste Management; (c) delete AGPS 1003, Introduction to Agronomy; (d) add ENGL 2053, Technical Writing; (e) add 9 hours of Agriculture Elective[2]; (f) remove the statement: (Except ECON 2003) in Footnote 1; and (g) change SPAN 1014, Beginning Spanish I, to SPAN 1013; and SPAN 1023, Beginning Spanish II, to SPAN 1023, in Footnote 3;

11. Modify the Curriculum in Agriculture Business Animal Science as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGEG 3413, Agricultural Waste Management; (c) delete AGPS 1003, Introduction to Agronomy; (d) add ENGL 2053, Technical Writing; (e) add 9 hours of Agriculture Elective[2]; (f) remove the statement: (Except ECON 2003) in Footnote 1; and (g) delete AGAS 3333, Poultry Processing and Product Technology; and (h) add AGAS 3343, Regulatory Affairs of the Food Industry, in Footnote 3;

12. Modify the Curriculum in Agriculture Business Feed Mill Management as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture

Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGPS 1003, Introduction to Agronomy; (c) delete AGEG 3413, Agricultural Waste Management; (d) delete EAM 4993, Special Problems and Topics; delete AGAS 3333, Poultry Processing and Product Technology; (e) change the course number for AGAS 2083, Feeds and Feeding, to 2084; (f) change AGBU 4993, Special Problems in Agriculture; to AGBU 4983, Internship II in Agriculture, in the spring start senior fall term matrix; (g) add ENGL 2053, Technical Writing; (h) add AGAS 3343, Regulatory Affairs of the Food Industry; (i) change 4 hours of Agriculture Elective[2] to 12 hours of Agriculture Elective[2]; (j) remove the statement: (Except ECON 2003) in Footnote 1; (k) change footnote 2 to state: [2]At least 40 of the total hours required for graduation must be 3000 - 4000 level courses; and (l) delete footnote 3;

13. Modify the Curriculum in Agriculture Business Horticulture Business as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGPS 1003, Introduction to Agronomy; (c) delete AGPM 3104, Introduction to Entomology, or AGPS 3053, Weed Ecology, and AGBU 4991, Special Problems in Agriculture; (d) add ENGL 2053, Technical Writing; (e) add 10 hours of Agriculture Electives; remove the statement: (Except ECON 2003) in Footnote 1; and (f) delete footnote 2;

14. Modify the Curriculum in Agriculture Business Public Relations as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) delete AGEG 3413, Agricultural Waste Management; (c) delete AGPS 1003, Introduction to Agronomy; (d) add ENGL 2053, Technical Writing; (e) add 9 hours of Agriculture Elective[2]; and (f) remove the statement: (Except ECON 2003) in Footnote 1;

15. Modify the Curriculum in Agriculture Business Pre-Veterinary Medicine as follows: (a) delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; (b) change the course number for AGAS 2083, Feeds and Feeding, to 2084; (c) add ENGL 2053, Technical Writing; (d) add 1 hour of Agriculture Elective[2]; (e) remove the statement: (Except ECON 2003) in Footnote 1; and (f) add footnote 2 to state: [2]At least 40 of the total hours required for graduation must be 3000 - 4000 level courses;

16. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
    Modify the Curriculum in Agriculture Education as follows:
    (a) Delete the following:
        (1) AGED 1012, Agricultural Youth Organizations;
        (2) AGED 3003, Methods in Agricultural Education;
        (3) AGED 4003, Issues in Agriculture;
        (4) AGED 4013, Methods in Agriculture Laboratories;
        (5) AGME 1003, Basic Agricultural Mechanization;

(6) AGME 3003, Metals and Welding;

(7) AGME 3013, Agriculture Structural Systems; and

(8) AGME 3023, Agricultural Power;

(9) AGPS 1003, Introduction to Agronomy; and

(10) MATH 2163, Introduction to Statistical Methods; and

(b) Add the following:

(1) AGED 1013, Agricultural Youth Organizations;

(2) AGED 2104, Introduction to Agricultural Systems Technology;

(3) AGED 2203, Applied Agricultural Systems Technology;

(4) AGED 3033, Philosophy and Foundations of Program Development;

(5) AGED 4033, Curriculum Design and Assessment;

(6) AGED 4044, Methods in Teaching Agriculture;

(7) AGLE 3003, Personal Leadership Theory and Development;

(8) AGLE 3013, Team Leadership and Organizational Change; and

(9) AGPS 3093, Greenhouse Operation and Management.

17. Add a minor in Agriculture as follows: require 21 hours of courses from the following: (a) AGAS 1014, Principles of Animal Science; (b) AGPS 1024, Principles of Horticulture, (Pending Title Change to Principles of Plant Science); (c) AGBU 1013, Principles of Agricultural Business; (d) AGSS 2014, Soils; and (e) 6 hours of 3000-4000-level Agriculture Electives excluding AGBU 3213, Career Development in Agriculture; AGBU 3993, Internship I in Agriculture; AGBU 4983, Internship II in Agriculture; and AGBU 4991-4, Special Problems in Agriculture.

III. College of Natural and Health Sciences

A. Department of Biological Sciences

1. Add MEDT 4001-9, Medical Technology Professional Coursework to the course descriptions;

2. Modify the prerequisites for BIOL 4033, Cell Biology, from Prerequisites: BIOL 1114, Principles of Biology; BIOL 2124, Principles of Zoology; or BIOL 2134, Principles of Botany; plus four additional hours of biology and one course from BIOL 3034, Genetics; BIOL 3054, Microbiology; BIOL 4023, Immunology; or CHEM 3344, Principles of Biochemistry; eight hours of chemistry; to Prerequisites: BIOL 1114, Principles of Biology; four additional hours of biology, eight hours of chemistry, and a grade of C or better in one of the following courses: BIOL 3034, Genetics; BIOL 3054, Microbiology; BIOL 3074, Human Physiology; BIOL 4023, Immunology; or CHEM 3344, Principles of Biochemistry; and modify the course description;

3. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Modify the Curriculum in Life Science and Earth Science for Teacher Licensure as follows: delete PHSC 3033, Meteorology; and PHSC 3053, Astronomy; delete BIOL 3124, General Physiology, or BIOL 3174, Physiological Ecology; add BIOL 2004, Basic Human Anatomy and Physiology; and add 3-4 hours of Biology Electives;

4. Modify the Curriculum in Health Information Management as follows: (a) delete CHEM 1113, A Survey of Chemistry; CHEM 1111, Survey of Chemistry Laboratory; and (b) add BUAD 2003, Business Information Systems; and (c) one hour of elective;

5. Modify the Curriculum in Medical Technology as follows: (a) delete the following MEDT courses from the curriculum and course descriptions:
   (1) MEDT 4012, Clinical Microscopy and Body Fluids;
   (2) MEDT 4029, Hematology;
   (3) MEDT 4035, Immuno-hematology;
   (4) MEDT 4048, Clinical Chemistry and Instrumenation
   (5) MEDT 4057, Microbiology;
   (6) MEDT 4064, Parasitology;
   (7) MEDT 4073, Serology; and
   (8) MEDT 4082, Special Topics;
   (b) add MEDT 4001-9, Medical Technology Professional Coursework, to total 38-40 hours; and (c) change electives to read 2-4 hours.

B. Department of Physical Sciences

1. Add GEOL 4043, Geochemistry, to the course descriptions;
2. Add GEOL 4433, Advanced Topics in Geology, to the course descriptions;
3. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
   Add PHSC (BIOL) 3243, Integrating the Three Dimensions of Science, to the course descriptions;
4. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
   Add PHSC (BIOL) 3253, Teaching Methods for STEM, Physical Science, to the course descriptions;
5. Modify the Curriculum in Chemistry Biochemistry Option as follows: (a) delete BIOL 2134, Principles of Botany; (b) add BIOL 2014, Human Anatomy; and (c) replace BIOL 3124, General Physiology, with BIOL 3074, Human Physiology;
6. Modify the Curriculum in Geology Environmental Option as follows: (a) delete GEOG 2013, Regional Geography of the World, POLS 2003, American Government, and ECON 2003, Principles of Economics I, as prescribed general education U. S. History/Government and Social Sciences; (b) add 3 hours of Social Sciences/Fine Arts/Humanities/Speech and 3 hours of U. S. History/Government; (c) delete CHEM 3254, Fundamentals of Organic Chemistry, and MATH 2163, Introduction to Statistical Methods; or PSY 2053, Statistics for the Behavioral Sciences; (d) reduce GEOL/MATH/BIOL/CHEM electives from 11 hours to 9 hours; and (e) add GEOG 2833, Introduction to Geographic Information Systems, COMS 2003, Microcomputer Applications, and GEOL 4043, Geochemistry;
7. Modify the Curriculum in Geology Petroleum Option as follows: (a) delete GEOG 2013, Regional Geography of the World, and POLS 2003, American Government, as prescribed general education U. S. History/Government and Social Sciences; and (b) add 3 hours of Social Sciences/Fine Arts/Humanities/Speech and 3 hours of U. S. History/Government; (c) delete CHEM 3254, Fundamentals of Organic Chemistry, 3 hours COMS Elective, and delete the wording "or higher level math" in MATH 1203, Plane Trigonometry; (d) add GEOL 3153, Environmental Geology, GEOL 4043, Geochemistry, and GEOG 2833, Introduction to Geographic Information Systems; (e) reduce Electives from 6 hours to 4 hours; and (f) remove the spring matrix;

8. Modify the Curriculum in Geology Professional Option as follows: (a) delete GEOG 2013, Regional Geography of the World, and POLS 2003, American Government, as prescribed general education U. S. History/Government and Social Sciences; (b) and add 3 hours of Social Sciences/Fine Arts/Humanities/Speech and 3 hours of U. S. History/Government; (c) delete 10 hours of Elective; (d) add GEOL 3153, Environmental Geology; GEOL 3174, Computer Applications in Geology; and GEOG 2833, Introduction to Geographic Information Systems; and (e) move GEOL 3004 from fall to spring; and

9. (Note: the below proposal was approved by the Teacher Education Council on 11/14/2013.)
Modify the Curriculum in Physical Science and Earth Science for Teacher Licensure as follows: (a) delete GEOL 2024, Historical Geology; (b) delete GEOL 3153, Environmental Geology; (c) add PHYS 4993, Special Problems in Physics and Astronomy, or CHEM 4993, Special Problems in Chemistry; (d) add 3 hours of PHSC, PHYS, CHEM, or MATH Electives; (e) add one hour of Electives; (f) allow GEOL 1004, Essentials of Earth Science, or GEOL 1014, Physical Geology.

IV.   Letter of Notification for Deletion of Curriculum in International Studies Cultural Affairs and Political Affairs Concentrations

V.   Recommendation for Curriculum Proposal Forms

Arkansas Tech University appr   Registrar's Office
REQUEST FOR COURSE CHANGE CC 11/26/13

appr FS 12/10/13

TO: Curriculum Committee

FROM: Department of English and World Languages

DATE SUBMITTED: September 26, 2013

REQUEST FOR COURSE CHANGE: Reduce beginning and intermediate courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish from four credit hours to three credit hours.

Title	Signature	Date
Department Head		9-26-13
Dean		9-26-13
Teacher Education Council		
Registrar		10/1/13
Vice President for Academic Affairs		

	Course Subjects:	Course Numbers:
✓	CHIN	1014, 1024, 2014, 2024
✓	FR	1014, 1024, 2014, 2024
✓	GER	1014, 1024, 2014, 2024
✓	ITAL	1014, 1024, 2014, 2024
✓	JPN	1014, 1024, 2014, 2024
✓	RUSS	1014, 1024, 2014, 2024
✓	SPAN	1014, 1024, 2014, 2024

Cross-listed with Subject:	Course Number:

Official Titles
Beginning [Language Name] I
Beginning [Language Name] II
Intermediate [Language Name} I
Intermediate [Language Name] II

Request to change: (check appropriate box)
X Course Number
☐ Title
X Course Description
☐ Cross-list
☐ Prerequisite/Co-requisite

☐ Grading

☐ Fee

X Other <u>The change in course number will reflect the change from 4-credit hours to 3-credit hours.</u>

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 Numbers :

1013, 1023, 2013, 2023
  ✓   ✓   ✓   ✓

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

Unchanged

New Course Descriptions:

Only one change in all course descriptions:

Change "Four hours of applied class work and one hour of foreign language lab per week is required."
to: "Three hours of applied class work and one hour of language lab per week is required."

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):

Change prerequisites to reflect new course numbers. For example the prerequisite for SPAN 2014 will be changed from "SPAN 1024 or equivalent" to "SPAN 1023 or equivalent."

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.

SPAN 2014 and 2014 are required for the major in Spanish education and the major and minor in Spanish.
FR 2014 and 2024 are required for the minor in French.
GER 2014 and GER 2024 are required for the minor in German.

Program Change forms for the major in Spanish and Spanish education are attached.
Program Change forms for the minors in French, German, Japanese, and Spanish are attached.

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

This proposal to reduce the credit hours of first- and second-year language courses is presented in conjunction with a proposal to introduce a minimal language requirement for most majors in the College of Arts and Humanities. Therefore, the rationale for the reduction in credit hours for these courses is connected to our belief that an introduction to second-language study will be an important assistance in building students' language awareness, communication skills, and global perspective. Our willingness to reduce the credit hours of these classes is more specifically influenced by our desire to make it easier for Tech students to include language study in their undergraduate educations. At present, course enrollment minimums make it difficult to offer Tech students the full range of language study opportunities of which we are capable.

- The proposed change will align us with other language programs in the state as well as the ACTS common course numbers

- The proposed change will make scheduling and room use more efficient

- The proposed change will eliminate some barriers to students enrolling in language classes

- The proposed changes will allow us to be more productive without increasing faculty

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

During 2012-2013, the Department of English and World Languages' Assessment Committee began a complete review of departmental and program learning objectives. Using this revised set of objectives as a guide, we will introduce embedded assessments for the end of the beginning and intermediate language sequences and a diagnostic instrument for the start of the third-year sequence. We will use these to determine if our students are able to make the same progress through the 3-credit courses that they made through the 4-credit courses.

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

This proposal is linked to a two-semester language requirement for most majors offered in the College of Arts and Humanities. It also affects the B.A. in Management and Marketing (international business concentration). Departmental Support Forms from the following are attached:

Mr. Anthony Carton, Head, Department of Communications
Dr. Cynthia Hukill, Head, Department of Music
Dr. Dawn Ward, Head, Department of Art
Dr. Jeffrey Woods, Head, Department of Social Science and Philosophy
Dr. R. Edward Bashaw, Dean, College of Business

Arkansas Tech University
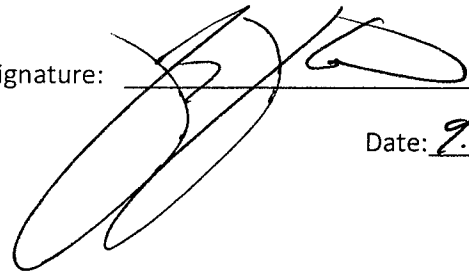## DEPARTMENTAL SUPPORT FORM

Requests to add second language requirement to designated degree programs in the College of Arts and Humanities and to reduce beginning and intermediate courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish from four credit hours to three credit hours.

Department Affected: Speech, Theatre & Journalism	This department ☑ supports ☐ does not support the change.
Comments:	

Department Head Signature: _____

Date: *9.17.13*

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Requests to add second language requirement to designated degree programs in the College of Arts and Humanities and to reduce beginning and intermediate courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish from four credit hours to three credit hours.

Department Affected: Music	This department ☑ supports ☐ does not support the change.
Comments: We support the change to the BA Music degree only.	

Department Head Signature: _[signature]_

Date: 9-17-13

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Requests to add second language requirement to designated degree programs in the College of Arts and Humanities and to reduce beginning and intermediate courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish from four credit hours to three credit hours.

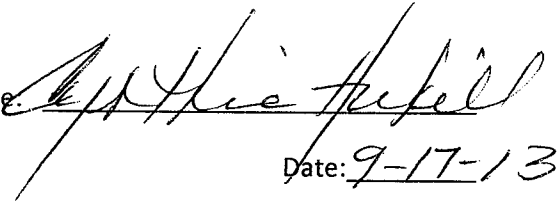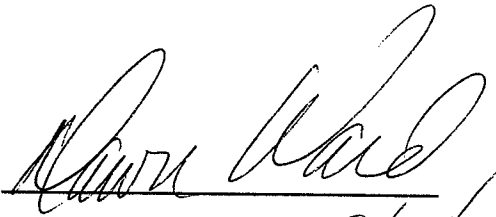| Department Art	This department ☑ supports ☐ does not support the change.
Comments:	

Department Head Signature: _____

Date: 9/18/13

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Requests to add second language requirement to designated degree programs in the College of Arts and Humanities and to reduce beginning and intermediate courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish from four credit hours to three credit hours.

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

Department Head Signature: _____

Date: 9/18/13

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Request to reduce beginning and intermediate courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish from four credit hours to three credit hours.

College Affected: Business	This college ☑ supports ☐ does not support the change.
Comments:	

Dean's Signature: _____

Date: 9/26/13
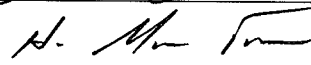
app CC 11/26/13
APPR FS 12/10/13

Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

Catalog 12-12-13

TO: Curriculum Committee

FROM: College of Arts and Humanities

Department of English and World Languages

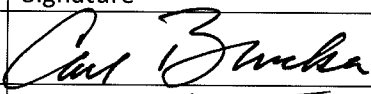DATE SUBMITTED: September 26, 2013

REQUEST FOR CHANGE IN PROGRAM: Request to add second language requirement to designated degree programs in the College of Arts and Humanities

Title	Signature	Date
Department Head	*Carl Brucka*	*9-26-13*
Dean	*H. M. Tm*	*9-26-13*
Registrar	*Y. Wommer*	*10/1/13*
Vice President for Academic Affairs		

Program Titles:	Effective Date: Summer I, 2014
~~B.A. in Art (Fine Arts)~~ ~~B.A. in Art (Graphic Design)~~ √B.A. in English √B.A. in History √B.A. in Journalism (Broadcast Option) √B.A. in Journalism (Print Option) √B.A. in Journalism (Public Relations Option) √B.A. in Music √B.A. in Political Science √B.A. in Public History √B.F.A. in Creative Writing	

Outline change in program and attach curriculum matrix:

The College of Arts and Humanities degree programs listed above will add a second-language study requirement. Students in these degree programs who have not completed two years of second language study in high school will be required to complete one year of language study at Tech. For six of these programs this will be a new additional requirement. For five of these programs this will be an extension or modification of their current language requirements.

Matrices for all affected programs except the B.A. in Fine Arts and the B.A. in Graphic Arts are attached. Those matrices, showing the language requirement addition, are included as part of the

Department of Art's program change request.

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

Our current language staff can handle the additional enrollment in language classes because language classes will be reduced from 4 credit hours to 3 credit hours.

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 minimal requirement would establish a baseline of second language awareness for College of Arts and Humanities graduates in these programs, strengthening their general communication skills and increasing their global awareness.

As Arkansas Tech prepares to move to SREB 3 status, this proposed requirement aligns Arkansas Tech's College of Arts and Humanities more closely with similar colleges at the state's other large institutions. The J. William Fulbright College of Arts and Sciences at the University of Arkansas requires two years of language study of all its graduates. Similarly, at Arkansas State University the College of Humanities and Social Sciences and the Departments of Music and Art in the College of Fine Arts require two years of language study of all graduates. At the University of Central Arkansas, Intermediate Language II is included in the general education core as a Fine Arts choice.

In the Fall of 2012, the Department of English and World Languages conducted a survey of 354 incoming freshman, which showed that 54% had completed at least two years of high school language. Applying this percentage to the predicted percentage of incoming freshman in the programs that are adding the requirement, we calculate that the new requirement would affect fewer than 80 students in the fall of 2014. As noted above the reduction of beginning language classes from four to three credit hours will allow us to provide space for these additional students without adding faculty.

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

Approval forms from the following affected departments are attached:

Mr. Anthony Carton, Head, Department of Communications
Dr. Cynthia Hukill, Head, Department of Music
Dr. Dawn Ward, Head, Department of Art
Dr. Jeffrey Woods, Head, Department of Social Science and Philosophy

12-11-13

Fall Start Curriculum Matrix for Catalog Curriculum in B.A. in English	
Freshman Fall Semester Add/Change: **Beginning Language I** [2, 5, T] 3 hrs. **Elective** [4] 1 hr. Delete: **Beginning Language I** [2, 5, T] 4 hrs. Total Hours: 14	**Freshman Spring Semester** Add/Change: **Beginning Language II** [2, 5, T] 3 hrs. **Elective** [4] 1 hr. Delete: **Beginning Language II** [2, 5, T] 4 hrs. Total Hours: 14
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	**Senior Spring Semester** Add/Change: Delete: Total Hours:

[5] **Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.**

Spring Start Curriculum Matrix for Catalog	
Curriculum in B.A. in English	
Freshman Spring Semester Add/Change: Delete: Total Hours:	**Freshman Fall Semester** Add/Change: Beginning Language I [2, 5, T] 3 hrs. Elective [4] 1 hr. Delete: Beginning Language I [2, 5, T] 4 hrs. Total Hours: 14
Sophomore Spring Semester Add/Change: Beginning Language II [2, 5, T] 3 hrs. Elective [4] 1 hr. Delete: Beginning Language II [2, 5, T] 4 hrs. Total Hours: 17	**Sophomore Fall Semester** Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	**Junior Fall Semester** Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	**Senior Fall Semester** Add/Change: Delete: Total Hours:
Total Program Hours_____	

[5] **Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.**

SEP 2 6 2013   Language Requirements, page 7

Registrar's Office

Fall Start Curriculum Matrix for Catalog	
Curriculum: B.A. History	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: √Fine Arts and Humanities 3hrs Delete: √Elective 3 hrs √Total Hours:16
Sophomore Fall Semester Add/Change: √ Beginning Language I [5] 3hrs Delete: √ Fine Arts and Humanities 3 hrs √Total Hours:15	**Sophomore Spring Semester** Add/Change: √Beginning Language II [5] 3hrs Delete: √Elective 3 hrs √Total Hours:15
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	**Senior Spring Semester** Add/Change: Delete: Total Hours:

√ [5] **Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.**

Spring Start (If applicable) Curriculum Matrix for Catalog	
Curriculum: B.A. History	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: √Fine Arts and Humanities 3hrs Delete: √Elective 3 hrs Total Hours:**16**
Sophomore Spring Semester Add/Change: √ **Beginning Language I**[5] **3hrs** Delete: √**Fine Arts and Humanities 3 hrs** Total Hours:**15**	Sophomore Fall Semester Add/Change: √**Beginning Language II**[5] **3hrs** Delete: √**Elective** 3 hrs √Total Hours:**15**
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:

√ [5] **Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.**

Fall Start Curriculum Matrix for Catalog
Curriculum in B.A. in Journalism with Broadcast Option

Freshman Fall Semester	Freshman Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Sophomore Fall Semester	Sophomore Spring Semester
Add/Change: √ **Beginning Language I** [4, 6, T] **3 hrs.** √ **Elective** [2, 5, T] **1 hr.**	Add/Change: √ **Beginning Language II** [4, 6, T] **3 hrs.** √ **Elective** [2, 5, T] **1 hr.**
Delete:	Delete:
Total Hours: \5	Total Hours: 15
Junior Fall Semester	Junior Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Senior Fall Semester	Senior Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:

√ [6] **Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.**

Spring Start Curriculum Matrix for Catalog	
Curriculum in B.A. in Journalism with Broadcast Option	
Freshman Spring Semester Add/Change: Delete: Total Hours:	**Freshman Fall Semester** Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: √ **Beginning Language I** [4, 6, T] **3 hrs.** √ **Elective** [2, 5, T] **1 hr.** Delete: Total Hours: 15 √	**Sophomore Fall Semester** Add/Change: √ **Beginning Language II** [4, 6, T] **3 hrs.** √ **Elective** [2, 5, T] **1 hr.** Delete: Total Hours: 15 √
Junior Spring Semester Add/Change: Delete: Total Hours: 15	**Junior Fall Semester** Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	**Senior Fall Semester** Add/Change: Delete: Total Hours:
Total Program Hours_____	

√ [6] **Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.**

Fall Start Curriculum Matrix for Catalog	
Curriculum in B.A. in Journalism with Print Option	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: √**Beginning Language I** [4, 6, T] 3 hrs. √**Elective** [2, 5, T] 1 hr. Delete: Total Hours: 15 √	**Sophomore Spring Semester** Add/Change: √**Beginning Language II** [4, 6, T] 3 hrs. √**Elective** [2, 5, T] 1 hr. Delete: Total Hours: 16 √
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	**Senior Spring Semester** Add/Change: Delete: Total Hours:

√ [6]**Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.**

Spring Start Curriculum Matrix for Catalog	
Curriculum in B.A. in Journalism with Print Option	
Freshman Spring Semester Add/Change: Delete: Total Hours:	**Freshman Fall Semester** Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: √ **Beginning Language I** [4, 6, T] **3 hrs.** **Elective** [2, 5, T] **1 hr.** Delete: Total Hours: 15	**Sophomore Fall Semester** Add/Change: √**Beginning Language II** [4, 6, T] **3 hrs.** √ **Elective** [2, 5, T] **1 hr.** Delete: Total Hours: 16
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_____	

√[6] **Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.**

Fall Start Curriculum Matrix for Catalog	
Curriculum in B.A. in Journalism with Public Relations Option	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: √ **Beginning Language I** [4, 6, T] **3 hrs.** √ **Elective** [3, 2, 5, T] **1 hr.** Delete: *Elective also had a "3" footnote* Total Hours: 15	**Sophomore Spring Semester** Add/Change: √ **Beginning Language II** [4, 6, T] **3 hrs.** √ **Elective** [3, 2, 5, T] **1 hr.** Delete: Total Hours: 17
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	**Senior Spring Semester** Add/Change: Delete: Total Hours:

√ [6]**Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.**

There is no Spring Start

Spring Start Curriculum Matrix for Catalog	
Curriculum in B.A. in Journalism with Public Relations Option	
Freshman Spring Semester Add/Change: Delete: Total Hours:	**Freshman Fall Semester** Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: **Beginning Language I** [4, 6, T] **3 hrs.** **Elective** [2, 5, T] **1 hr.** Delete: Total Hours:	**Sophomore Fall Semester** Add/Change: **Beginning Language II** [4, 6, T] **3 hrs.** **Elective** [2, 5, T] **1 hr.** 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_____	

[6] **Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.**

Fall Start Curriculum Matrix for Catalog	
Curriculum in B.A. in Music	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: √**Beginning Language I** [11] 3 hours Delete: √ **Foreign Language** [T] 4 hours Total Hours: **15** √	**Sophomore Spring Semester** Add/Change: √**Beginning Language II** [11] 3 hours Delete: √**Elective** [8, 9, T] 2 hours Total Hours: **15** √
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	**Senior Spring Semester** Add/Change: Delete: Total Hours:

[11] **Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.**

Language Requirements, page 16

Did same for Spring Start

Fall Start Curriculum Matrix for Catalog	
Curriculum: B.A. in Political Science	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: **Beginning Language I** [7] **3hrs.** Delete: **Elective 3 hrs.** Total Hours:**16**	Sophomore Spring Semester Add/Change: **Beginning Language II** [7] **3hrs.** Delete: **Elective 3 hrs.** Total Hours:**15**
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

[7] **Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.**

Fall Start Curriculum Matrix for Catalog
Curriculum: B.A. in Public History

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:
√**Beginning Language I** [5] **3hrs.**	√**Beginning Language II** [5] **3hrs.**
Delete:	Delete:
√**Elective** **3 hrs.**	√**Elective** **3 hrs.**
√**Total Hours:15**	**Total Hours:15**
Junior Fall Semester	**Junior Spring Semester**
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Senior Fall Semester	**Senior Spring Semester**
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:

√ [5] **Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.**

Spring Start (If applicable) Curriculum Matrix for Catalog	
Curriculum: B.A. in Public History	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: √ **Beginning Language I** [5] **3hrs.** Delete: √ **Elective 3 hrs.** √ Total Hours:**15**	Sophomore Fall Semester Add/Change: √ **Beginning Language II** [5] **3hrs.** Delete: √ **Elective 3 hrs.** √ Total Hours:**15**
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours_____	

[5] **Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.**

| Fall Start Curriculum Matrix for Catalog |
| Curriculum in B.F.A. in Creative Writing |

Freshman Fall Semester	Freshman Spring Semester
Add/Change:	Add/Change:
Beginning Language I [4] 3 hours	**Beginning Language II** [4] 3 hours
Delete:	Delete:
Total Hours: **16 hours**	Total Hours: **16 hours**
Sophomore Fall Semester	Sophomore Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Junior Fall Semester	Junior Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Senior Fall Semester	Senior Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
	Electives 6 hours
Total Hours:	Total Hours: **12 hours**

[4] **Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.**

Spring Start Curriculum Matrix for Catalog
Curriculum in B.F.A. in Creative Writing

Freshman Spring Semester	Freshman Fall Semester
Add/Change:	Add/Change:
	Beginning Language I [4] 3 hours
Delete:	Delete:
	Elective [3, T] 3 hours
Total Hours:	Total Hours: 16 hours
Sophomore Spring Semester	Sophomore Fall Semester
Add/Change:	Add/Change:
Beginning Language II [4] 3 hours	U.S. History/Government 3 hours
Delete:	Delete:
U.S. History/Government 3 hours	Elective [3, T] 3 hours
Total Hours: 16 hours	Total Hours: 15 hours
Junior Spring Semester	Junior Fall Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Senior Spring Semester	Senior Fall Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Total Program Hours_____	

[4] **Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.**

Arkansas Tech University
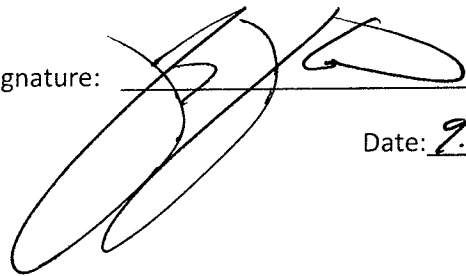
DEPARTMENTAL SUPPORT FORM

Requests to add second language requirement to designated degree programs in the College of Arts and Humanities and to reduce beginning and intermediate courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish from four credit hours to three credit hours.

Department Affected: Speech, Theatre & Journalism	This department ☑ supports ☐ does not support the change.
Comments:	

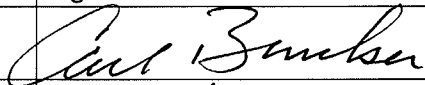Department Head Signature: _____

Date: *9.17.13*

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

Catalog 12-12-13

TO: Curriculum Committee

FROM: Department of English and World Languages

DATE SUBMITTED: September 26, 2013

REQUEST FOR CHANGE IN PROGRAM: Change B.A. in World Languages (Spanish Concentration) to reflect credit-hour changes to Intermediate Spanish courses.

Title	Signature	Date
Department Head	*Carl Brucker*	9-26-13
Dean	*H. Monroe*	9-26-13
Registrar	*Y. Adams*	10/1/13
Vice President for Academic Affairs		

Program Title:	Effective Date:
B.A. in World Languages (Spanish Concentration)	Summer I, 2014

Outline change in program and attach curriculum matrix:

If our request to reduce Intermediate language classes to three credit hours is approved, the major requirements for the B.A. in World Languages (Spanish Concentration) will be reduced by two credit hours.

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

No effect

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 reduction in hours for this major results from our proposal to reduce beginning and intermediate language classes to three credit hours. Our rationale for doing that is explained on our proposal to reduce the hours of those classes and is reproduced below:

This proposal to reduce the credit hours of first- and second-year language courses is presented in conjunction with a proposal to introduce a minimal language requirement for most majors in the College of Arts and Humanities. Therefore, the rationale for the reduction in credit hours for these courses is connected to our belief that an introduction to second-language study will be an important assistance in building students' language awareness, communication skills, and global perspective. Our willingness to

reduce the credit hours of these classes is more specifically influenced by our desire to make it easier for Tech students to include language study in their undergraduate educations. At present, course enrollment minimums make it difficult to offer Tech students the full range of language study opportunities of which we are capable.

- Align us with other language programs in the state as well as the ACTS common course numbers

- Make scheduling and room use more efficient

- Eliminate some barriers to students enrolling in language classes

- Allow us to be more productive without increasing faculty

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

This change will not effect any other department.

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: B.A. in World Language (Spanish Concentration)	
Freshman Fall Semester Add/Change: √ **SPAN 2013** [2, 3, T] 3 hrs Delete: √ **SPAN 2014** √ Total Hours: **13** √	**Freshman Spring Semester** Add/Change: √ **SPAN 2023** [2, 3, T] 3 hrs √ **Social Science** [1, T] √ 3 hrs. Delete: √ **SPAN 2024** Total Hours: **16** √
Sophomore Fall Semester Add/Change: √ **Elective** [4] 3 hrs. Delete: √ **Social Science** [1, T] √ 3 hrs. Total Hours: 16 √	**Sophomore Spring Semester** Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	**Senior Spring Semester** Add/Change: Delete: √ **Elective** [4] √ 1 hr. Total Hours: **15** √

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee

FROM: English and World Languages

DATE SUBMITTED: September 26, 2013

Teacher Ed Council

11/14/13

Catalog 12-12-13

REQUEST FOR CHANGE IN PROGRAM: Change B.A. in World Languages (Spanish Concentration) for Teacher Licensure to reflect credit-hour changes to Intermediate Spanish courses.

Title	Signature	Date
Department Head	*Carl Brucker*	*9-26-13*
Dean	*H. Mc T*	*9-26-13*
Registrar	*Brauer*	*10/1/13*
Teacher Education Council		
Vice President for Academic Affairs		

Program Title: B.A. in World Languages (Spanish Concentration) for Teacher Licensure	Effective Date: Summer I, 2014

Outline change in program and attach curriculum matrix:

If our request to reduce Intermediate language classes to three credit hours is approved, the major requirements for the B.A. in World Languages (Spanish Concentration) for Teacher Licensure will be reduced by two credit hours. **Change SPAN 2014 and 2024 to 2013 and 2023 and add 2 hrs Electives.**

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

No effect

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 reduction in hours for this major results from our proposal to reduce beginning and intermediate language classes to three credit hours. Our rationale for doing that is explained on our proposal to reduce the hours of those classes and is reproduced below:

This proposal to reduce the credit hours of first- and second-year language courses is presented in

conjunction with a proposal to introduce a minimal language requirement for most majors in the College of Arts and Humanities. Therefore, the rationale for the reduction in credit hours for these courses is connected to our belief that an introduction to second-language study will be an important assistance in building students' language awareness, communication skills, and global perspective. Our willingness to reduce the credit hours of these classes is more specifically influenced by our desire to make it easier for Tech students to include language study in their undergraduate educations. At present, course enrollment minimums make it difficult to offer Tech students the full range of language study opportunities of which we are capable.

- Align us with other language programs in the state as well as the ACTS common course numbers

- Make scheduling and room use more efficient

- Eliminate some barriers to students enrolling in language classes

- Allow us to be more productive without increasing faculty

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

This change will not effect any other department.

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: B.A. in World Language (Spanish Concentration)	
Freshman Fall Semester Add/Change: SPAN 2013 [2, 3, T] 3 hrs Delete: SPAN 2014 4 hrs. Total Hours: 13	**Freshman Spring Semester** Add/Change: SPAN 2023 [2, 3, T] 3 hrs Delete: SPAN 2024 4 hrs. Total Hours: 16
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Electives 2 hrs. Delete: Total Hours: 16
Senior Fall Semester Add/Change: Delete: Total Hours:	**Senior Spring Semester** Add/Change: Delete: Total Hours: 15

appr CC 11/26/13
APPR FS 12/10/13

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM
Catalog 12-12-13

TO: Curriculum Committee

FROM: Department of English and World Languages

DATE SUBMITTED: September 26, 2013

REQUEST FOR CHANGE IN PROGRAM: Modification of Minors in French, German, Japanese, and Spanish

Title	Signature	Date
Department Head	*Carl Brucker*	9-26-13
Dean		9-26-13
Registrar	*J Weaver*	10/1/13
Vice President for Academic Affairs		

⑤ Minors in

Program Titles: ① Minor in French ② Minor in German ③ Minor in Japanese ④ Minor in Spanish	Latin American, Latino Studies without language proficiency ⑥ Minor in Spanish Medical Interpretation	Effective Date: Summer I, 2014

Outline change in program and attach curriculum matrix:

If our request to reduce Intermediate language classes to three credit hours is approved, ~~the four language minors will be reduced from 17 to 15 credit hours.~~ the following minors will be modified as outlined on page 2-4 of proposal.

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

No effect

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 reduction in hours for these four minors results from our proposal to reduce beginning and intermediate language classes to three credit hours. Our rationale for doing that is explained on our proposal to reduce the hours of those classes and is reproduced below:

This proposal to reduce the credit hours of first- and second-year language courses is presented in conjunction with a proposal to introduce a minimal language requirement for most majors in the College of Arts and Humanities. Therefore, the rationale for the reduction in credit hours for these courses is

connected to our belief that an introduction to second-language study will be an important assistance in building students' language awareness, communication skills, and global perspective. Our willingness to reduce the credit hours of these classes is more specifically influenced by our desire to make it easier for Tech students to include language study in their undergraduate educations. At present, course enrollment minimums make it difficult to offer Tech students the full range of language study opportunities of which we are capable.

- Align us with other language programs in the state as well as the ACTS common course numbers

- Make scheduling and room use more efficient

- Eliminate some barriers to students enrolling in language classes

- Allow us to be more productive without increasing faculty

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

The reduction of hours may make it easier for students in other majors to add one of these minors.

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

Revised Language Minors

Minor French

The minor in French is designed for foreign language majors who would like to study an additional language and for students who cannot complete a major in a foreign language, but for employment or other considerations, would like to obtain some basic foreign language competencies and be familiar with the culture of the target language. The minor in French requires ~~15~~ **21** hours of courses (all course prerequisites must be met first):

- FR 2013 Intermediate French I
- FR 2023 Intermediate French II
- FR 3003 Conversation and Composition I
- FR 3013 Conversation and Composition II
- FR 3113 Culture and Civilization

√FR 1013, Beginning French I
√FR 1023, Beginning French II

Minor German

The minor in German is designed for foreign language majors who would like to study an additional language and for students who cannot complete a major in a foreign language, but for employment or other considerations, would like to obtain some basic foreign language competencies and be familiar with the culture of the target language. The minor in German requires ~~15~~ **21** hours of courses (all course prerequisites must be met first):

✓ • GER 2013 Intermediate German I
✓• GER 2023 Intermediate German II
  GER 3003 Conversation and Composition II
  GER 3013 Conversation and Composition II
  GER 3113 Culture and Civilization

✓GER 1013, Beginning German I
✓GER 1023, Beginning German II

Minor Japanese

The minor in Japanese is designed for foreign language majors who would like to study an additional language and for students who cannot complete a major in a foreign language, but for employment or other considerations, would like to obtain some basic foreign language competencies and be familiar with the culture of the target language. The minor in Japanese requires *✓21* hours of courses (all course prerequisites must be met first):

✓• JPN 2013 Intermediate Japanese I
✓• JPN 2023 Intermediate Japanese II
  JPN 3003 Conversation and Composition I
  JPN 3013 Conversation and Composition II
  JPN 3113 Culture and Civilization

✓JPN 1013, Beginning Japanese I
✓JPN 1023, Beginning Japanese II

Minor Spanish

The minor in Spanish is designed for students who cannot complete a major in a foreign language, but for employment or other considerations, would like to obtain some basic foreign language competencies and be familiar with the culture of the target language. The minor in Spanish requires *✓21* hours of courses (all course prerequisites must be met first):

✓• SPAN 2013 Intermediate Spanish I
✓• SPAN 2023 Intermediate Spanish II
  SPAN 3003 Conversation and Composition I
  SPAN 3013 Conversation and Composition II or SPAN 3113 Business Spanish
  SPAN 3123 Spanish Civilization and Culture or SPAN 3133 Spanish-American Civilization and Culture

✓SPAN 1013, Beginning Spanish I
✓SPAN 1023, Beginning Spanish II

Minor Latin American/Latino Studies without language proficiency

The minor in Latin American and Latino Studies without language proficiency is designed for students who wish to obtain a sufficient background about the Spanish speaking populations in Arkansas and the United States, but who do not wish to major in either history or Spanish. This minor will be particularly valuable to students who plan to work with native Spanish speakers in the health fields, law enforcement, education, and the service sectors. The minor in Latin American and Latino Studies without language proficiency requires 16 hours of courses (all course prerequisites must be met first):

SPAN 1013 Beginning Spanish I
GEOG 3303 Geography of Latin America
HIST 3313 Colonial Latin America
HIST 3323 Modern Latin America
HIST 4133 Latinos in the United States
SPAN 1023 Beginning Spanish II

Minor Spanish Medical Interpretation

The minor in Spanish Medical Interpretation is designed for students who plan careers in medicine and would like to obtain some basic Spanish competencies and an introduction to medical interpretation theory and Spanish medical terminology. The minor in Spanish Medical Interpretations requires 20 hours of courses (all course prerequisites must be met first):

SPAN 1063 Basic Spanish for Medical and Social Services
SPAN 2013 Intermediate Spanish I
SPAN 2023 Intermediate Spanish II
SPAN 3003 Conversation and Composition I
SPAN 3013 Conversation and Composition II
SPAN 3133 Spanish-American Civilization and Culture
SPAN 3382 Principles of Interpretation

Arkansas Tech University
REQUEST FOR COURSE DELETION

11/14/13   SEP 2 7 2013

TO: **Curriculum Committee**

appr CC
11/26/13

FROM: **Department of Music**

appr FS 12/10/13

DATE SUBMITTED: **October 1, 2013**

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head		9-27-13
Dean		9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/1/13
Vice President for Academic Affairs		

Course Subject: MUS	Course Number: 1241
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: **Italian Diction**	
Effective Term: **X Spring** ☐ Summer I	

Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.)
☐Elective   x **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.

See forms requesting Addition of Vocal Diction I and Vocal Diction II.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.
This change will not affect other departments or other programs of study.

Arkansas Tech University 11/14/13

REQUEST FOR COURSE DELETION

Registrar's Office

TO: **Curriculum Committee**

appr CC 11/26/13
appr FS 12/10/13

FROM: **Department of Music**

DATE SUBMITTED: **October 1, 2013**

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head	*(signature)*	9-27-13
Dean	*(signature)*	9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*(signature)*	10/1/13
Vice President for Academic Affairs		

Course Subject: **MUS**	Course Number: **2241**
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: **German Diction**	
Effective Term: **X Spring** ☐ Summer I	

Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.)
☐Elective   **X 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.
Please see forms for Vocal Diction I and II Additions.

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 11/14/13   SEP 27 2013

REQUEST FOR COURSE DELETION
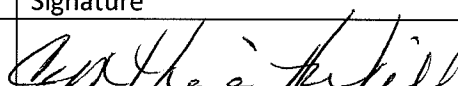
TO: **Curriculum Committee**

appr CC 11/26/13

FROM: **Department of Music**

appr 12/10/13
FS

DATE SUBMITTED: **October 1, 2013**

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head	*Cynthia Tuhill*	*9-27-13*
Dean	*N. Minton*	*9-27-13*
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*J Weaver*	*10/1/13*
Vice President for Academic Affairs		

Course Subject: **MUS**	Course Number: **2251**
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: **French Diction**	
Effective Term: **X Spring** ☐ Summer I	

Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.)
☐Elective   **X** 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.

See forms for Vocal Diction I and II Addition.

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

No other departments will be affected.

Appr
Teacher Ed

Arkansas Tech University
REQUEST FOR COURSE DELETION 11/14/13

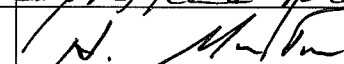TO: **Curriculum Committee**
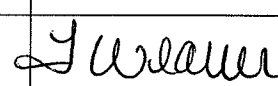
appr CC 11 26/13

FROM: **Department of Music**

appr FS 12/10/13

DATE SUBMITTED: **October 1, 2013**

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head	*(signature)*	9-27-13
Dean	*(signature)*	9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*(signature)*	10/1/13
Vice President for Academic Affairs		

Course Subject: **MUS**	Course Number: **4972**
Cross-listed with Subject: If cross-listed, should cross-listing be deleted? **No cross-listing.**	Course Number:
Official Title: **Marching Band Techniques**	
Effective Term: **X <u>Spring</u> ☐ Summer I**	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) **X <u>Elective</u>** ☐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. *See new proposal MUS 4971*	

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

This change will not affect other departments.

Arkansas Tech University
REQUEST FOR COURSE ADDITION 11/14/13   SEP 27 2013

appr cc 11/xd 13 Registrar's Office

appr FS 12/10/13

TO: **Curriculum Committee**

FROM: **Department of Music**

DATE SUBMITTED: **October 1, 2013**

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	*Cynthia Uffkill*	9-27-13
Dean	*W. Martin*	9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*Y Weaver*	10/1/13
Vice President for Academic Affairs		

Course Subject: **MUS**	Course Number: ~~1XX1~~ 1191
Cross-listed with Subject: **none**	Course Number: **none**
Official Title (Limited to 30 characters including spaces): **Vocal Diction I**	

Mode of Instruction: (check appropriate box)
☐ 01_Lecture/ **X 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? **Every Spring semester.**

Is this course repeatable for additional earned hours?   Y / **N**   How many times?

Does this course require a fee?   How much?   Type of fee? **NO**

☐Elective	X **Major**	☐Minor

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

Prerequisites:	Co-requisites:
No prerequisite.	**MUS 1232 (Applied Voice)**

Course Description (as you want it to appear in the catalog): *Co-requisite:*
For vocal majors only, to be taken concurrently with MUS 1232. A study of the rules of pronunciation for Italian, Latin, and Spanish for singers through the use of the International Phonetic Alphabet.

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 proposal is in line with the university's mission of nurturing scholastic development, integrity, and professionalism, and of the first Goal of the Strategic Plan: to enhance the creation and delivery of first quality education services. We believe that these changes, which will more efficiently use the hours we are allotted for the BME, will strengthen the "solid educational foundation" that we purvey to our students.

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 change, along with the addition of Vocal Diction II and the deletion of the old Italian Diction, French Diction, and German Diction courses, brings the ATU Vocal Music Education curriculum more into line with current best practices in the teaching of Vocal Diction. This current trend is to offer two diction courses: the first for learning pronunciation patterns for the "Romance" languages (Italian, Latin, Spanish), and the second for studying the more disparate pronunciation patterns of German, French, and English. See accompanying document titled "Arkansas Universities' Diction Requirements" for a study of the trends state-wide.

The overall goal of the department in making this change is to provide vocal students more breadth of knowledge over two semesters (Italian, Latin, and Spanish in Diction I and French, German, and English in Diction II) rather than the depth of only Italian, French, and German found in the three semester sequence. The extra credit hour left over will go to making Vocal Pedagogy a 2 hour course, rather than one hour. Commensurately, the separation of Vocal Pedagogy and Vocal Solo Literature will provide students the opportunity to acquire a greater depth of knowledge in those two disciplines (see also forms for Vocal Pedagogy and Vocal Solo Literature).

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

The acquisition of proper vocal diction skills in Vocal Diction I will be assessed through the Sophomore Vocal Barrier and through the Senior Recital, both of which carry specific requirements for performance of repertoire in various languages.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.
This change will not affect other departments or curricula.

Arkansas Tech University
Department of Music
Spring 2015
MUS ~~1XX1~~: VOCAL DICTION I

1191

Instructor: Holly Ruth Gale
Contact Information: hgale@atu.edu
Office Hours: TBA

Co-requisite:

Catalog Description: For vocal majors only, to be taken concurrently with MUS 1232. A study of the rules of pronunciation for Italian, Latin, and Spanish for singers through the use of the International Phonetic Alphabet.

Texts: *Webster's New World Italian Dictionary*
Webster's Spanish English Dictionary
International Phonetic Alphabet for Singers by Joan Wall
Diction for Singers by Joan Wall
The Art Song Anthology edited by Richard Walters.
All texts may be purchased at the ATU Bookstore.
All texts may also be used in Vocal Diction II.

Justification /Rationale for Course: It is necessary for a vocal major to have a basic understanding of the rules of pronunciation for Italian, Latin, and Spanish lyric diction and be able to pronounce these languages proficiently in order to be a successful teacher/performer.

1191

Course Objectives: Students who successfully complete MUS ~~1241~~ should have a basic understanding of the rules of pronunciation of Italian, Latin, and Spanish lyric diction; should be able to transcribe phonetically Italian, Latin and Spanish texts; and should be able to sing proficiently in Italian, Latin and Spanish.

Course Content: Readings, lectures, demonstrations, and class exercises on Italian, Latin, and Spanish vowels, consonants, and International Phonetic Alphabet transcriptions.

Course Outline:

Week 1:	Syllabus/IPA rules that specifically apply to Italian, Latin, and Spanish.
Week 2:	Continue IPA work/ written and oral examination
Week 3:	Italian Vowels/pronunciation work practice
Week 4:	Italian Consonants/pronunciation work practice
Week 5:	Special Features of Italian/ pronunciation work/ transcription practice
Week 6:	Review and Testing over Italian/written and oral examination
Week 7:	Special Features of Latin
Week 8:	Latin Vowels/pronunciation work/transcription practice
Week 9:	Latin Consonants/pronunciation work/transcription practice
Week 10:	Review and Testing over Latin/written and oral examination
Week 11:	Special Features of Spanish
Week 12:	Spanish Vowels/pronunciation work/transcription practice
Week 13:	Spanish Consonants/pronunciation work/transcription practice
Week 14:	Review and Testing over Spanish/written and oral examination

Final Examination: Final project

Assessment Methods: Students will receive grades for weekly vocabulary quizzes, IPA transcriptions, oral pronunciation quizzes, ability to pronounce Italian, Latin, and Spanish texts both spoken and sung, exams of diction rules, other various assignments, and final semester exam/project.

Grading Scale:

> **A = 90-100**
> **B = 80-89**
> **C = 70-79**
> **D = 60-69**
> **F = below 60**

Policy on Absences: Attendance will be taken and is expected at each class. However, to accommodate illness, family emergencies, etc., **two (2) absences will be excused. Additional absences will result in the student's grade dropping one (1) letter grade per absence.** Missed assignments, quizzes, exams, etc. that occur from excused absences are the student's responsibility to make up. As such, it is the **student's responsibility** to contact the instructor either prior to the class missed or within three (3) week days from the missed class to schedule make up work, quizzes, exams, etc. which will be given at the instructor's convenience. Failure to contact the instructor and make such arrangements will result in a grade of 0 for said missed work. Quizzes, exams, assignments missed because of unexcused absence will not be allowed to be made up and the missed work will receive the grade of 0.

Cell phones, or any other communication devices, may not be used during class.

STUDENT ACADEMIC CONDUCT POLICIES

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires certain standards of academic integrity and conduct from all students. Arkansas Tech University expects an academic atmosphere to be maintained in all classes. This atmosphere is created by both the professor and the class to enable all students enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or other unfair and dishonest practices. Students should also realize that the classroom is under the control of the professor who will give students a statement of his or her classroom policies in a syllabus at the beginning of the semester. (2013-2014 *Arkansas Tech University Faculty Handbook*, p. 76)

*Further detailed information on Academic Conduct Policies, Academic Dishonesty and Academic Misconduct can be found on pages 42-43 of the Arkansas Tech University 2013-2014 Student Handbook.

Vocal Diction Requirements for Bachelor of Music Education Degrees at Arkansas Universities

Arkansas State University
- *Two semesters* of diction for singers
- Diction I
- Diction II

Arkansas Tech University (currently)
- *Three semesters* of diction for singers
- Diction I: IPA (International Phonetic Alphabet) and Italian
- Diction II: German
- Diction III: French

Harding University
- *One semester* of diction for singers
- Diction for Singers: Latin, Italian, German and French

Henderson State University
- *Two semesters* of diction for singers
- Language and Diction I and II: English, Italian, German and French

Ouachita Baptist University
- *Two semesters* of diction for singers
- Vocal Diction I: IPA and Italian
- Vocal Diction II: German and French

University of Arkansas – Fayetteville
- *Three semesters* of diction for singers
- Diction I: Italian
- Diction II: German
- Diction III: French

University of Arkansas – Fort Smith
- *Two semesters* of diction for singers
- Diction for Singers I
- Diction for Singers II
-

University of Central Arkansas
- *Two semesters* of diction for singers.
- Diction I: German and Italian
- Diction II: French, Spanish, English and Russian

Arkansas Tech University 11/14/13   RECEIVED

REQUEST FOR COURSE ADDITION

TO: **Curriculum Committee**

appr CC 11/26/13 Registrar's Office

FROM: **Department of Music**

appr FS 12/10/13

DATE SUBMITTED: **October 1, 2013**

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	*[signature]*	9-27-13
Dean	*[signature]*	9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*[signature]*	10/1/13
Vice President for Academic Affairs		

Course Subject: **MUS**	Course Number: ~~2XX1~~ 2191
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces): **Vocal Diction II**

Mode of Instruction: (check appropriate box) ☐ 01_Lecture **X 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? **Every Fall Semester.**

Is this course repeatable for additional earned hours?   Y / **N**   How many times?

Does this course require a fee?   How much?   Type of fee? **NO**

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

Prerequisites: **No prerequisite.**	Co-requisites: **MUS 1232 (Applied Voice)**

Course Description (as you want it to appear in the catalog):
For vocal majors only, to be taken concurrently with MUS 1232. A study of the rules of pronunciation for German, French, and English for singers through the use of the International Phonetic Alphabet.

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 proposal is in line with the university's mission of nurturing scholastic development, integrity, and professionalism, and of the first Goal of the Strategic Plan: to enhance the creation and delivery of first quality education services. We believe that these changes, which will more efficiently use the hours we are allotted for the BME, will strengthen the "solid educational foundation" that we purvey to our students.

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 change, along with the addition of Vocal Diction I and the deletion of the old Italian Diction, French Diction, and German Diction courses, brings the ATU Vocal Music Education curriculum more into line with current best practices in the teaching of Vocal Diction. This current trend is to offer two diction courses: the first for learning pronunciation patterns for the "Romance" languages (Italian, Latin, Spanish), and the second for studying the more disparate pronunciation patterns of German, French, and English. See accompanying document titled "Arkansas Universities' Diction Requirements" for a study of the trends state-wide.

The overall goal of the department in making this change is to provide vocal students more <u>breadth</u> of

knowledge over two semesters (Italian, Latin, and Spanish in Diction I and French, German, and English in Diction II) rather than the depth of only Italian, French, and German found in the three semester sequence. The extra credit hour left over will go to making Vocal Pedagogy a 2 hour course, rather than one hour. Commensurately, the separation of Vocal Pedagogy and Vocal Solo Literature will provide students the opportunity to acquire a greater <u>depth</u> of knowledge in those two disciplines (see also forms for Vocal Pedagogy and Vocal Solo Literature).

How will the effect of the change be monitored in ongoing program assessment?
The acquisition of proper vocal diction skills in Vocal Diction II will be assessed through the Sophomore Vocal Barrier and through the Senior Recital, both of which carry specific requirements for performance of repertoire in various languages.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.
This change will not affect other departments or curricula.

Arkansas Tech University
Department of Music
Fall 2014
MUS ~~2XX1~~: VOCAL DICTION II
2191

Instructor: Dr. Barbara Clements
Contact Information: Office WPN 233, 964-0524, bclements@atu.edu
Office Hours: TBA

2191

Catalog Description: MUS ~~2241~~. Vocal Diction II. *Co-requisite: For vocal majors only, to be taken concurrently* /For vocal majors. Study of the rules of pronunciation for lyric German, French, and English. ~~Must be taken concurrently with MUS 1232.~~ *concurrently for singers through the use of the International Phonetic Alphabet with MUS1232.*

Required Texts:
  Diction for Singers, by Joan Wall
  The Art Song Anthology (high or low), edited by Richard Walters
  Langenscheidt's German-English Dictionary
  The Bantam New College French and English Dictionary.

Justification /Rationale for Course: It is necessary for a vocal major to have a basic understanding of the rules of pronunciation for German, French, and English lyric diction and be able to pronounce them proficiently in order to be a successful teacher/performer.

Course Objectives: Students who successfully complete MUS 2241 should have a basic understanding of the rules of pronunciation of German, French, and English lyric diction; should be able to transcribe phonetically German, French and English texts; and should be able to sing proficiently in German, French and English.

Course content: Readings, lectures, demonstrations, and class exercises on German, French and English vowels, consonants, and International Phonetic Alphabet transcriptions.

Course Outline:
  Week 1:   Syllabus/Review of IPA/Special Features of German Diction
  Week 2:   German Vowels/pronunciation work/transcription practice
  Week 3:   German Vowels/pronunciation work/transcription practice
  Week 4:   German Consonants/pronunciation work/transcription practice
  Week 5:   Testing over German/written and oral examination
  Week 6:   Special Features of French Diction
  Week 7:   French Vowels/pronunciation work/transcription practice
  Week 8:   French Vowels/pronunciation work/transcription practice
  Week 9:   French Consonants/pronunciation work/transcription practice
  Week 10:   Elisions and Liaisons
  Week 11:   Review of French vowels, consonants, special features/pronunciation practice
  Week 12:   Testing over French/written and oral examination
  Week 13:   English Diction Rules/Vowels
  Week 14:   English Diction Rules/Consonants
  Final Exam: English written and oral examination

Assessment Methods: Student assessment is based on the instructor's evaluation of correct pronunciation of the languages, written assignments, quizzes and exams.

Policy on Absences: Attendance to class is mandatory. Students are allowed *three* absences. Each absence after that will result in a 4% lowering of the semester grade. **Written examinations and/or quizzes will not be made up unless arrangements have been made with the instructor prior to the scheduled examination date.** Cheating on written examinations will result in a failing grade for the exam.

Late Assignments: Late assignments submitted *within twenty-four hours of the class in which they were due* receive one letter grade reduction. Late assignments received after twenty-four hours of when they were due will not be accepted.

Cell Phone Policy: Use of cell phones during class is forbidden.

STUDENT ACADEMIC CONDUCT POLICIES

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Vocal Diction Requirements for Bachelor of Music Education Degrees at Arkansas Universities

Arkansas State University
- *Two semesters* of diction for singers
- Diction I
- Diction II

Arkansas Tech University (currently)
- *Three semesters* of diction for singers
- Diction I: IPA (International Phonetic Alphabet) and Italian
- Diction II: German
- Diction III: French

Harding University
- *One semester* of diction for singers
- Diction for Singers: Latin, Italian, German and French

Henderson State University
- *Two semesters* of diction for singers
- Language and Diction I and II: English, Italian, German and French

Ouachita Baptist University
- *Two semesters* of diction for singers
- Vocal Diction I: IPA and Italian
- Vocal Diction II: German and French

University of Arkansas – Fayetteville
- *Three semesters* of diction for singers
- Diction I: Italian
- Diction II: German
- Diction III: French

University of Arkansas – Fort Smith
- *Two semesters* of diction for singers
- Diction for Singers I
- Diction for Singers II
-

University of Central Arkansas
- *Two semesters* of diction for singers.
- Diction I: German and Italian
- Diction II: French, Spanish, English and Russian

Arkansas Tech University   11/14/13

REQUEST FOR COURSE ADDITION

appr CC 11/26/13

APPR FS 12/10/13

TO: **Curriculum Committee**

FROM: **Department of Music**

DATE SUBMITTED: **October 1, 2013**

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	*[signature]*	9-27-13
Dean	*[signature]*	9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*[signature]*	10/1/13
Vice President for Academic Affairs		

Course Subject: **MUS**	Course Number: ~~3XXX~~ 3191
Cross-listed with Subject: **none**	Course Number: **none**
Official Title (Limited to 30 characters including spaces): **Vocal Solo Literature**	

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? **Every Fall Semester**
Is this course repeatable for additional earned hours? Y / **N** How many times?	
Does this course require a fee? How much? Type of fee? **NO**	

☐Elective   **X Major**   ☐Minor

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

Prerequisites: **Passing the Vocal Sophomore Barrier.**	Co-requisites: **none**

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

Spring Semester. Prerequisite: Passing Vocal Sophomore Barrier. A survey of vocal solo literature with emphasis on historical development and appropriate use for various vocal types.

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 proposal is in line with the university's mission of nurturing scholastic development, integrity, and professionalism, and of the first Goal of the Strategic Plan: to enhance the creation and delivery of first quality education services. We believe that these changes, which will more efficiently use the hours we are allotted for the BME, will strengthen the "solid educational foundation" that we purvey to our students.

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 immediate purpose of this change is to separate the two very different topics of Vocal Pedagogy and Vocal Literature, currently presented in one course, MUS 4832 (Vocal Solo Literature/Pedagogy). It is an odd pairing, not normally found combined in the same course among Departments/Schools of Music in this country. It is the belief of the vocal faculty that both topics will benefit by separating the two courses (see also Course Change Form for MUS 4832, Vocal Pedagogy), thus bringing the vocal curriculum more into line with curricular practices followed in the rest of the country. The more important result will be that the separation will afford students more <u>depth</u> of knowledge in both disciplines.

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

The subject matter acquired in Vocal Solo Literature will be assessed through the Knowledge/Skill – Repertoire Learning Objective: "an overview understanding of the repertoire in their major performance area and the ability to perform from a cross-section of that repertoire. " The assessment measures include the performance of the Senior Recital, as well as course embedded observation and the Praxis II Exam.

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

This course will not affect other departments or curricula.

Arkansas Tech University

Department of Music

Spring Semester

MUS 3~~XX~~1: Solo Vocal Literature

3991

Instructor: TBA

Contact Information: TBA

Office Hours: TBA

(use course description in proposal)

Catalog Description: For vocal music majors. Prerequisite: Passing of Vocal Sophomore Barrier. A general survey of art song style and literature, with emphasis on historical development and comparative analysis of representative repertoire.

Text: *Song: A Guide to Art Song Style and Literature,* by Carol Kimball.

Justification/Rationale for Course: It is crucial that performers and teachers of vocal music have a working knowledge of the literature that is appropriate for various skill levels, ages, and vocal types.

Course Objectives: to familiarize vocal music majors with art song style and literature. Students will learn components of style and performance practice through the study of specific composers and representative songs.

Course Outline:

Week 1:	Syllabus/Components of Style/Developing Style Sheets
Week: 2:	German Lied
Week 3:	German Lied
Week 4:	French mélodie
Week 5:	French mélodie
Week 6:	American/British Art Song
Week 7:	American/British Art Song
Week 8:	American/British Art Song
Week 9:	Italian Art Song
Week 10:	Russian/Scandinavian Art Song
Week 11:	Spanish/South American Art Song
Week 12:	Eastern European and Other Art Song
Week 13:	Over view and project presentations
Week 14:	Over view and project presentations

Assessment Methods: Student assessment is based on written quizzes, tests, reading and listening assignments, song analyses, and presentations.

Grading Scale

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

Cell Phone Policy: Use of cell phones during class is forbidden.

STUDENT ACADEMIC CONDUCT POLICIES

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Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: **Curriculum Committee**

FROM: **Department of Music**

DATE SUBMITTED: **October 1, 2013**

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	*(signature)*	9-27-13
Dean	*(signature)*	9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*(signature)*	10/1/13
Vice President for Academic Affairs		

Course Subject: **MUS**	Course Number: **4971**
Cross-listed with Subject: **No cross-listing.**	Course Number:
Official Title (Limited to 30 characters including spaces): **Marching Band Techniques**	

Mode of Instruction: (check appropriate box)
☐ 01_Lecture/ **X 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? **Every Fall Semester**
Is this course repeatable for additional earned hours? Y / **N** How many times?	
Does this course require a fee? How much? Type of fee? **NO**	

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

Prerequisites: **Passing the Instrumental Sophomore Barrier.**	Co-requisites:

Course Description (as you want it to appear in the catalog): **For music majors only. A study of the techniques and skills necessary to create and maintain a successful marching band program at the high school level.**

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 proposal is in line with the university's mission of nurturing scholastic development, integrity, and professionalism, and of the first Goal of the Strategic Plan: to enhance the creation and delivery of first quality education services. We believe that these changes, which will more efficiently use the hours we are allotted for the BME, will strengthen the "solid educational foundation" that we purvey to our students.** **Additionally, this change supports the department's goal to "provide the necessary and desirable professional preparation for the training of accredited music teachers." In strengthening the band program, the change will also "provide musical, cultural, and educational leadership for the institution, community, and state" (Department of Music Goals 1 and 5).**

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.

See Proposal for Change in Program, and accompanying memo from the instructor regarding coverage of competencies. These changes will bring us more into line with best practices being followed in the most outstanding programs in the country.

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

Marching Band Techniques will be assessed through the third Learning Objective of the Department of Music: Pedagogy – the students will possess necessary classroom teaching skills and knowledge to effectively teach in the public school setting. Assessment Measures include the Praxis II Exam, Evaluation of Teaching Interns, and a course embedded assessment.

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

This course will affect no other departments.

Syllabus
REVISED Marching Band Techniques
MUS 4971
Fall 2014

INSTRUCTOR:	Dr. Christopher M. Anderson, *Associate Professor of Music*
TIME:	T/R 9:30 A.M. – 10:20 A.M.
LOCATION:	Witherspoon 117
EMAIL:	canderson15@atu.edu

Course Content:

This course is an in-depth study of the techniques necessary to create and maintain a successful marching band program especially in regard to how marching band functions as a sub-program and fits into the successful overall music program at the high school level.

Course Purpose:

This course is designed to prepare the student to successfully administer and teach all aspects of marching band including fundamentals and design in the corps style idiom. The class will also delve into both mainstream and alternative rehearsal systems and techniques for effecting teaching in different scheduling configurations.

Expected Learning Outcomes:

At the end of the course, the student should be able to:

- List items to prepare in the summer in order to ensure success in the fall
- Understand the history of music education as it relates to marching band in the public schools.
- Create an effective resumé and C.V.
- Design an effective marching fundamentals program
- Discuss strategies to maintain the highest musical standards in a marching band
- Develop an effective and successful daily rehearsal routine
- Demonstrate the knowledge of the basic fundamentals of drill design in corps styles
- Discuss techniques to teach and clean drill effectively
- Identify Auxiliary and Percussion unit issues
- Understand and create effective travel guidelines
- Design an effective grading process for a program
- Create an approach to maintaining effective community relations
- Design a comprehensive band handbook
- Identify important considerations for the first day of band
- Select and train effective leaders for a band program

Methods for Assessing the Expected Learning Outcomes:

Classroom participation grades, written assignments including synthesis exercises, drill design exercises, exams and a notebook will be the primary forms of assessing mastery of the knowledge.

Required Materials:

- ❖ Students should have a 2 inch 3-ring binder with an insert on the cover that clearly states your name and the course number.

Important Course Requirements:
- ❖ **Active classroom participation**: Students will be expected to come to class prepared to interact, teach, and learn.
- ❖ **Written assignments and classroom presentations**: These will represent the heart of the coursework and objectives. Students will complete several written assignments throughout the course of semester. See Grading.
- ❖ **Exams**: There will be 2 exams that test the students' knowledge of the objective components in the course.
- ❖ **Notebook /Binder**: Students will assemble handouts and all (typed) class notes. Each student is required to take notes and include them in the notebook at the end of the semester. Additionally, there are a number of documents that will have to be downloaded and printed for this notebook.

ATTENDANCE:

Attendance Requirement: Regular, active, and punctual attendance is important for all sessions. Each tardy will equal a 10 point deduction from the attendance score. When illness prohibits class attendance, the instructor should be informed prior to the class that the student will miss if possible. When an absence occurs, the student is responsible for submitting assignments on their due date. *Each unexcused absence is a 25-point deduction from the attendance point total. Beyond the attendance grade, once a student has missed four unexcused class periods, the result may be a failing grade. Notification is critical here. You can't skip a day at work without notification.*

GRADING:

There are 1000 points available in this course.
Class Assignments (300 points)

100	Notebook participation assignments 25 each.	
	(25 points)	1. September 19th
	(25 points)	2. October 17^h
	(25 points)	3. November 14th
	(25 points)	4. December 5th (also due date for notebook)
25	Similarities between Concert and Marching Bands	
25	List of show ideas for bands	
50	Break-down of a fundamental	
100	Band Handbook	

Exams (200 points)

100	Exam—Midterm Written Exam
100	Exam—Final Written Exam

Additional Components (500 points)

250	Notebook-Due on the last day of Classes.
250	Attendance

All assignments must be clear and neat and should be typed. Being a successful marching band director demands that one be able to plan ahead and meet deadlines. Therefore, late assignments will have 15 percentage points per day taken off the final grade for that assignment. The day is determined as the start time for the class. 9:01 on the next day is 2 days late whether class was scheduled on that day or not. This includes weekend days. Don't be late. You may email an assignment to me if it is late. Under normal circumstances all assignments are due in hard copy during class on the date specified.

MEMORANDUM

TO: DR. CYNTHIA HUKILL

FROM: DR. CHRISTOPHER ANDERSON

SUBJECT: PROPOSED CURRICULUM CHANGE FOR BACHELOR OF MUSIC EDUCATION

DATE: SEPTEMBER 3, 2013

Proposed is a change to eliminate CRN 20347, MUS 4701, referred to as "Special Methods in Music" from the music education curriculum and to "re-assign" the 1 credit hour requirement within the curriculum to an existing course, 71208 MUS 4972, entitled "Marching Band Techniques." MUS 4972 would be restructured to be a 1-hour course.

Reasoning: There are 2 primary reasons for the change. 1) To require all instrumental education majors to take one class concerning marching band, and 2) the "Special Methods" course no longer serves its function within the degree as a capstone-type course.

Details: After a restructuring of content in the band methods courses, the instrumental information contained within "Special Methods" is now covered in the Band Methods I and II courses. In the 1980's, the course "Marching Band Techniques" was removed from the curriculum and "recommended" to students, but not required. However, Marching band techniques covers materials not covered in any other course within the degree. It is material that is central to their success as music educators in the public school and it is extraordinary that this is not required material within the degree program.

Listed below are the competencies for the Special Methods course (MUS 4701) and where those competencies are being covered in other courses currently in the curriculum:

Present within the students' "focus area" in such a way that demonstrates mastery of multiple subject areas within music. (e.g. theory, pedagogy, history, etc.) ⟹ Covered in Band Methods II as part of the Final large-scale project

Demonstrate the creation of an effective resumé and a working understanding of curriculum vitae. ⟹ Covered in Marching Band Techniques and in Deborah Barber's music Technology course

Identify leadership traits that are effective in moving large groups of people toward a vision. ⟹ Covered in Marching Band Techniques as part of unit on leadership and student leaders.

Understand how to prepare an interview for a → Covered in part in Band methods 1 and in
public school position   jobs in the public schools.

Identify the basic concepts of how to present → Covered in Band Methods I and II as part of
a new concept to a large group   4 separate projects.

Understand an overview of the history of → Will be moved to the new Marching Band
Music Education in the Public Schools   Techniques Course.

Arkansas Tech University 11/14/13 SEP 2 7 2013

REQUEST FOR COURSE CHANGE

TO: **Curriculum Committee**   *appr CC 11/26/13*

FROM: **Department of Music**   *appR FS 12/10/13*

DATE SUBMITTED: **October 1, 2013**

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head	*[signature]*	9-27-13
Dean	*[signature]*	9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*[signature]*	10/1/13
Vice President for Academic Affairs		

Course Subject: **MUS**	Course Number: **4832**
Cross-listed with Subject: **none**	Course Number: **none**
Official Title **Vocal Solo Literature/Pedagogy**	

Request to change: (check appropriate box)
☐ Course Number
X **Title**
X **Course Description**
☐ Cross-list
X **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 :
Same course number (4832)

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

New Course Description:
A study of pedagogical principles involved in the teaching of singing, with emphasis on outside reading, class discussion, and laboratory teaching of actual voice students. Prerequisite: Passing Vocal Sophomore Barrier and Keyboard Barrier.

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

New Prerequisite (list all, as you want them to appear in the catalog):
Passing Vocal Sophomore Barrier and Keyboard Barrier.

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

☐Elective   **X 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 immediate purpose of this change is to reconfigure MUS 4832 (currently Vocal Solo Literature/Pedagogy into Vocal Pedagogy only, thereby separating the two very different topics of Vocal Pedagogy and Vocal Literature. On a separate form, we are requesting that a new course (Vocal Solo Literature) be created, with a new course number. Putting both courses together is an odd pairing, not normally found among Departments/Schools of Music in this country. It is the belief of the vocal faculty that both topics will benefit by the separation (see also Course Addition Form for Vocal Solo Literature), thus bringing the vocal curriculum more into line with best practices followed throughout the country. The more important result will be to give students more depth of knowledge in both disciplines.

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

Skills gained in the course will be addressed through the pedagogical learning objective: "The students will possess necessary classroom teaching skills and knowledge to effectively teach in the public school setting." These measures include the Praxis II Exam and the evaluations of Interns. The course will also be assessed through a course embedded measure.

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

Arkansas Tech University

Department of Music

Spring 2014

MUS 4832: VOCAL PEDAGOGY

Mon./Wed. 9:00-9:50 a.m. (Room 300)

Instructor: Dr. Barbara Clements

Contact Information: Office #233 WPN; 964-0524; bclements@atu.edu

Office Hours: See schedule posted on office door *(use course description in proposal)*

Catalog Description: Spring. Prerequisite: Passing of Vocal Sophomore Barrier and Keyboard Barrier. A study of the pedagogical principles and physiological issues involved in the teaching of singing.

Text: McKinney, James. *The Diagnosis & Correction of Vocal Faults*. Waveland Press, 1994.

Justification/Rationale for Course: Skills necessary for vocal music majors to possess in order to become better singers and teachers of singing should include familiarity with the physical structure of the vocal mechanism, an introduction to appropriate vocal exercises and repertoire for teaching, and practical experience in teaching applied lessons.

Course Objectives:
>   to familiarize vocal music majors with the basic physiology of the vocal mechanism
>   to introduce vocal exercises and repertoire used in the teaching of singing
>   to provide practical teaching experience within a supportive, directed environment.

Course Outline:

Week 1:	Syllabus/Introduction of Physical Processes of Singing: Respiration, Phonation, Resonation, and Articulation/Presentation of expected keyboard proficiencies/Pre-test
Week 2:	Posture and Respiration
Week 3:	Posture and Respiration/Quiz
Week 4:	Phonation/Vocal pedagogy keyboard proficiency examination
Week 5:	Phonation
Week 6:	Vocalizing and repertoire selection for students/Quiz
Week 7:	Resonation/Students begin lessons (8 half-hour lessons)
Week 8:	Resonation/Quiz
Week 9:	Review of first two lessons with students for instructor feedback
Week 10:	Use of imagery in teaching voice
Week 11:	Articulation/Quiz
Week 12:	In-class mock judging of vocal students via video performances
Week 13:	How to select a musical for public schools

Week 14: Singing as a coordinated, unified act/ Comprehensive written examination which includes re-taking the pre-test for evidence of student learning

Final Examination: Turn in teaching project: lesson journals and review final lesson with instructor for feedback and grade.

Assessment Methods: Student assessment is based on the instructor's evaluation of written assignments, quizzes, examinations, and teaching observations, according to the following percentages:

10%:	Keyboard Proficiency Examination	**Grading Scale:**	
20%:	Quizzes (4 @ 5% each)	A = 90-100%	
10%:	Midterm examination	B = 80-89%	
5%:	Faculty lesson observations (Must do two)	C = 70-79%	
25%:	Journal of lessons	D = 60-69%	
10%:	Teacher evaluation of final lesson presentation	F = 59 and below	
10%:	Evaluations of peer-teaching (2 @ 5%)		
10%:	Final examination		

Policy on Absences and Cheating: Students are allowed *two unexcused* absences. Each absence after that will result in a lowering of the semester grade. An excused absence will only be honored if the instructor is notified ahead of class time. Written quizzes and examinations **will not be made up** unless arrangements have been made with the instructor prior to the scheduled examination date. Cheating on written quizzes, examinations and assignments will result in a failing grade for the quiz, exam and/or assignment.

Late assignments: Late assignments will not be accepted.

Course Content: Readings, lectures, demonstrations, videos, observations, class exercises, and peer-teaching outside of class.

Cell Phone Policy: Use of cell phones during class is forbidden.

STUDENT ACADEMIC CONDUCT POLICIES
A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires certain standards of academic integrity and conduct from all students. Arkansas Tech University expects an academic atmosphere to be maintained in all classes. This atmosphere is created by both the professor and the class to enable all students enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or other unfair and dishonest practices. Students should also realize that the classroom is under the control of the professor who will give students a statement of his or her classroom policies in a syllabus at the beginning of the semester. (2012-2013 *Arkansas Tech University Faculty Handbook*, p. 77)

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

Appr

Teacher Ed Council
11/14/13

appr CC 11/26/13
appr FS 12/10/13

TO: **Curriculum Committee**

FROM: **Department of Music**

DATE SUBMITTED: **October 1, 2013**

REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor) *Catalog*
12-13-13

Title	Signature	Date
Department Head *Cynthia Hukill*	*Cynthia Hukill*	9-30-13
Dean	*H. Mu...*	9-30-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*signature*	10/10/13
Vice President for Academic Affairs		

Program Title: **Bachelor of Music Education: Instrumental Music**	Effective Date: **Fall, 2014**

Outline change in program and attach curriculum matrix:

①We desire to delete MUS 4701 (Special Methods in Music) from the BME Instrumental curriculum only, leaving it intact for the other three BME tracks (Vocal, Keyboard-Vocal, and Keyboard-Instrumental). We also propose deleting MUS 4972 (Marching Band Techniques), as it currently exists, and reintroducing it in a one hour credit format ②MUS 4971 (still Marching Band Techniques) and <u>adding it</u> to the required BME Instrumental Curriculum. <u>This re-configuration of hours will not add any additional hours to the BME Instrumental curriculum.</u> It will continue to exist at 129 credit hours.

What impact will the change have on staffing, on other programs and space allocation?
This will have no impact upon staffing, space allocation, or other programs. It will simply utilize our current faculty's time and resources more efficiently, and enhance and streamline our offerings to our students.

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.

These changes will require all Instrumental Music Education majors to take one much needed class concerning marching band, and delete the Special Methods course, which no longer serves its function within the degree as a capstone-type course. After a restructuring of content in the band methods courses, the instrumental information contained within Special Methods is now covered in the Band Methods I and II courses. In the 1980's, the course "Marching Band Techniques" was removed from the curriculum and "recommended" to students, but not required. However, Marching Band Techniques covers materials not covered in any other course within the degree. It is material that is central to students' success as music educators in the public school and it is extraordinary that this is not currently required material within the degree program. These changes will correct that omission without adding to the total hours of the degree, and will bring our BME Instrumental Music degree more into line with current best practices followed in outstanding programs nationally.

Please refer to the attached list of competencies from the Special Methods course (to be deleted from the BME Instrumental curriculum only) that are currently being covered in either Band Methods I or II, or Marching Band Techniques.

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

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

A+H and Education ✓

Fall Start Curriculum Matrix for Catalog
Curriculum in:_Bachelor of Music Education - Instrumental Music
(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:
Delete:	Delete:

Total Hours:	Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Delete: Total Hours:
Senior Fall Semester **Add/Change**: ✓ **MUS 4971 Marching Band Techniques** **Fine Arts & Humanities, 3 cr. hrs to be moved to Sr. Spring Semester from Sr. Fall Semester.** Total Hours: ~~11~~ 13 ✓	**Senior Spring Semester** Add/**Change**: **Fine Arts & Humanities, 3 cr hrs to be moved from Sr. Fall Semester to Senior Spring (resulting in a total of 6 hours of Fine Arts & Humanities)** **Delete**: ✓**MUS 4701 Special Methods in Music** **Total Hours: 14** ✓

Spring Start (If applicable) Curriculum Matrix for Catalog	
Curriculum in_____	
(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:	Sophomore Fall Semester Add/Change:

Delete: Total Hours:	Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours_____	

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

Appr

Teacher Ed Council
11/14/13
appr 11/26/13 CC
appr FS 12/10/13
Catalog 12-13-13

TO: **Curriculum Committee**

FROM: **Department of Music**

DATE SUBMITTED: **October 1, 2013**

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

Title	Signature	Date
Department Head	*[signature]*	9-27-13
Dean	*[signature]*	9-27-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*[signature]*	10/10/13
Vice President for Academic Affairs		

Program Title: **Bachelor of Music Education – Vocal Music**	Effective Date: **Fall 2014**

Outline change in program and attach curriculum matrix: **Changes can be summarized as follows:**
1. Delete MUS 1241, 2241, 2251 (Italian, German, and French Diction) and replace these courses with MUS 1XX1, 2XX1 (Vocal Diction I and II), to be offered in the Freshman Spring and Sophomore Fall semesters. This leaves 1 extra credit hour. *1191, 2191* *Add* *3191*
2. ~~Separate MUS 4832 (Vocal Lit/Pedagogy) into two separate courses~~: MUS 3XX1 (Vocal Solo Literature) to be offered in the Junior Spring Semester, ~~using the extra hour left over from item #1, and MUS 4832 (now Vocal Pedagogy only), to be offered in the Senior Spring Semester~~. The total hours for the degree, 129, remains the same.

What impact will the change have on staffing, on other programs and space allocation?
These changes will have no impact on staffing, on other programs, or on space allocation. The proposal is simply intended to more efficiently use our present hours allocated, teaching staff and space to better serve the needs of our students.

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.
These changes, described above and shown on the accompanying matrix, bring the ATU Vocal Music Education curriculum more into line with current best practices in the teaching of Vocal Diction, Vocal

Literature, and Vocal Pedagogy. The current trend is to offer two diction courses: the first for learning pronunciation patterns for the "Romance" languages (Italian, Latin, Spanish), and the second for studying the more disparate pronunciation patterns of German, French, and English. See accompanying document titled "Arkansas Universities' Diction Requirements" for a study of the trends state-wide.

The overall goal of the department in making these changes is to provide vocal students more **breadth** of knowledge over two semesters of studying diction in 6 languages, rather than the depth of only Italian, French, and German found in the three semester sequence. The extra credit hour left over will go to making Vocal Pedagogy a 2 hour course, rather than one hour.

Commensurately, the separation of Vocal Pedagogy and Vocal Solo Literature will provide students the opportunity to acquire a greater **depth** of knowledge in those two disciplines (see also forms for Vocal Pedagogy and Vocal Solo Literature). The practice of combining the two into the same course is an odd pairing, not normally found among Departments/Schools of Music in this country. It is the belief of the vocal faculty that both topics will benefit by the separation, thus bringing the vocal curriculum more into line with current best practices.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.
This change will affect no 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 __**Bachelor of Music Education – Vocal Music**__	
(enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester **1191** Add/Change: MUS ~~1XX1~~ Vocal Diction 1 Delete: **MUS 1241 Italian Diction** Total Hours: **15**
Sophomore Fall Semester **2191** Add/Change: MUS ~~2XX1~~ Vocal Diction II Delete: **MUS 2241 German Diction**	Sophomore Spring Semester Add/Change: Delete: **MUS 2251 French Diction**

Total Hours: **13**	Total Hours: **14** √
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester √Add/Change: MUS ~~3XX1~~ **391** **Vocal Solo Literature** Delete: Total Hours: **16** √
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/<u>Change</u>: **MUS 4832, formerly Vocal** *Title change only* **Literature/Pedagogy, now <u>Vocal Pedagogy</u>** Delete: Total Hours: **13**

Spring Start (If applicable) Curriculum Matrix for Catalog
Curriculum in_____
(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: Delete:	Sophomore Fall Semester Add/Change: Delete:

Total Hours:	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_____	

Vocal Diction Requirements for Bachelor of Music Education Degrees Office at Arkansas Universities

Arkansas State University
- *Two semesters* of diction for singers
- Diction I
- Diction II

Arkansas Tech University (currently)
- *Three semesters* of diction for singers
- Diction I: IPA (International Phonetic Alphabet) and Italian
- Diction II: German
- Diction III: French

Harding University
- *One semester* of diction for singers
- Diction for Singers: Latin, Italian, German and French

Henderson State University
- *Two semesters* of diction for singers
- Language and Diction I and II: English, Italian, German and French

Ouachita Baptist University
- *Two semesters* of diction for singers
- Vocal Diction I: IPA and Italian
- Vocal Diction II: German and French

University of Arkansas – Fayetteville
- *Three semesters* of diction for singers
- Diction I: Italian
- Diction II: German
- Diction III: French

University of Arkansas – Fort Smith
- *Two semesters* of diction for singers
- Diction for Singers I
- Diction for Singers II
-

University of Central Arkansas
- *Two semesters* of diction for singers.
- Diction I: German and Italian
- Diction II: French, Spanish, English and Russian

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Requests to add second language requirement to designated degree programs in the College of Arts and Humanities and to reduce beginning and intermediate courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish from four credit hours to three credit hours.

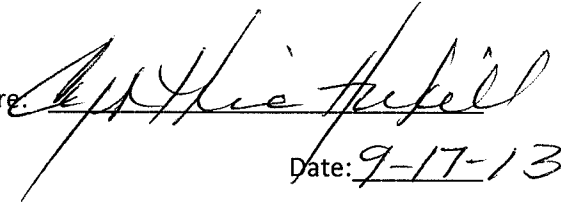| Department Affected: Music	This department ☑ supports ☐ does not support the change.
Comments: We support the chang to the BA Music degree only.	

Department Head Signature: _____

Date: 9-17-13

Arkansas Tech University

DEPARTMENTAL SUPPORT FORM

Requests to add second language requirement to designated degree programs in the College of Arts and Humanities and to reduce beginning and intermediate courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish from four credit hours to three credit hours.

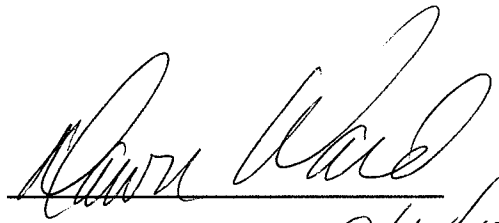| Department Art	This department ☑ supports ☐ does not support the change.
Comments:	

Department Head Signature: _____

Date: 9/18/13

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Requests to add second language requirement to designated degree programs in the College of Arts and Humanities and to reduce beginning and intermediate courses in Chinese, French, German, Italian, Japanese, Russian, and Spanish from four credit hours to three credit hours.

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

Department Head Signature: _____

Date: 9/18/13

Arkansas Tech University   11/14/13
REQUEST FOR COURSE DELETION

appr CC 11/26/13
appr FS 12/10/13

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of Agriculture

DATE SUBMITTED: 10/1/13

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head	*Malcolm R. Rainy*	10-2-13
Dean	*Wally Hoefler*	10-2-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*signature*	10/10/13
Vice President for Academic Affairs		

Course Subject: **AGED** **AGME**	Course Number: **3003, 4003, 4013** **1003, 3003, 3013, 3023**
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: **Introduction to Agricultural Mechanics (AGME 1003)** **Metals and Welding (AGME 3003)** **Agriculture Structures and Building Technology (AGME 3013)** **Agriculture Power and Machinery (AGME 3023)** **Methods in Agricultural Education (AGED 3003)** **Issues in Agriculture (AGED 4003)** **Methods in Agricultural Laboratories (AGED 4013)**	
Effective Term: ☐ Spring ☐ Summer I	

Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.)
☐Elective   ✓**Major**   ☐Minor
If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.

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Registrar's Office

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.

These course deletions, in concert with the addition of several new courses, provide the opportunity to better organize the critical content needs in the overall Agricultural Education program. In their current forms, these courses are inefficient and do not provide a clear sequence of course work leading to a well-rounded and prepared agricultural educator.
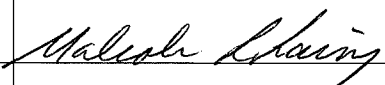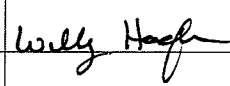
If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

These changes will not affect any other departments or programs.

Arkansas Tech University
REQUEST FOR COURSE DELETION

TO: Curriculum Committee

FROM: Department of Agriculture

DATE SUBMITTED: 10/25/2013

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head Dr. Malcolm R. Rainey	*Malcolm Rainey*	10-25-13
Dean Dr. Willy Hoefler	*Willy Hoefler*	10-25-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver	*Weaver*	10/30/13
Vice President for Academic Affairs Dr. John Watson		

Course Subject: Animal Science	Course Number: AGAS 3333
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Poultry Processing and Product Technology	
Effective Term: ☐ Spring X Summer I	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) X Elective X 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. The needs of the animal harvesting industry have changed and our customers/employers and program review have indicated this is the direction we need to pursue.	

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. NO

appr CC 11/26/13
appr FS 12/18/13

Arkansas Tech University
REQUEST FOR COURSE DELETION

TO: Curriculum Committee

FROM: Department of Agriculture

DATE SUBMITTED: September 30, 2013

REQUEST FOR COURSE DELETION

Title	Signature	Date
Dr. Malcolm Rainey, Department Head	*Malcolm R Rainey*	10-2-13
Dr. William Hoefler, Dean	*Willy Hoefler*	10-2-13
Ms. Tammy Weaver, Registrar	*T Weaver*	10/10/13
Dr. John Watson, Vice President for Academic Affairs		

Course Subject: AGEG	Course Number: 3413
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Agricultural Waste Management	
Effective Term: ☐ Spring X Summer I 2014	

Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.)
☐Elective   X 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.

These are changes suggested by the Program review this past year (2012-2013). The suggestion was to delete the Agricultural Waste Management course due to content overlap in species specific management courses: AGAS 3014, AGAS 3104, and AGAS 3303.

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

This will not affect any other departments.

Arkansas Tech University
REQUEST FOR COURSE DELETION

TO: Curriculum Committee

FROM: Department of Agriculture

DATE SUBMITTED: 10/02/13

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head	*Malcolm R Rainey*	10-2-13
Dean	*Wally Haefler*	10-2-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*H Weaver*	10/10/13
Vice President for Academic Affairs		

Course Subject: Agriculture Plant Science - Introduction to Agronomy	Course Number: AGPS 1003
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Introduction to Agronomy	
Effective Term: ☐ Spring ☐ Summer I	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) ☐Elective ☐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. This change was suggested by the Program review this past year (2012-2013). The suggestion was to combine the 2 plant science courses due to significant subject matter overlap into a single 4 hour course to replace them "Principles of Plant Science".	

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.
This will not affect any other departments.

Arkansas Tech University APPR FS 12/10/13

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Department of Agriculture

DATE SUBMITTED: 10/25/2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. Malcolm R. Rainey	*Malcolm R Rainey*	10-25-13
Dean Dr. Willy Heofler	*Willy Heofler*	10-25-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver	*Weaver*	10/30/13
Vice President for Academic Affairs Dr. John Watson		

Course Subject: Animal Science	Course Number: AGAS 3343
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Regulatory Affairs of the Food Industry	
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: ☐ Spring **X** Summer I	If course is required by major/minor, how frequently will course be offered? Once/year
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?	

XElective   ☐Major   **X**Minor

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

Prerequisites:	Co-requisites:
Prerequisite: AGAS 1014, and Junior standing or consent of instructor	

Course Description (as you want it to appear in the catalog): Regulatory Affairs of the Food Industry course is designed to offer a combination of theory and practical training for students in the field of food regulatory affairs. In this field, rapidly evolving regulations and expansion of international markets create an increasing need to train students in the implementation of regulatory guidelines, industry's compliance with regulations, and the regulatory strategies of companies looking to create a sustainable competitive advantage in the food industry.

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. NONE

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

How does this proposal support the University Mission or University Strategic Planning Goals? The addition of this course is in response to our industry customers which hire our graduates. Therefore this course was developed to better prepare our graduates.

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 program review indicated a greater need for regulatory information for the food industry in Lou of poultry processing and product technology based on industry needs and student placement after graduation. This change was also supported by the advisory board.

How will the effect of the change be monitored in ongoing program assessment? Student success and faculty effectiveness will continue to be evaluated based on course objectives and outcomes. Additionally employers and students will periodically be surveyed as to the success and need for further development of the course.

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

department must be attached. NO

REGULATORY AFFAIRS OF THE FOOD INDUSTRY
ARKANSAS TECH UNIVERSITY
DEPARTMENT OF AGRICULTURE
AGAS 3333
Spring 2013

Instructor:	Walt McCarter
	(479) 967-9986
	dmccarter@atu.edu
Meeting time:	Tuesdays 6:00-8:50 p.m.
	Dean Hall Rm. 121
Office hours:	As requested.
Course materials:	All reading materials and assignments shall be sent out via email or handed out in class. There is no textbook for this class.

I.   Course Overview and Objectives *Prerequisites: AGAS 1014 and junior Standing or Consent of instructor.*

Regulatory Affairs of Food ~~and Food Industries~~ *Industry* course is designed to offer a combination of theory and practical training for students in the field of food regulatory affairs. In this field, rapidly evolving regulations and expansion of international markets create an increasing need to train students in the implementation of regulatory guidelines, industry's compliance with regulations, and the regulatory strategies of companies looking to create a sustainable competitive advantage in the food industry.

Students will gain an understanding of
- where and how to locate laws relating to food safety;
- the relationship between a statute, a regulation, and a court decision;
- and who has the authority to interpret them.

The course also provides an overview of the interaction among federal and state food safety laws, and the expanding role of international food standards.

Upon completing the course, students will be familiar with
- U.S. (federal and state) agencies and international organizations involved in or responsible for administering food laws;
- the different sectors of the U.S. food industry and the varying legal strategies for assuring the firms are taking steps to minimize the risk of unsafe food;
- the evolving nature of food law as a result of changes in the food industry and global economy (e.g., the increasing regulation of production agriculture); and
- the application of food laws to a food product.

III. Class Meetings and Attendance Policy

This class is scheduled to meet on Tuesday nights, from 6:00-8:50 p.m. in Dean Hall, Room 121. This class is scheduled to meet a total of fourteen (14) times this semester. Attendance is mandatory and roll will be taken each night. Students can have up to two (2) unexcused absences. Three (3) or more unexcused absences will result in a deduction in the student's grade (see **Grading and Exams** below). Five (5) or more unexcused absences shall result in the student being ***dropped from the class***. Excused absences shall be approved by the professor at his discretion by providing him written notice via email in advance.

IV. Grading and Exams

There will be a total of 500 points available in this class, broken down as follows:

Four (4) Exams @ 100 points each	=	400
Attendance is worth 50 points	=	50
Five news stories @ 10 points each	=	<u>50</u>
Total Points Available		**500**

Points earned	**Grade**
450-500	A
400-449	B
350-399	C
300-349	D
0-299	F

Exams:
There shall be three regular exams, each worth 100 points. Alternatively, there may be individual or class projects assigned in place of one or all regular exams. A comprehensive final examination shall be administered during final exams week, and shall test on materials covered throughout the entire semester.

Assignments:
Each student shall be required to bring in at least five (5) news or journal articles relating to poultry, livestock, or food law, regulation and policy throughout the course of the semester. At the beginning of each in-class meeting, we will take a few minutes to discuss any news or current events related to these subjects. Students shall use this class time to present their news items to the class.

Attendance:

2 or fewer unexcused absences	50 points
3 unexcused absences	40 points
4 unexcused absences	30 points
5 or more unexcused absences	**DROPPED FROM CLASS**

V.   Academic Integrity

Plagiarism and other forms of cheating will not be tolerated. University rules provide severe penalties for academic misconduct, ranging from course failure to dismissal from the University.

VI.   Semester Schedule

Classes begin .... January 14

Last day to officially withdraw with full reduction of tuition and fees .... January 18

Martin Luther King Day Holiday .... January 21

Mid-term.. March 4

Deadline for degree audit (transcript evaluation): May 2014 graduates .... March 6

Spring break .... March 18 - March 25

Deadline for degree audit (transcript evaluation): Summer 2014 graduates .... April 1

Early Registration for Summer and Fall 2013 terms .... April 1 – 17

Last day to withdraw with a "W" or change from credit to audit .... April 19
(These dates do not apply if the instructor has dropped student with a grade of "F" for excessive absences)

Reading Day .... April 30

Final examinations .... May 1 - May 7

Graduation .... May 11

Class Schedule

Date	Class	Topics
1/15/2013	1	Introduction
1/22/2013	2	Online class – assignment and discussion
1/29/2013	3	What is a Food? Introduction to FDA Food, Drug, & Cosmetic Act and USDA counterparts
2/5/2013	4	Food Labeling – terminology, required disclosures, prohibited representations, deceptive packaging, nutritional labeling, nutrient and health claims
2/12/2013	5	Class Outing: Walkthrough of Local Broiler Farm
2/19/2013	6	Economic and Aesthetic Adulteration of Food Products
2/26/2013	7	Food Safety Regulation
3/5/2013	8	Class Outing: Walkthrough of Poultry Processing Facility
3/12/2013	9	Biotechnology and Genetically Engineered Organisms, Food Terrorism
3/19/2013	--	SPRING BREAK
3/26/2013	10	Importation and Exportation
4/2/2013	11	Inspection and Enforcement
4/9/2013	12	State Laws vs. Federal Laws
4/16/2013	13	Private Actions (product liability and tort claims)
4/23/2013	14	Review day
4/30/2013	--	"Reading" Day
5/1/2012-5/7/2012	--	Finals Week

REGULATORY AFFAIRS OF THE FOOD INDUSTRY
AGAS 3333
Spring 2013

Student Agreement

I, _____ , acknowledge that I have read and understand the

Class Syllabus for the above-referenced course, Poultry Processing & Production

Technology (AGAS 3333) and I agree to the terms set forth therein. Specifically, I have

read and understand the Attendance Policy, Grading Policy, and Academic Integrity

provisions and agree to abide by the terms therein.

_____   _____
(Print name)   (Date)

_____   _____
(Sign name)   (Email address)

Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of Agriculture

DATE SUBMITTED: 10/1/13

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Dr. Malcolm Rainey, Department Head	*Malcolm R Rainey*	10-2-13
Dr. William Hoefler, Dean	*Willy Hoefler*	10-3-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Ms. Tammy Weaver, Registrar	*Weaver*	10/9/13
Dr. John Watson, Vice President for Academic Affairs		

Course Subject: AGBU	Course Number: ~~2013~~ 2103
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces): A Global Perspective: Resources, Food, & Society (AGBU 2103)

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: ☐ Spring X 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?

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 fo

Prerequisites: ENGL 1013 AND SPH 2003 or 2173 OR concurrent enrollment in the above courses.	Co-requisites: NONE

Course Description (as you want it to appear in the catalog): A study of food and fiber production and distribution problems, policies, and processes analyzed within social, economic, political, and cultural contexts. The course will address issues related to feeding a growing world population.

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 special resources should be required

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. The existing agriculture classrooms and technology will be appropriate for the course.

How does this proposal support the University Mission or University Strategic Planning Goals? A Global Perspective: Resources, Food, & Society (AGBU 2103) will allow non-ag students to diversify their education and broaden their scope and understanding of the food and fiber production problems, policies and processes based on social, economic, political and cultural contexts. This supports the mission of the university by providing an innovative means to expand the student's educational opportunities.

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 students become further removed from the farm it is important to expose them to the importance of food and fiber production and distribution problems, policies, and processes as well as how they impact social, economic, political, and cultural centers. The course will address issues related to feeding a growing world population.

How will the effect of the change be monitored in ongoing program assessment? The effects of these changes will be monitored using the existing program assessment procedures and protocols.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. These course additions should not impact any other departments on campus.

Instructor Information:

Dr. Lucas D. Maxwell
123F Dean Hall
402 West O Street
Russellville, Arkansas 72801
E-mail: lmaxwell2@atu.edu

Office Phone: (479) 880-4001
Dept. Phone: (479) 968-0251
Office Hours: M: 2:30-4; T: 1-3:30
              W: 9:30-10:30 & 2:30-4
              R: 9:30-10:30 & 1-3:30

Pre requisites or co-requisites: ENGL 1013 and

Course Description: *SPH 2003 or SPH 2173*

A study of food and fiber production and distribution problems, policies, and processes analyzed within social, economic, political, and cultural contexts. The course will address issues related to feeding a growing world population.

Times and Locations:

Lecture	*MW*	*Dean 121*	*1:00-2:20 pm*

Objectives:

At the end of the course students will be able to:
- Define nutrition, malnutrition and famine
- Describe methods of measuring malnutrition
- Identify and describe effects of malnutrition
- Explain the role economics play in food and fiber production and distribution
- Define food security
- Identify factors that influence food supplies
- Discuss the influence of governmental policies on food supply and distribution
- Describe the role of land and water resources in food availability
- Identify methods of increasing the food supply
- Describe the impact of agriculture on the environment and implications for future food production

Required Course Text & Supplemental Course Materials:

- Leathers, H.D. & Foster, P. 2004. The World Food Problem. Lynne Rienner Publishers, 4th ed. Boulder, CO.
- AGBU 2003 Course Blackboard Website

General Course Information:

- Aside from in class announcements, the course Blackboard site will be the main source of information regarding any updates or changes to the course outline, exam dates, quiz dates, assignments, etc. Be sure to check the site regularly and if you have questions, contact me.
- During exams, students are allowed to bring in one (1) standard 8.5 x 11 inch sheet of paper (one side only), handwritten with any information you feel will be helpful on the exam. These pages must have your name on them and will be passed in with your exam.
- Handouts and other materials needed for the course will be posted on the course Blackboard site. Be sure to print copies prior to class.
- Screen captures of the lecture PowerPoint presentations will be posted on the course Blackboard site in pdf format.

Tentative Topical Outline:

- What is Agriculture?
- The State of World Agriculture – 2050
- Malnutrition: What Are the Facts?
  - Famines
  - Malnutrition Defined
  - Measuring Undernutrition
  - Impacts of Undernutrition
  - Undernutrition: Who, Where, When?
- Causes of Undernutrition
  - It's Not Food vs. Population
  - Agricultural Land and Water
  - Agricultural Production and the Environment
  - Increasing Yields Through Input Intensity
  - Increasing Yields Through New Technology
- Policy Approaches to Undernutrition
  - Policies that Raise the Incomes of the Poor
  - Policies that Address the Demographic Causes of Undernutrition
  - Policies that Reduce the Price of Food Through Subsidized Consumption
  - Policies that Improve Access to Food: It's All about Distribution (Isn't It?)
  - Policies that Raise Prices Paid to Farmers: Direct Subsidies and Elimination of Urban Bias
  - Policies that Reduce the Price of Food by Increasing Supply

Student Assessment:

- Three (3) Course Content Exams
- Three (3) Quizzes
- One (1) Group Project/Presentation
- Various Assignments

Exams and Quizzes: Exams and quizzes can only be made up when prior arrangements have been made with the instructor for excused absences. Specific dates for exams and quizzes will be announced in class and posted to the course Blackboard Site.

2

Group Project/Presentation: Specific details and due dates for the group project/presentation will be announced in class and will be posted to the course Blackboard site at a later date.

Assignments: Various Assignments will be given during the semester. Specific details, including due dates, for each assignment will be discussed in class. **Late assignments are not accepted.**

Course Grading System:

Exams	40%
Quizzes	25%
Homework, Attendance and Participation	20%
Group Project/Presentation	15%

*Note: Grades for assignments, exams, or the course in general, **WILL NOT** be discussed through email. If you have issues with a grade, you **MUST** schedule a time with the instructor to discuss the grade in person.*

Course Grading Scale:

89.5-100%	A
79.5-89.4%	B
69.5-79.4%	C
59.5-69.4%	D
59.4% and Below	F

Attendance and Professionalism Statement:

Career professionals are guided by specific values and engage in particular behaviors. These values and behaviors include respect, cooperation, active participation, intellectual inquiry, punctuality, and regular attendance. 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. For emergency absences please refer to the Arkansas Tech University Webpage under the *Student Services* link (www.atu.edu).

Specifically, the following **professional expectations** exist:
1. Come to class every day. Any absences must be Pre-arranged with the course instructor.
2. Arrive to class on time. As prospective professionals you are expected to be punctual.
3. Tobacco products are not allowed at any time in the classroom.
4. Positive leadership and interpersonal relationships are encouraged. Disrespect toward your instructors, fellow students, or resource people will not be tolerated.

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

Disability Concerns:

Information concerning accommodation may be obtained from Disability Services located in Doc Bryan Hall Suite #171 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.

Academic Honesty:

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor. For detailed information and specific university policy please consult current *Arkansas Tech Undergraduate Catalog.*

Use of Cell Phones and Other Technology:

Listen, I love my computers, smartphone, tablet, email, Facebook, universal remote, and my microwave. Yeah, technology is awesome. But there's a time and a place. That time and that place is **NOT** during or in our class. We are an "always on" culture, which is a good and bad thing. Contrary to some people's beliefs, humans are not good multitaskers. Every workplace will have its norms or set rules about using electronic devices, and this is the policy for our class. Do not use your smartphone, laptop, tablet, signal fire, carrier pigeon, or any other communication device while in our class unless you are using it to take notes, it is approved for a class-related activity or there is an emergency in the class.

I _____ , **HAVE READ AND UNDERSTAND ALL OF THE POLICIES AND**
           Print Your Name
PROCEDURES FOR THIS COURSE AS OUTLINED IN THE COPY OF THE COURSE SYLLABUS PROVIDED

TO ME.

_____   _____
SIGNATURE   **DATE**

RECEIVED

OCT 0 4 2013

Registrar's Office

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

ARKANSAS TECH
UNIVERSITY
Department of Agriculture

AGBU 2103
Resources, Food, & Society: A Global Perspective
Spring Semester 2014

DEVELOPING COUNTRY DISCUSSION / PRESENTATION PROJECT

The goal of this project is to research and present current information about the economic, societal, barriers to improvement, agricultural status, and food situation in a developing country. **This is a three-person project**. You should review the status of a qualifying country from page 2 - select a country with a score of 20 or greater and email it for approval in advance (no duplicate choices allowed – first come-first served for approval). Please keep the paper/presentation narrow enough to allow for adequate coverage in the pages and class time allotted! You will be expected to provide multiple quality documented sources. You will write a research paper and present your findings in class using power point/visual aids.

Important Dates for the Project

Date (subject to change!)	Assignment	Points
February 6	Groups Approved	-
February 8	Country Submitted for Approval	5
February 27	References/Bibliography (APA style)	5
March 5	1 page PIP submitted	10
April 2	Bound Final Project Report	33
April 2	M/C Test Questions submitted	9
April 11	Presentation files turned into Dr. Maxwell	-
April 16-25	Presentations (random draw for order)	25
April 30	Individual Participation (rated by team members)	13
	TOTAL	**100**

References/Bibliography: You will submit a typewritten list of articles, papers, and any other documents you read about the project in current APA style. At least one reference must be non-internet source.
Paper in Progress: This is a typewritten report on what you have written by the deadline for the project for each section of the report. It is a work-in-progress. You need to include underline references and a cover page. Spelling, grammar, and format will be checked. Follow format guidelines of the final paper.

Format of the Paper: Break the report into sections as noted. Spelling, sentence structure, and composition will be checked and will affect the grade your team receives. Be sure to include **page numbers (except cover)**. Report needs to be placed in some type of binder or cover (not 3-ring). The **typed** report is to be 12 point font; double spaced; no more than 1" left/right; no larger than 1" top and bottom margins. Minimum 3 pages and maximum 5 pages, excluding graphs, charts, references. The following sections must be included. Make sure to identify sections by headings, except for cover sheet.
  1. **Cover Sheet**: Title indicating country selected, Team participant names, Course title, Year.
  2. **Objectives** (Objectives of your project – consider 2-4 maximum)
  3. **Sections to be included:**

  a. **Economic Situation of Country** (historical perspectives, relevant past/current data)
  b. **Societal Issues Related to Population, Resources and Food**
  c. **Role of Agriculture in Country**
  d. **Recent Progress/Setbacks in country**
  e. **Barriers to Further Progress**
  4. **Conclusions and Recommendations** -What is the current situation? What is still needed to further address the population/agriculture? Other points that may be pertinent
  5. **Take Home Message** – the report will include 3 multiple choice questions (not openly shared in the presentation). Please keep them "achievable and answerable" and not focused on minutia!
  6. **References** (in APA style)

Format of the Presentation: Be creative.
  1. Power Point Presentation required. Please include 3-4 "Take Home" messages related to topic.
  2. Time allowed is 2-4 minutes per team member, maximum of 10 minutes for total presentation.
  3. One paper copy of the presentation should be submitted to Dr. Maxwell by April 11 with the group's presentation in handout, black and white 4 slides per page format.

Source: International Food Policy Research Institute – "The Challenge of Hunger – 2008"

#	Country			#	Country		
1	Mauritius	6.1	5	59	Djibouti		20.9
2	Jamaica	8	5.1	59	Guinea	29.3	20.9
3	Moldova		5.4	61	Pakistan	25.3	21.7
4	Cuba	7.3	5.5	62	Malawi	32.?	21.8
5	Peru	19.5	5.6	63	Rwanda	28.3	22.3
6	Trinidad and Tobago	8	5.9	64	Cambodia	32.?	23.2
7	Algeria	7.4	6	65	Burkina Faso	25.1	23.5
8	Albania	10.5	6.3	66	India	32.5	23.7
9	Turkmenistan		6.4	67	Zimbabwe	20.7	23.8
10	El Salvador	9.7	6.5	68	Tanzania	26.1	24.2
10	Malaysia	9.5	6.5	69	Haiti	35.9	24.3
10	Morocco	7.7	6.5	70	Bangladesh	32.3	25.2
13	Colombia	9.6	6.7	71	Tajikistan		25.9
14	South Africa	7.4	6.9	72	Mozambique	40.9	26.3
15	China	11.6	7.1	73	Mali	29.6	26.9
16	Fiji	12.7	7.3	74	Guinea-Bissau	23	27.5
17	Suriname	10.7	7.5	75	Central African Republic	37	28
18	Gabon	11.3	7.6	76	Madagascar	29.3	28.8
19	Venezuela	8.3	7.7	77	Comoros	26.4	29.1
20	Paraguay	8.3	7.9	78	Zambia	29.3	29.2
21	Guyana	14.6	8.6	79	Angola	39.8	29.5
22	Panama	10.1	8.9	80	Yemen, Rep.	30.7	29.8
23	Thailand	18.4	9.9	81	Chad	37.5	29.9
24	Armenia		10.2	82	Ethiopia	44	31
25	Azerbaijan		10.4	83	Liberia	27.3	31.8
26	Uzbekistan		11.2	84	Sierra Leone	32.4	32.2
27	Indonesia	16	11.3	85	Niger	38	32.4
28	Honduras	16.1	11.4	86	Burundi	37.6	38.3
29	Bolivia	16.5	11.7	87	Eritrea		39
30	Dominican Republic	14	12	88	Congo, Dem. Rep.	25.5	42.7
31	Mongolia	18.9	12.1				
32	Vietnam	23.9	12.6				
33	Nicaragua	16.4	12.8				
34	Ghana	24.4	13.9				
35	Philippines	18.9	14				
36	Lesotho	14.7	14.3				
36	Namibia	21.4	14.3				
38	Guatemala	16.1	14.6				
39	Myanmar*	18.7	15				
39	Sri Lanka	19.1	15				
41	Benin	22.8	15.1				
42	Côte d'Ivoire	19.4	15.3				
43	Senegal	22.1	15.4				
44	Uganda	19.9	17.1				
45	Gambia, The	18.4	17.3				
46	Mauritania		17.6				
47	Swaziland	13.4	17.7				
48	Botswana	16.7	17.9				
49	Togo	23	18.2				
50	Nigeria	23.7	18.4				
50	Timor-Leste		18.4				
52	Cameroon	22	18.7				
53	North Korea*	13.1	18.8				
54	Congo, Rep.	26.2	19.1				
55	Kenya	23.5	19.9				
56	Sudan*	24.5	20.5				
57	Lao PDR	28.1	20.6				
57	Nepal	27.6	20.6				

Global Hunger Index

Country			Country		
Argentina	<5	<5	Latvia		<5
Belarus		<5	Lebanon	5.1	<5
Bosnia and Herzegovina		<5	Libya*		<5
Brazil	7.8	<5	Lithuania		<5
Bulgaria		<5	Macedonia		<5
Chile	<5	<5	Mexico	8.1	<5
Costa Rica	<5	<5	Romania	<5	<5
Croatia		<5	Russian Federation		<5
Ecuador	6.8	<5	Saudi Arabia	6.9	<5
Egypt, Arab Rep.	8.6	<5	Serbia and Montenegro		<5
Estonia		<5	Slovak Republic		<5
Iran, Islamic Rep.*	8.3	<5	Syrian Arab Republic	9.6	<5
Jordan	<5	<5	Tunisia	<5	<5
Kazakhstan		<5	Turkey	6.7	<5
Kuwait	12.6	<5	Ukraine		<5
Kyrgyz Republic		<5	Uruguay	5.7	<5

Note: Countries with GHI of less than 5 are not included in the ranking. Differences in the GHI of these countries are minimal, and for some countries marked with an asterisk the underlying data are uncertain. Countries with identical 2008 GHI are ranked jointly.

2008 GLOBAL HUNGER INDEX

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Registrar's Office

Arkansas Tech University   11/14/13
REQUEST FOR COURSE ADDITION

appr CC 11/26/13

TO: Curriculum Committee or Graduate Council (as appropriate)

appr FS 12/10/13

FROM: Department of Agriculture

DATE SUBMITTED: 10/1/13

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head		
Dean	*Willy Hoofer*	10-25-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*J Weaver*	10/30/13
Vice President for Academic Affairs		

Course Subject: AGED AGLE	Course Number: 2104, 2203, 3033, 4033, 4044 3003, 3013
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces):

- **Introduction to Agricultural Systems Technology (AGED 2104)**
- **Applied Agricultural Systems Technology (AGED 2203)**
- **Philosophy and Foundations of Program Development (AGED 3033)**
- **Curriculum Design and Assessment (AGED 4033)**
- **Methods in Teaching Agriculture (AGED 4044)**
- **Personal Leadership Theory and Development (AGLE 3003)**
- **Team Leadership and Organizational Change (AGLE 3013)**

Mode of Instruction: (check appropriate box)

- **Introduction to Agricultural Systems Technology (AGED 2104)** ✓02_Lecture/Laboratory
- **Applied Agricultural Systems Technology (AGED 2203)** ✓03_Laboratory only
- **Philosophy and Foundations of Program Development (AGED 3033)** ✓ 01_Lecture

• Curriculum Design and Assessment (AGED 4033) ✓ 01_Lecture • Methods in Teaching Agriculture (AGED 4044) ✓02_Lecture/Laboratory • Personal Leadership Theory and Development (AGLE 3003) ✓ 01_Lecture • Team Leadership and Organizational Change (AGLE 3013) ✓ 01_Lecture

Effective Term: ☐ Spring ☐ Summer I	If course is required by major/minor, how frequently will course be offered? **Yearly**
Is this course repeatable for additional earned hours? Y / **N** How many times?	

Does this course require a fee? How much? Type of fee? • **Introduction to Agricultural Systems Technology (AGED 2104) – YES - $50 – Laboratory Materials Fee** • **Applied Agricultural Systems Technology (AGED 2203) – YES - $50 – Laboratory Materials Fee** • **Philosophy and Foundations of Program Development (AGED 3033) – NO** • **Curriculum Design and Assessment (AGED 4033) – NO** • **Methods in Teaching Agriculture (AGED 4044) – YES – $25 – Laboratory Materials Fee** • **Personal Leadership Theory and Development (AGLE 3003) – NO** • **Team Leadership and Organizational Change (AGLE 3013) - NO**

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

Prerequisites: • **Introduction to Agricultural Systems Technology (AGED 2104) – Sophomore Standing** • **Applied Agricultural Systems Technology (AGED 2203) – AGED 2104** • **Philosophy and Foundations of Program Development (AGED 3033) – AGED 1013 or Permission from the Instructor** • **Curriculum Design and Assessment (AGED 4033) – AGED 3033 or Permission from the Instructor** • **Methods in Teaching Agriculture (AGED 4044) – AGED 4033 or Permission from the Instructor** • **Personal Leadership Theory and Development (AGLE 3003) – Junior Standing** • **Team Leadership and Organizational Change (AGLE 3013) – Junior Standing**	Co-requisites: **NONE**

Course Description (as you want it to appear in the catalog): • **Introduction to Agricultural Systems Technology (AGED 2104)**

The purpose of this course is for the student to develop an understanding of, and be able to apply, the basic principles utilized in agricultural mechanization with emphasis in the areas of structures, power and machinery, electricity, and agricultural surveying and land measurement. Discussion of the role mechanics plays in agriculture, as well as future roles is included.

- Applied Agricultural Systems Technology (AGED 2203)

This course is designed to prepare secondary Arkansas agriculture teachers to apply agricultural systems technology in the laboratory. Content areas include safe practices in the laboratory, metalworking, woodworking, internal combustion engines, electrical wiring, tractor mechanics, paint & preservation.

- Philosophy and Foundations of Program Development (AGED 3033)

This course provides a comprehensive overview of the historical and philosophical foundations of Agricultural Education programs. Based on this foundation, the course will prepare pre-service teachers for the job and responsibility of developing a local program and curriculum that incorporates local, national and international agricultural policy issues as they relate to lecture and discussion on issues related to the global food, fiber, and natural resource system.

- Curriculum Design and Assessment (AGED 4033)

This course is designed to prepare pre-service educators for the responsibility of developing philosophical approaches, designing curricular programs, planning for effective instruction, and assessing student performance. Students will be expected to communicate effectively through both written and verbal presentation of information.

- Methods in Teaching Agriculture (AGED 4044)

Instructional methodology course focused on teaching approaches and methods, problem-solving teaching techniques, and managing learning environments for teaching agriculture subjects in formal and nonformal educational settings.

- Personal Leadership Theory and Development (AGLE 3003)

This course focuses on the knowledge, skills and attitudes that enhance personal effectiveness and professional success. Students will gain self-awareness and study leadership traits. Goal attainment, personal organization and critical thinking strategies are emphasized.

- Team Leadership and Organizational Change (AGLE 3013)

Principles and practices in planning, developing, conducting, and evaluating leadership programs for agricultural groups. The course focuses on helping students better understand

	themselves and others; improving group communication; becoming effective leaders and members of groups; improving leadership and personal development skills; assessing leadership situations, determining and administering appropriate leadership strategies, and evaluating results.
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 special resources should be required

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

The existing agriculture classrooms and technology will be appropriate for all courses.

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

These course additions support the existing Agricultural Education program and provide the continued opportunity for students from across the State of Arkansas and specifically those in our geographical area the opportunity to pursue a degree in a career area with ample placement opportunities.

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.

These course additions are the result of a review of multiple Agricultural Education programs at both peer and aspirational peer institutions. These new courses represent a reorganization of the existing curriculum in Agricultural Education with the addition of critical content and competencies that were lacking or underrepresented in the existing coursework. As a result, these courses will provide a more comprehensive and sequential course sequence.

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

The effects of these changes will be monitored using the existing program assessment procedures and protocols.

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

These course additions should not impact any other departments on campus.

Instructor Information:

Dr. Lucas D. Maxwell
123F Dean Hall
402 West O Street
Russellville, Arkansas 72801
E-mail: lmaxwell2@atu.edu

Office Phone: (479) 880-4001
Dept. Phone: (479) 968-0251
Office Hours: M: 2:30-4; T: 1-3:30
           W: 9:30-10:30 & 2:30-4
           R: 9:30-10:30 & 1-3:30

Course Description: *Prerequisite: Sophomore Standing.*

The purpose of this course is for the student to develop an understanding of, and be able to apply, the basic principles utilized in agricultural mechanization with emphasis in the areas of structures, power and machinery, electricity, and agricultural surveying and land measurement. Discussion of the role mechanics plays in agriculture, as well as future roles is included.

Times and Locations: *$50 Lab-fee.*

Lecture	*MWF*	*Dean 104*	*10:00-10:50 am*
Lab	*M*	*ATU Career Center*	*3:00-4:50 pm*

Objectives:

At the end of the course, students will be able to:

- Explain the role of mechanics in agriculture
- Identify future trends in the application of mechanics and technology in agriculture
- Identify how key physics, math, and science principles are applied in agriculture
- Apply key principles in math, sciences, and physics to problems in agriculture
- Discuss components, roles, and applications of power and machinery systems in agriculture
- Discuss components, roles, and applications of structural and environmental systems in agriculture
- Discuss components, roles, and applications of electrical systems in agriculture
- Discuss components, roles, and applications of resource management and conservation systems in agriculture
- Apply basic technology and mechanics concepts and problem solving strategies to solve agricultural problems

Required Text & Supplemental Course Materials:

- Field & Solie, (2007). Introduction to Agricultural Engineering Technology: A problem solving approach, 3rd ed. New York: Springer
- AGED 2104 Course Blackboard Website
- Calculator
- ANZI Z87.1 Approved Safety Glasses
- Clothing appropriate for active participation in the course laboratory

General Course Information:

My goal is to make the class as interesting, fun and practical as possible. Concepts will be covered again and again as we move from one topic area to another. To understand how these concepts are applied in specific areas, it is important that you attend every class.

Since this course covers a wide variety of information, in a very condensed time frame, it is crucial that you keep up with the assigned reading, and answer the questions at the end of each section of the book. Homework assignments will consist of various worksheets and problems sets handed out in class and/or posted to the course Blackboard site. You are responsible for ensuring you have completed the assignments and turned them in on time.

In general, some course procedures are as followed.

- Aside from in class announcements, the course Blackboard site will be the main source of information regarding any updates or changes to the course outline, exam dates, quiz dates, problem sets, etc. Be sure to check the site regularly and if you have questions, contact me.
- During exams, students are allowed to bring in one (1) standard 8.5 x 11 inch sheet of paper (one side only), handwritten, with any information you feel will be helpful on the exam. These pages must have your name on them and will be passed in with your exam.
- Handouts and other materials needed for the course will be posted on the course Blackboard site. Be sure to print copies prior to class.
- Screen captures of the lecture PowerPoint presentations will be posted on the course Blackboard site in pdf format.

Tentative Topical Outline*:

Date	Topic	Reading**	Assignment**
Jan. 14	Course Intro / Intro to Ag power and Machinery	Syllabus	
16	Problem Solving	Ch. 1	
18	Internal Combustion Engines	Ch. 3 & 5	
23	Power performance and measurement	Ch. 4 & 7	PS Power 1
25	Power Transmission / Hydraulics	Ch. 6	PS Power 2
28	Field Capacities / Sizing Implements	Ch. 8, 9 & 10	PS Power 3
30	Machinery Systems	Ch. 10, 11	
Feb. 1	Review for Exam		
4	**EXAM 1 – Power and Machinery**		
6	Introduction to Electricity	Ch. 25	
7	**TIME OUT FOR TECH**		
8	DC & AC Power	Ch. 25	PS Electricity 1
11	Ohms Law & Power Formula	Ch. 26	
13	Series & Parallel Circuits	Ch. 26	PS Electricity 2
15	Power Generation & Distribution	Handouts	
18	Electrical Service / Wiring	Ch. 27	PS Electricity 3
20	Electric Motors & Controls	Ch. 28	
22	Review for Exam		
25	**EXAM 2 - Electricity**		

27	Introduction to Metals and Welding		
March 1	Basic Welding Safety	Handouts	PS Weld 1
4	OFW Principles and Procedures	Handouts	
6	SMAW Principles and Procedures	Handouts	PS Weld 2
8	MIG and TIG Principles and Procedures	Handouts	PS Weld 3
11	Review for Exam		
13	**EXAM 3 - Welding**		
14	**NW District FFA CDE's**		
15	**NO CLASS**	**NO CLASS**	**NO CLASS**
18	**Spring Break**	**Spring Break**	**Spring Break**
20	**Spring Break**	**Spring Break**	**Spring Break**
22	**Spring Break**	**Spring Break**	**Spring Break**
25	Introduction to Structures	Handouts	
27	Building Materials and Components	Handouts	
29	Building Loads	Handouts	PS Structure 1
April 1	Sizing Structural Members		
3	Sizing Structural Members	Ch. 24	PS Structure 2
5	Insulation & Heat Loss	Ch. 22	PS Structure 3
8	Working with Concrete	Handouts	
10	Plumbing – Working with PVC & Copper	Handouts	
12	Finishing, Painting & Staining	Handouts	
12 & 13	**SPRING PLANT SALE**		
15	Review for Exam		
17	**EXAM 4 - Structures**		
19	Introduction to Surveying, Angles & Land Measurement	Ch. 12 & 13	PS Survey 1
22	Maps and Land ID	Ch. 14	PS Survey 2
24	Differential Leveling	Ch. 15	
26	Profile Leveling	Ch. 15	PS Survey 3
29	Review for Exam		
May 1-7	**EXAM 5 - Surveying**		

* *NOTE:* *This schedule is subject to change!*
** *NOTE:* *Students should **complete the assigned reading before class** on the date indicated.*
*Assignments **are due** at the **beginning of the class** period **after the date indicated**.*

Tentative Laboratory Outline*:

Date	Topics
January 24	Intro, Orientation, Laboratory and Tool Safety, and Measurement tool use
31	Engines
February 7	Metals & Welding
14	Metals & Welding
21	Metals & Welding
28	Electricity
March 6	Electricity

13	**Spring Break**
20	Basic Tools and Safety
27	Woodworking & Carpentry
April 3	Woodworking & Carpentry
10	Woodworking & Carpentry
17	Plumbing
24	Surveying
May 1	Surveying

*   *NOTE:*   *This schedule is subject to change!*

Student Assessment:

- Five (5) Exams (the 5th exam will be during finals week covering only material after exam 4)
- At least fifteen (15) Assignments and Problem Sets
- At least eight (8) Laboratory Activities

Exams: Exams can only be made up when **prior** arrangements have been made with the instructor for **excused** absences. Specific dates for exams will be announced in class and posted to the course Blackboard Site.

Assignments and Problem Sets: Various Assignments and Problem Sets will be given during the semester. Specific details, including due dates, for each assignment will be discussed in class and posted to the course Blackboard site. **Late assignments are not accepted.**

Laboratory Activities: Due to the nature of these, they cannot be made up. If you miss one due to absence, that activity will receive a zero.

Course Grading System:

Exams	40%
Assignments and Problem Sets	25%
Laboratory Exercises	25%
Attendance and Participation	10%

Course Grading Scale:

89.5-100%	A
79.5-89.4%	B
69.5-79.4%	C
59.5-69.4%	D
59.4% and Below	F

*Note: Grades for assignments, problem sets, exams, or the course in general, **WILL NOT** be discussed through email. If you have issues with a grade, you **MUST** schedule a time with the instructor to discuss the grade in person.*

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Registrar's Office

ALL STUDENTS ARE EXPECTED TO COMPLY WITH THE ATU CODE OF CONDUCT.

Attendance and Professionalism Statement:

Career professionals are guided by specific values and engage in particular behaviors. These values and behaviors include respect, cooperation, active participation, intellectual inquiry, punctuality, and regular attendance. 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. For emergency absences please refer to the Arkansas Tech University Webpage under the *Student Services* link (www.atu.edu).

Specifically, the following **professional expectations** exist:
1. Come to class every day. Pre-arranged absences will only be excused if the instructor deems the reason to be valid.
2. Arrive to class on time. As prospective professionals you are expected to be punctual.
3. Tobacco products are not allowed at any time in the classroom.
4. Positive leadership and interpersonal relationships are encouraged. Disrespect toward your instructors, fellow students, or resource people will not be tolerated.

Disability Concerns:

Information concerning accommodation may be obtained from Disability Services located in Doc Bryan Hall Suite #171 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.

Academic Honesty:

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor. For detailed information and specific university policy please consult the *Arkansas Tech Undergraduate Catalog.*

Use of Cell Phones and Other Technology:

Listen, I love my computers, smartphone, tablet, email, Facebook, universal remote, and my microwave. Yeah, technology is awesome. But there's a time and a place. That time and that place is **NOT** during or in our class. We are an "always on" culture, which is a good and bad thing. Contrary to some people's beliefs, humans are not good multitaskers. Every workplace will have its norms or set rules about using electronic devices, and this is the policy for our class. Do not use your smartphone, laptop, tablet, signal fire, carrier pigeon, or any other communication device while in our class unless you are using it to take notes, it is approved for a class-related activity or there is an emergency in the class.

ALL STUDENTS ARE EXPECTED TO COMPLY WITH THE ATU CODE OF CONDUCT.

- -

I _____ **, HAVE READ AND UNDERSTAND ALL OF THE POLICIES AND**

Print Your Name

PROCEDURES FOR THIS COURSE AS OUTLINED IN THE COPY OF THE COURSE SYLLABUS PROVIDED

TO ME.

_____   _____

SIGNATURE   **DATE**

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Registrar's Office

ALL STUDENTS ARE EXPECTED TO COMPLY WITH THE ATU CODE OF CONDUCT.

AGED 2203 *Applied Agricultural Systems Technology*
~~Appl. of Ag Systems Tech~~
Spring Semester 2014

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

Monday and Wednesday, 3:00pm – 5:00pm
ATU Career Center

Course Description *Prerequisite: AGED 2104*

This course is designed to prepare secondary Arkansas agriculture teachers to apply agricultural systems technology in the laboratory. Content areas include safe practices in the laboratory, metalworking, woodworking, internal combustion engines, electrical wiring, tractor mechanics, paint & preservation.

$50 Lab Fee.

Required Textbooks-

1. Herren, Ray V Agricultural Mechanics: Fundamentals and Applications (5th or 6th Edition). Cengage Learning

Course Objectives

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

Laboratory Management and Safety
- Describe the importance of proper laboratory safety
- Define student, teacher, and school responsibility and liability and how it is determined.
- Define accident
- Define negligence
- Evaluate the laboratory and equipment for safety issues
- Identify OSHA laboratory safety colors and uses
- Identify the importance of student safety contracts
- Identify safety signs and rules for a laboratory
- Identify correct personal protective equipment
- Identify laboratory management techniques for agricultural mechanics laboratories in secondary schools
- Identify factors determining agricultural mechanics curriculum
- Develop progress charts, cleaning systems and rotational schemes for laboratory use
- Identify procedures for selecting and purchasing laboratory tools, equipment, supplies and materials
- Develop testing and maintenance procedures for hand and power tools

Hand Tools
- Identify hand tools and determine their uses
- Discuss hand tool safety and maintenance
- Demonstrate the safe use of hand tools
- Identify quality hand tool characteristics and cost

Metalworking
- Demonstrate the use of cold metal working tools
- Demonstrate cutting, welding, brazing, and bending with Oxy-fuel torches
- Demonstrate basic operations of a plasma arc cutting machine
- Demonstrate welding common joints with SMAW, GMAW, and GTAW processes

Woodworking
- Identify building materials used for wood projects
- Identify various wood construction techniques
- Identify fasteners used for wood projects
- Identify finishing techniques for wood projects
- Demonstrate wood construction techniques

Electricity
- Identify and describe safe use of electrical tools
- Describe basic principles of electricity
- Construct a functional wiring board
- Develop novel approaches for preparing students for the Electricity CDE

Small Engines
- Describe foundational principles of internal combustion engines (i.e., 2-stroke and 4-stroke)
- Identify and reassemble components of a small gas engine
- Service and safely operate small gas engines

Tractors
- Identify the component systems of a modern tractor
- Troubleshoot and debug tractors
- Safely operate a modern tractor

Hydraulics
- Identify and describe safe use of tools with hydraulics
- Describe the basic physical principles of hydraulics
- Construct and troubleshoot hydraulic systems

Painting and Preservation
- Identify and select various paint and preservatives for metal and plastics
- Identify various paint and preservative application techniques
- Identify safety procedures for painting and applying preservatives
- Demonstrate application procedures for paint and preservatives

Course Safety Materials Required* (Student must provide)

- Safety glasses ANSI Z87 or better
- Appropriate attire
- Leather, closed toe shoes or boots

Course Outline

Week	Topic	Assignments
1	• Overview of Course • Safety Instruction *(continued throughout the course)* • Lab Inventory & Storage • Ordering Consumables & Materials	
2	• Handtool Identification and Safety • Tool and Materials management • Painting and Preservation	
3	• Metalworking (SMAW)	
4	• Metalworking (GMAW)	
5	• Metalworking (GTAW) • Industry Tour	Welding Competencies completed
6	• Woodworking	
7	• Woodworking	
8	• Woodworking • Industry Tour	Woodworking Project completed
9	• Electricity	
10	• Electricity • **Guest**	Wiring Diagram and Practicum
11	• Small Engines	
12	• Small Engines • **Guest**	Small Engine Project Due
13	• Hydraulics • Tractors	Tractor Driving Practicum
14	• Concrete	
15	• Surveying • Review for Final Exam	

Grading Policy

Course Assignments	Grade %
Assigned Activities	
Demonstrations	50
Skill Development Competencies	100
Project-based Assignments	200
Participation in Onsite Industry Visits	50
Formal Assessments	
Final Exam	100
Attendance / Unannounced quizzes	100
TOTAL	**600**

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:

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)

Instructor Information:

Dr. Lucas D. Maxwell
123F Dean Hall
402 West O Street
Russellville, Arkansas 72801
E-mail: lmaxwell2@atu.edu

Office Phone: (479) 880-4001
Dept. Phone: (479) 968-0251
Office Hours: M: 2:30-4; T: 1-3:30
  W: 9:30-10:30 & 2:30-4
  R: 9:30-10:30 & 1-3:30

Course Description: *Prerequisite: AGED 1013 or Permission of instructor.*

This course provides a comprehensive overview of the historical and philosophical foundations of Agricultural Education programs. Based on this foundation, the course will prepare pre-service teachers for the job and responsibility of developing a local program and curriculum that incorporates local, national and international agricultural policy issues as they relate to lecture and discussion on issues related to the global food, fiber, and natural resource system.

Times and Locations:

Lecture *MWF* *Dean 104* *11:00-11:50 pm*

Objectives:

- Trace the sequence of historical event, movements, and legislative initiative as the shaped the development of Agricultural education in America.
- Describe the Role played by major philosophers and leaders in the development of Agricultural Education.
- State and describe the nature, purpose and scope of Agricultural Education in Today's school system.
- Describe the relationship of Agricultural Education to the total educational system.
- Identify and describe the components of a complete secondary agriculture program.
- Discuss the role and value of SAE in the total agricultural education program.
- Discuss the role and value of student leadership organizations to the total agricultural education program.
- Explore strategies for raising and managing funds for secondary agricultural education programs.
- Develop a personal philosophy related to agricultural education in secondary schools.

Required Course Text & Supplemental Course Materials:

- The History and Growth of Career and Technical Education in America. H.R.D. Gordon
- Teaching, Learning, and School: A 21st Century Perspective. Eugene F. Provenzo, Jr.
- *Official FFA Manual.* National FFA Organization.

- *Local Program Resource Guide*. National FFA Organization.
- AGED 3033 Course Blackboard Website

General Course Information:

It is my goal to make this course a fun and interesting discussion of topics related to education, agriculture, and agricultural education. We will do a lot of reading and writing in this course. Discussions about the course topics will be easier and more in-depth if you have read the material provided in class or on the course blackboard site. Through the course readings, discussions, projects, and activities students will gain a better understanding of their discipline and will think critically about issues related to the historical and philosophical foundations teaching and learning in agriculture.

Here are a few general pieces of information regarding the course:

- Aside from in class announcements, the course Blackboard site will be the main source of information regarding any updates or changes to the course outline, assignments, due dates, readings, etc. Be sure to check the site regularly and if you have questions, contact me.
- Handouts and other materials needed for the course will be posted on the course Blackboard site. Be sure to print copies prior to class.
- When possible, screen captures of the lecture PowerPoint presentations and other material will be posted on the course Blackboard site in pdf format.

Tentative Topical Outline:

- The Status of Agricultural Education Pre-1917
- The Social and Cultural Landscape leading to change in 1917
- Philosophers Influential in the Development of Early Education Systems and Early Forms of Agricultural Education
- The Smith-Hughes Vocational Education Act
- Carl Perkins Vocational Education Act
- Education and Schooling in a postmodern Culture
    - Schools as Cultural Institutions
    - Sustaining our Culture and the Goals of Education
    - Education and U.S. Society
    - Teachers in U.S. Society
- The Organization and Control of U.S. Schools
    - Local and State Involvement in U.S. Education
- Education and Equality
    - Education and Dominated Cultures
    - Gender and Education
    - The Education of Students with Special Needs
- Education Law and the Reauthorization of the Education Act

2

- Common Core
- Perceptions and Image of Agriculture and Agricultural Education
- Ethics in Education and Agriculture
- Layers of Administration…Who's the Boss?
- Enrollment, Who Should we Recruit and How?
- Funding
- Agriculture Literacy
- Finding Balance in the Three Circle Model

Student Assessment:

- Numerous written papers and essays including but not limited to:
  - My Life in Schools
  - Research Article Reviews
  - Teaching Philosophy
- In class discussions and activities
  - Self and peer evaluations
  - Weekly Journals
- Various assignments including but not limited to:
  - Out of the Box
  - Education Law Presentations
  - In-service in Agriculture for Teachers of Other Disciplines

Papers and Essays: It is my goal to help you become critical thinkers about your discipline, and in so doing, help you create a rational for how and why you will operate your local agriculture education program. As educators you will be expected to be able to communicate professionally, both verbally and in writing. These papers will be type written, double spaced, times new roman 12 point font, unless otherwise noted.

In Class Discussions and Activities: This course will be heavily discussion/problems based. As a result, your attendance, and willingness to participate, is essential to your learning and the learning of your peers. Each week you will complete an evaluation form rating your participation and that of your peers. These forms will assist me in giving you a grade for your weekly participation. Additionally, each Monday, you will turn in a type written journal of one double spaced page in length reflecting on the course topics discussed during the previous week.

Assignments: Various Assignments will be given during the semester. Specific details, including due dates for each assignment, will be discussed in class and posted to the course Blackboard site.

*Note: All work for this course is expected to be completed and ready to turn in at the beginning of class on the assigned due date. **Late work is NOT accepted.***

Course Grading System:

Papers and Essays	40%
In Class Discussions, Activities, Attendance and Participation	30%
Assignments	30%

*Note: Grades for assignments, exams, or the course in general, **WILL NOT** be discussed through email. If you have issues with a grade, you **MUST** schedule a time with the instructor to discuss the grade in person.*

Course Grading Scale:

89.5-100%	A
79.5-89.4%	B
69.5-79.4%	C
59.5-69.4%	D
59.4% and Below	F

Attendance and Professionalism Statement:

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Specifically, the following **professional expectations** exist:
1. Come to class every day. Any absences must be Pre-arranged with the course instructor.
2. Arrive to class on time. As prospective professionals you are expected to be punctual.
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(DETAILED IN STUDENT HANDBOOK)

Academic Honesty:

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor. For detailed information and specific university policy please consult current *Arkansas Tech Undergraduate Catalog.*

Use of Cell Phones and Other Technology:

Listen, I love my computers, smartphone, tablet, email, Facebook, universal remote, and my microwave. Yeah, technology is awesome. But there's a time and a place. That time and that place is **NOT** during or in our class. We are an "always on" culture, which is a good and bad thing. Contrary to some people's beliefs, humans are not good multitaskers. Every workplace will have its norms or set rules about using electronic devices, and this is the policy for our class. Do not use your smartphone, laptop, tablet, signal fire, carrier pigeon, or any other communication device while in our class unless you are using it to take notes, it is approved for a class-related activity or there is an emergency in the class.

I _____, HAVE READ AND UNDERSTAND ALL OF THE
        Print Your Name
POLICIES AND PROCEDURES FOR **AGED 3003** AS OUTLINED IN THE COPY OF THE COURSE SYLLABUS

PROVIDED TO ME.

_____   _____
            SIGNATURE   **DATE**

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

RECEIVED

OCT 0 4 2013

Registrar's Office

AGED 4033
Curriculum Design & ~~Assess.~~ *Assessment*

ARKANSAS TECH UNIVERSITY
Department of Agriculture

Instructor:

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

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

Course Description: *Prerequisite: AGED 3033 or Permission of instructor.*

This course is designed to prepare pre-service educators for the responsibility of developing philosophical approaches, designing curricular programs, planning for effective instruction, and assessing student performance. Students will be expected to communicate effectively through both written and verbal presentation of information.

Course Objectives:

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

1. Develop and demonstrate competence in planning instructional programs for agricultural education.
2. Apply principles of teaching-learning to the process of planning and conducting classroom activities.
3. Select appropriate methods and teaching, techniques and instructional material for instruction.
4. Develop and use lesson plans for meeting the needs of diverse student populations to include disadvantaged, gifted and exceptional students.
5. Integrate multicultural information and global issues into the curriculum.
6. Describe procedures to appropriately arrange, maintain and manage a classroom.
7. Appropriately identify, select, prepare, and incorporate the use of technology, multimedia equipment and materials in instruction.
8. Identify methods and techniques related to working with student organizations at the secondary school level.
9. Demonstrate knowledge of the FFA, its application in the agricultural classroom, laboratory and co-curricular activities.

Course Outline:

Week	Topic	Assignments and Reminders
1	• Course Introduction • Roles of the Educator	
2	• Factors that Influence Programs ○ AR Ag Course Frameworks ○ Common Core • Curricular Decisions	Syllabus Quiz
3	• Teaching Philosophy • Instructional Management System Model	
4	• Needs Assessments	
5	• Planning Curriculum and Course Offerings	
6	• Developing Learning Objectives	Curriculum Plan Due
7	• Lesson Planning	
8	• Lesson Planning	
9	• Qualities of Effective Teaching • Teaching Behaviors for Powerful Learning	Lesson Plan Due
10	• Assessment of Student Learning	
11	• Incorporating Technology into Instruction • Encouraging Student Motivation	Assessment Due
12	• Workshop Project	
13	• Assessment of Teacher Effectiveness	
14	• Reflection on Teaching Experience	
15	• Review for Final Exam	Reflection Paper Due

Methods of Student Performance Assessment and Evaluation:

Students will be evaluated for progress in and mastery of learning objectives by methods of evaluation why may include but not limited to:

- Class participation and regular attendance- 10%
- Written assignments- 30%
- Class and individualized projects- 20%
- Workshop Project- 20%
- Final examination (cumulative)- 20%

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

*Opportunities for additional points will be provided through (1) assistance with the NW District CDEs on **March 14, 2013** and (2) Department of Agriculture Spring Plant Sale on **April 12-13, 2013**.

Primary Required Text:
Handbook on Agricultural Education in Public Schools (Phipps, L. J., et. al., 2007, 6th edition)

Recommended reading:
Powerful Learning (Darling-Hammond, L., et. al., 2008)
Methods of Teaching Agriculture Education (Newcomb, L. H., et. al., 2003, 3rd edition)
Journal of Agricultural Education
Journal of Extension
Journal of Extension System
The Agricultural Education Magazine

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 Tomlinson Hall on the ATU campus. The website address to learn more about these services is http://commed.atu.edu/commend/Disabilites.htm. IT IS THE STUDENT'S RESPONSIBILITY TO NOTIFY DISABILTY SERVICES FOR ACCOMODATION PURPOSES. No accommodation will be made in lieu of individual disabilities without communication from Disability Services to the Professor.

Professionalism:

The focus of AGED 3003 is pre-service education for agriculture teachers. You are expected to conduct yourself in a professional manner as you interact with instructors, guest speakers, and peers.

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

Instructor Information:

Dr. Lucas D. Maxwell
123F Dean Hall
402 West O Street
Russellville, Arkansas 72801
E-mail: lmaxwell2@atu.edu

Office Phone: (479) 880-4001
Dept. Phone: (479) 968-0251
Office Hours: M: 2:30-4; T: 1-3:30
W: 9:30-10:30 & 2:30-4
R: 9:30-10:30 & 1-3:30

Course Description:

Instructional methodology course focused on teaching approaches and methods, problem-solving teaching techniques, and managing learning environments for teaching agriculture subjects in formal and nonformal educational settings. **Prerequisite:** AGED 4033

$25 lab fee

Times and Locations:

Lecture	MW	Dean 121	1:00-2:20 pm
Lab	R	Dean 121	1:00-2:50 pm

Objectives:

Through clinical teaching experiences, projects, in-class assignments and activities, quizzes, and feedback conferences students will demonstrate the following:

- Evaluate teaching based on the 10 principles of teaching and learning, and the five Rosenshine and Furst Teaching Behaviors.
- Exhibit Hedges' three essential teacher competencies.
- Implement well-planned instructional activities that result in positive and productive learning environments.
- Assemble instruction, learning materials, and learning activities to effectively teach agriculture subjects.
- Demonstrate mastery using the Four Step Approach to Teaching and a variety of instructional methods appropriate for teaching agriculture subjects in formal and nonformal learning environments.
- Demonstrate the ability to incorporate problem-solving techniques into the instructional process.
- Utilize a variety of visuals appropriate for displaying instructional content.
- Incorporate interactive teaching techniques that promote learner participation.
- Demonstrate the ability to be reflective about the teaching and learning process.

Required Course Text & Supplemental Course Materials:

- AGED 4044 Course Materials Packet
- AGED 4033 Course Notes and Materials
- AGED 4044 Course Blackboard Website

General Course Information:

- Aside from in class announcements, the course Blackboard site will be the main source of information regarding any updates or changes to the course outline, exam dates, quiz dates, assignments, etc. Be sure to check the site regularly and if you have questions, contact me.
- Handouts and other materials needed for the course will be posted on the course Blackboard site. Be sure to print copies prior to class.
- Screen captures of the lecture PowerPoint presentations will be posted on the course Blackboard site in pdf format.

Tentative Topical Outline:

Week	Date	Lesson / Content / Learning Experience
1	Aug 24	Course overview • objectives, expectations, assignments, etc.
	Aug 26	Review principles of teaching & learning and effective teaching characteristics (behaviors)
2	Aug 31	Recognizing Hedge's Essential Teacher Competencies Models of Educational Delivery
	Sept 2	The Instructional Process Capstone Project Teaching Team Assignments
3	Sept 7	No Class *(Labor Day Holiday)*
	Sept 9	Planning for instruction using the Four-Step Approach
4	Sept 14	Selecting and using a variety of teaching methods Promoting learner interaction with think-pair-share
	Sept 16	Selecting and developing teaching visuals
5	Sept 21	Effectively using the lecture-explaining method of teaching
	Sept 23	Setting up experiential (applied) learning activities: *"Connect it; Direct it; Check it; Monitor it; Evaluate it"*
6	Sept 28	No Class *NCAAAE Agricultural Education Conference*
	Sept 30	**Qu-est #1** Leading Group Discussions: Socratic Dialogue
7	Oct 5	Leading Group Discussion: Brainstorming & Buzz Groups
	Oct 7	Teaching with the Problem-Solving (Decision-Making) Techniques
8	Oct 12	Using problem-solving techniques
	Oct 14	Using problem-solving techniques (Mid-term Feedback)
9	Oct 19	Using problem-solving techniques
	Oct 21	No Class *(Collegiate FFA/ATA Conference and National FFA Convention)*
10	Oct 26	Maximizing the Use of Flip Chart
	Oct 28	**Qu-est #2**
11	Nov 2	Using directed (supervised study) to seek out information and data
	Nov 4	Presentations on role play, case study, field trip/educational tour, resource people
12	Nov 9	Recognizing learning styles/differences
	Nov 11	Teaching Adult & Non-formal Audiences

Week	Date	Lesson / Content / Learning Experience
13	Nov 16	Teaching to develop higher-order thinking skills
	Nov 18	Using ice breakers in the instructional process
Nov 23 – 27		**Thanksgiving Break**
14	Nov 30	Managing learner behaviors and expectations
	Dec 2	Managing learner behaviors expectations
15	Dec 7	Capstone Project Debriefing
	Dec 9	Teaching Agriculture Subjects (Jeopardy) – **Capstone Project Due**
16	**Dec 17**	**Final Examination Week** **Exam #3 (Comprehensive - What is in your toolbox?)** **Thursday, December 17, 1:00-3:00 p.m.**

The above schedule and procedures in this course are subject to change
in the event of extenuating circumstances

Description of Course Assignments:

Quiz/Tests • are announced and consist of multiple-choice, true-false, short answer questions and problem-solving/application activities. **Final Exam** • is a comprehensive type exam.

Clinical Teaching Experiences • are designed for the application of knowledge and skills necessary to teach agriculture subjects in formal and non-formal educational settings. The experiences also provide students with the opportunity to reflect on what is required to effectively teach through instructor and self-evaluations. Students will have the opportunity to complete four clinical teaching experiences during the semester. Instructor feedback will be provided during a student-instructor conference after each teaching experience. **Attendance is mandatory for ALL lab sessions.** For each lab session missed, (no matter what reason), the student must attend the "other" lab section.

Clinical Teaching Experience I: Create interest (anticipatory set) in learning a skill and teach the skill using the **demonstration method** of teaching. Grading criteria from Ag Ed 3003 will be used to assess demonstration plans. (*25 minutes*).

Clinical Teaching Experience II: Create interest (anticipatory set), communicate the objectives, and teach a lesson as complete as possible using the **Four Step Approach**. You are not expected to complete the lesson (*25 minutes*).

Clinical Teaching Experience III: Conduct an **experiential learning activity** (Application Step) that would be integrated into a secondary agriculture lesson. "*Connect it; Direct it, Check it, Monitor it, & Evaluate it*" (*25 minutes*).

Capstone Assignment & Experience: Using a team-teaching approach (3 persons), teach **a complete unit of instruction** to a local group (n~10-14) on a topic related to agriculture/science, environmental science, natural resources, etc. Individual lessons will be delivered using a workshop setting. Consult the instructor for appropriate topics. The lessons must contain the appropriate elements consistent with the Four- Step approach. Students will be **expected** to devote **Saturday, December 5** (approx. 6 hrs) for this teaching assignment. Further details will be provided later. *Students are encouraged to incorporate a variety of teaching methods, techniques, and visual aids into their teaching experiences.*

Guidelines and Expectations for Lab Teaching Experiences:

One week (seven days) prior to a student's scheduled teaching experience he/she <u>must</u> submit a typed copy of his/her COMPLETE instructional plan (*with anticipated handout(s), transparency masters and/or PowerPoint slide, etc.*). The laboratory instructor will evaluate the instructional plan and provide feedback for improvement. If necessary, the instructor will request a conference with the student. Failure to submit an instructional plan seven (7) days prior to the scheduled teaching experience will result in a grade reduction of five (5) percent for each day the instructional plan is late. For example, if a student submits his/her instructional plan two days late his/her grade would be reduced by 10%.

Prior to the start of each laboratory, students will present the instructor with a_copy of their instructional plan and instructional materials (*e.g., PowerPoint slides, Transparency masters, handouts, etc.*). Failure to present an instructional plan will prevent the student from teaching and consequently receive a zero (0) for the teaching experience.

360° - Evaluation of Teaching • The basis for evaluating a student's teaching performance will be: the extent that the laboratory teaching objective (assignment) was met; the extent to which the principles of teaching and learning were utilized; and the student's ability to demonstrate Rosenshine and Furst effective teacher behaviors and Hedges' effective teacher competencies.

Feedback Conferences • Students are <u>required</u> to meet with the lab instructor for a feedback conference after each teaching experience. During the feedback conference, the student's teaching experience will be discussed and the strengths and weaknesses of the student's teaching performance will be examined. Students are to view the videotape of their teaching *prior* to the conference and make a written self-critique of their teaching. Failure to attend the conference will result in a zero (0) for the teaching experience. (***Items to bring: 3X5 Card and written self-critique***)

Note Taking Assignment: • One person will be asked to be the "note taker" representing the learners. The intent of this role it to "mirror" what the teacher has attempted to present. The note taker will submit the notes to the lab instructor who will then share it with the teacher-presenter during the feedback conference.

Camera Assignments • During teaching presentations, one individual will be responsible to operate the video camera (each lab will have a different student assigned – See Lab Schedule). The responsibilities include securing the DVD from the lab instructor, labeling DVDs with the presenters' name, and recording the clinical teaching experience on the presenter's DVD, and then provide the presenter with the DVD. **Only one person is required to operate the video camera.**

Professional Dress is required when presenting

Tentative Laboratory Schedule:

Week	Date	Clinical Teaching Experiences
1	Aug 25	Teaching with Technology Planning and Teaching with Demonstrations (a review)
2	Sept 1	Clinical Teaching Experience I • **Demonstration** (A)
3	Sept 8	Clinical Teaching Experience I • **Demonstration** (B)
4	Sept 15	Clinical Teaching Experience I • **Demonstration** (C)
5	Sept 22	Clinical Teaching Experience II • **Four-Step Approach** (A)
6	Sept 29	**No Lab** – *(Faculty/Graduate Student NCAAAE Conference)*
7	Oct 6	Clinical Teaching Experience II • **Four-Step Approach** (B)
8	Oct 13	Clinical Teaching Experience II • **Four-Step Approach** (C)
9	Oct 20	**No Lab** *(Collegiate Ag Ed/ATA Conference& National FFA Convention)*
10	Oct 27	Clinical Teaching Experience III • **Experiential Learning Activity** (A)
11	Nov 3	Clinical Teaching Experience III • **Experiential Learning Activity** (B)
12	Nov 10	Clinical Teaching Experience III • **Experiential Learning Activity** (C)
13	Nov 17	**Capstone Project (Planning session)**
	Nov 23• 27	**Thanksgiving Recess • Fall Break**
15	Dec 1	**Capstone Project (Planning session)**
♣	Dec 5	**CAPSTONE PROJECT- Locations TBA**
16	Dec 8	Transitioning into Student Teaching: Final details: Review of assignments

Student Assessment:

Course Assignments		% of Final Grade
Clinical Teaching Experiences (three experiences):	Instructional plan (20%), Teaching performance (75%), and self-reflection (5%)	55
Capstone Assignment & Experience... **December 5**		25
Quiz/Test/Final Exam (5% each)		15
Professionalism (prompt attendance, participation, and in-class assignments/activities)		05
	TOTAL	100

<u>Note</u>. Assignment score will be reduced 5 % for each day submitted past the due date.

*Note: Grades for assignments, exams, or the course in general, **WILL NOT** be discussed through email. If you have issues with a grade, you **MUST** schedule a time with the instructor to discuss the grade in person.*

Course Grading Scale:

89.5-100%	A
79.5-89.4%	B
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Attendance and Professionalism Statement:

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Use of Cell Phones and Other Technology:

Listen, I love my computers, smartphone, tablet, email, Facebook, universal remote, and my microwave. Yeah, technology is awesome. But there's a time and a place. That time and that place is **NOT** during or in our class. We are an "always on" culture, which is a good and bad thing. Contrary to some people's beliefs, humans are not good multitaskers. Every workplace will have its norms or set rules about using electronic devices, and this is the policy for our class. Do not use your smartphone, laptop, tablet, signal fire, carrier pigeon, or any other communication device while in our class unless you are using it to take notes, it is approved for a class-related activity or there is an emergency in the class.

I _____, **HAVE READ AND UNDERSTAND ALL OF THE POLICIES AND**

          Print Your Name

PROCEDURES FOR THIS COURSE AS OUTLINED IN THE COPY OF THE COURSE SYLLABUS PROVIDED

TO ME.

SIGNATURE	**DATE**

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(DETAILED IN STUDENT HANDBOOK)

AGLE 3003
Personal Leadership Theory & ~~Dev.~~ *Development*

ARKANSAS TECH UNIVERSITY
Department of Agriculture

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

Office #: 479 880-4230
Dept. #: 479 968-0251
Office Hours: TBD

Course Description: *Prerequisite: Junior Standing*

This course focuses on the knowledge, skills and attitudes that enhance personal effectiveness and professional success. Students will gain self-awareness and study leadership traits. Goal attainment, personal organization and critical thinking strategies are emphasized.

Course Objectives: Following the completion of this course each student will be able to:

1. Define terminology associated with leadership and personal development.
2. Describe basic concepts of personal leadership.
3. Identify and describe characteristics of effective leaders.
4. Assess personal leadership talents.
5. Develop talents into personal strengths for effectiveness.
6. Clarify core values.
7. Articulate personal mission, roles and goals based upon values.
8. Implement strategies for personal balance and renewal.
9. Describe ways to successfully adapt to change.
10. Explore opportunities for service leadership.

Course Outline:

Week	Topic	Assignments and Reminders
1	• Introduction to Course	
2	• Definitions of Leadership • Defining Personal Development	
3	• Self Assessment • Interpreting StrengthsFinder results	Jung test Results Due
4	• Personalizing your StrengthsFinder results	Jung Reflection Paper Due StrengthsFinder Results Due
5	• Value Clarification	
6	• Articulating your Values	StrengthsFinder Reflection Paper Due
7	• The power of vision	
8	• Creating a personal mission statement	
9	• Roles and Goals	Exam I
10	• Balance and Renewal	
11	• Character traits of effective leaders	Mission, Roles, & Goals Draft Due
12	• Character traits of effective leaders	
13	• Ethics	
14	• Agricultural Literacy	Mission, Roles, & Goals Due
15	• Stress Management • Review for Final Exam	

Grading Policy

Course Assignments	%
Participation	
Attendance & Assignments in class *(Includes special attention for field trips)*	15
Assignments	
Jung Test Reflection Paper	10
StrengthsFinder Reflection Paper	10
Leader in Agriculture Report	10
Mission, Roles, and SMART Goals	15
Formal Assessments	
Exams	40
TOTAL	**100**

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:
You are expected to conduct yourself in a professional manner as you interact with instructors, guest speakers, and peers.

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).

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

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*).

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(DETAILED IN STUDENT HANDBOOK)

Instructor Information:

Dr. Lucas D. Maxwell
123F Dean Hall
402 West O Street
Russellville, Arkansas 72801
E-mail: lmaxwell2@atu.edu

Office Phone: (479) 880-4001
Dept. Phone: (479) 968-0251
Office Hours: M: 2:30-4; T: 1-3:30
W: 9:30-10:30 & 2:30-4
R: 9:30-10:30 & 1-3:30

Course Description:

Prerequisite: Junior Standing

Principles and practices in planning, developing, conducting, and evaluating leadership programs for agricultural groups. The course focuses on helping students better understand themselves and others; improving group communication; becoming effective leaders and members of groups; improving leadership and personal development skills; assessing leadership situations, determining and administering appropriate leadership strategies, and evaluating results.

Times and Locations:

Lecture   *MW*   *Dean 121*   *1:00-2:20 pm*

Objectives:

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To develop students' ability in...

- recognizing various leadership theories
- better understanding themselves and others with respect to leadership theories
- becoming effective as team leaders and members of groups
- improving leadership and personal development skills
- assessing leadership situations, determine and administer appropriate leadership, and evaluate results

Course Text & Supplemental Course Materials:

- REQUIRED - Northouse, P. G. (2007). Leadership: Theory and Practice, 4th Edition, Sage
- REQUIRED – Burk, W. W. (2002). Organizational Change: Theory and Practice. Sage
- Optional - Covey, S. R. (1989). Seven habits of highly effective people. Simon & Schuster
- AGLE 3013 Course Blackboard Website

General Course Information:

- Aside from in class announcements, the course Blackboard site will be the main source of information regarding any updates or changes to the course outline, exam dates, quiz dates, assignments, etc. Be sure to check the site regularly and if you have questions, contact me.

- During exams, students are allowed to bring in one (1) standard 8.5 x 11 inch sheet of paper (one side only), handwritten with any information you feel will be helpful on the exam. These pages must have your name on them and will be passed in with your exam.
- Handouts and other materials needed for the course will be posted on the course Blackboard site. Be sure to print copies prior to class.
- Screen captures of the lecture PowerPoint presentations will be posted on the course Blackboard site in pdf format.

Tentative Topical Outline:

Week	Date	AGLE 3013 Tentative Topics/Activities	Assigned Reading & Assignments Due	
1	Aug 24	Introductions and Course Orientation		
	Aug 26	Introduction into Leadership	Northouse Chapter 1	
2	Aug 31	Trait Theory of Leadership -Team Membership Assignment-	Northouse Chapter 2	
	Sep 2	Skills Approach to Leadership	Northouse Chapter 3 **POR #1 Due**	
3	Sep 7	No Class- Labor Day		
	Sep 9	Stages of Team Development Service Learning Opportunities		
4	Sep 14	Team Identity Exercise Identifying Individual Talents; Est. Norms	Northhouse Chapter 10	
	Sep 16	Introduction to Leadership: Structures		
5	Sep 21	Leadership Styles	Northouse Chapter 4	Deliberate on team task
	Sep 23	**Exam #1**	**POR #2 Due**	
6	Sep 28	Conflict Management	Conflict Resolution Style (Bb) Covey – Habit 4 *Commitment Feedback* **Team Task Due**	
	Sep 30	Introduction to Situational Leadership	Chapter 5	
7	Oct 5	Situational Leadership	Blanchard Leadership Questionnaire (Web Link)	

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	Oct 7	Contingency Theory: Fiedler's Model	Chapter 6&7 *Commitment Feedback*	Planning
8	Oct 12	Transactional vs. Transformational Leadership	Chapter 9	
	Oct 14	Transactional vs. Transformational Leadership		
9	Oct 19	Group Decision Making/NGT	**POR #3 Due** *Commitment Feedback*	
	Oct 21	**Exam #2**		
10	Oct 26	Motivational Theory *Manager's Dilemma: Theory X and Theory Y*	Handout	
	Oct 28	Increasing Performance through Motivation *McClellands' Acquired Needs Theory*	Readings Posted on Bb	
11	Nov 2	Power and Influence	Readings Posted on Bb	Planning/Execution of Team Task
	Nov 4	Understanding Change	Burke Chapter 1	
12	Nov 9	Organizational Change, Complexity and Change	Burke Chapter 2	
	Nov 11	Systems, Sustainable, & Individual Change	Burke Chapter 3	
13	Nov 16	Nature and Levels of Change	Burke Chapter 4&5	
	Nov 18	Models of Change	Burke Chapter 7&8 **Film Review Due**	
14	Nov 23-27	No Class- Thanksgiving Break		
15	Nov 30	Change Wrap up Poster Presentations: *Expectations and Guidelines*		
	Dec 2	Team Leadership and Organizational Change Jeopardy	Semester Review	
16	Dec 7	**Poster Presentations of Team Service Learning Tasks (Group 1)**	**Team Service Learning Report Due**	
	Dec 9	**Poster Presentations of Team Service Learning Tasks (Group 2)**	**Team Service Learning Report Due**	

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	Final	Exam #3 – TBA	*Commitment Feedback*

The Schedule is Tentative and Subject to Change

Student Assessment:

Course Assignments	Percent of Final Grade
Personal Observation Reports (3)	15
Film Review (1)	10
Team Service Learning Assignment	20
Quizzes (~5)	10
Examinations (2)	30
Final Examination	15
Total	**100**

*Note: Grades for assignments, exams, or the course in general, **WILL NOT** be discussed through email. If you have issues with a grade, you **MUST** schedule a time with the instructor to discuss the grade in person.*

Description of Course Assignments:

Learning to Learn About Leadership
Leadership may be the most amorphous of all our social roles. We seem to love it and hate it; covet it and fear it; perform it instinctively in times of crisis and bumble about in it day-to-day events. There seems to be situational, generational, gender, racial and ethnic differences in defining leadership, all of which complicate learning the science of leadership.

But leadership is neither a cruel trick of the gods, a genetically encoded behavior with which we are born, nor a one-dimensional personality attribute like charisma or confidence. Leadership can be taught, learned, practiced, analyzed, modified and improved.

<u>**Personal Observation Reports**</u> (15%)
Students are required to complete 3 Personal Observation Reports (PORs). The purpose of PORs is to learn about the process of leadership by applying concepts and theories talked about in class to **your personal life**. The best way to systematically learn the content of the course is to do the PORs in a timely manner.

Be sure to respond to the specific instructions for each of the PORs. Perhaps a good way to view the POR is as a personal journal or diary. These are to be written in the first person. *If the instructions say, "**discuss**," you should elaborate on the topic.* Remember that the purpose of the POR is for you to discuss issues of leadership from **your** perspective.

In addition, for each of the PORs you will be asked to evaluate your own leadership style based on a leadership questionnaire in the book. For the POR, **you need to provide the results of these questionnaires and interpret the results** in light of the ideas you present in the POR.

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Each POR should be approximately 2-3 double-spaced typed, pages (12 pt font). Save each of your returned PORs. Each paper will be worth 25 points. Grading will be based on the following: addressing the questions (10 points), depth of thought (5 points), and writing effectiveness (10 points). Collectively, these papers provide a clear picture of your own leadership perspective. **(See handout for assignments and due dates.)**

Film Review (10%) Due: Nov 18

Review a film about a leader, or a film in which leadership is a primary focus. **1)** Report on the leadership style of one of the characters in the film (also, use of power, team building, motivation, etc.). **2)** Determine how the character exercises his/her influence. Cite critical points in the film. *The objective of this assignment is to **display your knowledge** of leadership concepts/theories discussed in class using a character(s) in the film.*

The review should not exceed two (2) double-spaced pages (12 pt font). You may begin with a short summary of the film, but your paper should be an analysis of the characters or film. The review assignment is worth 25 points. Grading will be based on the following criteria: Character(s) Analysis (5 points), Display of Knowledge (10 points), and Writing Effectiveness (10 points). Reviews should not be predominately summaries of the film. FILMS OTHER THAN THOSE LISTED MUST BE APPROVED BY THE INSTRUCTOR. To avoid duplication, I will ask that you "reserve" a film on a first-come, first-serve basis. A list of films is available on the course Blackboard site.

> **Potential concepts to highlight and discuss in your review**: *leadership style, power, influence, transformational qualities, motivation, great man theory, stages of team development, conflict management, response to power, McGregor's X Y theory, etc.*

Team Service-Learning Assignment: (20%)

Designed as a **mini-case study** in team leadership, all students are expected to participate in a team project. Four to 5 persons will be randomly assigned to a team. Together, the team will identify a "project" to complete that is "service-oriented" in the Russellville community. In place of existing potential service projects, teams may create their own service projects as based on community needs and approved by the instructor.

The team membership will identify the project, project leader, and the means for accomplishing the task. **Guidelines for the team project** include: **1)** must be "inter-dependent", **2)** must be service-oriented, **3)** must be "meaningful" service **4)** must include a planning and organization component, and **5)** must be completed on or before **November 18**. To begin, the team must meet/communicate to explore opportunities for service-learning projects. Team projects must be identified and a description shared with course instructor by **October 5**. Description should be short and concise outlining the nature of the project/task..

An **individual written analysis** of task and "team experience" will be developed. A **poster presentation** of this assignment will also be presented in class at the end of the semester. Additional guidelines will be provided in the form of a **handout**.
Key dates for this assignment are as follows:
1. Task/Project identification & description   **Oct 5**
2. Task/Project execution   **Oct 7-Nov 30**
3. Poster Presentations will be displayed in class   **Dec 7,9**
4. Final written reports   **Dec 9**

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Quizzes (10%)

    Approximately five **unannounced** quizzes will be given on <u>randomly selected dates</u>. Quizzes will require five minutes or less and will be administered at the beginning (or end) of the class period. Subject matter for the quizzes may be assigned readings either from the texts or other sources or from concepts and ideas presented in class. The lowest quiz score will be dropped.

Examinations: (45%)

1. Examination 1 (15%)
2. Examination 2 (15%)
3. Examination 3 (15%) – *Two part exam:*   *1: Content since exam #2*
    2: Comprehensive Short Answer

Examinations not only focus on technical content, but also upon students' abilities to incorporate that content into real-life situations. Material discussed in class as well as assigned readings will compose the content of the examinations. Exams may be a combination of multiple choice, true-false, matching, and short answer.

Course Grading Scale:

89.5-100%	A
79.5-89.4%	B
69.5-79.4%	C
59.5-69.4%	D
59.4% and Below	F

Attendance and Professionalism Statement:

Career professionals are guided by specific values and engage in particular behaviors. These values and behaviors include respect, cooperation, active participation, intellectual inquiry, punctuality, and regular attendance. 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. For emergency absences please refer to the Arkansas Tech University Webpage under the *Student Services* link (www.atu.edu).

Specifically, the following **professional expectations** exist:

1. Come to class every day. Any absences must be Pre-arranged with the course instructor.
2. Arrive to class on time. As prospective professionals you are expected to be punctual.
3. Tobacco products are not allowed at any time in the classroom.
4. Positive leadership and interpersonal relationships are encouraged. Disrespect toward your instructors, fellow students, or resource people will not be tolerated.

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Disability Concerns:

Information concerning accommodation may be obtained from Disability Services located in Doc Bryan Hall Suite #171 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.

Academic Honesty:

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor. For detailed information and specific university policy please consult current *Arkansas Tech Undergraduate Catalog.*

Use of Cell Phones and Other Technology:

Listen, I love my computers, smartphone, tablet, email, Facebook, universal remote, and my microwave. Yeah, technology is awesome. But there's a time and a place. That time and that place is **NOT** during or in our class. We are an "always on" culture, which is a good and bad thing. Contrary to some people's beliefs, humans are not good multitaskers. Every workplace will have its norms or set rules about using electronic devices, and this is the policy for our class. Do not use your smartphone, laptop, tablet, signal fire, carrier pigeon, or any other communication device while in our class unless you are using it to take notes, it is approved for a class-related activity or there is an emergency in the class.

_____

I _____, **HAVE READ AND UNDERSTAND ALL OF THE POLICIES AND**

Print Your Name

PROCEDURES FOR THIS COURSE AS OUTLINED IN THE COPY OF THE COURSE SYLLABUS PROVIDED

TO ME.

_____   _____

SIGNATURE   **DATE**

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Arkansas Tech University
REQUEST FOR COURSE CHANGE

Appr
Teacher Ed
11/14/13

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Agriculture Department

appr CC 11/26/13
appr FS 12/10/13

DATE SUBMITTED: 10/25/13

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head	*Malcolm R Rainey*	10-25-13
Dean	*Willy Hoefel*	10-25-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*J Wheeler*	10/30/13
Vice President for Academic Affairs		

Course Subject: AGED	Course Number: 1012
Cross-listed with Subject:	Course Number:

Official Title

Agricultural Youth Organizations

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 :
1013

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

New Course Description:
A comprehensive introduction to student organizations in agriculture and career and technical education, including 4-H and FFA. Special attention is given to topics related to membership, benefits, awards, and special recognition programs. Supervised agricultural experience programs are also addressed.

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):
NA

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

☐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. **In the original development of the Agricultural Education degree program, the designation of a 2 hour lecture-formatted course did not provide adequate instructional time to teach the requisite content related to agricultural youth organizations in the preparation of agricultural educators.**

How will the effect of the change be monitored in ongoing program assessment? **Existing program assessment procedures will be utilized.**

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

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee

FROM: Department of Agriculture

DATE SUBMITTED: September 30, 2013

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Dr. Malcolm Rainey, Department Head	*Malcolm R. Rainy*	10-2-13
Dr. William Hoefler, Dean	*Willy Hoefler*	10-2-13
Ms. Tammy Weaver, Registrar	*T Weaver*	10/10/13
Dr. John Watson, Vice President for Academic Affairs		

Course Subject: AGPS	Course Number: 1024
Cross-listed with Subject:	Course Number:

Official Title
Principles of Horticulture

Request to change: (check appropriate box)
☐ Course Number
X Title
X 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):
Principles of Plant Science

New Course Description:
A study of important plant practices associated with horticulture and agronomic crop production, including classification of plants, the role of soil and the environment, plant management, cropping systems, and integrated pest management and harvest methods. Principles and practices in propagation of plants and sexual and asexual reproduction methods.

Lecture three hours, laboratory two hours. $20 laboratory fee.

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

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

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

☐Elective   X 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 change is one of that was recommended by the program review completed this past academic year (2012-2013). The two classes contained considerable content overlap.

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

The course change will be monitored the same as the principles of horticulture course has been done in the past.

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

This change will not affect any other departments.

Arkansas Tech University appr FS 12/10/13
PROPOSAL FOR CHANGE IN PROGRAM
Catalog 12-16-13

TO: Curriculum Committee

FROM: Department of Agriculture

DATE SUBMITTED: September 30, 2013

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

Title	Signature	Date
Department Head Dr. Malcolm R. Rainey	*Malcolm Rainey*	10-25-13
Dean Dr. Willy Hoefler	*Willy Hoefler*	10-25-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver	*Tammy Weaver*	10/30/13
Vice President for Academic Affairs Dr. John Watson		

Program Title:	Effective Date:
Curriculum in Agriculture Business Curriculum in Agriculture Business Animal Science Curriculum in Agriculture Business Feed Mill Management Curriculum in Agriculture Business Horticulture Business Curriculum in Agriculture Business Public Relations Curriculum in Agriculture Business Pre-Veterinary Medicine	2014-2015 Catalog

Outline change in program and attach curriculum matrix:

Modify the Curriculum in Agriculture Business as follows: delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; delete AGEG 3413, Agricultural Waste Management; delete AGPS 1003, Introduction to Agronomy; add ENGL 2053, Technical Writing; add 9 hours of Agriculture Elective[2]; remove the

statement: (Except ECON 2003) in Footnote 1; and change SPAN 1014, Beginning Spanish I, to SPAN 1013; and SPAN 1023, Beginning Spanish II, to SPAN 1023, in Footnote 3;

Modify the Curriculum in Agriculture Business Animal Science as follows: delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; delete AGEG 3413, Agricultural Waste Management; delete AGPS 1003, Introduction to Agronomy; add ENGL 2053, Technical Writing; add 9 hours of Agriculture Elective[2]; remove the statement: (Except ECON 2003) in Footnote 1; and change the delete AGAS 3333, Poultry Processing and Product Technology; and add AGAS 3343, Regulatory Affairs of the Food Industry, in Footnote 3;

Modify the Curriculum in Agriculture Business Feed Mill Management as follows: delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; delete AGPS 1003, Introduction to Agronomy; delete AGEG 3413, Agricultural Waste Management; delete EAM 4993, Special Problems and Topics; delete AGAS 3333, Poultry Processing and Product Technology; change the course number for AGAS 2083, Feeds and Feeding, to 2084; change AGBU 4993, Special Problems in Agriculture; to AGBU 4983, Internship II in Agriculture, in the spring start senior fall term matrix; add ENGL 2053, Technical Writing; add AGAS 3343, Regulatory Affairs of the Food Industry; change 4 hours of Agriculture Elective[2] to **15** hours of Agriculture Elective[2]; remove the statement: (Except ECON 2003) in Footnote 1; change footnote 2 to state: [2]At least 40 of the total hours required for graduation must be 3000 - 4000 level courses; and delete footnote 3;

Modify the Curriculum in Agriculture Business Horticulture Business as follows: delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; delete AGPS 1003, Introduction to Agronomy; delete AGPM 3104, Introduction to Entomology, or AGPS 3053, Weed Ecology, and AGBU 4991, Special Problems in Agriculture; add ENGL 2053, Technical Writing; add 10 hours of Agriculture Electives; remove the statement: (Except ECON 2003) in Footnote 1; and delete footnote 2;

Modify the Curriculum in Agriculture Business Public Relations as follows: delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073, Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; delete AGEG 3413, Agricultural Waste Management; delete AGPS 1003, Introduction to Agronomy; add ENGL 2053, Technical Writing; add 9 hours of Agriculture Elective[2]; and remove the statement: (Except ECON 2003) in Footnote 1; and

Modify the Curriculum in Agriculture Business Pre-Veterinary Medicine as follows: delete 6 hours of social sciences because AGBU 2063, Principles of Agriculture Macroeconomics, and AGBU 2073,

Principles of Agriculture Microeconomics, have been added to the list of courses satisfying the General Education Requirements Social Sciences; change the course number for AGAS 2083, Feeds and Feeding, to 2084; add ENGL 2053, Technical Writing; add 1 hour of Agriculture Elective[2]; remove the statement: (Except ECON 2003) in Footnote 1; and add footnote 2 to state: [2]At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.

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

There will be no impact or change on staffing, on other programs, and 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.

These changes are ones that were recommended by the program review completed this past academic year (2012-2013) as well as recommendations from the Agriculture advisory board.

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

The only department affected by these changes is the English Department and there is a Departmental Support Form 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

Freshman Fall Semester	Freshman Spring Semester
Add/Change: COMS 1003 Introduction to Computer Based Systems	Add/Change: SPH 2173 Business and professional Speaking
Delete: AGPS 1003 Introduction to Agronomy	Delete: COMS 1003 Introduction to Computer Based Systems
Total Hours:15	Total Hours:16
Sophomore Fall Semester	**Sophomore Spring Semester**
Add/Change: ENGL 2053 Technical Writing	Add/Change:
Delete: SPH 2173 Business and professional Speaking	Delete:
Total Hours:16	Total Hours:16
Junior Fall Semester	**Junior Spring Semester**
Add/Change: Agriculture Electives from 1 to 3 hours	Add/Change: Agriculture Electives ~~from 3 to~~ add 6 hours
Delete: AGEG 341~~4~~ 3 Agriculture Waste Management	Delete: Social Sciences 6 hours
Total Hours: 15	Total Hours:14
Senior Fall Semester	**Senior Spring Semester**
Add/Change: Agriculture Electives from 3 to 4 hours	Add/Change:
Delete:	Delete:
Total Hours: **13**	Total Hours:15

Total hours 120

Spring Start (If applicable) Curriculum Matrix for Catalog
Curriculum in Agriculture Business

Freshman Spring Semester	Freshman Fall Semester
Add/Change:	Add/Change: US History/Government
Delete:	Delete: AGPS 1003 Introduction to Agronomy
Total Hours:14	Total Hours:17 ✓
Sophomore Spring Semester	**Sophomore Fall Semester**
Add/Change: ENGL 2053 Technical Writing	Add/Change:
Delete: US History/Government	Delete:
Total Hours:16 ✓	Total Hours:16
Junior Spring Semester	**Junior Fall Semester**
Add/Change: Agriculture Electives 7 hours ✓	Add/Change: Agriculture Electives from 1 to 3 hours
Delete: Social Sciences 6 hours ✓	Delete: AGEG 3413 Agriculture Waste Management
Total Hours:~~14~~ 15	Total Hours:~~16~~ 15 ✓
Senior Spring Semester	**Senior Fall Semester**
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:15	Total Hours:12

Total Program Hours____120_____

Fall Start Curriculum Matrix for Catalog	
Curriculum in Agriculture Business Animal Science	
Freshman Fall Semester	Freshman Spring Semester
Add/Change: COMS 1003 Introduction to Computer Based Systems	Add/Change: SPH 2173 Business and professional Speaking
Delete: AGPS 1003 Introduction to Agronomy	Delete: COMS 1003 Introduction to Computer Based Systems
Total Hours:15 √	Total Hours:16
Sophomore Fall Semester	Sophomore Spring Semester
Add/Change: ENGL 2053 Technical Writing	Add/Change:
Delete: SPH 2173 Business and professional Speaking	Delete:
Total Hours:16 √	Total Hours:17
Junior Fall Semester	Junior Spring Semester
Add/Change: Agriculture Electives 3 hours	Add/Change: Agriculture Electives 3 hours
Delete: AGEG 3414 Agriculture Waste Management	Delete: Social Sciences 3 hours
Total Hours:15 √	Total Hours:13 √
Senior Fall Semester	Senior Spring Semester
Add/Change: Agriculture Electives 3 hours	Add/Change:
Delete: Social Sciences 3 hours	Delete:
Total Hours:15 √	Total Hours:13

Total hours = 120

Spring Start (If applicable) Curriculum Matrix for Catalog	
Curriculum in Agriculture Business Animal Science	
Freshman Spring Semester	Freshman Fall Semester
Add/Change:	✓Add/Change: US History/Government
Delete:	✓Delete: AGPS 1003 Introduction to Agronomy
Total Hours:14	Total Hours:17
Sophomore Spring Semester	Sophomore Fall Semester
✓Add/Change: ENGL 2053 Technical Writing	Add/Change:
✓Delete: US History/Government	Delete:
Total Hours: 17	Total Hours:16
Junior Spring Semester	Junior Fall Semester
✓Add/Change: Agriculture Electives 3 hours	✓Add/Change: Agriculture Electives 3 hours
✓Delete: Social Sciences 3 hours	✓Delete: AGEG 3414 Agriculture Waste Management
Total Hours:13 ✓	Total Hours:15 ✓
Senior Spring Semester	Senior Fall Semester
✓Add/Change: Agriculture Electives 3 hours	Add/Change:
✓Delete: Social Sciences 3 hours	Delete:
Total Hours:13	Total Hours:15
Total Program Hours___120_____	

Fall Start Curriculum Matrix for Catalog
Curriculum in Agriculture Business Feed Mill Management

Freshman Fall Semester	Freshman Spring Semester
Add/Change:	Add/Change: CHEM 1113 and CHEM 1111
Delete: AGPS 1003 Introduction to Agronomy	Delete: AGAS 2083 Feeds and Feeding
Total Hours:15	Total Hours:17 √
Sophomore Fall Semester	**Sophomore Spring Semester**
Add/Change: ENGL 2053 Technical Writing	Add/Change: AGAS 2084 Feeds and Feeding
Delete: Social Sciences 3 hours	Delete: CHEM 1113 and CHEM 1111
Total Hours:18 √	Total Hours:16 √

Junior Fall Semester footnote [2] √

Add/Change: Agriculture Electives 9 hours

Delete: EAM 4993 and AGEG 341**3** Agriculture Waste Management

Total Hours:~~18~~ **15** √

Junior Spring Semester

√ Add/Change: ~~AGAS 3343~~ **AGAS 33~~45~~**

Delete: √ **AGAS 3333**

Senior Fall Semester

Add/Change: Agriculture Electives 6 hours [+2]

Delete: Social Sciences **3** hours

Total Hours:15

(handwritten note) ↖Too many↗ hours – do I need to delete 3 hours "Elective" or 3 hours of the "Agri Elective"?

Total Hrs = 120

Removed "Electives"
Should have been
Agri Electives.
Added 15 hours
of "Agri Electives"
per Dr. Rainey
12-16-13

Spring Start (If applicable) Curriculum Matrix for Catalog
Curriculum in Agriculture Business Feed Mill Management

Freshman Spring Semester	Freshman Fall Semester
Add/Change: MATH 1113 and US History/Government	Add/Change: AGBU 2063 Principles of Agriculture Macroeconomics and SPH 2173 Business and professional Speaking
Delete: AGPS 1024 Principles of Horticulture	Delete: AGPS 1003 Introduction to Agronomy
Total Hours:16	Total Hours:17
Sophomore Spring Semester	Sophomore Fall Semester
Add/Change: CHEM 1113 and CHEM 1111 and AGPS 1024 Principles of Horticulture and General Electives 3 hours	Add/Change: ENGL 2053 Technical Writing and MATH 2163 and Fine Arts and Humanities
Delete: US History/Government and AGAS 2083 Feeds and Feeding **MATH 1113**	Delete: Social Sciences 3 hours and CHEM 1113 and CHEM 1111 and SPH 2173 Business and professional Speaking
Total Hours:17	Total Hours:15
Junior Spring Semester	Junior Fall Semester
Add/Change: AGAS 2084 Feeds and Feeding and Agriculture Electives 9 hours footnote **AGAS 3343**	Add/Change: Agriculture Electives 6 hours
Delete: AGBU 2063 Principles of Agriculture Macroeconomics and Social Sciences 3 hours **MATH 2163** **Fine Arts & Humanities 3 hrs**	Delete: EAM 4993 **AGEG 3413**
Total Hours:16 **AGAS 3353**	Total Hours:15
Senior Spring Semester	Senior Fall Semester
Add/Change:	Add/Change: **A GBU 4983**
Delete:	Delete: **A GBU 4993**
Total Hours:18	Total Hours:6

Total Program Hours_____120_____

Deleted footnote
2—what about
the electives
that have that
footnote on
them?
No footnote for
Agri Elect?

Fall Start Curriculum Matrix for Catalog	
Curriculum in Agriculture Business Horticulture	
Freshman Fall Semester	**Freshman Spring Ser**
✓Add/Change: US History/Government	Add/Change:
✓Delete: AGPS 1003 Introduction to Agronomy	Delete:
Total Hours:15 ✓	Total Hours:16
Sophomore Fall Semester	**Sophomore Spring Semester**
Add/Change:	✓Add/Change: ENGL 2053 Technical Writing
Delete:	✓Delete: US History/Government
Total Hours:16	Total Hours:16 ✓
Junior Fall Semester	**Junior Spring Semester** +7 hrs
Add/Change:	✓Add/Change: Agriculture Electives 7 hours
Delete:	✓Delete: Social Sciences 6 hours
Total Hours:16	Total Hours:16 ✓
Senior Fall Semester ✓ +3hrs	**Senior Spring Semester**
Add/Change: **Agri Electives** • 3hrs	Add/Change:
Delete: AGPM 3104 Introduction to Entomology ~~and~~ or AGBU 4991 Special Problem ✓ and AGPS 3053 Weed Ecology	Delete:
	Total Hours:12
Total Hours:13 ✓	

Total hrs 120

Removed footnote
2 from reg
electives. Added
Footnote 2 to Agri.
electives. per
Dr. Rainey 12-16-13

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in Agriculture Business Horticulture Business	
Freshman Spring Semester Add/Change: Delete: Total Hours:17	**Freshman Fall Semester** Add/Change: US History/Government Delete: AGPS 1003 Introduction to Agronomy Total Hours:14
Sophomore Spring Semester Add/Change: ENGL 2053 Technical Writing Delete: US History/Government Total Hours:16 ✓	**Sophomore Fall Semester** Add/Change: Delete: Total Hours:16
Junior Spring Semester + 7 hrs Add/Change: Agriculture Electives 7 hours Delete: Social Sciences 6 hours Total Hours:16 ✓	**Junior Fall Semester** Add/Change: Delete: Total Hours:16 ✓
Senior Spring Semester Add/Change: Delete: Total Hours:12	**Senior Fall Semester** + 3 hrs Add/Change: **Agriculture Electives 3 hrs** Delete: AGPM 3104 Introduction to Entomology ~~and~~ *or* AGBU 4991 Special Problem *and AGPS 3053 Weed Ecology* Total Hours:13 ✓
Total Program Hours_____120_____	

Fall Start Curriculum Matrix for Catalog
Curriculum in Agriculture Business Public Relations

Freshman Fall Semester	Freshman Spring Semester
Add/Change:	Add/Change:
Delete: AGPS 1003 Introduction to Agronomy	Delete:
Total Hours:15	Total Hours:16

Sophomore Fall Semester	Sophomore Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:15	Total Hours:17

Junior Fall Semester	Junior Spring Semester
Add/Change: ENGL 2053 Technical Writing and Agriculture Electives 3 hours +3	Add/Change: Agriculture Electives 3 hours +3
Delete: AGEG 3414 Agriculture Waste Management	Delete: Social Sciences 3 hours
Total Hours:15	Total Hours:15 ✓

Senior Fall Semester	Senior Spring Semester
Add/Change: Agriculture Electives 3 hours +3	Add/Change:
Delete: Social Sciences 3 hours	Delete:
Total Hours:15	Total Hours:12

Total hrs 12

Should all ✓ Electives be "Agri Electives"?

Removed footnote 2 from reg. Electives

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in Agriculture Business Public Relations	
Freshman Spring Semester Add/Change: Delete: Total Hours:17	**Freshman Fall Semester** ✓Add/Change: BIOL 1014 Introduction to Biological Sciences ✓Delete: AGPS 1003 Introduction to Agronomy Total Hours:15
Sophomore Spring Semester Add/Change: Delete: Total Hours:16	**Sophomore Fall Semester** ✓Add/Change: ENGL 2053 Technical Writing ✓Delete: BIOL 1014 Introduction to Biological Sciences Total Hours:15 ✓
Junior Spring Semester ✓Add/Change: Agriculture Electives 3 hours +3 ✓Delete: Social Sciences 3 hours Total Hours:15 ✓	**Junior Fall Semester** ✓Add/Change: Agriculture Electives 6 hours +6 ✓Delete: Social Sciences 3 hours and AGEG 3414 *3* Agriculture Waste Management Total Hours:15 ✓
Senior Spring Semester Add/Change: Delete: Total Hours:15	**Senior Fall Semester** Add/Change: Delete: Total Hours:12
Total Program Hours_____120_____	

Spring Start (If applicable) Curriculum Matrix for Catalog
Agriculture Business Pre-Veterinary Medicine

Freshman Spring Semester	Freshman Fall Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:15	Total Hours:17
Sophomore Spring Semester	Sophomore Fall Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:16	Total Hours:17
Junior Spring Semester	Junior Fall Semester
Add/Change:	Add/Change: ENGL 2053 Technical Writing and Electives *Agri* 2 hours
	Delete: Social Sciences 6 hours
Delete:	
Total Hours:14	Total Hours:~~15~~ 13
Senior Spring Semester	Senior Fall Semester
Add/Change: AGAS 2083 Feeds and Feeding to AGAS 2084 Feeds and Feeding	Add/Change:
	Delete:
Delete:	
Total Hours:15 ✓	Total Hours:13
Total Program Hours___1~~22~~___

Total hrs from 121 to 120

Fall Start Curriculum Matrix for Catalog	
Agriculture Business Pre-Veterinary Medicine	
Freshman Fall Semester Add/Change: Delete: Total Hours:18	Freshman Spring Semester Add/Change: Delete: Total Hours:14
Sophomore Fall Semester Add/Change: Delete: Total Hours:17	Sophomore Spring Semester Add/Change: AGAS 2083 Feeds and Feeding to AGAS 2084 Feeds and Feeding *(correct the no.)* Delete: Total Hours:17 ✓
Junior Fall Semester Add/Change: Delete: Total Hours:16	Junior Spring Semester Add/Change: ENGL 2053 Technical Writing Delete: Social Sciences 3 hours Total Hours: *13* ✓
Senior Fall Semester, **Agri Electives² 1 hr** Add/Change: ~~Electives 2 hours~~ Delete: Social Sciences 3 hours Total Hours:~~12~~ *11*	Senior Spring Semester Add/Change: Delete: Total Hours:14

Total hrs from 121 to 120

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: English	This department ☒ supports ☐ does not support the change.
Comments: The Department of Agriculture would like to ask for your support for the addition of ENG1 2053 Technical Writing as a requirement for the Agriculture Business Program and Option.	

Department Head Signature: _(signature)_

Date: **8-30-13**

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM 11/14/13

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of Agriculture   *Appr CC 11/26/13*

DATE SUBMITTED: 10/1/13   *appR FS 12/10/13*
                                        Catalog 12-16-13

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

Title	Signature	Date
Department Head	*Malcolm R. Rainey*	*10-24-13*
Dean	*Willy Hoofe*	*10-25-13*
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*Y Wallace*	*10/30/13*
Vice President for Academic Affairs		

Program Title:	Effective Date:
Agricultural Education	**Fall 2014**

Outline change in program and attach curriculum matrix:

Delete the Following Courses:
- **AGED: 1012, 3003; ;4003; 4013**
- **AGME: 1003; 3003; 3013; 3023**
- **AGPS 1003**
- **MATH 2163**

Add the Following Courses:
- **AGED: 1013, 2104; 2203; 3033; 4033; 4044**
- **AGLE: 3003; 3013**
- **AGPS 3093**

See attached curriculum matrix and supplemental supporting documents.

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

These changes will have no impact on staffing, other programs, 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. **These course additions are the result of a review of multiple Agricultural Education programs at both peer and aspirational peer institutions. These new courses represent a reorganization of the existing curriculum in Agricultural Education with the addition of critical content and competencies that were lacking or underrepresented in the existing coursework. As a result, these courses will provide a more comprehensive and sequential course sequence.**	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. **These changes will not affect any other departments or programs.**	
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 Agricultural Education

(enter title for program changing)

Freshman Fall Semester	Freshman Spring Semester
Add/Change: AGAS 1014 Delete: AGED 1012 AGPS1003 **Total Hours: 15**	Add/Change: AGED 1013 Delete: U.S. History/Government **Total Hours: 16**
Sophomore Fall Semester	Sophomore Spring Semester
Add/Change: AGED 2104 Fine Arts & Humanities Social Sciences Delete: CHEM 1113 and CHEM 1111 MATH 2163 AGPS 3044 **Total Hours: 15**	Add/Change: AGED 2203 CHEM 1113 and CHEM 1111 U.S. History/Government Delete: Social Sciences AGAS 1014 AGME 1003 **Total Hours: 16**

Junior Fall Semester	Junior Spring Semester
Add/Change: ✓AGLE 3003 ✓AGED 3033 ✓AGPS 3044 Delete: ✓Social Sciences ✓Fine Arts & Humanities ✓AGME 3023 **Total Hours: 15** ✓	Add/Change: ✓AGLE 3013 ✓AGED 4033 ✓AGPS 3093 Delete: ✓AGED 3033 ✓AGME 3033 ✓AGME 3013 **Total Hours: 15** ✓
Senior Fall Semester	Senior Spring Semester
Add/Change: ✓Social Sciences ✓AGED 4044 Delete: ✓AGED 4003 ✓AGED 4013 **Total Hours: 16** ✓	Add/Change: **NO CHANGE** Delete: **NO CHANGE** **Total Hours: 12**

Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in <u>Agricultural Education</u> (enter title for program changing)	
Freshman Spring Semester	Freshman Fall Semester
Add/Change: ✓AGAS 1014 ✓AGED 1013 ✓MATH 1113 Delete: ✓US History/Government ✓CHEM 1113/1111 ✓AGPS 1003 **Total Hours:16** ✓	Add/Change: ✓AGED 2104 ✓CHEM 1113/1111 ✓US History/Government Delete: ✓AGBU 1013 ✓AGED 1012 ✓BIOL 1014 ✓MATH 1113 **Total Hours: 15** ✓

	Total Hours:15
Sophomore Spring Semester Add/Change: AGAS 2084 AGBU 1013 AGED 2203 SEED 2002 Delete: AGEG 3203 AGME 1003 Fine Arts & Humanities Social Sciences Total Hours:16	Sophomore Fall Semester Add/Change: AGED 3033 BIOL 1014 SEED 3552 Delete: AGAS 1014 AGAS 3021 SEED 2002 Total Hours:16
Junior Spring Semester Add/Change: AGED 4033 AGEG 3203 AGPS 3093 Fine Arts & Humanities Social Sciences Delete: AGAS 2084 AGED 3003 AGME 3003 AGME 3013 MATH 2163 SEED 3702 Total Hours:15	Junior Fall Semester Add/Change: AGAS 3021 AGED 3013 AGED 4044 AGLE 3003 SEED 3702 Delete: AGED 3013 AGED 4003 AGED 4013 AGME 3023 SEED 3552 Total Hours:15
Senior Spring Semester Add/Change: AGLE 3013 Delete:	Senior Fall Semester Add/Change: Delete:

Total Hours:15 √	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: **College of Education**	This department **X supports** ☐ does not support the change.
Comments: Our Department Heads met to discuss the requested change in the Agriculture Education program. We find the requests to change to have been made after assessing student success on Praxis and success during internship. Both Dr. Killingsworth and Maxwell have worked diligently to align coursework with national standards, to name courses in accord with content and field experiences, and to sequence courses in a logical and developmental manner. The College of Education supports the requested changes.	

Department Head Signature: *Sherry L. Field*

Date: 9-27-13
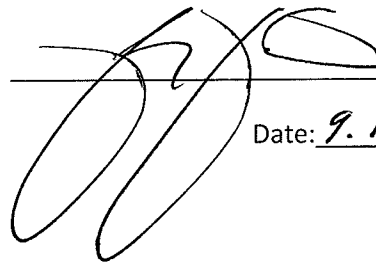
Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: **Speech, Theatre and Journalism**	This department ☑ supports ☐ does not support the change.
Comments:	

Department Head Signature: _____

Date: *9. 17. 13*

RECEIVED

OCT 0 2 2013

Registrar's Office

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Mathematics	This department X supports ☐ does not support the change.
Comments:	

Department Head Signature: _~Juan Oi_

Date: 10/1/13

RECEIVED

OCT 0 4 2013

Registrar's Office

appr CC 11/26/13

Arkansas Tech University *appr FS 12/10/13* Registrar's Office

PROPOSAL FOR NEW PROGRAM

Catalog 12-16-13

TO: Curriculum Committee

FROM: Department of Agriculture

DATE SUBMITTED: September 30, 2013

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Dr. Malcolm Rainey, Department Head	*Malcolm R. Rainey*	*10-2-13*
Dr. William Hoefler, Dean	*Willy Hoefler*	*10-2-13*
Ms. Tammy Weaver, Registrar	*[signature]*	*10/10/13*
Dr. John Watson, Vice President for Academic Affairs		

Program Title: Minor in Agriculture	CIP Code:
Contact Person: Name: Malcolm Rainey Jr. Institution Name: Arkansas Tech University Address: Russellville, AR 72801 E-mail Address: mraineyjr@atu.edu Phone Number: 479-968-0251	Proposed Date: 2014-15 Catalog

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 addition of the Agriculture minor requires 21 hours of course work in the Department of Agriculture. The minor will provide students outside the Agriculture Department the opportunity to gain general knowledge and skills that would be beneficial to them and expand their career choices. The minor includes the principle courses in the areas of animal (AGAS 1014), plant (AGPS 1024), soils (AGSS 2014), and agriculture business (AGBU 1013) which provide a basic understanding of these topics. An additional 6 hours of upper level (3000-4000) agricultural electives will be required to complete the minor. The inclusion of the minor in Agriculture will not require the addition of any new courses, more money, faculty, library, facilities, or equipment resources.

List existing degree programs that support the proposed program: Agriculture Business program, Animal Science option and Plant Science option

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. The Minor in Agriculture is a recommendation made by the Ag Advisory Board and supported by several Agricultural Businesses (Farm Credit, Tyson, and Cargill) represented on the board that hire Arkansas Tech University graduates. These businesses indicated that they could and would hire non-Agriculture students if they possessed some basic knowledge of agriculture. Therefore the minor in Agriculture will provide students outside the department relevant information that will increase their career opportunities and make them more marketable.

Curriculum Outline by Semester: Courses required for a minor in Agriculture are: Principles of Animal Science (AGAS 1014), Principles of ~~Plant Science~~ **Horticulture** (AGPS 1024), Soils (AGSS 2014), Principles of Agriculture Business (AGBU 1013). Additionally 6 hours of agriculture electives will be required. In order to take the upper division (3000-4000 level excluding AGBU 3213, 3993, 4983 and 4991-4) AG courses, the student must have completed 54 hours including all 1000 and 2000 level courses listed above as well as any prerequisites and have a cumulative GPA of at least 2.0.

Total number of Semester Hours Required for Graduation: 21 hours	Courses currently offered via distance technology: None

List New Courses (Please attach New Course Proposals):
No new courses will be added to support the minor in Agriculture.

Identify General Education Courses, Core Courses, and Major Courses: No additional general education or core courses are required for a minor in agriculture. Courses required for minor: Principles of Animal Science (AGAS 1014), Principles of Agriculture Business (AGBU 1013), Principles of ~~Plant Science~~ **Horticulture** (AGPS 1024) ,Soils (AGSS 2014) and 6 hours of upper level course work.

Program Admission Requirements:
**in order to take the upper division (3000-4000 level) AG courses, the student must have completed 54 hours including all 1000 and 2000 level courses listed above as well as any prerequisites' and have a cumulative GPA of at least 2.0.

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.
A minor in Agriculture will allow non-ag students to diversify their education and broaden their scope in the job market. This supports the mission of the university by providing an innovative means to expand the student's educational opportunities.

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

In the Department of Agriculture, there are six faculty members contributing to the proposed minor in Agriculture.

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.

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.

LUCAS MAXWELL (ASSISTANT PROFESSOR) EARNED HIS PH.D. FROM UNIVERRSITY OF MISSOURI AND HAS BEEN A FULL TIME FACULTY MEMBER SINCE THE FALL OF 2013.

Total number of faculty required (existing and new)
For new faculty members include expected credentials/experience and hire date
The 6 existing faculty members is all that will be required for the addition of the minor in Agriculture.

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

Description of Resources
Current Library and instructional facilities The current instructional facilities of 3 class rooms and the Out Door Learning Laboratory "the Farm" is all that will be need for the addition of the minor in Agriculture.
New Resources Required (include costs and acquisition plan): No additional resources will be required for the addition of the minor in Agriculture.

New Program Costs (Expenditures for first three years of program operation)
Include: There will be no additional costs associated with the addition of the minor in Agriculture.
    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

Minor in Agriculture

The minor in Agriculture is available to students who wish to add to their knowledge of Agriculture for personal improvement and/or for professional development but **not** open to Department of Agriculture majors. This minor may be of particular interest to those students who wish to work in the food or fiber industries after graduation. This minor may be well suited for students in Accounting, Economics, Business Administration, Engineering, Emergency Management, Hospitality Administration and Fisheries and Wildlife Sciences.

The minor in Agricultural requires 21 hours of courses:

AGAS 1014
AGPS 1024
AGBU 1013
AGSS 2014

AG Electives 6 hours of Agriculture academic courses at the 3000 or 4000 level, excluding: AGBU 3213, AGBU 3993, AGBU 4983 and AGBU 4991-4)

**in order to take the upper division (3000-4000 level) AG courses, the student must have completed 54 hours including all 1000 and 2000 level courses listed above as well as any prerequisites' and have a cumulative GPA of at least 2.0.

appi cc 11/26/13

Arkansas Tech University app 12 FS
REQUEST FOR COURSE ADDITION 12/10/13 Registrar's Office

TO: Curriculum Committee

FROM: Department of Biological Sciences

DATE SUBMITTED:

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	*Charles Foy*	10-14-13
Dean	*Jeff W Cath*	2013 Oct 15
Registrar	*J Weaver*	10/18/13
Vice President for Academic Affairs		

Course Subject: **MEDT**	Course Number: **4001-4009**
Cross-listed with Subject: **NA**	Course Number: **NA**

Official Title (Limited to 30 characters including spaces):
Medical Technology Professional Coursework

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 **ASAP**	If course is required by major/minor, how frequently will course be offered? **Offered as unusual course (odd timing) but by TECH's affiliated medical technology professional schools, not on our campus.**

Is this course repeatable for additional earned hours?   **Yes, they may repeat the same TECH course number because the same general course number can be applied to what are really different courses; however, students do NOT actually repeat the same professional coursework at the affiliated medical technology schools.**   In fact, if their performance is not sufficient in all coursework they cannot complete the program.

Does this course require a fee?   **No**   How much?   **NA**   Type of fee? **NA**

☐Elective   ☒Major   ☐Minor

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

Prerequisites: **Acceptance by one of our affiliated MEDT schools for the senior year of professional courses.**	Co-requisites: **The full set of required MEDT courses is completed in the last year of the MEDT curriculum and is represented by registering for this variable credit course as needed to match credits of the affiliated school's specific offering.**

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

This generalized course designation is used to represent specific coursework offered by affiliated schools of medical technology in areas such as clinical chemistry and instrumentation, bodily fluids, microbiology, hematology, immuno-hematology, serology, parasitology, and associated lectures and seminars.

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

For the proposed course, attach a syllabus that includes:

Not applicable because TECH does not control the course content. Instead the details of syllabi are provided as needed by the affiliated schools of medical technology which are accredited by national accrediting bodies as listed in the catalog description of the program.

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

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? **Yes, the highly specialized laboratory equipment and specialized clinical setting is provided by the affiliated schools of medical technology.**

How does this proposal support the University Mission or University Strategic Planning Goals? **The arrangement to offer a major in medical technology supports TECH's mission to offer a wide diversity of STEM-related degrees.**

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. **This approach is common to this major at similar –sized institutions, but it is much different than the typical undergraduate major. In this case the affiliates play the primary role in accreditation, assessment, and curriculum specifics. This is as it should be and because we are affiliated with more than one MEDT professional school for the benefit of our students, we must also maintain a very generalized curriculum and course descriptions for the professional courses to allow the affiliates the flexibility they need to meet their assessment and accreditation needs.**

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

Led by the affiliate schools, but we anticipate that this approach will be less confusing for students.

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

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee

FROM: Department of Biological Sciences

DATE SUBMITTED: 27 August 2013

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head	*Charli Hagen*	8-28-13
Dean	*Jeff W. Rahn*	2013 Aug 28
Teacher Education Council (if applicable)	N/A	
Graduate Council (if applicable)	N/A	
Registrar	*Tammy Weaver*	9/3/13
Vice President for Academic Affairs		

Course Subject: **BIOL**	Course Number: **4033**
Cross-listed with Subject: N/A	Course Number:
Official Title **Cell Biology**	
Request to change: (check appropriate box) ☐ Course Number ☐ Title **X Course Description** ☐ Cross-list **X 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 : N/A
New Course Title (Limited to 30 characters including spaces): N/A
New Course Description: Offered: Fall and Spring Prerequisites: BIOL 1114, four additional hours of biology, eight hours of chemistry, and C grade or better in one course from BIOL 3034, 3054, 3074, 4023 or CHEM 3343. The primary goal of this course is to build on the cell and molecular component of BIOL1114, by performing an in-depth study of the molecular processes underlying cell structure and function through the directed application of energy and processing of information within the cell. Topics include methods of cell study, ultrastructure and function of cellular organelles, membrane structure and function, cell-cell communication, cell division and differentiation. Lecture three hours per week.
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): BIOL 1114, four additional hours of biology, eight hours of chemistry, and C grade or better in one course from BIOL 3034, 3054, 3074, 4023 or CHEM 3343.
New Co-requisite (list all, as you want them to appear in the catalog): N/A
X 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. There are four changes included in this proposal: 1) make BIOL1114 as the only lower level Biology prerequisite; 2) the addition to the selection of qualifying prerequisite upper level courses; 3) the requirement of a C or better in the upper level prerequisite course; and 4) minor rewording of the course description. 1) Original lower division prerequisite was "BIOL 1114, 2124 or 2134". We propose to only allow BIOL1114 (Principles of Biology) as the lower level prerequisite because entrance via BIOL2124 (Principles of Zoology) or BIOL2134 (Principle of Botany) will not provide enough basic framework in cell biology. In practice, this is a minor change, and should not have a substantive effect on Biology students, based on the current curriculum.

2) BIOL4033 covers aspects of animal/plant cell biology. The original prerequisites of "one course from BIOL 3034, 3054, 4023 or CHEM 3343" (i.e., a relevant cellular-based courses) left out a major, highly relevant course, BIOL3074 Human Physiology, which Biology students, in particular, those in the Biomed option take by the end of their Sophomore year. BIOL4033 complements and completes components covered in BIOL3074, making BIOL4033 a natural follow-on elective. For those taking their MCATs and PCATs for entrance into medical and pharmacy school, or for incoming transfer students, the addition of BIOL3074 as one of the optional upper division courses to take prior to BIOL4033 will provide more flexibility for students to complete their program in a timely manner.

3) The material in BIOL4033 extends courses such as human physiology, genetics and immunology. As such, a firm grasp of the material in the upper level prerequisite course for BIOL4033 is advisable for the student to then build from. From a survey of incoming students to Cell Biology, Dr. Still has found that students with a D in the upper level "qualifying" course are more likely to struggle with the concepts in BIOL4033, and withdraw or fail the course. Thus, "imposing" a requirement to have more than a passing D will allow incoming students to be better prepared and should improve student retention and grades in the course.

4) The rewording of the course description solidifies the connection of BIOL4033 to the freshman prerequisite BIOL1114 and clarifies course coverage for students, and potential employers of those students (e.g. medical- and pharmacy-based employment).

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

Dr. Still has standardized the exit exam for BIOL4033 so the effects of the change on the average grade on that exam in each semester can be readily monitored. We will also monitor student feedback at the end of the course through Class Climate regarding their perceived preparation for the course. Feedback from students preparing for their professional entrance exams and first year at postgraduate/professional schools has also proved useful for the course in general. At programmatic level, many of the students who take BIOL4033 enter other cellular-based electives. Their progress in those other courses can be assessed as they progress through those classes. Finally, the Biology program assesses academic programmatic success via the Major Field Assessment Test in Biology, a standardized national exam that students take in their final semester. Scores in the Molecular/Cellular component, and critical thinking component of this exam will indicate whether the proposed changes have a positive impact on the graduating student body.

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

N/A

Arkansas Tech University   11/14/13

PROPOSAL FOR CHANGE IN PROGRAM

TO: **Curriculum Committee**

FROM: **Department of Biological Sciences, College of Natural and Health Sciences**

DATE SUBMITTED: **September 13, 2013**   *Catalog 12-17-13*

REQUEST FOR CHANGE IN PROGRAM: **Modification of Existing Major**

Title	Signature	Date
Department Head **Dr. Charlie Gagen**		*10-10-13*
Dean **Dr. Jeff Robertson**		*2013 Oct. 10*
Teacher Education Council **Dr. Sherry Field**		
Graduate Council (not applicable)		
Registrar **Ms. Tammy Rhodes**		*10/10/13*
Vice President for Academic Affairs **Dr. John Watson**		

PHSC 3033 & PHSC 3053

Current Program Title: **Life Science and Earth Science for Teacher Licensure**	New Program Title: **Life Science** ~~Education~~ *for Teacher Licensure.*	Effective Date: **Fall 2014**
Outline change in program and attach curriculum matrix: **Since Earth Science has been dropped from the licensure, two ~~PHSC~~ classes have been dropped from the curriculum. They have been replaced with additional content in biology and 2 hours has been dropped from the program. This program previously had no electives. It now has ~~24~~ hours of biology electives** *Drop Biol 3124 or 3174*			

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

There will be little or no impact on staffing. All courses are currently offered. This course has fewer than three graduates in an average university calendar year. The small number of majors in this program will not significantly affect enrollments in courses added or courses dropped from the 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 State Department of Education has changed secondary science licensure. Teachers will now receive initial licensure in Life Science with *Earth Science* being an add-on licensure. The current program currently meets all goals with its students. In working with students during teaching internship they have mentioned feeling underprepared in anatomy and physiology. The proposed

changes would improve their understanding of that area and allow them one choice in biology coursework.

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

This program belongs to the College of Education. However, the SEED course requirements have not changed. Therefore, the proposed changes affect only the Biological Sciences Department of the College of Natural and Health Sciences.

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

12-17-13 ✓

Fall Start Curriculum Matrix for Catalog

Curriculum in **Life Science Education**

Freshman Fall Semester **NO CHANGES**	Freshman Spring Semester **NO CHANGES**
Add/Change:	Add/Change:
Delete:	
Total Hours: **15**	Delete:
	Total Hours:**14**

Sophomore Fall Semester	Sophomore Spring Semester **NO CHANGES**
Add/Change: GEOL 1004 or GEOL 1014 ✓	Add/Change:
	Delete:
Delete: GEOL 1014 ✓	Total Hours: **17**
Total Hours: **17** ✓	

Junior Fall Semester	Junior Spring Semester ~~NO CHANGES~~
Add/Change: BIOL 2004 ✓	Add/Change: BIOL 3054 or BIOL 4033 ✓
Delete: PHSC 3053 ✓ **BIOL 3124 or 3174** ✓	Delete: PHSC 3033 ✓
Total Hours: ~~14~~ **13** ✓	**16-17** ✓ Total Hours: ~~14-15~~

Senior Fall Semester ~~NO CHANGES~~	Senior Spring Semester **NO CHANGES**
Add/Change: BIOL Elective—3-4 hours ✓	Add/Change:
Delete: BIOL 3054 or BIOL 4033 ✓	
Total Hours: **16-17**	Delete:
	Total Hours: **13**

Total hours from 124-125 ✓
to 121-123 ✓

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Physical Sciences	This department ☑ supports ☐ does not support the change.
Comments: The Department of Physical Sciences supports the proposal to change "Life Science and Earth Science for Teacher Licensure" to "Life Science Education", including the dropping of the two GEOL courses from the curriculum. → PHSC 3033 Meteorology PHSC 3053 Astronomy	

Department Head Signature: _Jim Musser_

Date: 9/27/2013

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

Department Affected: _Curriculum & Instruction_	This department ☒ supports ☐ does not support the change.
Comments:	RECEIVED OCT 1 4 2013 Registrar's Office

Department Head Signature: _David Vell_

Date: _10-14-2013_

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee

FROM: Biological Science Department – Health Information Management Program

DATE SUBMITTED: September 5, 2013

REQUEST FOR CHANGE IN PROGRAM (Modification of Existing Major)

Title	Signature	Date
Department Head	*Charles Hozer*	9-6-13
Dean	*J.H.W.Ruth*	2013 Sept 17
Registrar	*J. Welauer*	10/10/13
Vice President for Academic Affairs		

Program Title: Health Information Management	Effective Date: Fall 2014
Outline change in program and attach curriculum matrix: Delete CHEM 1113/1111 Survey of Chemistry and Lab Add BUAD 2003 Business Information Systems Add one hour general elective	

What impact will the change have on staffing, on other programs and space allocation?
None anticipated, as students have been advised to take BUAD 2003 and a general elective instead of CHEM 1113/1111 as Survey of Chemistry is not needed to fulfill general education requirements and BUAD 2003 Business Information Systems is a prerequisite for other required courses.

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

Delete CHEM 1113/1111 Survey of Chemistry and Lab
Accreditation standards for the Health Information Management Program have changed through the years. Chemistry was previously required as an underlying body of knowledge for the program but this is no longer the case. The HIM curriculum requires 8 hours of science (to include BIOL 2004 Anatomy & Physiology), so the general education requirement is fulfilled. The student may choose any other relevant 4 hour science course to fulfill general education requirements.

Add BUAD 2003 Business Information Systems
BUAD 2003 Business Information Systems is a prerequisite for BDA 2003 Business Problem Solving, which is a required course for HIM majors. HIM graduates work in an increasingly electronic field and must possess a strong background in information systems. This underlying background is also required by the accrediting

Add BUAD 2003 Business Information Systems
BUAD 2003 Business Information Systems is a prerequisite for BDA 2003 Business Problem Solving, which is a required course for HIM majors. HIM graduates work in an increasingly electronic field and must possess a strong background in information systems. This underlying background is also required by the accrediting agency.

Add one hour general elective
The changes listed above would leave a void of one hour. Most students have already taken other courses that would fulfill the requirement for one elective hour. This elective would ensure the total HIM Program would remain 120 hours total.

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)

12-17-13 ✓

Fall Start Curriculum Matrix for Catalog	
Curriculum in Health Information Management	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: Move Fine Arts/Humanities to Spring Sophomore Yr ✓ Add BUAD 2003 Business Information Systems ✓ Delete: Total Hours: 13 ✓
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: Add 3 hours of Fine Arts/Humanities ✓ Add 1 hour general elective ✓ Delete: CHEM 1113/1111 Survey of Chemistry and Lab ✓ Total Hours: 16
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	**Senior Spring Semester** Add/Change: Delete: Total Hours:

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Physical Sciences Department	This department ☒ supports ☐ does not support the change.
Comments:	

Department Head Signature: _James R. Musser_
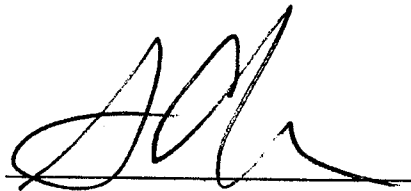
Date: <u>September 5, 2013</u>

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Management and Marketing Department	This department ☒ supports ☐ does not support the change.
Comments: The College of Business and the Management & Marketing Department support this change. We have the resources to be able to continue to provide enough sections of BUAD 2003 to accommodate HIM majors.	

Department Head Signature: _____

Date: __09/18/2013__

Arkansas Tech University Appr FS 12/10/13 1 0 2013

PROPOSAL FOR CHANGE IN PROGRAM

TO: **Curriculum Committee**

FROM: **Department of Biological Sciences**

DATE SUBMITTED: **10/10/13**

REQUEST FOR CHANGE IN PROGRAM (Modification of Existing MEDT Major)

Title	Signature	Date
Department Head		10-10-13
Dean		2013 Oct 10
Registrar		10/10/13
Vice President for Academic Affairs		

Program Title: **Medical Technology** **(a major in the BIOS department)**	Effective Date: **ASAP**

Outline change in program and attach curriculum matrix: **The change is to reduce by two credit-hours, the number of professional MEDT courses that our students are required to complete in their senior year. Furthermore, I am proposing that the MEDT credits associated with this major are stated in a flexible (variable-credit) format without specific descriptions because control of the content and credit-hour/course details really rests with our affiliated and accredited programs in different teaching hospital settings. In other words, we should not provide details in our catalog that we cannot control or match across different institutions.**
What impact will the change have on staffing, on other programs and space allocation? **None, these courses are completed off-campus at our affiliated teaching laboratories, i.e.** *Baptist Health Schools, Little Rock* **and** *St. John's Regional Medical Center, Joplin, Missouri.*
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 affiliates have changed aspects of their MEDT courses in response to their assessment programs and for their accreditation. The result is that our completing students will only have earned 38 rather than the previous 40 hours.**
If this course will affect other departments a Departmental Support Form for each affected department must be attached. **NA**

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____**Medical Technology**_____	
(enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours: 15 - **No Changes for this term**	Freshman Spring Semester Add/Change: Delete: Total Hours: 14 - **No Changes for this term**
Sophomore Fall Semester Add/Change: Delete: Total Hours: 14 - **No Changes for this term**	Sophomore Spring Semester Add/Change: Delete: Total Hours: 12 - **No Changes for this term**
Junior Year Add/Change: ✓Electives 2-4 Delete: ✓25-27 Total Hours: 25 - No Changes for this year	
Senior Fall and	
~~Senior Fall Semester~~ ~~Add/Change:~~ ~~Delete:~~ ~~Total Hours:~~	Senior Spring Semester Add: **MEDT 4001-9 to total 38-40 hours during the final year of the program. Specific professional coursework is specified by our affiliated medical technology schools.** Delete: **the old listing of specific course numbers and change catalog course descriptions accordingly.** Total Hours: 38-40 ✓

Arkansas Tech University *Appr FS 12/10/13*
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department) *(Dept. of Physical Sciences; Geology Program)*

DATE SUBMITTED: *August 10, 2013*

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head *(Dr. James Musser)*	*James R. Musser*	8/23/13
Dean *(Dr. Jeff Robertson)*	*Jeff W. Robertson*	2013 Aug 23
Teacher Education Council (if applicable)	N/A	
Graduate Council (if applicable)	N/A	
Registrar	*Y Weaver*	8/27/13
Vice President for Academic Affairs *(Dr. John Watson)*		

4043

Course Subject: *Geology*	Course Number: ~~4XX3~~ *Registrar TBA*
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces): *Geochemistry*

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? Y (**N**) How many times? No.	
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: **GEOL 3164 and CHEM 2124**	Co-requisites: **CHEM 2134**

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

Primarily low-temperature geochemistry with some high-temperature geochemical principles: aqueous geochemistry (including carbonate equilibria), biogeochemical cycles, basic organic chemistry, thermodynamics, phase diagrams, major and trace-element geochemistry, stable and radiogenic isotopic geochemistry (as applied primarily to low-, but also to high-temperature geochemistry). Applications to fresh surface water, ground water, oceans, air (climate), interactions with solid rock, as well as geochemical evolution of the Earth.

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

SEE ATTACHED DOCUMENTS.

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, but it would be *helpful* to schedule class in a computer lab.**
       We will utilize McEver 107.

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

This course will nurture scholastic development, integrity and professionalism in providing a solid educational foundation for students pursuing careers in Environmental Geology, Climate Science, Hydrology, Environmental Toxicology, Petroleum, Minerals Exploration, and other geochemically related 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.

A Geochemistry course was suggested as a positive addition in our recent Program Review. (2012)
A solid background in geochemistry is essential to a Geology Program, and most programs of our size offer this course in their curriculum.

How will the effect of the change be monitored in ongoing program assessment? **The effect of adding this course will be monitored primarily through alumni surveys and graduation interviews. As a senior-level course, its effects will not be clear until after graduation.**
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. **This course will not affect other departments or programs. It is not intended for students majoring in any subjects other than Geology.**

4043

GEOLOGY ~~4043~~ – Geochemistry
Spring 2014

Instructor: Dr. Genet I. Duke
Office: McEver 11
Office Phone: 479-968-0310
Email: gduke1@atu.edu
Office Hours: M: 8- 10 am, T: 8-9:30, W: 8-10 and 2-2:30 pm; Th: 8-12 noon.

Class Schedule: Lectures with in-class problem solving: Thursday 1-3:50 pm. (3 hours)
Always bring calculators to class, and other supplies as requested. (3 credits)

Required Texts:
(1) *Principles of Environmental Geochemistry* by G. Nelson Eby, 2004, 3rd Edition, Brooks-Cole Publishing Company
or
(2) *[Alternate text: Introduction to Geochemistry* by K.C. Misra, 2012, Wiley-Blackwell (note that this is a more recent Geochemistry text, but I haven't had the time to review it yet. It will be sent to me soon.)

Recommended Resources (to be made available):
- *Geochemistry* by Bill White, free of charge online at:
  http://www.geo.cornell.edu/geology/classes/geo455/Chapters.HTML
- *Principles and Applications of Geochemistry* by Faure, G., 1998, 2nd edition, Prentice-Hall, ISBN 978-0023364501.
- *Consider a Spherical Cow: A Course in Environmental Problem Solving*, Harte, J. 1988, William Kaufmann, Inc., Calif., 283 p.
- *Biogeochemistry, An Analysis of Global and Environmental Change,* Schlesinger, W.H., and Bernhardt, E.S., 2013, 3rd edition, Elsevier, ISBN 978-0-385874-0.
- *Geochemistry,* by Brownlow, Arthur, 1996, 2nd edition, Prentice-Hall.

Prerequisites: GEOL 3164 and CHEM 2124   Co-requisites: Chem 2134

Catalog Description: GE ~~4043~~. Geochemistry. Primarily low-temperature geochemistry with some high-temperature geochemical principles: aqueous geochemistry (including carbonate equilibria), biogeochemical cycles, basic organic chemistry, thermodynamics, phase diagrams, major and trace-element geochemistry, stable and radiogenic isotopic geochemistry (as applied primarily to low-, but also to high-temperature geochemistry). Application to fresh surface water, ground water, oceans, air (climate), interactions with solid rock, as well as geochemical evolution of the Earth.

Rationale for the course: Geochemistry is a fundamental part of all geological science and is necessary for understanding the development and changes on Earth and on other planets. A thorough understanding of geochemistry is necessary for environmental geology, climate change, paleoclimatology, ocean science, surface and groundwater quality, mineral exploration, mining, and petroleum exploration/production. Knowledge of chemical compositions of different environmental reservoirs on Earth, as well as changes in these compositions, is essential for understanding processes both at the surface (environmental issues) and inside the Earth.

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

1. Define basic geochemical terms and explain the importance of critical elements, compounds, and reactions in the surface environment (air, water, soil, surface rocks).
2. Apply knowledge to a data set to calculate and infer present and past conditions, as well as reasonably predict future conditions.
3. Explain/define in writing current environmental issues using clear geochemical terms.
4. Understand and use chemical analyses of water and whole rocks to calculate equilibria.
5. Define and explain the use of stable and radiogenic isotopes to environmental problems, as well as to other theoretical problems.

Grading Scale: 90-100% A, 80-89.9% B, 70-79.9% C, 60-69.9% D, and below 60% = F.

Method of Evaluation: This course involves learning facts, concepts, and problem-solving. Problem-solving will be a major portion of your grade. If you just do the reading and learn the facts and the concepts, you probably will be able to get a C in this course, but you must be able to apply your knowledge (through solving problems) to earn an A or a B.

PROBLEM SETS:	30%
15-20 problem sets	

TESTS:	70%
Test 1	20%
Test 2	25%
Test 3 (= Final Exam)	25%
TOTAL	100%

Attendance: Students are expected to attend all class meetings. Attendance will be taken at every class meeting throughout the semester. It is the student's responsibility to inform the instructor of the reason for missing class.

Make-up Tests/Assignments: If you are absent due to URGENT personal business, sickness, accident, death in the family, or official university function, you will be allowed to take make-up exams and in-class assignments at *the instructor's discretion*. Documentation for the absence may be required. Please contact me by email before the absence, if possible, or immediately after the absence. Make-up exams will be different from regularly scheduled classroom exams.

Late Assignments: Assignments will be docked 10% for every 24 hours after the due date/time on business/school days (M-F).

Academic Dishonesty or Misconduct: This course will follow all ATU guidelines for academic dishonesty outlined in the 2012-2013 Undergraduate Catalog and the 2012-2013 Faculty Handbook. The penalty for any form of academic dishonesty such as, but not limited to, cheating, plagiarism, or collaboration in the same, shall be a zero grade for that exam, assignment, etc. More than one documented occurrence of cheating will result in failure of the course. Your assignments must be done individually. If the same answers to problem sets are turned in by two students, both students will receive zeroes for that assignment.

Cell Phones: Cell phone usage is strictly prohibited in the classroom. Talking and texting on cell phones will result in students being asked to leave the classroom for the first offense, resulting in an absence. Second offenses will be punished at the instructor's discretion.

Copyright notice: Published (in books or online) materials used in presentations, labs, or homework, must be cited whenever possible.

COURSE TIPS:

Work outside of class time:

As a rule of thumb, in any college course, you should expect to spend 3 hours outside of class studying or working on labs for every hour spent in class. This is a senior-level class, and so you must expect to spend at least 9 hours on homework and readings every week.

Electronic Communication: As much as possible, I will use Blackboard and email to give you details of the course. You must check your e-mail and Blackboard site at least twice a week.

Lecture Tests: Each test will consist of at least 50% problems to solve, and the remaining 50% will be a variety of True/False, Multiple Choice, Short Answer, and/or Longer-Answer questions (draw/diagram/essay).

Course Schedule (*subject to change*): Based on *Environmental Geochemistry* textbook by Eby

Date:	Topics and Readings:
WEEK 1:	
Jan. 13-17	Ch. 1--INTRODUCTION, formation of the elements, periodic table, Intro to water chemistry
WEEK 2:	
Jan. 20	**Martin Luther King Day HOLIDAY**
Jan. 21-24	Ch. 2—Equilibrium thermodynamics
WEEK 3:	
Jan. 27-31	Ch. 3—Acids and bases. Carbonate equilibria.
WEEK 4:	
Feb. 3-7	Ch. 4—Oxidation-reduction in natural systems.
WEEK 5:	
Feb. 10-14	**Test #1** Basic organic chemistry: applications to geology.
WEEK 6:	
Feb. 24-28	Ch. 5--Carbon chemistry, sedimentary geochemical tracers
WEEK 7:	
Mar. 3-7	Ch. 6—Radioactive isotopes, use as natural "clocks" & environmental tracers

WEEK 8:
Mar.   10-14   Ch. 6—Stable isotopes and their applications.

WEEK 9:
Mar.   17-21   **Test #2**
                       Nitrogen and Phosphorus in the environment/ eutrophication.
                       Supplemental readings.

WEEK 10:
Mar.   22-30   **SPRING BREAK HOLIDAY**

WEEK 11:
Mar.   31-April 4   Sulfur and sulfur isotopes in the environment. Schlesinger and supplemental
                       Readings.

WEEK 12:
Apr.   7-11   Ch. 9—Mercury and other metals in the environment

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WEEK 13:
Apr.   14-18   Ch. 6—Paleoclimatology. Geochemical applications.
                       Ch. 8—Greenhouse gases and Climate Change

---

WEEK 14:
Apr.   21-25   Geochemistry of Earth and other planets. Supplemental readings.

Apr.   28   **Last class: Review for Final Exam (=Test #3)**

April 29 (Tuesday)   Reading Day

May 5 (Monday)   FINAL EXAM (=TEST #3) 8:00-10:00 am. (25% of the grade.)

<u>Last day to drop classes and receive a W</u>: April 18, 2014.

May 10-Graduation

OTHER NOTES:

(1)   Do NOT wait until the night before the exam to study. The best way to study for exams is
to study your notes every day, even if only for 15-20 minutes.

(4)   The instructor reserves the right to make necessary modifications or adjustments to the
syllabus during the semester as necessary. Appropriate notification during class will be given if any
changes are made.

(5)   The instructor reserves the right to change office hours during the course of the semester
and will post new hours outside the office door, as well as announcing it during class period.

(6)   The instructor reserves the right to remove any student from the class who is disruptive, at any time. This includes, *but is not limited to,* talking with others during class, use of cell phones, and making noises or gestures of any kind that are disturbing to others. Cell phones must be turned on silent mode. If your phone goes off in class two times, I will have to ask you to leave.

(7)   Children or guests are not allowed in classes. If you have a REAL emergency, you can call me ahead of time (give me at least 30 minutes warning), and ask me if I can make an exception. Please do not show up at class with surprises.

(8)   No laptop usage in class. No texting in class. Cell phones must be on silent mode, not vibrate or ring.

(9)   If you are found using an electronic device (cell phone, Kindle, I-Pod, MacBook, or ANY electronic device) during a quiz or an exam, this will result in an automatic failure of the quiz or exam.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: **Department of Physical Sciences**

DATE SUBMITTED: **September 30, 2013**

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head **Dr. Jim Musser**	Jim Musser	9/30/2013
Dean **Dr. Jeff Robertson**	Jeff W Robertson	2013 Sept 30
Registrar **Ms. Tammy Weaver**	T Weaver	10/2/13
Vice President for Academic Affairs **Dr. John Watson**		

Course Subject: **GEOL**	Course Number: **4433**
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces):
Advanced Topics in Geology

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 **On Demand**	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?
 If the course addresses different topics.

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: **Permission of Instructor**	Co-requisites:

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

~~Advanced topic in Geology~~ Various advanced topics from any specialty area in Geology.

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?
Occasionally, faculty are able to teach advanced courses in their area of specialty to give capable upper level students an advantage in preparation for either employment or graduate school.

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.
Important topics relevant to geology majors may need to be addressed only once or rarely.

How will the effect of the change be monitored in ongoing program assessment?
The effectiveness of each offering will be assessed utilizing student feedback, including course evaluations, exit exams and student enrollment.

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

From:	James Musser
Sent:	Wednesday, November 06, 2013 11:32 AM
To:	Tammy Weaver
Subject:	RE: GEOL 4433

Tammy,

GEOL 4433, Advanced Topics in Geology
Various advanced topics from any specialty area in geology. Prerequisite: Permission of Instructor

Jim Musser, Ph.D.
Associate Professor of Physics
Head, Department of Physical Sciences
Arkansas Tech University

From: Tammy Weaver
Sent: Tuesday, November 05, 2013 10:39 AM
To: James Musser
Subject: GEOL 4433

Dr. Musser:

I still don't have the course description for GEOL 4433, Advanced Topics in Geology. Thanks.

Tammy

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

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

Visit us on-line at www.atu.edu

1

From:	James Musser
Sent:	Wednesday, November 06, 2013 5:13 PM
To:	Pat Chronister; Tammy Weaver
Subject:	RE: GEOL 4433

Pat,

GEOL 4433 is an advanced topics course that is different each time it is taught. This is common in the sciences. In chemistry, we taught Green Chemistry in one Fall, Nuclear Chemistry the following Fall and Electro-chemistry in the following Spring using the same number. In Physics, we have taught Mathematical Methods for Physics and Cosmology using this course number. In general, it allows the faculty to teach a course of particular relevance on a one time basis. For example, if this course had existed a couple of years ago, we could have offered a course on the geology of the Fayetteville Shale, addressing the gas deposits, extraction and environmental impacts.

The point is that these courses do not have a standard syllabus. The syllabus is significantly different every time it is taught depending on the subject of the course and the instructor. In that regard, these courses have the same issue as research courses that differ between sections, even within the same semester.

Jim

Jim Musser, Ph.D.
Associate Professor of Physics
Head, Department of Physical Sciences
Arkansas Tech University

From: Pat Chronister
Sent: Wednesday, November 06, 2013 12:52 PM
To: Tammy Weaver; James Musser
Subject: RE: GEOL 4433

I penciled in the course description. We still need the syllabus.

Pat

From: Tammy Weaver
Sent: November 06, 2013 11:33 AM
To: Pat Chronister
Subject: FW: GEOL 4433

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

Email: tweaver@atu.edu
Telephone: 479.968.0643

Fax: 479.968.0683

Visit us on-line at www.atu.edu

Tammy,

GEOL 4433, Advanced Topics in Geology
Various advanced topics from any specialty area in geology. Prerequisite: Permission of Instructor

Jim Musser, Ph.D.
Associate Professor of Physics
Head, Department of Physical Sciences
Arkansas Tech University

Dr. Musser:

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Telephone: 479.968.0643
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Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Curriculum Committee   appr CC 11/26/13

FROM: Physical and Life Sciences   appr FS 12/6/13

DATE SUBMITTED: October 15, 2013

REQUEST FOR COURSE ADDITION

Title: **Integrating the Three Dimensions of Science**	Signatures	Date
Department Heads **Dr. Jim Musser, Dept Head Physical Sciences** **Dr. Charles Gagen, Dept Head Biological Sciences**	*Jim Musser* *Charles Gagen*	10/9/2013 10-7-13
Dean **Dr. Jeff Robertson,** **College of Natural and Health Sciences**	*Jeff W. Robertson*	2013 Oct. 9
Teacher Education Council		
Registrar **Ms. Tammy Rhodes**	*Weaver*	10/10/13
Vice President for Academic Affairs **Dr. John Watson**		

PHSC / BIOL 3243

Course Subject: **Integrating the Three Dimensions of Science (Physical Science)**	Course Number: **PHSC 3243**
Cross-listed with Subject: **Integrating the Three Dimensions of Science (Biology)**	Course Number: **BIOL 3243**

Official Title (Limited to 30 characters including spaces):

Integrating the Three Dimensions of Science

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: ☐ **Fall 2014**	If course is required by major/minor, how frequently will course be offered? **Fall and Spring Semesters**

Is this course repeatable for additional earned hours?   No   How many times?

Does this course require a fee?   **Yes, if taken on campus**   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:
1. **Junior Standing** 2. **At least 8 hours of science**	

Course Description (as you want it to appear in the catalog):
This course integrates the three major areas of discipline in science: physical science, life science and earth science, using as a focus the processes and cross-cutting concepts of science, technology, engineering and mathematics (STEM).

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. Laboratory facilities, SMART Board Yes, McEver 131 is appropriately outfitted and will be reserved for this class.
How does this proposal support the University Mission or University Strategic Planning Goals? **The creation of this course supports Goal 1 of the University Strategic Plan:** **Goal One: Enhance the creation and delivery of first quality education services.**
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 specifically mandated by the Arkansas Department of Education**
How will the effect of the change be monitored in ongoing program assessment? **Program Assessment will be monitored by the College of Education**
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. **The College of Education will submit a Change of Program Form which includes the addition of this course.**

BIOL/PHSC 3243 Integrating the Three Dimensions of Science

Academic Credit: 3 hrs. (2 hours lecture, 2 hours lab)

Catalog Description: This course integrates the three major areas of discipline in science: physical science, life science and earth science, using as a focus the processes and cross-cutting concepts of science, technology, engineering and mathematics (STEM).

Prerequisites: At least 8 hours of science and junior standing

Text: Rezba, R.J., Sprague, C.R., McDonnough, J.T. and Matkins, J.J. 2007. *Learning and Assessing Science Process Skills*, 5th ed. Kendall/Hunt Publishing Company ISBN978-0-7575-3784-4

   Quinn, Helen; Schweingruber, Heidi; and Keller,Thomas, Editors; Committee on Conceptual Framework for the New K-12 Science Education Standards; Board on Science Education (BOSE); Division of Behavioral and Social Sciences and Education (DBASSE); National Research Council. (2012). A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Washington, D.C.: National Academies Press. ISBN-10: 0309217423 | ISBN-13: 978-0309217422

Class Absences, Academic Misconduct, and Plagiarism

Students are expected to attend ALL class meetings. Any student found to have committed academic misconduct including but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to disciplinary sanction. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.

Incomplete Grade Contract

- A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements with work of passing quality.
- If the remaining course requirements are not completed and final grade reported by the end of the next semester (fall or spring) the grade will automatically be changed to a grade of "F".

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

Methods of Evaluation (Including Assessments/Rubrics):

Lab Journal: Journal will be kept for all labs associated with the course. Journal entries will include detailed notes on classroom activities and reflections on activities and classroom discussions.

Tests (3): Examinations will be on the three separate dimensions of science: (1 on practices, 1 on crosscutting concepts, one on core ideas)

Unit plan Reflection: An extensive critique of the unit plan examined in class will be required. The critique will include an examination of the how well the unit plan integrates the three dimensions of science.

Final Project: Each student will choose a commercial science unit and examine it critically for its inclusion of the three dimensions of science.

Representative Bibliography:

- NGSS Lead States. *(2013). Next Generation Science Standards.* Achieve, Inc. on behalf of the twenty-six states and partners that collaborated on the NGSS ISBN 978-0-309-27227-8
- Bybee, Rodger. (2013). *Translating the NGSS for Classroom Instruction.* NSTA Press Book. ISBN: 978-1-938946-01-1

- Vasquez, JoAnn and Sneider, Cary. (2013). *STEM Lesson Essentials-Integrating Science, Technology, Engineering, and Mathematics.* Heinemann. ISBN-10: 0325043582 | ISBN-13: 978-0325043586
- Llewellyn, Douglas J. (2010). *Differentiated Science Inquiry.* Rochester, New York: Corwin. ASIN B00DT63ZDQ *Paperback* ISBN:9781412975032 Ebook ISBN: 9781452223599
- Abell, Sandra K. and Volkmann, Mark J. (2006). *Seamless Assessment in Science: A Guide for Elementary and Middle School Teachers.* NSTA Press Book. ISBN: 978-0-32500-769-4

Course Content/Course Outline/Topics

Reviewing the Core Ideas
 Physical Science
  Matter and Interactions
  Motion and Stability: Forces and Interactions
  Energy
  Waves
 Life Science
  From Molecules to Organisms
  Ecosystems
  Heredity
  Biological Evolution
 Earth Science
  Earth's Place in the Universe
  Earth's Systems
  Earth and Human Activity

Practices of Science and Engineering

> **Asking Questions**
> **Developing and Using Models**
> **Planning and Carrying Out Investigations**
> **Analyzing and Interpreting Data**
> **Using Mathematics and Computational Thinking**
> **Constructing Explanations and Designing Solutions**
> **Engaging in Argument from Evidence**
> **Obtaining, Evaluating and Communicating Information**

Crosscutting Concepts

> **Patterns**
> **Cause and Effect**
> **Scale, Proportion, and Quantity**
> **Systems and System Models**
> **Energy and Matter: Flows, cycles, and conservation**
> **Structure and Function**
> **Stability and Change**

Examining a Model Unit Plan

Appr
Teacher Ed Council
11/14/13

RECEIVED

OCT 10 2013

Registrar's Office

Arkansas Tech University
REQUEST FOR COURSE ADDITION

appr CC 11/26/13
appr FS 12/10/13

TO: **Curriculum Committee**

FROM: **Physical and Life Sciences**

DATE SUBMITTED: **October 15, 2013**

REQUEST FOR COURSE ADDITION

Title **Teaching Methods for STEM**	Signatures	Date
Department Heads **Dr. Jim Musser, Dept Head Physical Sciences** **Dr. Charles Gagan, Dept Head Life Sciences**	*Jim Musser* *Charlie Hagan*	10/9/2013 10/10/13
Dean **Dr. Jeff Robertson,** **College of Natural and Health Sciences**	*Jeff W. Retn*	2013 Oct 9
Teacher Education Council		
Registrar **Ms. Tammy Rhodes**	*J Weaver*	10/10/13
Vice President for Academic Affairs **Dr. John Watson**		

Course Subject: **Teaching Methods for STEM, Physical Science**	Course Number: **PHSC 3253**
Cross-listed with Subject: **Teaching Methods for STEM, LifeScience**	Course Number: **BIOL 3253**
Official Title (Limited to 30 characters including spaces): **Teaching Methods for STEM**	
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: ☑ Fall 2014	If course is required by major/minor, how frequently will course be offered? **Fall and Spring Semesters**
Is this course repeatable for additional earned hours? **No** How many times?	
Does this course require a fee? **Yes, if taken on campus** How much? **$20** Type of fee? **Lab** **No, if taken as a web course**	

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

Prerequisites:	Co-requisites:
1. **Junior standing** 2. **Completion of ECED 2001 and ECED 2002.** 3. **Completion of *at least* eight credit hours in science.** 4. **Completion of PHSC 3243 Integrating the Three Dimensions of Science**	

Course Description (as you want it to appear in the catalog):
"**An overview of strategies and techniques for planning, teaching, and assessing elementary science. An emphasis will be placed on best practices, crosscutting concepts, and core ideas outlined in current National Science Frameworks developed in conjunction with the National Research Council. Current adopted standards such as the Next Generation Science Standards (NGSS) and Common Core State Standards will be emphasized in designing learning experiences that integrate science, technology, math, and engineering (STEM) with language arts skills. Inquiry-based methods and other constructivist approaches as described in the National Science Education Frameworks will be emphasized. Design and execution of learning activities for an elementary school setting are required. Lecture two hours, laboratory two hours; three credit hours.**"

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. Laboratory facilities, SMART Board **Yes, McEver 131 is appropriately outfitted and will be reserved for this class.**
How does this proposal support the University Mission or University Strategic Planning Goals? **This creation of this course supports Goal 1 of the University Strategic Plan:** **Goal One: Enhance the creation and delivery of first quality education services.**
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 specifically mandated by the Arkansas Department of Education**
How will the effect of the change be monitored in ongoing program assessment? **This will be monitored by the College of Education**
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. **The College of Education will submit a Change of Program Form which includes the addition of this course.**

Course Syllabus
Teaching Methods for STEM
BIOL/PHSC 3253
Fall 2014

Instructor:
Dr. Linda C. Kondrick
#125 McEver Hall
Office Phone: (479) 968-0341
Office Fax: (479) 964-0837
Home Phone: (479) 497-1768
Mobile: (479) 214-2577
E-mail: lkondrick@atu.edu

Contact Information:
Please feel comfortable about contacting me by e-mail, text, telephone, or in person. As a courtesy, when corresponding, please identify the course by name, number, and section.
The best way to reach me is by email. I monitor my email and text messages on my cell during all waking hours.

You may also call any day of the week from 9a.m. to 9p.m. However, the only voice mail that I monitor closely is on my mobile. (My home phone will forward to it. Voice mail on the office phone is unpredictable. A text to my mobile may get through when I am out of range for receiving a call.

The best times to find me in my office are:
Tuesday and Thursday 10:00 a.m. to 12:00 noon and 2:30 p.m. to 4:00 p.m.
Other hours are available by appointment. Please e-mail your request.

E-mail protocol: *The BEST way to contact me is always by e-mail*. I monitor my e-mail constantly. If you e-mail me, and I do not respond within 4 hours (excluding weekends and holidays), assume that I did not get your message. Student e-mails do occasionally end up in the junk mail and I may not catch it for a few days. If you need a quick reply, you may try texting me on my mobile. However, please do not post multiple text messages. If you cannot say what you need to say in one text, leave me a voicemail message. (*Sometimes two or more students will send me multiple texts at the same time. The authors of the individual parts are not identified on my phone and messages get scrambled.*)

Course Description:
Teaching Methods for STEM is described in the 2014-2015 ATU Undergraduate catalog as: "An overview of strategies and techniques for planning, teaching, and assessing elementary science. An emphasis will be placed on best practices, crosscutting concepts, and core ideas outlined in current National Science Frameworks developed in conjunction with the National Research Council. Current adopted standards such as the Next Generation Science Standards (NGSS) and Common Core State Standards will be emphasized in designing learning experiences that integrate science, technology, math, and engineering (STEM) with language arts skills. Inquiry-based methods and other constructivist approaches as described in the National Science Education Frameworks will be emphasized. Design and execution of learning activities for an elementary school setting are required. Lecture two hours, laboratory two hours; three credit hours."

Prerequisites:
1. **Junior standing**
2. **Completion of ECED 2001 and ECED 2002.**
3. **Completion of *at least* eight credit hours in science.**
4. **Completion of PHSC 3243 Integrating the Three Dimensions of Science**

Students are advised that failure to meet requirements 1-4 above may result in increased anxiety and decreased performance in the course.

Course Rationale

This course is designed to partially meet the goals of Phase II of the Elementary Education Program as described in the ATU Undergraduate Catalogue. In part that goal is to "take courses specifically designed to prepare them [candidates] for the profession." In order to meet program requirements, a grade of "C" or better must be earned in this course. Upon successful completion of this course, the candidate will:

Required Textbooks:

Vasquez, JoAnn; Sneider, Cary; Comer, Michael. (2013). *STEM Lesson Essential, Grades 3-8.* Portsmouth, NH: Heinemann. ISBN 978-0-325-04358-6

Llewellyn, Douglas J. (2010). *Differentiated Science Inquiry.* Rochester, New York: Corwin. ASIN B00DT63ZDQ *Paperback* ISBN:9781412975032 Ebook ISBN: 9781452223599

Abell, Sandra K. and Volkmann, Mark J. (2006). *Seamless Assessment in Science: A Guide for Elementary and Middle School Teachers.* NSTA Press Book. ISBN: 978-0-32500-769-4

Ancillary Course Materials:

◆ Black Board and Tdata folder. For your convenience many of the resources for the course including PowerPoint notes and Study Guides for Tests are available on BlackBoard
◆ ATU tdata. BlackBoard documents are also available on tdata. (The t-data drive can be accessed from *My Computer* when on campus. When off campus it can be accessed via the web at: ftp://tdata.atu.edu.) Go to the folder "linda.kondrick>PHSC 3253

Bibliography:

◆ NGSS Lead States. *(2013). Next Generation Science Standards.* Achieve, Inc. on behalf of the twenty-six states and partners that collaborated on the NGSS ISBN 978-0-309-27227-8
◆ Quinn, Helen; Schweingruber, Heidi; and Keller,Thomas, Editors; Committee on Conceptual Framework for the New K-12 Science Education Standards; Board on Science Education (BOSE); Division of Behavioral and Social Sciences and Education (DBASSE); National Research Council. (2012). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas.* Washington, D.C.: National Academies Press. ISBN-10: 0309217423 | ISBN-13: 978-0309217422
◆ Bybee, Rodger. (2013). *Translating the NGSS for Classroom Instruction.* NSTA Press Book. ISBN: 978-1-938946-01-1
◆ Vasquez, JoAnn and Sneider, Cary. (2013). *STEM Lesson Essentials-Integrating Science, Technology, Engineering, and Mathematics.* Heinemann. ISBN-10: 0325043582 | ISBN-13: 978-0325043586

Objectives (Correlated Assessments). Students will be able to perform each of the following. (*This objective will be assessed as indicated):*

◆ Demonstrate knowledge and comprehension of terms, constructs, and issues pertinent to frameworks-based elementary science education with 70% freedom from errors. (***Homework Assignments, Journals, Multiple Choice Tests*** and ***Open Response Test Items.***)
◆ Analyze laboratory activities according to current national standards, and discuss current issues in science education from the constructivist viewpoint.(***Lab Portfolio***)
◆ Transform a science activity into an integrated curriculum lesson plan that includes mathematics, engineering, and literacy skills. (**Lab Transformation**)
◆ Design a Unit Plan that meets national and state content standards for elementary science at a specific grade level (***Unit Plan Rubric***)
◆ Demonstrate ability to implement guided inquiry based science curriculum in the elementary school setting (**Micro-teach Experiences)**

Assesssments and related policies:

Class Participation. (10 points per class, approximately 300 points total). This class is designed for the active learner. Full engagement and participation in all assignments and discussions are required. Two journals, the *STEM Journal* and the *NGSS Journal,* will be constructed to track student Participation in classroom activities.

Students who fail to attend three or more classes may be dropped from the course with an "FE" grade. (A notification will be sent by e-mail to the student's "stu" account pending such action (usually after the second missing assignment). If the student does not respond to the notice within one week, the student will be sent by e-mail final notification of the action taken.)

Homework. The emphasis is upon guided inquiry methods of teaching science. Reading assignments and associated homework will be assigned on a weekly basis.

Late Homework: Late homework will only be accepted in the case of an absence. ***This will be limited to one set of assignments no more than twice in the semester.*** The late work must be submitted on or before the day of the test over that Unit. Homework must be submitted by this cut off time to receive credit. This policy applies to all absences, including official excused absences provided by University faculty or staff for ATU events such as Band and Athletic events away from the campus. These excuses ***must*** be submitted and arrangements for make-up work made ***before the anticipated absence***.

Exams. (250 points per test) Four Unit Exams will cover the reading and lecture materials. Questions may be multiple choice and/or essay format. Students who anticipate being unable to take a test at a particular time, must make arrangements for an alternate test date ***prior*** to the one originally scheduled. This policy applies to official excused absences and any other emergencies or special circumstances. Look at calendar in course syllabus for a schedule of tests.

Laboratory Portfolio Assignments: (120 points) A portfolio of four laboratory lesson plans is required. Students will collect and evaluate these labs according to a template to be provided. Individual labs for the Laboratory Portfolio may be used in other assignments. A due date will be given when the assignment is posted. The Portfolio Assignments will be accepted late according to the late Homework Policy above. It will count as one of the two occurrences allowed during the semester.

Laboratory Transformation: (100 points) A laboratory transformation is required. Students must transform an existing science activity such that these three criteria are met: 1) an element of mathematics from the CCSS is incorporated 2) an element of language arts from the CCSS is incorporated; and 3) an element of technology and or engineering from the NGSS is incorporated. A template and an example will be provided for such a transformation. Laboratory Transformations will be accepted late according to the late Homework Policy above. It will count as one of the two occurrences allowed during the semester.

Unit Plan Design, Implementation, and Evaluation: (300 points total) An original inquiry-based laboratory unit must be designed. This will be a group collaboration project. Both group and individual accountability will be evaluated (150 points each). Unit Plans will be presented to the rest of the class during the last weeks of the semester. No late work will be accepted for credit.

Micro Teaching Experience: (300 points total) An inquiry-based STEM lesson will be prepared and implemented in an elementary classroom setting. Students will work in pairs. The lesson will presented to three different classrooms of elementary students. The materials for these lessons may be borrowed from the Arkansas Tech's Mathematics and Science Institute. (http://www.atu.edu/msi). Field appointments are to be undertaken with the utmost professional responsibility and respect for the co-operating teachers. ***Disrespect toward the co-operating teachers*** may result in being dropped from the field experience, or the class without credit. ***Failure to keep an appointment*** will result in a zero for that experience and may jeopardize future placements for the micro-teaching experiences!

Grading:
An overall percentage of points is calculated as the average of the sum of points earned to the sum of points possible. The resulting overall percentage score is converted to a letter grade according to the following scale:

A ≥ 91%	D = 60% to 69%
B = 80% to 90%	F < 60%
C = 70% to 79%	

Class Policies:

All behavior is subject to ATU academic policies as covered in the Undergraduate Catalog and Student Handbook. Below are specific requirements to insure success:

♦ **Be active.** Students who fail to turn in three consecutive assignments may be dropped from the course with an **"FE"** for excessive absences. (A notification will be sent by e-mail to the student's "stu" account pending such action (usually after the second missing assignment). If the student does not respond to the notice within one week, the student will be sent by e-mail final notification of the action taken.)

♦ **Be diligent.** Assignment due dates are not flexible. See policies above regarding late assignments. A grade of *Incomplete* is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, with work of passing quality.

If the student wishes to have a grade of "I" entered at the end of a semester, it is the student's responsibility to negotiate an **Incomplete Grade Contract** with the instructor. If the remaining course requirements defined in the contract are not completed and final grade reported by the end of the next regular semester (fall or spring) the grade will automatically be changed to a grade of "F".

♦ **Be honest. Plagiarism** and all forms of cheating are absolutely unacceptable. Detection of such behavior will result in a failing grade for the course. Essays may to be submitted to an electronic monitoring program, turnitin.com.

♦ **Be respectful** of fellow students, instructors, and ATU property. Rude comments or behavior in online discussions or in field activities will not be tolerated.

Access and Accommodation:

♦ If you need a specific accommodation due to temporary or long-term injury, handicap, or disability, please contact me as soon as possible.

♦ Remember that this is a Liberal Arts teaching institution that focuses on its teaching mission. If you need clarification, or other individual help with course material or objectives, please contact me as soon as possible. Do not fail to take advantage of all the resources available to you. I chose teaching as a career because I like interacting with students.

Plagiarism

Plagiarism is a form of academic dishonesty! In compliance with the *Arkansas Tech Undergraduate Catalog,* under "Regulations and Procedures/Academic Honesty" the following outline is intended to clarify and interpret a matter that this instructor considers of utmost importance. Plagiarism can take many forms. The following errors are unacceptable:

1. Failure to place direct quotes of three or more words in quotation marks.
2. Failure to give the reference for a direct quote placed in quotation marks. This means that you may not quote directly the work of another person, or speaker without giving credit for their words and ideas.
3. Failure to acknowledge the source of facts or ideas that are not the student's own original work. This means that you may not paraphrase the work of another person, or speaker without giving credit for their ideas, even if they are rephrased in your own words.
4. Failure to acknowledge joint authorship.
5. Simply including a work that is cited or paraphrased in the reference list or bibliography, is not sufficient. Endnotes or footnotes must be used. And Endnotes do not take the place of a bibliography. Consult a style manual for the proper way to cite online sources.

If you are uncertain about the procedures for properly citing references either in the text, or in the works cited page, consult a style manual or use online resources such as:
http://citationmachine.net/.

Course Calendar:

Project due dates are firm. Other dates are approximate. There may be interruptions or substitutions in schedule due to unforeseen circumstances.

Course Calendar				
Week	Dates	Topics covered	Assignment	Due Date
I		1. STEM Literacy 2. NRC Science Frameworks: Crosscutting Concepts, and Core Ideas 3. Putting STEM into Practice	1. Read and Reflect Chapters 1-4, Vazques, et al 2. Read and Reflect on excerpts from *A Framework for K-12 Science Education*, NRC. 3. STEM Lab Journal	
II		1. STEM Practices 2. CCSS, math and literacy in science context 3. Putting STEM into Practice	1. Read and Reflect Chapters 5-7, Vazques, et al 2. Explore and Reflect on CCSS web site 3. STEM Lab Journal	
III		1. Integrating STEM 2. Overview of NGSS 3. Putting STEM into Practice	1. Read and Reflect Chapter 8-11, Vazques, et al 2. Explore the Standards, Chapter 1, NRC 3. STEM Lab Journal	
		Unit I Exam		
IV		1. Project Based Learning 2. Navigating the NGSS 3. Putting it into Practice	1. Read and Reflect Chapter 12, Vazques, et al 2. Explore the Standards, Chapter 2, NRC 3. STEM Lab Journal	
V		1. STEM Assessment 2. Evaluating STEM lesson plans 3. Putting STEM into Practice	1. Read and Reflect Chapter 13, Vazques, et al 2. Evaluate Lab Portfolio 3. STEM Lab Journal	
VI		1. Implementing STEM 2. General strategies for using NGSS as a curriculum guide 3. Putting STEM into Practice	1. Read and Reflect Chapters 14-17, Vazques, et al 2. Read and Reflect on excerpts from *Translating the NGSS for Classroom Instruction*, Bybee 3. STEM Lab Journal	
		Unit II Exam		
VII		1. Scientific and Engineering Practices 2. Cross Cutting Concepts 3. Continuum of Inquiry Learning 4.Putting STEM into Practice	1. Explore the Standards, Chapter 3, NRC 2. Explore the Standards, Chapter 4, NRC 3. Read and Reflect on Chapter 1, Llewellyn 4. STEM Lab Journal	

VIII		1. Core Ideas: Physical Science 2. Core Ideas: Life Science 3. Accommodating Diverse Learning Styles Putting NGSS into Practice	1. Explore the Standards, Chapter 5, NRC 2. Read and Reflect Chapter 6, NRC 3. Explore the Standards, Chapter 2, Llewellyn 4.NGSS Lab Journal	
IX		1. Core Ideas: Earth and Space Sciences 2. Core Ideas: Engineering and Technology 3. Basics of Differentiated Science Inquiry 4. Putting NGSS into Practice	1. Explore the Standards, Chapter 7, NRC 2. Explore the Standards, Chapter 8, NRC 3. Read and Reflect on Chapter 3, Llewellyn 4. NGSS Lab Journal	
		Unit III Exam		
X		1. Integrating the three Dimensions of Science 2. Equity and Diversity in STEM 3. Support for a Diverse Community of Learners 4. Putting NGSS into Practice	1. Explore the Standards, Chapter 9, NRC 2. Explore the Standards, Chapter 11, NRC 3. Read and Reflect on Chapter 4, Llewellyn 4. NGSS Lab Journal	
XI		1. Safety in the Elementary Classroom 2. Assess Classroom Safety 3. Motivating Students in the Science Classroom 4. Putting NGSS into Practice	1. Explore ASTA Safety Guidelines 2. Training in Elementary Safety Practices using *Science and Safety: It's Elementary,* CSSS 3. Read and Reflect on Chapter 5, Llewellyn 4. NGSS Lab Journal	
XII		1. Mechanics of Differentiated Inquiry Lessons in Science	1. Read and Reflect on Chapters 6-9, Llewellyn	
		Unit IV Exam		
XIII		1. Lab Transformation	1. Construct a Differentiated STEM lesson plan incorporating NGSS, and CCSS standards	
XIV		1. Field Experience: Taking STEM and NGSS into a public school classroom	1. Teach one STEM lesson in three public school classrooms at the same grade level	
XV		1. Culminating Experience: STEM Unit Plan, group project	1. Present Unit Plan Overview	
Final Exam **Attendance Required**				
XV		Final Exam	1.Groups will receive feedback on Unit Plans 2. Individuals will reflect on Micro-teaching experiences	TBA
Important Dates				
		Midterm Grades Due		
		Last Day to Drop with a "W"		
		Final Day of Classes		

Syllabus PHSC 3253. Fall 2014

Arkansas Tech University appR FS 12/18/13 RECEIVED
PROPOSAL FOR CHANGE IN PROGRAM

Catalog 12-17-13   OCT - 1 2013

TO: Curriculum Committee   Registrar's Office

FROM: Physical Sciences

DATE SUBMITTED: 9/27/13

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

Title	Signature	Date
Department Head	Jim Musser	9/27/2013
Dean	Jeff W Rather	2013 Sep 27
Teacher Education Council (if applicable) ✗		
Graduate Council (if applicable) ✗		
Registrar	Geelaner	10/10/13
Vice President for Academic Affairs		

Program Title: Chemistry – Biochemistry Option	Effective Date: Fall 2014

Outline change in program and attach curriculum matrix. **2 Add BIOL 2014.**

1. *Remove BIOL 2134 Botany and BIOL 3124 General Physiology from the requirements and add BIOL 2014 Human Anatomy and BIOL 3074 Human Physiology*

3. Replace BIOL 3124 with BIOL 3074. New requirement BIOL 3074 or 3174.

What impact will the change have on staffing, on other programs and space allocation?
This change may cause a minimal increase in BIOL 2014 and BIOL 3074 and a minimal decrease in BIOL 2134. However, the majority of the students in this program are currently taking BIOL 2014 and BIOL 3074 anyway because they are planning on attending a medical professional school and are either required to take these courses or strongly recommended.

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. *BIOL 3124 General Physiology is no longer offered. BIOL 3074 Human Physiology is a reasonable alternative and is recommended for the majority of students in this program since they are interested in attending a medical professional school. BIOL 2134 was required in the curriculum because it was a prerequisite for BIOL 3124. BIOL 2014 will be required instead because it is a prerequisite for BIOL 2014.*

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_*Chemistry – Biochemistry Option*_ (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: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: BIOL 2014 ✓ Delete: BIOL 2134 ✓ Total Hours:
Senior Fall Semester Add/Change: BIOL 3074 or 3174 ✓	**Senior Spring Semester** Add/Change:

Delete: BIOL 3124 or 3174 ✓	Delete:
Total Hours:	Total Hours:

Spring Start (If applicable) Curriculum Matrix for Catalog
Curriculum in____Chemistry - Biochemistry Option
(enter title for program changing)

Freshman Spring Semester	Freshman Fall Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Sophomore Spring Semester	Sophomore Fall Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Junior Spring Semester	Junior Fall Semester
Add/Change:	Add/Change: BIOL 2014 ✓
Delete:	Delete: BIOL 2134 ✓
Total Hours:	Total Hours:
Senior Spring Semester	Senior Fall Semester
Add/Change:	Add/Change: BIOL 3074 or 3174 ✓

Delete:	Delete: BIOL 3124 or 3174 √
Total Hours:	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: Biology	This department ☒ supports ☐ does not support the change.
Comments: The Biology Program supports these proposed changes in the Chem - Biochem Option. Bruce Tedford	

Department Head Signature: _Charlie Hogan_

Date: _2013 Sept 27_

appr CC 11/26/13

Arkansas Tech University appr FS 12/10/13
PROPOSAL FOR CHANGE IN PROGRAM Catalog 12-18-13

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department) Physical Sciences: Geology

DATE SUBMITTED: September 26, 2013

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

Title	Signature	Date
Department Head Dr. James Musser	James Musser	11/12/2013
Dean Dr. Jeff Robertson	J. M. WRath	2013 Nov 12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes Weaver		
Vice President for Academic Affairs Dr. John Watson		

Program Title: Geology: Environmental Option	Effective Date: Fall 2014

a. **b.** Outline change in program and attach curriculum matrix:
Delete GEOG 2013, POLS 2003 & ECON 2003 as prescribed General Education Courses.
Add 3 hours from US History or Government from the courses listed in the 2013-2014 Catalog satisfying the General Education requirements. and 3 hours of social sciences, fine arts
Change Social Sciences, Fine Arts/Humanities, Speech Communications to the three options and
as outlined in the 2013-2014 Catalog: humanities,
   Option 1 or Speech.
      Social Sciences – 6 hours
      Fine Arts and Humanities – 6 hours
      Speech Communications – 3 hours
   Option 2
      Social Sciences – 6 hours
      Fine Arts and Humanities – 9 hours
   Option 3
      Social Sciences – 9 hours
      Fine Arts and Humanities - 6

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. The change will allow students to choose coursework in US History/Government and choose an option in general education in Speech, Social Sciences, Fine Arts, and Humanities.
If this course will affect other departments a Departmental Support Form for each affected department must be attached.

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

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department) Physical Sciences: Geology

DATE SUBMITTED: September 26, 2013

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

Title	Signature	Date
Department Head Dr. James Musser	*James Musser*	11/12/2013
Dean Dr. Jeff Robertson	*Jeff W Robertson*	2013 Nov 12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes Weaver		
Vice President for Academic Affairs Dr. John Watson		

Program Title: Geology: Environmental Option	Effective Date: Fall 2014
c. Outline change in program and attach curriculum matrix: **c.** Delete CHEM 3254 and MATH 2163 or PSY 2053 **d.** Reduce GEOL, MATH/BIOL/CHEM elective hours from 11 to 9 **e.** Add GEOG 2833, COMS 2003, and GEOL 4043	
What impact will the change have on staffing, on other programs and space allocation? Minimal – a very slight reduction in the number of students taking CHEM 3254, MATH 2163, and PSY 2053	
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. See attached rationale	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. Departments affected include Math, and Behavioral Sciences. Since impact on courses and faculty are not expected to change significantly, forms were not requested from these departments.	
In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)	

Rationale for Changes

A 2013 Program Review of the Geology Program produced findings that indicate geologists entering the workforce need adequate preparation in computing applications in geology as well as a solid grounding in good environmental geologic practices. GEOG 2833: Introduction to GIS provides students with basic skills used in digital mapping and also prepares students for GEOL: 3174 Geocomputing Applications. Environmental geologists, especially, handle large amounts of information/data. COMS 2003: Microcomputer Applications will strengthen students' background in handling projects with large amounts of information to be analyzed and synthesized. Geologists working in the environmental field need additional preparation in chemistry. Elimination of CHEM 3254: Fundamentals of Organic Chemistry and replacement of the course by GEOL 4043: Geochemistry will provide students with chemical training directly applicable to geological processes.

Fall Start Curriculum Matrix for Catalog Curriculum in Geology: Environmental Option (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours: 15	**Freshman Spring Semester** Add/Change: √Add 3 hours Soc. Sci./Fine Arts/Hum./Sph. **,T** √Add 3 hours US Hist./Gov. **,T** Delete: √Delete ECON 2003 √Delete MATH 2163 or PSY 2053 Total Hours: 17 √
Sophomore Fall Semester Add/Change: √Add 3 hours Soc. Sci./Fine Arts/Hum./Sph. **,T** Delete: √ Delete GEOG 2013 Total Hours: 14 √	**Sophomore Spring Semester** Add/Change: √Add COMS 2003 Delete: √Delete POLS 2003 Total Hours: 16 √
Junior Fall Semester Add/Change: Delete: √ GEOL 3004 Total Hours: 13-14 √	**Junior Spring Semester** Add/Change: √Add GEOL 3004 Delete: √Delete Science Elective Total Hours: 15 √
Senior Fall Semester Add/Change: **,T** √Change 3 hours Sci./Sph. to 3 hours Soc. Sci./ Fine Arts/Hum./Sph. **T** √Add GEOG 2833 Delete: √Delete CHEM 3254 Total Hours: 15-16 √	**Senior Spring Semester** Add/Change: √Add GEOL 4043 Delete: Total Hours: 14 √

Spring Start (If applicable) Curriculum Matrix for Catalog
Curriculum in Geology: Environmental Option

Freshman Spring Semester	Freshman Fall Semester
Add/Change: Add 3 hours Soc. Sci./Fine Arts/Hum./Sph. iT Delete: √Delete GEOG 2013 Total Hours: 17 √	Add/Change: Delete: Total Hours: 16
Sophomore Spring Semester	**Sophomore Fall Semester**
Add/Change: √Add 3 hours Soc. Sci./Fine Arts/Hum./Sph. iT Delete: √Delete ECON 2003 Total Hours: 15 √	Add/Change: √Add COMS 2003 √Add 3 hours Soc. Sci./Fine Arts/Hum./Sph. iT Add 3 hours U.S. Hist./Gov. iT Delete: √Delete POLS 2003 √Delete PHYS 2014 √ Delete MATH 2163 or PSY 2053 Total Hours: 13 √
Junior Spring Semester	**Junior Fall Semester**
Add/Change: √Add GEOL 3004 Delete: **PHYS** √Delete 2024 Total Hours: 15 √	Add/Change: √Add PHYS 2014 √Add GEOG 2833 Delete: √Delete Soc. Sci./Sph. √Delete GEOL 3004 Total Hours: ~~16-15~~ **16-17** √
Senior Spring Semester	**Senior Fall Semester**
Add/Change: √Add PHYS 2024 √Add GEOL 4043 √Change 5 hours Science Elective to 3 hours Science Elective Delete: √Delete CHEM 3254 Total Hours: 15 √	Add/Change: Delete: Total Hours: 12-13
Total Program Hours: 120	

appl CC 11/26/13

Arkansas Tech University *appr FS 12/10/13*
PROPOSAL FOR CHANGE IN PROGRAM *Catalog* ✓
12-18-13

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department) Physical Sciences: Geology

DATE SUBMITTED: September 26, 2013

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

Title	Signature	Date
Department Head Dr. James Musser	James Musser	11/12/2013
Dean Dr. Jeff Robertson	Jeff W Rctu	2013 Nov 12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes Weaver		
Vice President for Academic Affairs Dr. John Watson		

Program Title: Geology: Petroleum Option	Effective Date: Fall 2014

a.
b.

Outline change in program and attach curriculum matrix:
Delete GEOG 2013, POLS 2003 & ECON 2003 as prescribed General Education Courses.
Add 3 hours from US History or Government from the courses listed in the 2013-2014 Catalog satisfying the General Education requirements. *and 3 hours of social sciences,*
Change Social Sciences, Fine Arts/Humanities, Speech Communications to the three options
as outlined in the 2013-2014 Catalog: *fine arts and humanities, or speech*
    Option 1
        Social Sciences – 6 hours
        Fine Arts and Humanities – 6 hours
        Speech Communications – 3 hours
    Option 2
        Social Sciences – 6 hours
        Fine Arts and Humanities – 9 hours
    Option 3
        Social Sciences – 9 hours
        Fine Arts and Humanities - 6

What impact will the change have on staffing, on other programs and space allocation?
none

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department) Physical Sciences: Geology

DATE SUBMITTED: September 26, 2013

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

Title	Signature	Date
Department Head Dr. James Musser	*James Musser*	11/12/2013
Dean Dr. Jeff Robertson	*Jeff W Roth*	2013 Nov 12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes Weaver		
Vice President for Academic Affairs Dr. John Watson		

Program Title: Geology: Petroleum Option	Effective Date: Fall 2014
Outline change in program and attach curriculum matrix: Delete CHEM 3254, COMS elective 3 hrs., and Delete wording, "or higher" for math in MATH 1203 *c. Reduce electives to three 1. delete the* Add GEOL 3153, GEOL 4043, and GEOG 2833 *Spring matrix*	
What impact will the change have on staffing, on other programs and space allocation? The impact on the Computer Sciences Department and Chemistry Departments will be to very slightly reduce enrollments in CHEM 3254 and COMS 1003. Dr. Duke was hired one year ago to ease the heavy course loads in geology and to expand coursework in petrology (rocks). GEOL 4043 is one of the courses anticipated and is being added to the geology curriculum.	
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. See attached rationale	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. Addressed above	
In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)	

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 change will allow students to choose coursework in US History/Government and choose an option in general education in Speech, Social Sciences, Fine Arts, and Humanities.

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

NA

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

Rationale for Changes

A 2013 Program Review of the Geology Program produced findings that indicate geologists entering the workforce need adequate preparation in computing applications in geology as well as a solid grounding in good environmental geological practices. The general Computer Science elective course is being replaced by GEOG 2833: Introduction to GIS. The introductory GIS (Geographic Information Systems) course will provide students with basic skills used in digital mapping and better prepare students for GEOL 3174: Geocomputing Applications. GEOL 3153: Environmental Geology focus on environmental issues in geology: geological processes, process impact, and regulatory practices. Geologists working in the petroleum field need additional preparation in chemistry. Elimination of CHEM 3254: Fundamentals of Organic Chemistry and replacement of the course by GEOL 4043: Geochemistry will provide students with chemical training directly applicable to geological processes.

Fall Start Curriculum Matrix for Catalog	
Curriculum in Geology: Petroleum Option	
Freshman Fall Semester NO CHANGES Total Hours: 15	**Freshman Spring Semester** Remove the statement higher level mathematics from MATH 1203[T] Delete: GEOG 2013 Total Hours: 14
Sophomore Fall Semester Add: U.S. History/Government[1,T] 3 hours Delete: POLS 2003 Total Hours: 16	**Sophomore Spring Semester** Add: GEOG 2833 Delete: COMS Elective[T] Total Hours: 15
Junior Fall Semester Change: Social Sciences/Fine Arts/Humanities/Speech[1,T] to 6 hours Delete CHEM 3254 Total Hours: 14	**Junior Spring Semester** NO CHANGES Total Hours: 15-16
Senior Fall Semester Change: Social Sciences/Fine Arts/Humanities/Speech[1,T] to 6 hours and Elective to 4 hours Add: GEOL 3153 Total Hours: 14	**Senior Spring Semester** Add: GEOL 4043 Total Hours: 10-11
Total Program Hours: 120	

appr CC 11/26/13

Arkansas Tech University *appr FS 12/18/13*
PROPOSAL FOR CHANGE IN PROGRAM *Catalog 12-18-13*

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department) Physical Sciences: Geology

DATE SUBMITTED: September 26, 2013

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

Title	Signature	Date
Department Head Dr. James Musser	*James Musser*	11/12/2013
Dean Dr. Jeff Robertson	*J.H.W. Cather*	2013Nov12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes Weaver		
Vice President for Academic Affairs Dr. John Watson		

Program Title: Geology: Professional Option	Effective Date: Fall 2014

a.
b.

Outline change in program and attach curriculum matrix:
Delete GEOG 2013, POLS 2003 ~~& ECON 2003~~ as prescribed General Education Courses.
Add 3 hours from US History or Government from the courses listed in the 2013-2014 Catalog satisfying the General Education requirements. *and 3 hours of social sciences, fine arts*
Change Social Sciences, Fine Arts/Humanities, Speech Communications to the three options
as outlined in the 2013-2014 Catalog: *and humanities, or speech*
   Option 1
      Social Sciences – 6 hours
      Fine Arts and Humanities – 6 hours
      Speech Communications – 3 hours
   Option 2
      Social Sciences – 6 hours
      Fine Arts and Humanities – 9 hours
   Option 3
      Social Sciences – 9 hours
      Fine Arts and Humanities - 6

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. The change will allow students to choose coursework in US History/Government and choose an option in general education in Speech, Social Sciences, Fine Arts, and Humanities.

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

NA

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

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: (Initiating Department) Physical Sciences: Geology

DATE SUBMITTED: September 26, 2013

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

Title	Signature	Date
Department Head Dr. James Musser	*James Musser*	11/12/2013
Dean Dr. Jeff Robertson	*Jeff W Robertson*	2013 Nov 12
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Rhodes Weaver		
Vice President for Academic Affairs Dr. John Watson		

Program Title: Geology: Professional Option	Effective Date: Fall 2014
Outline change in program and attach curriculum matrix: Delete 10 hours of electives Add GEOL 3153, GEOL 3174, and GEOG 2833 Move GEOL 3004 from fall semester to spring (GEOL 3004 is only offered in spring)	
What impact will the change have on staffing, on other programs and space allocation? Minimal – most students choose these courses as electives already	
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. See attached rationale	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. Departments affected include the Biology Department and Department of History and Political Science. Since impact on courses and faculty are expected to be minimal, forms were not requested from either department	
In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)	

c.
d.
e.

Rationale for Changes

A 2013 Program Review of the Geology Program produced findings that indicate geologists entering the workforce need adequate preparation in computing applications in geology as well as a solid grounding in good environmental geologic practices. GEOG 2833: Introduction to GIS provides students with basic skills used in digital mapping and also prepares students for GEOL: 3174 Geocomputing Applications. Geocomputing Applications provides students with a background in a number of computing techniques in geology. GEOL 3153: Environmental Geology focuses on the environment: geological processes, their impact, and regulatory practice.

Fall Start Curriculum Matrix for Catalog	
Curriculum in Geology: Professional Option	
Freshman Fall Semester Add/Change: Delete: Total Hours: 15	**Freshman Spring Semester** Add/Change: √Change 3 hours Soc. Sci./Sph. to 6 hours Soc. Sci./Fine Arts/Hum./Sph. Delete: √ Delete GEOG 2013 Total Hours: 17 √
Sophomore Fall Semester Add/Change: √Add 3 hours U.S. Hist/Gov. √Add GEOG 2833 Delete: √Delete 3 hours Elective √Delete POLS 2003 Total Hours: 15 √	**Sophomore Spring Semester** Add/Change: Delete: Total Hours: 15
Junior Fall Semester Add/Change: √Add 3-4 hours MATH/COMS Elective[2] Delete: √Delete GEOL 3004 Total Hours: 15-16 √	**Junior Spring Semester** Add/Change: √Change 3 hours GEOL 4023/UD Elective to 3-4 hours GEOL 4023/UD Elective √Add GEOL 3004 Delete: √Delete MATH/COMS Elective √Delete 1-2 hours Elective Total Hours: 15-16
Senior Fall Semester Add/Change: √Change 3 hours Fine Arts/Hum. to 3 hours Soc. Sci./Fine Arts/Hum./Sph. √Add GEOL 3153 Delete: √Delete 3 hours UD Electives Total Hours: 11 √	**Senior Spring Semester** Add/Change: √Change 3 hours Fine Arts/Hum. to 3 hours Soc. Sci./Fine Arts/Hum./Sph. √Add GEOL 3174 Delete: √Delete 3 hours UD Electives Total Hours: 10 √
Summer (after Junior or Senior year)	

Total Hours: 6	

Total Program Hours 120

Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

TO: **Curriculum Committee**

FROM: **Department of Physical Sciences, College of Natural and Health Sciences**

DATE SUBMITTED: **September 30, 2013**

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

Title	Signature	Date
Department Head **Dr. Jim Musser**	_Jim Musser_	9/30/2013
Dean **Dr. Jeff Robertson**	_Jeff W. Robertson_	2013 Sept. 30
Teacher Education Council **Dr. Sherry Field**		
Registrar **Ms. Tammy Weaver**	_T. Weaver_	10/10/13
Vice President for Academic Affairs **Dr. John Watson**		

Old Program Title: **Physical Science and Earth Science for Teacher Licensure**	New Program Title: **Physical Science ~~Education~~** _for Teacher Licensure_	Effective Date: **Fall 2014** _Delete GEOL 2024 3153_
Outline change in program and attach curriculum matrix: **Since Earth Science has been dropped from the licensure, two GEOL classes have been dropped from the curriculum. They have been replaced with additional content in PHSC, PHYS, CHEM or MATH. ~~This program previously had no electives~~. It now has 3 hours of electives that may be chosen from these disciplines. The program, according to NCATE directives was weak in the research component. Therefore a choice of Special Problems in either Chemistry or Physics/Astronomy has been added to replace one of the GEOL classes dropped. In addition GEOL 1004 has been added as an alternative to GEOL 1014.** _Add one hour of electives._		
What impact will the change have on staffing, on other programs and space allocation? **There will be little or no impact on staffing. All courses are currently offered. This course has fewer than three graduates in an average university calendar year. The small number of majors in this program will not significantly affect enrollments in courses dropped from the 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 State Department of Education has changed secondary science licensure from** _Physical Science/Earth Science_ **to** _Physical Science_ **or** _Physics/Math._ _Earth Science_ **will now be an add-on licensure.**		

If this course will affect other departments a Departmental Support Form for each affected department must be attached.
This program belongs to both the College of Natural and Health Sciences and the College of Education. However, the SEED course requirements have not changed. Therefore, the proposed changes affect only the Department of Physical Sciences in the College of Natural and Health Sciences.
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 **Physical Science Education**
(enter title for program changing)

Freshman Fall Semester	Freshman Spring Semester *No Changes*
Add/Change: **GEOL 1014 or GEOL 1004** ✓ Delete: **GEOL 1014** ✓ Total Hours: **16** ✓	Add/Change: Delete: Total Hours: **15**
Sophomore Fall Semester *No Changes*	Sophomore Spring Semester
Add/Change: Delete: Total Hours: **17**	Add/Change: **PHYS,** **PHSC, CHEM or MATH Elective 3 hours** ✓ Delete: **GEOL 2024** ✓ Total Hours: ~~14~~ **13** ✓
Junior Fall Semester	Junior Spring Semester *No Changes*
Add/Change: ✓**CHEM** or PHYS ~~4~~993 Delete: ✓**GEOL 3153** Total Hours: **15** ✓	Add/Change: **Elective 1 hr** Delete: Total Hours: ~~14~~ **15**

Senior Fall Semester *No Changes*	Senior Spring Semester *No Changes*
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours: **16**	Total Hours: **13**

Spring Start (If applicable) Curriculum Matrix for Catalog
Curriculum in **Physical Science Education**
(enter title for program changing)

Freshman Spring Semester *No Changes*	Freshman Fall Semester
Add/Change:	Add/Change:
	√ **GEOL 1014 or GEOL 1004**
Delete:	Delete:
	√ **GEOL 1014**
Total Hours: **14**	Total Hours: **16** √

Sophomore Spring Semester	Sophomore Fall Semester *No Changes*
Add/Change:	Add/Change:
PHSC, √ **PHYS, CHEM or MATH Elective 3 hours**	
Delete:	Delete:
√ **GEOL 2024**	
Total Hours: ~~17~~ 16 √	Total Hours: **16**

Junior Spring Semester *No Changes*	Junior Fall Semester
Add/Change:	Add/Change:
	√ **CHEM** or **PHYS 4993** and Elective 1 hr √
Delete:	Delete:
	GEOL 3153
Total Hours: **15**	Total Hours: ~~13~~ 14 √

Senior Spring Semester *No Changes*	Senior Fall Semester *No Changes*
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours: **16**	Total Hours: **13**
Total Program Hours: **120**	

Arkansas Tech University
Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, February 25, 2014, at 3 p.m. in RPL 325. The following are members of the committee:

Dr. Diane Gleason (AH 2 year term)
Dr. Nina Goza (BA 2 year term)
Dr. Mac Rainey (EAS 2 year term)
Dr. Shellie Hanna (ED 2 year term)
Dr. Jackie Bowman (NH 2 year term)
Dr. Jeremy Schwehm (PS 2 year term)
Dr. Paola Gemme (AH 1 year term)
Dr. Pam Carr (BA 1 year term)

Dr. David Hoelzeman (EAS 1 year term)
Dr. V. Carole Smith (ED 1 year term)
Dr. Ivan Still (NH 1 year term)
Dr. Jeff Aulgur (PS 1 year term)
Dr. Sandy Smith (at large; 1 year term)
Tammy Weaver (ex officio)
Vacant SGA members (ex officio)
Vacant SGA members (ex officio)

Dr. Hanna, Dr. Schwehm, Dr. Aulgur, and Dr. Sandy Smith were absent. The following guests were present to answer questions regarding curriculum proposals: Dr. Dawn Ward, Department of Art; Dr. David Bell, Department of Curriculum and Instruction; Dr. Sherry Field, Department of Curriculum and Instruction.

Ms. Brandi Tripp and Ms. Brittany Martin from the Registrar's Office were present.

Dr. Rainey called the meeting to order and asked for approval of the November 26th minutes. Motion by Dr. Gleason, seconded by Dr. Carr, to approve the minutes. Motion approved.

OLD BUSINESS: No old business

NEW BUSINESS:

I.   Curriculum Proposals

        College of Arts and Humanities

        A. Department of Art and Speech, Theatre and Journalism

            Motion by Dr. Bowman, seconded by Dr. V. Carole Smith to consider items 1- 3 as a group. Motion approved.

            Motion by Dr. Bowman, seconded by Dr. Goza to approve items 1-3. Motion approved.

            1. Add ART 4833, Advanced Web Design, to the course descriptions;

            2. Add ART 4883, Advanced Studio Studies, to the course descriptions; and

            3. Change the title for ART (JOUR) 4163, Advanced Photography, to Advanced Digital Photography, and modify the course description.

        B. Department of Health and Physical Education

Motion by Dr. Bowman, seconded by Dr. Carr, to approve item 1. Motion approved.

1. Add PE 3593, Methods of Teaching Health and Physical Education K-6 Teacher, to the course descriptions.

C. Department of Curriculum and Instruction

Motion by Dr. Bowman, seconded by Dr. Gleason to consider items 1 and 2 together, and item 3 separately. Motion approved.

Motion by Dr. Bowman, seconded by Dr. Goza to approve items 1 and 2. Motion approved.

Motion by Dr. Carr, seconded by Dr. Hoelzeman to approve item 3. Motion approved.

1. Add the following courses to the course descriptions:
   a. ELED 2003, Educational Research and the Teacher as a Lifelong Learner;
   b. ELED 3113, Human Development and Learning Theories;
   c. ELED 3123, Diagnosis and Assessment of Elementary Students;
   d. ELED 3133, Integrated Curriculum;
   e. ELED 3143, Teaching Methods K-6 Social Studies;
   f. ELED 4033, Classroom and Behavior Management;
   g. ELED 4912, Internship in Elementary Education;
   h. RDNG 3003, Teaching Literacy Foundations;
   i. RDNG 3163, Integrated Language Arts;
   j. RDNG 4003, Literacy Assessment and Intervention;
   k. RDNG 4013, Child and Adolescent Literature;
   l. RDNG 4023, Disciplinary Reading and Writing;
   m. SPED 3023, Development and Characteristics of Diverse Learners;
   n. SPED 3033, Foundations of Special Education;
   o. SPED 3153, Planning, Instruction, and Assessment for Students with Disabilities;

2. Add the Curriculum in Elementary Education; and

3. Modify the Curriculum in Middle Level Education as follows: change the current selection of either English/Language Arts/Social Studies or Mathematics/Science to a selection of two concentrations from English and Language Arts, Social Studies, Mathematics, and Science.

II. Update on Recommendation for Curriculum Proposal Forms to include Assessment Forms.

Motion by Dr. Hoelzeman, seconded by Dr. Gleason to approve updating of Curriculum Proposal Forms. Motion approved.

Meeting adjourned at 3:26 p.m.

Tammy Weaver, Recording Secretary

Departments of Art and Speech, Theatre and Journalism

1. Add ART 4833, Advanced Web Design, to the course descriptions;

2. Add ART 4883, Advanced Studio Studies, to the course descriptions; and

3. Change the title for ART (JOUR) 4163, Advanced Photography, to Advanced Digital Photography, and modify the course description.

Department of Health and Physical Education

1. Add PE 3593, Methods of Teaching Health and Physical Education K-6 Teacher, to the course descriptions.

Department of Curriculum and Instruction

1. Add the following courses to the course descriptions:
   a. ELED 2003, Educational Research and the Teacher as a Lifelong Learner;
   b. ELED 3113, Human Development and Learning Theories;
   c. ELED 3123, Diagnosis and Assessment of Elementary Students;
   d. ELED 3133, Integrated Curriculum;
   e. ELED 3143, Teaching Methods K-6 Social Studies;
   f. ELED 4033, Classroom and Behavior Management;
   g. ELED 4912, Internship in Elementary Education;
   h. RDNG 3003, Teaching Literacy Foundations;
   i. RDNG 3163, Integrated Language Arts;
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   k. RDNG 4013, Child and Adolescent Literature;
   l. RDNG 4023, Disciplinary Reading and Writing;
   m. SPED 3023, Development and Characteristics of Diverse Learners;
   n. SPED 3033, Foundations of Special Education;
   o. SPED 3153, Planning, Instruction, and Assessment for Students with Disabilities;

2. Add the Curriculum in Elementary Education; and

3. Modify the Curriculum in Middle Level Education as follows: change the current selection of either English/Language Arts/Social Studies or Mathematics/Science to a selection of two concentrations from English and Language Arts, Social Studies, Mathematics, and Science.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of Art   *CC 2/25/14 appr*

DATE SUBMITTED: *FS 3/11/14*

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	*Dawn Ward*	9/26/13
Dean	*H. M*	9-26-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*signature*	10/10/13
Vice President for Academic Affairs	*John White*	

Course Subjects: ART	Course Number: 4833
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces):
Advanced Web Design

Mode of Instruction: (check appropriate box)
☐01_Lecture/ X 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 Fall ☐ Spring ☐ Summer I Fall 2014	If course is required by major/minor, how frequently will course be offered? Every spring and fall semester
Is this course repeatable for additional earned hours? Y / N How many times?	
Does this course require a fee? yes How much? $36 Type of fee? materials	

Subject to BOT approval
pcc

X Elective   □Major   □Minor

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

Prerequisites: ART 3243	Co-requisites:

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

Pre-requisites: ART 3243

~~Advanced Web Design~~ Builds upon the fundamental concepts and skills developed in ART 3243: Web Design. Students will take an in-depth look at website development and strategies. Advanced web editing and scripting techniques will be used to complete projects and build a professional web portfolio.
Studio six hours. $36 art fee.

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. This course will not need any additional resources.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. This course can be taught in currently existing computer labs in the department.

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

This course is specifically targeted to improve student performance that directly relate to the University's Mission of nurturing scholastic development, integrity, and professionalism.

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 Graphic Design industry employment trends show an increase in opportunities for students with strong web skills. This course is needed to provide that level of skill to help our student's become more marketable.

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

Through course assessment and student placement data.

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

Art 4833 – Advanced Web Design

Spring Term 2013
Tuesdays/Thursdays, 5:30 pm – 8:45 pm
Norman Hall, Room 207
Instructor: Michael Stoker
        Old Art Building
        1505 North Boulder Ave
        Russellville, AR 72801
        Phone: (479) 747-7115
        Fax: (479) 964-0839
        Email: mstoker@atu.edu
Office Hours: before/after class or by appointment

Catalog Description

Builds upon the fundamental concepts and skills developed in ART 3243: Web Design. Students will take an in-depth look at website development and strategies. Advanced web editing and scripting techniques will be used to complete projects and build a professional web portfolio.

Prerequisites: ART 3243   Studio six hours $36 art fee

Textbook

Web Design requires one textbook published by Against the Clock. The course requires the current textbook "Adobe Dreamweaver CS6: The Professional Portfolio" as it is a software specific course.

The book if purchased new comes with a student electronic resource code at no additional cost. If the book is purchased used the student will have to purchase a new code from the publisher at the cost of in order to access the student electronic resources. These resources are copyright free images for students to experiment and modify and use in the step-by-step projects outlined in the book.

The access code whether included with the new book or purchased with the used version is used on the publisher's website to download materials needed to create the projects in the book. The student signs up on the publisher's website and creates an account with a password.

In order to use Adobe Dreamweaver CS6: The Professional Portfolio you will need to set up an account. You may set it up with an alias and any valid email (if required) should you prefer to do so instead of using your Tech ID and email. If you use an alias it will be necessary for you to inform your instructor so that appropriate credit will be applied to your grade.

Recommended Supplies
USB flash drive or external hard drive, pens/markers, sketchpad, DVDr/CDr discs

Justification of the Course
The course will have students, using the current standard web page editor, explore advanced concepts in web design and maintain a critical approach to web related media. The course will provide a thorough understanding of the methods and techniques of developing a complex web site. Students will complete exercises that will require them to apply innovative design principles to real-world projects.

Course Objectives
   a. Obtain advanced proficiency in Adobe Dreamweaver CS6
   b. Develop in-depth knowledge of industry standard coding, scripting and software
   c. Explore concepts in project management, visual communication, information architecture, usability and accessibility
   d. Introduce specific techniques for analysis, synthesis and criticism
   e. Explore the role of a professional web designer and prepare them for entry into the field.

General Education Goals
The general education curriculum is designed to provide a foundation for knowledge to education people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to:
   a. Communication effectively
   b. Think critically
   c. Develop ethical an prospective
   d. Apply scientific and quantitative reasoning
   e. Demonstrate knowledge of the arts and humanities
   f. Understand wellness concepts

Assessment
To do well in this course, plan on an average of at least 6-8 hours of work per week outside of class. Project schedules are designed to give students time for critical and creative revisions; the initial draft layouts leading to the final version of a project should represent active experimentation, critical self-assessment, and personal commitment to the work. Arrive at class on time, with your materials, your projects prepared, and ready to work. There will be two regular breaks per class. While in class, you are expected to work on class projects; Internet usage should be limited to class related research. You are expected to be an enthusiastic participant in this class and take ownership of your work and development as a creative professional. The function of critiques is not only to receive feedback on your work but to build essential skills of presentation, sales and marketing. Commitment as indicated above includes class participation, effort, level of craftsmanship and evidence of having a strong, consistent work ethic.

Grading Criteria

A project will be evaluate by the following criteria:

1. Following instructions accurately and meeting deadlines
2. Appropriateness of solution to project design brief
3. Uniqueness of solution, demonstration of creativity and experimentation
4. Craftsmanship and attention to detail
5. Class presentation

Grade Breakdown

Projects are determined by specific criteria, each assigned with a value between 1 to 4 and calculated equally per project to arrive at a final course grade at the end of the semester.

A (4.0) to A- (3.5)

Outstanding to excellent work in projects and assignments; strong class participation in class critiques and regularly attends class

B (3.0) to B- (2.5)

Creative to distinguished work in projects and assignments; follows instructions and regularly attends class

C (2.0) to C- (1.5)

Satisfactory to adequate work in projects and assignments; attendance within minimum class requirement

D (1.0)

Barely acceptable work; failing to complete all assignments; excessive class tardiness or absences

F (0)

Fail; Non submission

Coursework

Each project will be provided with a detailed project spec sheet. Be sure to follow the instructions carefully. Reread the directions prior to handing in your projects. Failure to comply with these instructions will affect your grade. We will critique work-in-progress as well as finished projects. Critiques are meant to develop skills of presentation and discussion, and should be approached in a professional manner. The presentation of work is an essential part of the project as well as your development as a creative professional. Creating the work is only part of the process – you must be able to present you work as the right solution to the given design problem. Unless instructed otherwise, work must be in the following formats (PDF, JPG, AI, PSD, SWF, HTML, PHP, PNG, GIF) to be accepted for review, class viewing or grading. Any work brought into class after a graded class critique has started will be counted as late. All work will be due at specific dates as outlined in the project spec sheet schedule, and will be due at the beginning of class.

Backing Up Your Files

Losing work due to a failed digital media, lost or overwritten files is not an excuse for late work.

Students are expected to have an effective backup strategy for all their working and final files. Please note that lab computers are normally erased at the end of each day.

Software Training

Basic computer knowledge is required, so a certain amount of familiarity with the software used in class is at least expected. Please note that while there will be adequate software tutorials covered in class, it is your responsibility to further develop the essential technical computer skills needed to complete your assignments.

Academic Integrity

Academic integrity is one of the most cherished principles of the university. You must adhere to this principle: by understanding the nature of plagiarism and by not plagiarizing materials; by refraining from the use of unauthorized use4 of legal copyright materials; by turning in assignments which are products of your own efforts and research; and by refusing to give or receive information on tests and examinations to or from other students. If you violate these principles of simple honesty, you risk embarrassment, course failure, and disciplinary action. It is simply not worth it.

Plagiarism will not be treated lightly in this course. This class is focused on generating and developing your own ORIGINAL designs. This does not mean that references can not be used, but copying, tracing, or using the actual work of others without documenting or showing significant modification through your own design decisions can lead to failing the assignment or the course. Make sure to post references to your projects and keep working in developing your own designs.

Art Department Attendance Policy

Attendance will be taken daily. For more than FOUR missed classes regardless of excuse, the instructor has the discretion to drop the final grade one or more levels.

For more than SEVEN classes missed the student will receive a failing grade unless the student drops within university guidelines and deadlines.

Up to FOUR classes can be missed without penalty, except for assigned due dates and exams. These absences can cover car trouble, incidental illness or personal business. Students will not be penalized for officially sanctioned University activities. It is the responsibility of the student to present to instructors notice and verification of authorized participation. It should be understood that some coursework cannot be made up and a student will be held accountable for missed class content. Tardiness is unacceptable and unprofessional. More than THREE tardy occurrences or leaving class before the official or instructor determined end of class time will result in a recorded absence.

Miscellaneous

Cell phones are not permitted in the classroom. Cell phones are to be turned off and placed out of sight. This also means text messaging, pages, handheld video games, etc. Please wear the proper attire suited to working in a studio course. No sandals, flip flops or bare feet. The environment for the class must be conductive to learning. Offensive and disrespectful language will not be tolerated in class. As part of your educational experience, you may be expected to participate in class exhibitions (print and online),

provide pro bono design services to non-profit organizations, university departments in need of assistance, field trips, and workshops in locations both on and off the campus.

Students with Disabilities

It is the policy of Arkansas Tech University to accommodate students with disabilities. Any student who needs accommodation, for example in seating placement, should inform the instructor at the beginning of the course. The department head and office staff is also available to assist with the accommodations. Please contact the Tech Disability Office at Bryan Hall Room 103, Tel 968-0302.

General Course Schedule

Specific topics and dates will be posted on Blackboard.

Disclaimer

This syllabus is subject to change at any time during the semester. You will be notified of any changes or will be issued a new syllabus.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Department of Art

DATE SUBMITTED:

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	_Dawn Wheel_	10/14/13
Dean	_H. M. F._	10-15-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	_Welling_	10/15/13
Vice President for Academic Affairs	_John White_	

Course Subjects: ART	Course Number: 4883
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces):

Advanced Studio Studies

Mode of Instruction: (check appropriate box)
☐01_Lecture/ X 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 Fall ☐ Spring ☐ Summer I Fall 2014	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?
Can be repeated if different course content.

Does this course require a fee? Fee may apply How much? $45   Type of fee? materials

Subject to B of T approval
per

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

Prerequisites: Senior Status or permission of Department Head	Co-requisites:

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

Advanced Studio Studies is an advanced studio course with a revolving focus selected by the art faculty to provide research in particular skills, subjects, or trends in art & media. This course can be repeated for credit if course content changes.

Studio six hours. Fee may apply.

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. This course will not need any additional resources.

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

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

This course is specifically targeted to improve student performance that directly relate to the University's Mission of nurturing scholastic development, integrity, and professionalism.

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.

To provide the art students with a variety of studio experiences that expands our current studio curriculum and provides new and relevant studio practice.

How will the effect of the change be monitored in ongoing program assessment?
Through course assessment and senior exit interviews.

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

ART 4883 Advanced Studio Studies

Instructor: Dr. Dawn Ward
Office Hours: M-F by appointment, Norman Hall 104A
Phone: 968-0244 E-mail: dward23@atu.edu

CATALOGUE DESCRIPTION:
Advanced Studio Studies is an advanced studio course with a revolving focus selected by the art faculty to provide research in particular skills, subjects, or trends in art & media. This course can be repeated for credit if course content changes.

TEXT: none

COURSE DESCRIPTION:
This course is designed for students to investigate studio practices and artistic media not offered in the regular studio curriculum. Students develop major art projects that are fully realized and represent an evolution from sketches to a finished work.

COURSE OBJECTIVES:
- Students will exhibit proficiency in the area of the course focus
- Students will develop their style through advanced studio practice
- Students will create a documented studio practice through sketches, artist's statements, critiques and critical thinking that shows the development of their work throughout the course.

COURSE CONTENT:
The course content and subject are left to the faculty and will be noted when the course is offered.

COURSE OUTLINE:
- Critical examination of art media/course focus
- Introduction to skills and technologies particular to the media
- Project/concept development
- Writing an artist's statement
- Sketching and preparation to create project and presentation of those materials
- Creation of art project/projects within the guidelines of the course

EVALUATION:
Written assignments, sketchbook, class participation, studio practice, course projects, and attendance will determine the student's grade. The following grading scale will be used to calculate the student's success in the course. A "C" or better must be earned for the student to enroll in Upper Division Art courses.

Grading Scale:
A = 90 - 100 %
B= 80-89%
C=70-79%

D=60-69%
F =below 59%

ATTENDANCE:

Students are expected to attend and are allowed 4 absences (12 contact hours) of any nature without penalty. For more than 4 absences the instructor/instructors have the discretion to drop the grade one level.

For more than 7 absences (21 contact hours) the student will receive a failing grade unless the student drops within the university guidelines/deadlines. Punctuality is important and is considered a professional requirement. If a student is repeatedly tardy to class or leaves before class is dismissed the instructor will count those collectively as absences.

Students will not be penalized for officially sanctioned university activities. It is the responsibility of the student to present the instructor notice and verification of authorized participation. It should be understood that some course work cannot be made up and a student will be held accountable for missed content.

No Cell Phones: Students need to be respectful of the instructor and students by keeping their cell phones and other electronics turned off and in their backpacks. Students will be warned the first time and after that the instructor will count the student as absent, thereby lowering their grade for repeated offenses.

Plagiarism and Cheating:
Students are expected to conform to the standards of conduct set forth in the Arkansas Tech Student Handbook in regards to cheating, plagiarism, etc. Students are responsible for doing their own work and will be expected to conduct themselves with honesty and integrity.

DISABILITY SERVICES:

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. If you have any questions or concerns about disability services and testing accommodations for students registered with the Office of Disability Services please contact Liz Means, Coordinator for Disability Services at 968-0302. For questions about testing practices and policies, please contact Karen Pittman, Coordinator of Testing Services at 968-0382.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Speech, Theatre & Journalism

DATE SUBMITTED:

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head _Anthony Caton_		9.9.13
Dean		12-5-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		12/10/13
Vice President for Academic Affairs		

Course Subject: JOUR / ART	Course Number: JOUR 4163
Cross-listed with Subject: Advanced Photography	Course Number: ART 4163

Official Title: JOUR 4163 Advanced Photography (ART 4163)

Request to change: (check appropriate box)
☐ Course Number
X Title
X 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.

ART

New Course Number : same number

JOUR 4163

New Course Title: Advanced Digital Photography

New Course Description: Advanced techniques in digital photography are explored to expand the student's understanding of the digital processes as they relate to computer editing, manipulation and printing of digital images. Students will also study current theories of visual communication that relate to the field of digital photography.

New Cross-list:
☐ Adding Cross-listing   X Changing Cross-listing   ☐ Deleting Cross-listing
If adding or changing cross-listing, indicate course subject and number ART 4163

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

Prerequisite: JOUR (ART) 1163 or consent of instructor.

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

X 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 course has changed its content from traditional format to digital and the name and description is not current. It will need to reflect the change in the title of the intro course and will still provide a much needed UD elective for both programs.

How will the effect of the change be monitored in ongoing program assessment?
Through project and course assessment data.

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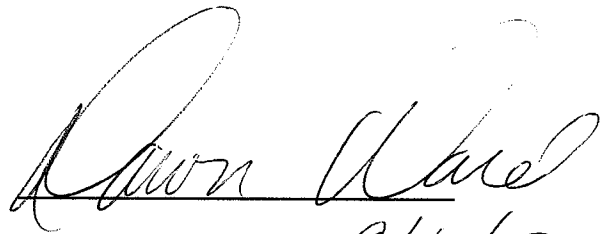
Arkansas Tech University

DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: _____

Date: 9/6/13

Teacher Ed
Council
email meeting
CC appr 2/25/14
RECEIVED
OCT 11 2013

Arkansas Tech University

REQUEST FOR COURSE ADDITION appr 2/20/14 Registrar's Office

FS 3-11-14

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Health and Physical Education Department

DATE SUBMITTED: October 1, 2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	Annette Holeyfield	10/2/2013
Dean	Sherry L. Field	10/7/2013
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	J Weaver	10/11/13
Vice President for Academic Affairs	John White	

Course Subject: PE	Course Number: 3593
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces):
Meth Tchng Health/ PE K-6 Tcher

Mode of Instruction: (check appropriate box)
☐ 01_Lecture/ x☑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 Proposed Fall 2014	If course is required by major/minor, how frequently will course be offered? Once per year
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.

Major

Prerequisites: None	Co-requisites None

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

Develop knowledge of concepts of motor development and motor learning that includes manipulative skills and movement. Knowledge of activities to develop basic movement patterns, primary lead-up game skills, leisure activities, rhythmic skills and fitness in K-6 grades. Basic knowledge of safety and injury prevention including knowledge of health concepts, physical education development and how to integrate other subjects found in the K-6 curriculum into physical education activities.

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

Standard letter

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.

Gym and computer lab

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

This course nurtures the scholastic development for students wanting to earn a degree in elementary methods in the state of Arkansas.

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.

State mandated K-6 Certification requires.

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

Competencies for the course are matched with those of the state and are evaluated in this course through exams, rubrics developed for specific assignments and the course competencies evaluations the students conduct at the end of the course.

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

See Attached

Date: **Thu, 20 Jun 2013 19:21:05 +0000**
From: "David Bell" <dbell@atu.edu> **Block Address**
To: "aholeyfield@atu.edu" <aholeyfield@atu.edu>
Subject: **New class Elementary curriculum**

:Reply :Reply All :Forward Print Delete

Annette,

As we begin to work on our elementary K-6 curriculum, we will need a new class from physical education. The title might be Physical Education and Health for K-6 teachers. You can begin to think about the class and I will forward you a list of competencies that will need to be included in the class.

David

:Reply :Reply All :Forward Print Delete

PE 3593

Methods of Teaching Health and Physical Education for K-6 Teachers

Academic Credit:

Three hours

Prerequisites:

None

Catalog Description:

Develop knowledge of concepts of motor development and motor learning that includes manipulative skills and movement. Knowledge of activities to develop basic movement patterns, primary lead-up game skills, leisure activities, rhythmic skills and fitness in the K-6 grades. Basic knowledge of safety and injury prevention including knowledge of health concepts, physical education curriculum development and how to integrate other subjects found in the K-6 curriculum into physical education activities.

Text:

Kovar, S., Combs, C., Campbell, K., Owen, G., and Worrell, V. (2012) *Elementary Classroom Teachers as Movement Educators*. (4th Edition). New York: McGraw-Hill.

Competencies:

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

1. Demonstrate a basic knowledge of motor development and motor learning concepts. (3.1)
2. Identify, describe and demonstrate the characteristics of the fundamental locomotor skills, manipulative and stability skills. (4.1)
3. Identify the principles of physical fitness and identify fitness activities for elementary students. (4.2)
4. Relate movement to other curriculum experiences such as art, music, math, science, social studies, language arts and technology. (4.7)
5. Develop and utilize safe and efficient developmentally appropriate, methods, materials and assessments for teaching basic movement skills, dances and indoor and outdoor game activities. (4.3, 4.4, 4.5, 4.6)

6. Develop and teach an age appropriate health lesson from a variety of topics including: exercise, sleep, disease safety prevention, diet, drug education, mental and emotional health and sexuality. (3.1, 3.2, 4.5)

Course Content:
1. Motor Development and Motor Learning for Children.
2. Movement Components and Skills Development.
3. Exercise Concepts and Fitness Education and Activities.
4. Physical Education and Health Curriculum.
5. Managing and Teaching the Physical Education Lesson.
6. Curriculum Integration in the Classroom.
7. Creating a Physically Safe Movement Environment.
8. Activities which develop fundamental movement patterns, fitness and sport-related movement.
9. Activities which develop rhythm and dance.
10. Health components including exercise, sleep, disease safety prevention, diet, drug education, mental and emotional health and sexuality.

Policy on absences, cheating, plagiarism, etc.,

The policy on cheating and plagiarism, as defined in the Student Handbook, will be adhered to in this class. The policy on absences and tardies will be as follows: The student will begin the class with 100 points for class participation. Each student will be given one day excused. If you are not in class then you are not participating, therefore you will receive a five point deduction for each class missed. The only excuses are for school sanctioned activities. In those cases students are to bring a written signed notice 24 hours prior to being out of class. Students are expected to be in class on time, and to remain in class until class is dismissed. Students arriving late to class, or leaving class early, will be assigned a tardy. Two tardies=one absence.`

Cell phones should be turned off or to "no ring" and put away when you are in class. Please do not text or have your phone out in class. Failure to adhere to this request will be considered Academic Misconduct. Students using phones in class will be counted absent for that class period.

REGULATIONS AND PROCEDURES (Student Handbook)

All students must give prompt attention to communications from faculty and staff members of the University. Most communications will be sent through the United States mail or to your official Tech e-mail address.

STUDENT ACADEMIC

CONDUCT POLICIES

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires certain standards of academic integrity and conduct from all students. Arkansas Tech University expects an academic atmosphere to be maintained in all classes. This atmosphere is created by both the professor and the class to enable all students enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or other unfair and dishonest practices. Students should also realize that the classroom is under the control of the professor who will give students a statement of his or her classroom policies in a syllabus at the beginning of the semester. A complete copy of this policy is available at the Office of the Vice President of Academic Affairs at http://www.atu.edu/acad/services.htm.

The term **"plagiarism"** includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials

CLASS ABSENCES

Attendance policies are set by individual instructors and will be announced at the beginning of courses. When participation in some TECH-related function requires missing class(es), courtesy would require the student's notifying her/his instructor(s) prior to the absence. Absences due to sickness, accident, or death in the family should be explained to each instructor by the student. For absences of more than five successive days which by their nature (such as an emergency) make it difficult for the student to contact her/his instructors, she/he may contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have instructors notified.

Incomplete Grade Contract

*A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control and has completed at least seventy-five percent of the course requirements with work of passing quality.
*If the remaining course requirements are not completed and final grade reported by the end of the next regular semester (fall or spring) the grade will be automatically changed to a grade of "F".

Assessment Methods:

Final grades will be based on the point values listed below:

Exams	300
Health Lesson and Plan	100
Peer Teach Activity	50
Activity Card	25
Additional class activities	25
Class participation	100
Final	100
Total points possible:	700

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

Bibliography:

Cone, T and Cone, S. (2012). *Teaching Children Dance*. (3rd edition). Champaign, Illinois: Human Kinetics.

Griffin, L. L. (2005). *Teaching Games for Understanding*. Champaign, Illinois: Human Kinetics.

Pangrazi, R. (2013). *Dynamic Physical Education for Elementary School Children*. (17th edition). Boston: Allyn and Bacon.

PE Central: www.pecentral.org

World of Wellness Education Series. (2013). Champaign, Illinois: Human Kinetics.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Curriculum and Instruction

DATE SUBMITTED: October 22, 2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. David Bell	David Bell	10-31-13
Dean Dr. Sherry Field	Sherry L. Field	11-18-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver	Weaver	2/10/14
Vice President for Academic Affairs Dr. John Watson	John White	

Course Subject: ELED	Course Number: 2003
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces):
Educational Research and the Teacher as a Lifelong Learner

Mode of Instruction: (check appropriate box)
xxx 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 Fall 2014	If course is required by major/minor, how frequently will course be offered? Fall/spring
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 fee | | |

☐Elective   xxx 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): This course provides potential teacher education candidates with the knowledge base and practice in the skills needed to locate educational research information; analyze, synthesize, and evaluate the complied materials; professionally communicate these findings to others; and examine, observe, and reflect upon research applications in the school setting.
Grading   xxxStandard 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. Smart classroom

How does this proposal support the University Mission or University Strategic Planning Goals? This proposal will enhance Goal 1: Enhance the creation and delivery of first quality education services. It will add a new program of study and provide another option for students to select.

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. Suggestions from the Arkansas Department of Education (ADE), the Association of Childhood Education International (ACEI), the content of the required Praxis II licensure test, and the Interstate Assessment and Support Consortsum (InTASC) were used to select this class.
How will the effect of the change be monitored in ongoing program assessment? Changes and program effectiveness will be monitored as a part of the assessment system that is used by the College of Education to gather and analyzed data for both program and candidate change. It is a large part of the required CAEP accreditation.

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

Letters of support are attached.

ELED 2003 Educational Research and the Teacher as a Lifelong Learner

ELED 2003 is a 3-hour credit course.

Catalog Description: This course provides potential teacher education candidates with the knowledge base and practice in the skills needed to locate educational research information; analyze, synthesize, and evaluate the complied materials; professionally communicate these findings to others; and examine, observe, and reflect upon research applications in the school setting.

Competencies/Objectives:
1. Discuss education as a major social institution
2. Identify and discuss the social and political forces that impact the American Education System
3. Discuss basic historical foundations of American education
4. Discuss the multicultural/pluralistic nature of American education
5. Discuss current issues that impact American classrooms
6. Discuss basic legal issues that affect public schools.
7. Discuss Praxis I (PPST), Praxis II, and TESS (based on Charlotte Danielson's Framework for Teaching)
8. Locate and present ideas and understandings from current professional educational research.
9. Communicate chosen educational research topics effectively and professionally.
10. Examine the application of current educational research findings in the school setting in the areas of instruction, management, motivation, and assessment.

Text: Ryan, K., & Cooper, J.M. (2013). *Those who can, teach* (13th ed.). Belmont, CA: Wadsworth.

Course Outline/Topics:
I. Education as a major social institution
   a. Principles and perspectives
   b. Social and political forces
   c. Historical foundations
II. Diversity in American education
   a. Anti-bias curriculum
   b. Best practice and cultural plurality
   c. Understanding how to infuse cultural sensitivity into the classroom
III. Current issues that impact the American classroom
   a. School reform
   b. Models of instruction
   c. Developmentally appropriate practice
IV. Educational Research Reference
   a. Research Terminology
   b. Research Tools
   c. Source Location
V. Research Strategies and Techniques
   a. Computer Database Searches
   b. Online Searches
   c. World Wide We Searches
VI. Professional Development
   a. The role of teacher assessments
   b. The role of professional organizations
   c. Methods of professional development
   d. The role of the mentor teacher
   e. The role of the professional learning community

VII.   Legal issues
        a. School funding
        b. Federal funding
        c. Significant court decisions
        d. The role of special education

Class Absences, Academic Misconduct, and Plagiarism: Students are expected to attend ALL class meetings. Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to disciplinary sanction. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.

Incomplete Grade Contract
- A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control and has completed at least seventy-five percent of the course requirements, with the work of passing quality.
- If the remaining course requirements are not completed and the final grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F".

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

Methods of Evaluation (See attached rubrics):
- Examinations/Tests
- Current Event in Education Summary Paper
- Professional Literature Article Summary
- Presentation of Professional Article Findings
- Reflective Paper concerning Beliefs about Learning, Classroom Observations, and Professional Development

Representative Bibliography:
American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Eggen, P., & Kauchak, D. *Educational psychology: Windows on classrooms* (9th ed.). Boston: Pearson.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). New York: McGraw-Hill.

Marzano, R. J., Pickering, D. J., & Pollack, J. E. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement. (2nd ed.). Alexandria, VA: Association of Supervision and Curriculum Development.

ELED 2003
Current Event in Education Summary Paper

Instructions: Find a current event article from a local **newspaper** dealing with an EDUCATION or SCHOOL issue in **Arkansas,** and write a 1-2 page, single space opinion paper about the social and/or political issues which are implied in the article. Address such questions as the following:

1. What is explicitly stated about the school or education issue in the article?
2. What is implied about the school or education issue in the article?
3. What social or political "agendas" or "issues" seem to be driving the article, if any?
4. Does the article provide a generally positive or negative view of the education or school issue discussed, and what evidence is provided to promote or defend this view?
5. Considering the general audience for which this article is written, what effect, if any, do you believe it will have on this audience's perspectives about the education or social issue discussed?
6. What does this article speak to you the importance of you being an educated professional concerning education and school issues?

ELED

ELEM 2003
Professional Article Summary

Instructions: You, along with a small group of peers, will be assigned an important issue in education in the area of classroom instruction, motivation, management, or assessment. You are to find one article in your assigned area and summarize this article in a one-page, single-spaced summary with an APA reference. Your summary should address the author(s)' main points and should provide evidence that you have gleaned from the article the appropriate classroom applications of your assigned area. You and your small group of peers will use each of your reviews to create a short presentation in this assigned area for the class.

ELEM 2003

Professional Articles Presentation

Instructions: As a small group, you will create a presentation for the ELEM 2003 class concerning your assigned area of emphasis for which you reviewed and summarized professional articles.

ELCP
ELEM 2003
Beliefs about Teaching and Learning, Classroom Observations, and Professional Development
Paper

Instructions: This 5-7 page, double-spaced paper will contain three parts. The requirements and questions to guide your discussion for each of these parts are described below.

1. *Beliefs about Teaching and Learning* – in this section of the paper, you will describe your personal beliefs about the teaching and learning process. You should address such questions as the following within your discussion.
   a. What do I believe about teaching and learning?
   b. Why do I want to become a teacher?
   c. Based on my knowledge, preparation, and experience, what do I believe are the best methods for teaching and learning?
   d. What kind of learning environment do I want my students to experience?
   e. How should parents/guardians be included in student learning?
   f. What is the importance of life-long learning for the teacher?
   g. What does it mean to believe, 'all children can learn'?
   h. How will I improve myself as a professional?

2. *Classroom Observations* – in this section of the paper, you will describe what you have seen in your classroom observations and connect these observations specifically with what you have learned about in this course concerning classroom instruction, management, motivation, and assessment. You should address such questions as the following within your discussion.
   a. When observing in the classroom, what aspects did you observe that matched what we have learned in this course about the areas of classroom instruction, management, motivation, and assessment?
   b. What aspects of classroom instruction, management, or motivation did you observe that you feel you may want to implement in your own future classroom someday?
   c. If there were areas that you believed did not match what was learned in this course about classroom instruction, management, motivation, and assessment; what could you do differently to better match these aspects in your future classroom?

3. *Professional Development* – in this section of the paper, you will discuss how you will use the resources from the Association for Childhood Education International (ACEI) (www.acei.org), the State of Arkansas (http://www.arkansased.org/), and other professional development resources/opportunities to improve your professional practice and to demonstrate that you are a life-long learner. In this discussion, you should note how you will attempt to improve yourself as a classroom teacher using the aforementioned resources and others that you cite. Be as specific as possible in this discussion by giving at least 3-5 specific examples of what you will do.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

Teacher Ed. email meeting appl 2/20/14
CC appl 2/25/14
FS 3/11/14

TO: Curriculum Committee

FROM: Curriculum and Instruction

DATE SUBMITTED: October 22, 2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. David Bell	David Bell	10-31-13
Dean Dr. Sherry Field	Sherry L. Field	11-18-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver	T Weaver	2/10/14
Vice President for Academic Affairs Dr. John Watson	John W Watson	

Course Subject: ELED	Course Number: 3113
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces): Human Development and Learning Theories
Mode of Instruction: (check appropriate box) xxx 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 Fall 2014	If course is required by major/minor, how frequently will course be offered? Fall/spring
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 fee

☐Elective xxx 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):
This course is a study of the physical, cognitive, and psychosocial development of the individual beginning with the early childhood period and continuing through early adolescence. This course also provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the eight types of intelligence and applying these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning. This course includes an on-site field experience.

Grading   xxxStandard 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.
Smart classroom

How does this proposal support the University Mission or University Strategic Planning Goals?
This proposal will enhance Goal 1: Enhance the creation and delivery of first quality education services. It will add a new program of study and provide another option for students to select.

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.
Suggestions from the Arkansas Department of Education (ADE), the Association of Childhood Education International (ACEI), the content of the required Praxis II licensure test, and the Interstate Assessment and Support Consortsum (InTASC) were used to select this class.

How will the effect of the change be monitored in ongoing program assessment?
Changes and program effectiveness will be monitored as a part of the assessment system that is used by the College of Education to gather and analyzed data for both program and candidate change. It is a large part of the required CAEP accreditation.

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

ELED 3113 Human Development and Learning Theories

3 Credit Hours

Catalog Description:
This course is a study of the physical, cognitive, and psychosocial development of the individual beginning with the early childhood period and continuing through early adolescence. This course also provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the eight types of intelligence and applying these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning. This course includes an on-site field experience.

Prerequisites:

Course Objectives:

1. Define what is meant by development and describe the nature of developmental change. ACEI 1.0

2. Identify methods of studying children. ACEI 1.0

3. Compare and contrast theories of development. ACEI 1.0

4. Describe principles of heredity that provide the biological foundation for human development. ACEI 1.0

5. Describe the physical, cognitive, and psychosocial, development in early childhood. ACEI 1.0

6. Describe the physical, cognitive, and psychosocial development of middle/late childhood. ACEI 1.0

7. Describe the physical, cognitive, and psychosocial development of early adolescence. ACEI 1.0

8. Define multicultural issues related to child development. ACEI 3.2

9. Discuss conceptual understanding and strategies for teaching concepts. ACEI 3.1, 3.2

10. Describe several types of thinking and ways that teachers can foster them. ACEI 3.1, 3.2, 3.3, 3.4

11. Compare the social constructivist approach with other constructivist approaches. ACEI 3.1

12. Define motivation and compare the behavioral, humanistic, cognitive, and social perspectives on motivation. ACEI 3.1

13. Discuss what intelligence is, how it is measured, a theory of multiple intelligences, the neuroscience of intelligence, and some controversies and issues about its use by educators. ACEI 1.0, 3.2

Standards:

ACEI- Association for Childhood Education International.

Texts Required for Course:

Children, 12th ed. 2013 by John Santrock. McGraw-Hill
Educational Psychology, 5th ed. 2011 by John Santrock, McGraw-Hill
Custom text combining material from both texts by Santrock.

Course Content/Topics:

UNIT 1- Development in Early Childhood
PHYSICAL DEVELOPMENT IN EARLY CHILDHOOD
1. How Does a Young Child's Body and Brain Grow and Change
    a. Height and Weight
    b. The Brain—
       Neuronal Changes
       Structural Changes
2. How Do Young Children's Motor Skills Develop
    a. Gross Motor Skills
    b. Fine Motor Skills
3. Young Children's Artistic Drawings
4. Nutrition
5. Energy Needs
6. Health, Safety, and Illness
7. Preventing Childhood Injuries

COGNITIVE DEVELOPMENT IN EARLY CHILDHOOD
1. Piaget's Preoperational Stage
2. Vygotsky's Theory of Development
3. Information Processing
4. Memory
5. How Do Young Children Develop Language
6. Variations in Early Childhood Education
    a. The Child-Centered Kindergarten

  b. The Montessori Approach
 7. Developmentally Appropriate and Inappropriate Education

SOCIOEMOTIONAL DEVELOPMENT IN EARLY CHILDHOOD
 1. What Characterizes Young Children's Socioemotional Development
  a. The Self
  b. Initiative Versus Guilt
  c. Self-Understanding and Understanding Others
 2. Emotional Development
  a. Expressing Emotions
  b. Understanding Emotions.
  c. Emotion Regulation
  d. Emotion-coaching and emotion-dismissing parents
  e. Emotional regulation and peer relations—
 3. Moral Development
  a. Moral Feelings
  b. Moral Reasoning
  c. Moral Behavior
 4. Gender.
  a. Biological Influences
  b. Chromosomes and Hormones
  c. Evolutionary psychology view
  d. Social Influences
  e. Peer influences
  f. Cognitive Influences
 5. What Roles D Families Play In Young Children's Development
 6. Baumrind's Parenting Styles
  a. Authoritarian parenting
  b. Neglectful parenting
  c. Indulgent parenting
 7. Child Maltreatment
  a. Types of Child Maltreatment.
  b. The Context of Abuse
  c. Developmental Consequences of Abuse
 8. Sibling Relationships
 9. The Changing Family in a Changing Social World
  a. Working Parents
  b. Children in Divorced Families
  c. Gay Male and Lesbian Parents
  d. Cultural, Ethnic, and Socioeconomic Variations
 10. Play
 11. Television

UNIT 2- Development in Middle and Late Childhood
PHYSICAL DEVELOPMENT IN MIDDLE AND LATE CHILDHOOD
1. Skeletal and Muscular Systems
2. The Brain
3. Motor Development
4. Children's Health
   a. Nutrition—
   b. Exercise and Sports
   c. Sports
   d. Overweight Children
   e. What Factors Are Linked with Being Overweight in Childhood?
   f. Treatment of Children Who Are Overweight
   g. Diseases
5. Children with Disabilities
6. Physical Disorders
7. Emotional and Behavior Disorders
8. Educational Issues

COGNITIVE DEVELOPMENT IN MIDDLE AND LATE CHILDHOOD
1. Concrete Operational Thought
2. Information Processing
3. Memory
4. Intelligence and Its Assessment
5. Types of Intelligence
   a. Sternberg's Triarchic Theory
   b. Gardner's Eight Frames of Mind
6. Interpreting Differences in IQ Scores
   a. The influence of genetics—
   b. Environmental influences
7. Using intelligence tests—
8. Extremes of Intelligence
9. Mental retardation
10. Giftedness
11. Language Development

SOCIOEMOTIONAL DEVELOPMENT IN MIDDLE AND LATE CHILDHOOD
1. Moral Development -The Kohlberg stages
2. Changes in Parenting in Families in Middle and Late Childhood
3. Changes Characterize Peer Relations in Middle and Late Childhood

UNIT 3- Development in Adolescence
PHYSICAL DEVELOPMENT IN ADOLESCENCE WHAT IS THE NATURE OF ADOLESCENCE?
1. Positive Transitions

2. Developmental Transitions
3. Childhood to adolescence
4. Adolescence to adulthood:
5. The Physical and Psychological Aspects of Puberty
   a. Sexual Maturation, Height, and Weight
   b. Hormonal Changes
   c. Timing and Variation in Puberty Precocious puberty
   d. Psychological Dimensions of Puberty
   e. Body image
   f. Early and late maturation
   g. The Brain
   h. Brain structure, cognition, and emotion
6. What are the Dimensions of Adolescence
   a. Adolescent Health
   b. Nutrition and exercise
   c. Sleep patterns
   d. Substance Use and Abuse
   e. Alcohol & Cigarette smoking.
   f. Painkillers

COGNITIVE DEVELOPMENT IN ADOLESCENCE
1. Adolescence Think and Process Information
   a. Values
   b. Moral Education
   c. Religion
2. Nature of Schools for Adolescence
   a. The American Middle School
   b. The transition to middle or junior high school
   c. Effective middle schools
   d. Extracurricular activities

SOCIOEMOTIONAL DEVELOPMENT IN ADOLESENCE
1. Developmental changes
2. Emerging adulthood and beyond
3. Family influences development.
4. Ethnic identity
5. What is the nature of Parent–Adolescent Relationships
   a. Autonomy and Attachment
   b. The push for autonomy
   c. The role of attachment
   d. Balancing freedom and control
   e. Parent–Adolescent Conflict
6. What aspects of Peer Relationships are important in Adolescence
   a. Friendships

b. Peer pressure
c. Cliques and crowds
d. Dating and Romantic Relationships
7. Socioemotional problems in Adolescence
a. Juvenile Delinquency.
b. Causes of delinquency Depression

UNIT 4- Learning Theory in the Classroom
CLASSROOM
1. Conceptual Understanding
a. Defined
b. Aids in remembering and communication
c. Formed through direct experiences
d. Concrete to abstract
2. Thinking
a. Reasoning
Inductive Reasoning
Deductive Reasoning—General to the Specific
b. Critical thinking
c. Decision Making
d. Creative Thinking
Convergent vs. divergent thinking
Creativity vs. intelligence
3. Problem Solving

SOCIAL CONSTRUCTIVIST APPROACHES TO TEACHING
1. Constructivist vs. Social Constructivist Approaches
2. Piaget vs. Vygotsky
3. Defined Cognitive Apprenticeship
4. Tutoring
5. Cooperative Learning
6. Research on Cooperative Learning
7. Creating a Cooperative Community
8. Structuring Small Group Work

SOCIAL CONSTRUCTIVIST PROGRAMS
1. Adults as Role Models
a. Experts and teachers introduce big ideas and principles
b. Adult models thinking and self-reflection
c. Adults continually question students
2. Children Teaching Children
a. Cross-age teaching
b. Reciprocal teaching
c. Jigsaw classroom

3. Online Computer Consultation
    a. E-mail experts
    b. Experts function as models of thinking
4. Schools for Thought (SFT)
    a. The Jasper Project
    b. Fostering a Community of Learners (FCL)
    c. Computer-Supported Intentional Learning Environments (CSILE)
5. Curriculum
    a. Problem-based learning
    b. Project-based activities
    c. Interdisciplinary
6. Instruction
    a. Student roles
        Plan
        Instruct
        Monitor
    b. Teacher and expert roles
        Focus learning activities
        Monitor and guide student inquiry

EXPLORING MOTIVATION
1. The Behavioral Perspective
    a. Emphasizes external rewards and punishments
    b. Incentives
2. The Humanistic Perspective
    a. Stresses students' capacity for growth
    b. Maslow's hierarchy of needs
3. The Cognitive Perspective
    a. Students' thoughts guide their motivation
    b. Focuses on internal motivation to achieve
    c. Competence motivation—White (1959)
4. The Social Perspective
    a. Need for affiliation or relatedness
    b. Establishing, maintaining, and restoring warm, close, personal relationships

ACHIEVEMENT PROCESSES
1. Extrinsic and Intrinsic Motivation
2. Attribution Theory
    a. Locus (internal or external)
    b. Stability
    c. Controllability
3. Mastery Motivation and Mindset
4. Goal Setting, Planning, and Self-Monitoring
5. Students Who Are Low-Achieving and Have Low Expectations for Success

a. Characteristics
   b. Intervention Strategies
   c. Students with Failure Syndrome

INTELLIGENCE
1. What is Intelligence?
   a. Issues
   b. Intelligence is the ability to solve problems and to adapt and learn from experiences.
2. Intelligence Tests
   a. Individual Intelligence Tests
      The Binet Tests
      The Wechsler Scales
   b. Group Intelligence Tests
      Lorge-Thorndike Intelligence Tests
      Otis-Lennon School Mental Abilities
   c. Benefits of Group Tests
   d. Limitations of Group Tests
3. Theories of Multiple Intelligences
   a. Sternberg's Triarchic Theory of Intelligence
   b. Gardner's Eight Frames of Mind
   c. Emotional Intelligence
4. The Neuroscience of Intelligence
5. Controversies and Issues in Intelligence
   a. Nature and Nurture
   b. Ethnicity and Culture
      Ethnic comparisons
      Cultural bias and culture-fair tests
6. Learning and Thinking Styles
   a. Impulsive/Reflective Styles
   b. Deep/Surface Styles
7. Personality and Temperament
   a. Styles or Clusters
   b. New Classification

Class Absences, Academic Misconduct, & Plagiarism:
Students are expected to attend ALL Class meetings. Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to disciplinary sanction. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Refer to signed policy agreement for additional information...

Incomplete Grade Contract:

A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, with work of passing quality.
If the remaining course requirements are not completed and final grade reported by the end of the next regular semester (fall or spring) the grade will be automatically changed to a grade of "F".

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

Methods of Instruction and Assessment:

Methods of Instruction: The delivery of instruction in this course will include lecture, discussion, videos, projects, field experiences, and cooperative group efforts. Students will be encouraged to participate and contribute to class dialogue.

Assessment: Written examinations, checklists, and rubrics will serve to evaluate comprehension and application of concepts and skills outlined in the course objectives.
All work submitted should be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors. _Late assignments may be reduced in grade by one point for every class period they are late_

All formal assignments must be in APA Style (APA Internet Site: http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc id+796)

Assignments:

Students will complete the following assignments to demonstrate mastery of the learning objectives.

1. **Research Project:**
   Investigate an issue or concept related to child development and /or learning. Please discuss your topic selection with your instructor. The written report (from more than seven sources) should be approximately 10 to 12 typewritten pages (double spaced). This can be on any relevant topic related to child development or how children learn. **(APA Style)** (100 points) **See Assignment Calendar for Due Date**
   ***Artifact:** This artifact will be submitted and saved in the Taskstream ELED Working Portfolio (Assessment: Rubric). To have the opportunity to successfully complete this initial required research assignment the student must submit the research paper in Taskstream. Failure to submit this assignment deemed course artifact in Taskstream will result in the student not being able to earn above a "C" in the course.

2. Discussion Papers and Video Assignments:
   Respond to assignments distributed <u>in class</u> related to course topics. Responses should be paraphrased rather than quoted directly from text, although you may use the text or class notes, and when possible should include personal experiences, commentary, and reflective statements. *This is a group project.*
   (75 points)

3. Develop a pamphlet listing signs of possible child abuse, reporting procedures, etc. (25 points.)

4. Examinations: (Four @ 100 points each)=(400 points)

Grading:

1.	Research Project	100 points
2.	Discussion Papers	75 points
3.	Pamphlet-child abuse	25 points
4.	Exams (4 @ 100 points each)	<u>400 points</u>
		600 points Total

Grading Scale:

A = 90 – 100 %
B = 80 – 89 %
C = 70 – 79 %
D = 60 – 69 %
F = 59 -- Below

References:

Papalia, Diane, and Ruth Duskin Feldman. A Child's World: Infancy through Adolescence. 12th ed. New York: McGraw-Hill, 2011.

Santrock, John. Child Development. 14th. Ed. New York: McGraw-Hill, 2014.

Steinberg, Laurence. Adolescence. 10th ed. New York: McGraw-Hill, 2014.

Woolfolk, Anita. Educational Psychology. 12th ed., Boston: Allyn & Bacon, 2013.

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ELED XXXX Human Development and Learning-Research Project

Directions to the Candidate:
As part of the field experience linked to this class you will be assigned to a classroom in the K-6 continuum. You will have the opportunity to interact with the students and the classroom teacher during this experience. Based on what you have seen in the classroom, focus on an issue that is related to child development and link it to how children learn. Relate this to a specific child you have the opportunity to work with or observe.
In your paper include the following:

1. Give an overview of the child development concept or learning theory you will be discussing. *ACEI 1.0*
   a. Provide in-depth information on the child development issue you are discussing. For example, the child you worked with in class has an intellectual delay, is very gifted, or has health issues. Select a topic you think will be of interest to you in your career as an educator.
   b. Provide detailed research on this topic.
   c. As you discuss the child development issue relate how this compares to typical and atypical development. Provide examples.

2. Impact on learning. *ACEI 1.0*
   a. Discuss how the issue could potentially impact the learning of the child.
   b. Research which learning theories/styles might be most useful in working with a child with this particular developmental issue

3. Classroom application. *ACEI 3.1*
   a. How can these learning theories/styles be used in the classroom setting.
   b. Provide specific examples of how learning theories can be used.
   c. Implement at least one suggestion in the classroom in collaboration with the classroom teacher.

4. Impact on student learning. *ACEI 1.0*
   a. Discuss how these suggestions could/have impacted student learning.

5. Written Communication/Grammar. *ACEI 5.1*
   a. Adhere to APA guidelines.
   b. Be of professional quality.
   c. Free of mechanical errors.
   d. Use 12 point font

6. References. *ACEI 5.1*
   a. In-depth research using multiple sources

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ELED XXXX Human Development and Learning

Research Topic- Rubric

	Unacceptable 0-1	Acceptable 2	Target 3	Score
	The candidate does not exhibit knowledge and skills needed to meet the standard. The Candidate needs further development.	Demonstrates the basic knowledge and skills needed to meet the nominal expectations for the standard.	Demonstrates the knowledge and skills to meet the expectations for the standard.	
Overview *ACEI 1.0*	Provided little or no background information; little or no discussion of typical and atypical development. No examples.	Provides some background information; discussion typical and atypical development. Two or fewer examples.	In-depth background information, discusses typical and atypical development; and provides more than two examples.	
Impact on learning. *ACEI 1.0*	Little or no discussion of how the issue could impact learning. Little or no discussion of useful learning theories/styles.	Some discussion of how the issue could impact learning. Some discussion of learning theories/styles.	Discusses how the issue could impact learning; provides examples. Discusses learning theories and styles and provides examples of how they can be used.	
Classroom application. *ACEI 3.1*	Did not address application of learning theories/styles in the classroom. Did not provide examples. Did not implement a suggested activity in the classroom.	Brief discussion of how the learning theories could be applied in the classroom. Provided two or fewer examples of application of the theory. Discussed one suggestion within the classroom without implementation.	In-depth discussion on how the learning theories can be used. Provided more than two examples and implemented one or more suggestions within the classroom.	
Impact on student learning. *ACEI 1.0*	Did not address how student learning is impacted.	Briefly discussed impact on student learning with one specific example.	In-depth discussion of impact on student learning with more than one example.	
Written Communication/Grammar. *ACEI 5.1*	Did not follow APA guidelines. Several errors in grammar and spelling. Did not use 12 pt. font.	Used APA guidelines. Few errors in grammar and spelling. Used 12 pt. font.	Used APA guidelines. No errors in Grammar and spelling. Used 12 pt. font.	

References. *ACEI 5.1*	Limited research with less than four sources. Sources were limited.	Evidence of adequate research. More than four sources from several types of media (books, journals, magazines, internet.)	Evidence of in-depth research from at least seven sources drawn from a variety of media.	

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Curriculum and Instruction

DATE SUBMITTED: October 22, 2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. David Bell	David Bell	10-31-13
Dean Dr. Sherry Field	Sherry L. Field	11-18-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver	J Weaver	2/10/14
Vice President for Academic Affairs Dr. John Watson	John W Watson	

Course Subject: ELED	Course Number: 3123
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces):
Diagnosis and Assessment of Elem Students

Mode of Instruction: (check appropriate box)
xxx 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 Fall 2014	If course is required by major/minor, how frequently will course be offered? Fall/spring
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 fee

☐Elective	xxx 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):
This course is designed to develop preservice teachers with who can successfully implement the design and implementation of current best practices in assessment and who can utilize assessment data to plan, evaluate and promote instructional achievement in a 21st Century standards-based classroom.

Grading   xxxStandard 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.
Smart classroom

How does this proposal support the University Mission or University Strategic Planning Goals?
This proposal will enhance Goal 1: Enhance the creation and delivery of first quality education services. It will add a new program of study and provide another option for students to select.

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.
Suggestions from the Arkansas Department of Education (ADE), the Association of Childhood Education International (ACEI), the content of the required Praxis II licensure test, and the Interstate Assessment and Support Consortsum (InTASC) were used to select this class.

How will the effect of the change be monitored in ongoing program assessment?
Changes and program effectiveness will be monitored as a part of the assessment system that is used by the College of Education to gather and analyzed data for both program and candidate change. It is a large part of the required CAEP accreditation.

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

Letters of support are attached.

ELED 3123 Diagnosis and Assessment of Elementary Students (Assessing Achievement in a Standards Based Classroom)

Catalog Description: This course is designed to develop preservice teachers with who can successfully implement the design and implementation of current best practices in assessment and who can utilize assessment data to plan, evaluate and promote instructional achievement in a 21st Century standards-based classroom.

Prerequisites: Admission to Stage II. **Corequisite:** Math data analysis/organization course and Field Experience.

Accreditation Standards Agencies: ACEI – Association for Childhood Education International; INTASC (Arkansas Teacher Standards (Interstate Teacher Assessment and Support Consortium); and TESS – Frameworks for Teaching/Teacher Excellence Support System.

ATU College of Education Conceptual Framework: "Professionals for the 21st Century"

After completion of this course, the student will show evidence of the following competencies:

1. **State instructional outcomes for diverse students in diverse cultures.** Intasc: 1, 2, and 4; ACEI: 2.1, 2.2, 2.3, 2.4, 2.5; TESS (FWT): 1c.

2. **Design high quality student assessments.** Intasc: 6, 7; ACEI: 4.0; TESS (FWT) 1e.

3. **Plan instruction based on analysis of a range of student/classroom performance data.** Intasc: 5, 8; ACEI : 1.0, 3.1, 3.2, 3.3, 3.4 TESS (FWT) 1e, 3d, 3e

4. **Reflect on instruction and student achievement, then use the reflection in planning instruction, response to intervention, and selecting professional development.** Intasc: 7, 9; ACEI: 4.0, 5.1; TESS (FWT): 3e, 4a, 4b, 4d, 4e, 4f.

5. **Maintain accurate achievement records.** Intasc: 9, 10; ACEI: 4.0, 5.2; TESS (FWT) 4b.

6. **Communicate achievement/assessment results with families.** Intasc 9, 10; ACEI: 3.5, 4.0, 5.1, 5.2; TESS (FWT) 4c

7. **Access assessment for students who have diverse needs; English Language Learners, and/or behavioral issues.** Intasc: 6, 9; ACEI 3.2; TESS (FWT): 1b, 1d, 4c, 4e

8. Utilize standardized assessments and standards-based assessment to improve instructional delivery in the classroom. Intasc: 6, 7, 8; ACEI 4.0; TESS (FWT) 3d.

9. Incorporate technology to enhance the assessment process. Intasc 5, 6, 8; ACEI: 4.0; TESS (FWT) 1e, 3c.

McMillan, James H. (2014). *Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction (6th ed.).* Boston: Pearson.

Course Content/Course Outline/Topics:

1. The Role of Assessment in Instruction

2. Learning Targets: Standards and Achievement
   a. Common Core State Standards: Content, Performance, Developmental, Grade-Level
   b. Sources of Learning Targets and Standards: Bloom, Marzano, Kendall, and Danielson, National/ State/District Standards
   c. Selecting Learning Targets and Standards
   d. 21st Century Knowledge, Skills, and Dispositions
   e. Types of Learning Targets
   f. Outcomes/Learning Targets: Goals, Objectives, Standards

3. High-Quality Classroom Assessment
   a. Curriculum Alignment
   b. Fairness
   c. Consequences – High Stakes for Teachers and Students
   d. Practicality and Efficiency
   e. Reliability and Validity
   f. Selecting Appropriate Assessment Methods

4. Formative Assessment – Gathering and Interpreting Evidence of Student Learning
   a. Formative Assessment
      i. Formal
      ii. Informal
   b. Oral Questioning
   c. Structured Assessment
   d. Informal Observation
   e. Ongoing Formative Assessment in Arkansas

5. Formative Assessment II – Feedback and Instructional Adjustments
   a. Effective Feedback
   b. Types of Feedback
   c. Factors in Using Feedback

13. **Grading and reporting student Performance**
    a. Objective Decision Making
    b. Reporting to Parents
    c. Determining Grades
    d. Approaches to Grading
    e. Functions of Grading
    f. Importance of Timely Feedback

14. **Using Standardized Tests (Norm Referenced)**
    a. Understanding Reports – Statistics
        i. Norms
    b. Interpretation - Data Analysis
        i. Statistics
    c. Administering
        i. Following directions
        ii. Consequences of failure to follow directions.
    d. Using Statistics and data analysis to promote instruction

15. **Using Standards Based Tests (Criterion Referenced)**
    a. State and National
    b. Understanding Reports
    c. Interpretation
    d. Adequate Yearly Progress
    e. Using Statistics and Data Analysis to promote instruction

Organizing Theme: The Elementary Educator is a life-long learner who uses reflective decision making to implement developmentally appropriate practice in a diverse society.

Methods of Instruction: A variety of instructional strategies reflecting best practices in 21st Century classrooms will be utilized. They may include, but not limited to the following:

- Direct instruction, guided discussion, modeling, demonstrations
- Interpretation of student data
- Field observation, higher level learning exercises, cooperative learning
- Lesson plan development, assessment development and reflection development
- Evaluations (Including Assessments/Rubrics)

Specific Assignments:

1. **Assessment Resource File:** Develop a professional resource file of ideas, games, bulletin boards, articles, and other activities that may be used for assessing

student learning, including technology. Must include 15 distinctly different approaches to assessment. Scored by Rubric

2. Lesson Plans: Develop a sequence of three lessons for a subject and grade based on Common Core Literacy or Match Standards. Emphasis will be on selecting CCSS, stating objectives, planning assessment, developmentally appropriate instruction and record keeping. Scored by Rubric

3. Portfolio/Eportfolio Resource File: The student will develop a plan/outline of a portfolio (hard copy or electronic copy) of student work for use in reporting student progress to parents. Scored by Rubric

4. Wong, H. (n.d.). Classroom management. Retrieved from http://www.yale.edu/21c/arkansas/documents/Meek_9_25_07_HarryWong.pdf Field Experience: Reflection on classroom approaches to summative test development; required formative assessments; teacher interviews regarding CCSS and PARCC requirements of the district; FERPA issues in today's classrooms; record keeping approaches; balancing instruction and assessment. Submit reflection in TaskStream.

5. Analysis of student/classroom profile for norm referenced and criterion referenced assessments, develop an Academic Improvement Plan for intervention. Submit in TaskStream. ARTIFACT for this Course.

6. Four Exams including final exam.

7. Class participation and attendance.

CLASS ABSENCES, ACADEMIC MISCONDUCT, AND PLAGIARISM

Students are expected to attend ALL class meetings. Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to disciplinary sanction. The term "plagiarism" includes, but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment.

Incomplete Grade Contract
- A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, with work of passing quality.
- If the remaining course requirements are not completed and final grade reported by the end of the next regular semester (fall or spring) the grade will be automatically changed to a grade of "F".

Grading scale:
      A – 90 – 100%
      B – 89 – 80%
      C – 79 – 70%
      D – 69 – 60%
      F – below 60%

METHODS OF EVALUATION (INCLUDING ASSESSMENTS/RUBRICS):

- **Assessment Resource File** = 50 pts.
- **Lesson Plans 3@25pts** = 75 pts.
- **Portfolio** = 50 pts.
- **Field Experience Reflection** = 25 pts.
- **Profile Analysis/AIP** = 25 pts.
- **4 exams** = 400 pts.

    Total Points   625

Bibliography:

Danielson, C. (2007). *Enhancing professional practice a framework for teaching. (2nd ed.).* Alexandria, VA: ASCD.

Danielson, C. (2009). *Implementing the framework for teaching in enhancing professional practice.* Alexandria, VA: ASCD

Danielson, C. (2008). *The handbook for enhancing professional practice: using the framework for teaching in your school.* Alexandria, VA: ASCD.

Marzano, Robert J. and Haystead, Mark W. (2008) *Making Standards Work in the Standards   Based Classroom.* Alexandria, VA: ASCD.

Miller, M. D., Linn, R. L., & Gronlund, N. (2013). *Measurement and assessment in teaching. (11th ed.).* Boston: Pearson.

(n.d.). Retrieved from http://www.arkansased.org/divisions/learning-services/parcc

Waugh, C. K., & Gronlund, N. (2013). *Assessment of student achievement. (10th ed.).* Boston: Pearson.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Curriculum and Instruction

DATE SUBMITTED: October 22, 2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. David Bell	David Bell	10-31-13
Dean Dr. Sherry Field	Sherry L. Field	11-18-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver	J Weaver	2/10/14
Vice President for Academic Affairs Dr. John Watson	John W Watson	

Course Subject: ELED	Course Number: 3133
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces): Integrated Curriculum
Mode of Instruction: (check appropriate box) xxx 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 Fall 2014	If course is required by major/minor, how frequently will course be offered? Fall/spring
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 fee

☐Elective xxx 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):
This course is designed to provide teacher candidates with an overview of how to develop teaching/learning strategies and to integrate curriculum in the elementary classroom. Emphasis is placed on helping teachers adapt techniques, choose materials, and design units that integrate multiple content areas across a student-centered curriculum.

Grading   xxxStandard 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.
Smart classroom

How does this proposal support the University Mission or University Strategic Planning Goals?
This proposal will enhance Goal 1: Enhance the creation and delivery of first quality education services. It will add a new program of study and provide another option for students to select.

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.
Suggestions from the Arkansas Department of Education (ADE), the Association of Childhood Education International (ACEI), the content of the required Praxis II licensure test, and the Interstate Assessment and Support Consortsum (InTASC) were used to select this class.

How will the effect of the change be monitored in ongoing program assessment?
Changes and program effectiveness will be monitored as a part of the assessment system that is used by the College of Education to gather and analyzed data for both program and candidate change. It is a large part of the required CAEP accreditation.

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

Letters of support are attached.

Arkansas Tech University
Course Syllabus
Fall 2014
ELED 3133
Integrated Curriculum
3 Hours Credit

Instructor:

Office Hours:

Office:
Phone:
E-mail:

*Catalog Description: This course is designed to provide teacher candidates with an overview of how to develop teaching/learning strategies and to integrate curriculum in the elementary classroom. Emphasis is placed on helping teachers adapt techniques, choose materials, and design units that integrate multiple content areas across a student-centered curriculum.

Course Competencies/Objectives:

1. Plan, organize and teach an integrated, developmentally appropriate curriculum using the principles of curriculum design.

2. Demonstrate a working knowledge of how to design activities in all content areas by addressing learning styles that encourage children to reason, develop skills, solve problems, and develop positive attitudes about learning.

3. Adapt the curricula to address individual student abilities, needs and cultural perspectives.

4. Use a variety of instructional techniques, including technology.

5. Describe three components of effective parent/family involvement programs and resources that can be used on the Internet.

6. Demonstrate reflective thinking.

Text: Drake, S.M. (2012). *Creating standards-based integrated curriculum: The common core state standards edition.* Thousand Oaks, CA: Corwin.

Course Content and Topics:

Understanding and creating developmentally appropriate lesson plans in an elementary education program.
- a. Standards
- b. Objectives
- c. Assessments
- d. Projects

Developing an integrated unit
Choosing materials for student-centered curriculum
The domains of the child
Planning a supportive environment
Adapting curricula to accommodate student
- a. Abilities
- b. Needs
- c. Cultural perspectives

Technology in the classroom and publishing lessons to the web
Application of subject matter in all disciplines
Assessing student learning in integrated curriculum
Effective parent/family involvement
Reflective Thinking
Describe contemporary issues that impact curriculum development

Class Absences, Academic Misconduct, & Plagiarism:
Students are expected to attend ALL class meetings. Any student found to have committed academic misconduct including, but not limited to heating, plagiarism, or other forms of academic dishonesty is subject to disciplinary sanction. The term "plagiarism" includes, but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.

Incomplete Grade Contract:
- A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, with work of passing quality.

- If the remaining course requirements are not completed and the final grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F".

Grading Scale:

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

Methods of Evaluation:

Coursework will be assessed by quantitative and qualitative methods including, but not limited to, homework, quizzes, written examinations, artifact submission, individual assignments, group reports, checklists, and rubrics. The combinations of these items will serve to evaluate comprehension and application of concepts and skills needed in building curriculum.

Representative Bibliography:

Bredekamp, S. (1997). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (reviewed). Washington, D.C.: National Association for the Education of Young Children.

Bloom, B.S. (1971). Master learning: Theory and practice. New York: Holt, Rinehart, & Winston.

Hirsh, R.A. (2004). Early childhood curriculum incorporating multiple intelligences, developmentally appropriate practice, and play. Boston, MA: Pearson Education, Inc.

Koralek, D. (ed). (2003). *Spotlight on young children and language.* Washington, D.C.: NAEYC.

Koralek, D. (ed). (2003). *Spotlight on young children and math.* Washington, D.C.: NAEYC.

Freeman, N. (2003). *Ethics and the early childhood educator: Using the NAEYC Code.* Washington, DC: NAEYC.

Glasser, W. (2000). *Every student can succeed.* Chula Vista, CA: Black Forest Press.

Henniger, M. L. (2004). *The teaching experience: An introduction to reflective practice.* Upper Saddle River: Person Prentice Hall.

Jacobsen, D. A. (2003). *Philosophy in classroom teaching* (2nd ed). Upper Saddle River: Merrill Prentice Hall.

Katz, L.G., & Char, S.C. (1989). *Engaging children's minds: The project approach.* Norwood, NJ: Ablex.

Marzano, R.J., Norford, J.S., Paynter, D.E., Pickering, D.J. and Gaddy, B.B. (2001). *A handbook for classroom instruction that works.* Alexandria, VA: ASCD.
          Shorall, E. P. (2004). Pass the Praxis: *The principles of learning and teaching.* Upper Saddle River: Merrill Prentice Hall.

Zachopoulou, E., Tsapakidou, A. & Derri, V. (2004). The effects of a developmentally appropriate music and movement program on motor performance. *Early Childhood Research Quarterly 19(4),* 631-642.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Department of Curriculum & Instruction

DATE SUBMITTED:

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. David Bell	David Bell	2-7-14
Dean Dr. Sherry Field	Sherry L. Field	2-3-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver	Tammy Weaver	2/10/14
Vice President for Academic Affairs Dr. John Watson	John W Watson	

Course Subject: ELED ~~Elementary Social Studies~~	Course Number: ~~ELED~~ 3143
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): **Teaching Methods K-6 Social Studies**	
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** Fall □ Spring □ Summer I Fall 2014	If course is required by major/minor, how frequently will course be offered? **Fall/Spring**
Is this course repeatable for additional earned hours? **No** How many times?	
Does this course require a fee? **No** How much? Type of fee?	

☐Elective   **X** 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):

This course is an introduction to teaching powerful social studies in the elementary classroom. Based on current theory and research and with particular emphasis on active citizenship and diversity, the course develops instructional decision-makers who will utilize innovative and effective practice and resources for teaching meaningful social studies. This course also informs about best practice in the field.

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 directly supports the University Strategic Planning Goal, Number 1; Enhance the creation and delivery of first quality education services. Additionally, it supports Strategic Planning Goal Five in the development of a new licensing 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 Arkansas State Department of Education has mandated that all teacher certification programs change from the current P-4 certification to a K-6 licensure. An area of emphasis both nationally and statewide is to provide students with an increased knowledge of diversity including the areas of cognitive, economic, cultural and language diversity. Based on program analysis greater awareness

of diversity is a primary goal for the College of Education.
How will the effect of the change be monitored in ongoing program assessment? **Change will be monitored using a variety of methods including; grades, student evaluations, Peer Review of teacher performance, and Praxis II. Results of course embedded competencies will be recorded in Taskstream/Banner as part of the CAEP and SPA assessments.**
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. **No**

ELED 3143 Teaching Methods in K-6 Social Studies ~~including Geography and Economics~~

3 Credit Hours

Catalog Description: *per*

This course is ~~designed as~~ an introduction to teaching powerful social studies in the elementary classroom. Based on current theory and research and with particular emphasis on active citizenship and diversity, the course develops instructional decision-makers who will utilize innovative and effective practice and resources for teaching meaningful social studies. This course also informs about best practice in the field,

Prerequisites:

Objectives:

1. Understand the various disciplines that comprise the social studies and content knowledge that stems from these disciplines;

2. Have a deeper understanding of the purpose of social studies teaching and learning

3. Know how to set goals for student learning based on frameworks for teaching;

4. Demonstrate knowledge of one or more approaches to issues of cultural diversity;

5. Demonstrate a capacity for participation in civic discourse and decision-making;

6. Develop a repertoire of teaching strategies for addressing social studies learning goals in different contexts:
   a. Whole class settings
   b. Small group settings
   c. Individualized learning experiences

7. Develop a repertoire of teaching strategies for addressing different needs of learners;

8. Develop an awareness of and comfort with locating resources that will help you to create meaningful, challenging, developmentally appropriate learning opportunities for students;

9. Understand the importance of linking assessment with learning goals;

10. Develop the disposition to reflect on practice as an instructional decision-maker and seek out continuing opportunities for professional growth.

AECI=Association for Childhood Education International

Required Text/Readings:

- Wade, R. C. *Social Studies for Social Justice.* (2007). Teachers College Press.

- Other readings to be posted on Blackboard.

- Two children's books to be selected according to given criteria will also be needed for an assignment. These may be purchased for your future classroom library or borrowed the library, a teacher, etc.

  Recommended Text:

- Obenchain, K. M., & Morris, R. V. (2010). *50 Social Studies Strategies for K-8 Classrooms* (3rd Edition). Allyn & Bacon.

Course Content:

State and national curriculum standards, which include the *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment*; Arkansas State Standards; Common Core State Standards; and *College Career and Civic Life C3 Framework for Social Studies State Standards* provide a framework for the course. The ten National Council for the Social Studies curricular themes are Culture; Time, Continuity and Change; People, Places and Environments; Individual Development and Identity; Individuals, Groups, and Institutions; Power, Authority and Governance; Production, Distribution and Consumption; Science, Technology and Society; Global Connections; and Civic Ideals and Practices. *C3 Frameworks* emphasize history, geography, economics, and political science.

Topics:

What Is Social Studies

Frameworks for Social Studies

History Workshop I & II

Citizenship Education and Democratic Values

Planning, Teaching and Assessing Integrated Lessons

Community Issues

Teaching and Knowing about Geography, I & II

Social Studies for Social Justice

Holidays, Curriculum & Multiple Perspectives

Law-Related Education Guest Speaker

Working with Social Studies Materials

Economics Workshop, I & II

Sharing Social Studies

Course Assignments: Unless otherwise specified, all assignments should be typed in 12-point font, double spaced and submitted to Taskstream or Blackboard. Assignments will not be accepted via email. Late assignments will be accepted with prior approval from the instructor, and with a 10% per day penalty.

We the People Congressional Hearing   10%
You and your teammates will use the curriculum presented in *We the People: The Citizen and the Constitution* to present a simulated Congressional hearing on aspects of the United States Constitution and the Bill of Rights. You will experience a model for actively involving your students in learning about the background and creation of our Constitution. **Presentations in class on February 10.**

Quizzes   15%

You will have two quizzes this semester (7.5% each). Details will be discussed in class.

Integrated Social Studies/English Language Arts Lesson Planning Assignment   15%
This assignment draws on your knowledge of (1) the Social Studies TEKS and (2) strategies for planning meaningful and effective instruction for diverse learners. To complete this project, you and a classmate will select one picture book relevant to social studies and conceptualize and plan an integrated Social Studies/ELA lesson for the book. The requirements and the rubric for this project will be distributed and discussed in class. **Due March 3.**

Community Issue Project   15%

This assignment is aligned with the Project Citizen curriculum. You will identify and follow an issue of concern in your community (ideally, the issue will involve legislation and/or policy at the local, state, or national level). The issue should be explored through a civic contribution and economic lens. Some examples of community issues are *homelessness, crime, transportation, bullying in schools, and texting while driving.* Your topic should be decided upon early in the semester and must be approved. Details will be provided. **Due April 14.**

Presentation and Peer Critique   10%

Create a professional poster for your Community Issues project. Details will be provided in class. You will present your community issue poster in class on a date determined by random draw. In addition, you will be expected to provide feedback on your classmates' presentations. Failure to attend both presentation days will result in a grade of zero (0) to be assigned for "Presentation and Peer Critique." Note that this assignment comprises 10% of your overall grade. Presentation and Critique **Due April 28 or Finals Week.**

Geography Lesson & Reflection   15%

During this course, you will complete a number of assignments with children in your observation placement school. After we discuss this together in class, select a child and ask him or her to: "Draw a map from where you live to your school. Show the school and where you live on your map," or "Draw a picture showing where you live." (Drawing a picture of a house/apartment is fine—some children will not yet know what a map is!) Have a conversation with the child about the drawing ("Tell me what this is...") and take notes about what the child had to say about the drawing. Be as specific as possible. Bring your student's map and your notes to class on the date specified for discussion. Based on your analysis and what you know about the student, you will plan and implement a geography lesson with the child and then complete a reflective report about the experience. Your final lesson plan and a short reflective report will be submitted on Blackboard **on April 21.**

Weekly Tasks   10%

Weekly Tasks are designed (a) to prepare you for our class activities and (b) to provide information that will allow me to tailor the course content to respond to your particular needs and experiences. Weekly Tasks involve things like practicing skills learned in class, strengthening skills required for the assignments, bringing items to enhance your in-class experience, posting reflections to Blackboard, and so on. Weekly Tasks will be announced in class each week and will be due at the start of the following class session (unless a different due date or procedure is provided). Weekly tasks may be made up under certain circumstances for ½ credit.

Professionalism: 10%

I take these Professionalism requirements very seriously, and I expect you, as future teachers, to take them seriously also. The professional conduct requirement includes the 5 dimensions described below.

1. Attendance. Regular attendance at all class meetings is a requirement of this course. If you will not be in class, **call or email me before the absence**. If you have more than 2 absences, and/or you arrive late/leave early more than twice, you can expect your final grade to be lowered. More than 2 absences will result in a loss of 2 percentage points per absence from the final grade; more than 4 absences will likely result in you being asked to drop the course or earn a failing grade. If absent, you are responsible for turning in all work, by the due date, even if you are absent. If you miss a quiz, it must be made-up before the next class session to receive full credit.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations.

2. Punctuality. Coming to class on time and ready to learn is another course requirement. When you arrive, please sign in on the Opening Question sheet. If you arrive after 8:00, please sign below the "late line." Arrival at or after 8:30AM or will count as an absence, and leaving class early will count as an absence.

3. Preparation. You are expected to prepare for each class session by doing all of the required readings, completing your Weekly Task(s), and coming to class with all the necessary materials. Readings have been carefully selected to facilitate your learning in this class. Reading responses in which you answer general questions about assigned readings for the week may be collected periodically.

4. Participation. Class participation includes engaging actively in all discussions and activities, demonstrating a commitment to your own learning, completing in-class assignments and supporting the learning of your classmates and the students in your lab placement. You are also expected to contribute to one of our class committees.

5. Responsible use of technology. During class time, laptops/ blackberries/cell phones/iPods, etc. must be used only at appropriate times and in appropriate ways. You should not be texting, surfing the web, checking email or Facebook, shopping online, doing research, downloading pictures or videos, or completing assignments for other classes while our class is in session.

Grading Scale:

In this course,

- **A** (90-100%) designates exceptional work in all aspects and exceeds requirements
- **B** (80-89%) designates superior work and meets requirements
- **C** (70-79%) designates satisfactory work and marginally meets requirements
- **D** (60-69%) designates unsatisfactory work and does not meet all requirements
- **F** (below 60%) designates failure to meet requirements and expectations

Final grades will be determined according to the percentage points you have earned on assignments and course requirements. You may track your grades on Blackboard.

Class Absences, Academic Misconduct, & Plagiarism:

Students are expected to attend ALL Class meetings. Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to disciplinary sanction. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.

Incomplete Grade Contract:

A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, with work of passing quality.

If the remaining course requirements are not completed and final grade reported by the end of the next regular semester (fall or spring) the grade will be automatically changed to a grade of "F".

Methods of Evaluation:

Paper/Project and % of Final Grade	Due Date
We the People Congressional Hearing 10%	February 10
Quiz 1 7.5%	February 24
Integrated SS/ELA Lesson Plan 15%	March 3
Quiz 2 7.5%	March 24
Community Issue Project 15%	April 14

Geography Lesson & Reflection 15%	April 21
Community Issue Presentation and Peer Critique 10%	April 28 or during finals week (date to be announced)
Weekly Tasks 10%	Ongoing
Professionalism 10%	Ongoing

Representative Bibliography:

- Landorf & Lowenstein—The Rosa Parks "Myth": A Third Grade Historical Investigation

- Loewen—Chapter 3, The Truth about the First Thanksgiving

- Alleman & Brophy—Structuring the Curriculum around Big Ideas

- Singer & Singer—Creating a Museum of Family Artifacts

- Hinde—Revisiting Curriculum Integration: A Fresh Look at an Old Idea

- Pelo—10 Quick Ways to Analyze Children's Books for Racism and Sexism

- Cruz & Thornton—Social Studies for All: ESOL Strategies for the Elementary Classroom

- Lintner—Using Multiple Intelligence Theory in K-2 Geography

- Bohan—Begin Where I Am: Kindergarten Geography

- Murphey—Using the Five Themes of Geography to Explore a School Site

- Hannibal, Vasiliev, & Lin—Teaching Young Children Basic Concepts of Geography: A Literature Based Approach

- Stevens & Hatfield—Map Adventures: Introducing Geography Concepts

- Sobel—The Geography of Childhood

- Serriere et al—Young Citizens Take Action for Better School Lunches

- Christie & Montgomery—Beyond Pilgrim Hats and Turkey Hands: Using Thanksgiving to Promote Citizenship and Activism

- Golden—Pocahontas: Comparing the Disney Image with Historical Evidence

- Heinrich—What Not to Teach about Native Americans

- Weist & Morris—The Candy Store Lesson

- Meszaros & Stella—It's Never Too Early: Why Economics Education in the Elementary Classroom

- Kehler—Capturing the "Economic Imagination": A Treasury of Children's Books to Meet Content Standards

Arkansas Tech University

REQUEST FOR COURSE ADDITION

Teacher Ed
appr 2/20/14
CC appr 2/25/14
FS 3/11/14

TO: Curriculum Committee

FROM: Curriculum and Instruction

DATE SUBMITTED: October 22, 2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. David Bell	*David Bell*	*10-31-13*
Dean Dr. Sherry Field	*Sherry L. Field*	*11-18-13*
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver	*[signature]*	*2/10/14*
Vice President for Academic Affairs Dr. John Watson	*John Watson*	

Course Subject: ELED	Course Number: 4033
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces): Classroom and Behavior Management

Mode of Instruction: (check appropriate box) xxx 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 Fall 2014	If course is required by major/minor, how frequently will course be offered? Fall/spring
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 fee

☐Elective xxx 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):
This course is designed to provide elementary teacher candidates a foundation for operating an effective and efficient 21st Century classroom. Best practices in creating a respectful and responsive culture for learning will be presented. Emphasis will be placed on establishing high expectations for learning, achievement and behavior, including ways to manage the classroom environment and organizational approaches that encourage elementary students to take responsibility for their own learning and their own behavior. Strategies for classroom management, classroom organization and behavior management will be analyzed.

Grading   xxxStandard 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. Smart classroom

How does this proposal support the University Mission or University Strategic Planning Goals? This proposal will enhance Goal 1: Enhance the creation and delivery of first quality education services. It will add a new program of study and provide another option for students to select.

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. Suggestions from the Arkansas Department of Education (ADE), the Association of Childhood Education International (ACEI), the content of the required Praxis II licensure test, and the Interstate Assessment and Support Consortsum (InTASC) were used to select this class.
How will the effect of the change be monitored in ongoing program assessment? Changes and program effectiveness will be monitored as a part of the assessment system that is used by the College of Education to gather and analyzed data for both program and candidate change. It is a large

part of the required CAEP accreditation.

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

Elementary Education (ELED)
Classroom and Behavior Management
Course #4033
Academic Credit = 3 hours

Catalog Description: This course is designed to provide elementary teacher candidates a foundation for operating an effective and efficient 21st Century classroom. Best practices in creating a respectful and responsive culture for learning will be presented. Emphasis will be placed on establishing high expectations for learning, achievement and behavior, including ways to manage the classroom environment and organizational approaches that encourage elementary students to take responsibility for their own learning and their own behavior. Strategies for classroom management, classroom organization and behavior management will be analyzed.

COREQUISITE: Field Experience

Arkansas Tech University Conceptual Framework: "Professionals for the 21st Century"

Competencies/Objectives:

At the end of this course of study the pre-service teacher will be able to:

1. **Establish classroom environment which is safe for and respectful of all learners.** Intasc: 1, 3: ACEI: 1.0, 3.1, 3.2; TESS: 2a, 2b, 2c, 2d.

2. **Establish a classroom atmosphere that promotes high expectations of achievement and behavior for all learners.** Intasc: 2, 4, 7; ACEI: 3.2. 3.2, 3.3. 3.4; TESS: 1e, 2a, 2b, 2c, 2d.

3. **Manage classroom procedures in an effective and efficient manner that promotes student independence.** Intasc: 2, 4, 5, 6, 7, 8; ACEI: 3.3, 3.4; TESS 2a, 2b, 2c, 2d, 2e.

4. **Manage student behavior in a safe, respectful, and developmentally appropriate approach which promotes student assumption of responsibility for their own behavior.** Intasc: 3, 9, 10; ACEI: 1.0, 3.2; TESS 2c, 2d, 2e.

5. **Organize the physical space of the classroom to promote developmentally appropriate achievement, interactions, and movement.** Intasc: 3; ACEI 3.5; TESS: 1d, 1e.

6. **Utilize time management strategies that will maximize teacher-student interaction.** Intasc 7, 8, 9, 10: ACEI: 1.0, 3.4; TESS: 3c.

7. **Exhibit professional dispositions through communication and collaborations with students, families and colleagues.** Intasc: 9, 10; ACEI: 3.5, 5.1, 5.2; TESS 4c, 4d, 4e, 4f.

TEXTBOOK:

Charles, C. M. (2012). *Elementary classroom management. (6th. ed.).* Boston: Pearson.

Course Content/Outline/Topics:

1. **Classroom Management Overview**
   a. **School Calendar –**
      i. **Student Interaction Days**
      ii. **Professional Development Days**
      iii. **Holidays**
      iv. **Mandated Testing**
   b. **Daily Routines and Procedures**
   c. **Instructional Plans and Procedures**

2. **Planning the Curricular Scope and Sequence**
   a. **Curriculum mapping**
   b. **Common Core State Standards**
   c. **Backward Design Process**
   d. **Problem-based Learning**
   e. **Integrated/Thematic Units**

3. **Creating an Inviting Classroom Climate**
   a. **Floor Space/Seating Space**
   b. **Work Areas/Centers/Computers**
   c. **Teacher Station**
   d. **Traffic Flow**
   e. **Wall Space/Bulletin Boards/Display**
   f. **Shelf and Storage space**
   g. **Ambiance**

4. **Psychosocial Environment/Managing Dispositions**
   a. **Dispositions in a School Setting**
      i. **Dispositions with Students**
      ii. **Dispositions with Colleagues**
      iii. **Dispositions with Parents/Caregivers**
   b. **Establishing and maintaining a warm and positive environment**
      i. **Attention to diverse needs of all learners**
      ii. **Developmentally appropriateness**
      iii. **Equity**

          iv. Cultural Competence
          v. High Expectations

5. **Establishing an Environment that Motivates Students to Learn**
   a. **Motivation Theory**
      i. Brophy
      ii. Glasser
      iii. Gardner
      iv. Jones, Fred
      v. Kagan
   b. **Traits of Good Motivators**

6. **Maintaining Momentum and Flow**
   a. **Planning Approaches and Strategies**
   b. **Instructional Approaches**
   c. **Work Routines**
   d. **Organizing for Student Independence**
   e. **Mandated Assessments**
   f. **Grading and Record Keeping**

7. **Encouraging Diversity**
   a. **Poverty**
   b. **Ethnic**
   c. **Cultural**
   d. **Special Needs**
   e. **G/T**
   f. **ELL**

8. **Establishing Rules and Procedures Reinforcing Positive Behavior, Responding to Misbehavior**
   a. **Knowledge of Expectations and Traits of Discipline**
   b. **Proactively Addressing Know Causes of Misbehavior(c)**
   c. **Supporting Proper Behavior**
      Establish Rapport
   d. **Build Character**
   e. **Attend to Students**
   f. **Provide High-Quality Instruction.**
   g. **Promote Civility, Responsibility and Positive Personal Relationships**
   h. **Redirect Student Misbehavior with Dignity**

9. **Managing Communications**
   a. **Students**
   b. **Parents/Caregivers**
   c. **Colleagues**
   d. **Administrators**

10. Planning for and Managing Emergencies
    a. Accessing Procedures
        i. Fire and Tornado
        ii. Intruder
        iii. Abduction
    b. Practice Drills

11. Supporting Teacher Resilience
    a. Personal
    b. Interpersonal
    c. Professional Learning Communities

Organizing Theme: The Elementary Educator is a life-long learner who uses reflective decision making to implement developmentally appropriate practice in a diverse society.

Methods of Instruction: A variety of instructional strategies reflecting best practices in 21st Century classrooms will be utilized. They may include, but not limited to the following:

- Direct instruction, guided discussion, modeling, demonstrations
- Reflection on scenarios and or field experience
- Field experience, higher level learning exercises, cooperative learning
- Interviews with practitioners
- Utilization of technology as a tool for classroom management and organization
- Case Studies

Specific Assignments:

1. Reflection on field experience as it pertains to classroom management and classroom organization: Submitted in TaskStream, scored by rubric.
    a. Playground as physical space and functional space
    b. School safety plan
    c. Communications tools
    d. Daily Schedule
    e. Academic Calendar for District
    f. Teacher/School Planning Paradigm
        i. Units
        ii. CCSS
        iii. Monthly
        iv. Seasonal
        v. Daily/Weekly Lesson Plan Format
2. Smartboard Presentation – Groups will be organized by field experience placement (schools assigned) The presentation will address: establishing a

culture for learning; establishing and maintaining high expectations; promotion of student pride in work. In class presentation.

3. **Power Point Presentation** – Group presentation, through the development of a power point presentation each group will present options for physical arrangement of classrooms; considerations for display spaces; analysis of traffic patterns in classroom. In class presentation, scored by rubric.

4. **Behavioral Management Approaches** – Group presentations will review current behavior management approaches and analyze advantages and disadvantages of each. In class presentation.

5. ✦**Behavioral Case Study** - During field experience students will select a select (or be assigned a student by the classroom teacher). The student will develop a case study including demographic overview for the child, behavioral issues, plan intervention strategies, include data to document interventions and summarize results of intervention. This case study will serve as the artifact for the course and must be submitted in TaskStream. Course Artifact, scored by rubric.

6. **Design and post a teacher Web Page** to promote communications with parents, caregivers and families. Submit electronically.

7. **Four exams including final exam**

8. **Class participation and attendance.**

CLASS ABSENCES, ACADEMIC MISCONDUCT, AND PLAGIARISM

Students are expected to attend ALL class meetings. Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to disciplinary sanction. The term "plagiarism" includes, but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.

Incomplete Grade Contract

- A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, with work of passing quality.

- If the remaining course requirements are not completed and final grade reported by the end of the next regular semester (fall or spring) the grade will be automatically changed to a grade of "F".

Grading scale:

A – 90 – 100%
B – 89 – 80%
C – 79 – 70%
D – 69 – 60%
F – below 60%

METHODS OF EVALUATION (INCLUDING ASSESSMENTS/RUBRICS):

- Group Presentations 3 @ 25 points each   75 points
- Reflection submitted in Taskstream   50 points
- Behavioral Case Study in Taskstream   100 points
- Web Page   50 points
- Exams – 2 @ 100 points each   200 points

  Total Points = 475

Bibliography:

Danielson, C. (2007). *Enhancing professional practice a framework for teaching. (2nd ed.).* Alexandria, VA: ASCD.

Danielson, C. (2009). *Implementing the framework for teaching in enhancing professional practice.* Alexandria, VA: ASCD

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Evertson, C. M. (2013). *Classroom management for elementary teachers. (9th ed.).* Boston: Pearson.

Good, T. L., & Brophy, J. E. (2007). *Looking in classrooms. (10th ed.).* Boston: Pearson.

Hearron, P. F., & Hildebrand, V. (2013). *Guiding young children. (9th ed.).* Boston: Pearson.

Gardner, J. R. (n.d.). *The cognitive behavior management resource.* Retrieved from http://CognitiveBehavior.com

Jones, F. (n.d.). *fredjones.com.* Retrieved from http://www.fredjones.com

Kronowitz, E. L. (2012). *The teacher's guide to success. (2nd ed.).* Boston: Pearson.

Senter, C. M. (2014). *Building classroom discipline. (11th ed.).* Boston: Pearson.

Duas, J. (Designer). (2009, Sept 23). *Kagan Cooperative Learning - Structures for Success*

[Web Video]. Retrieved from http://www.youtube.com/watch?SOs_qxJDuas

Arkansas Tech University
REQUEST FOR COURSE ADDITION

Teacher Ed
appr 2/20/14
cc appr 2/25/14
FS 3/11/14

TO: Curriculum Committee

FROM: Curriculum and Instruction

DATE SUBMITTED: October 22, 2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. David Bell	*David Bell*	*10-31-13*
Dean Dr. Sherry Field	*Sherry L. Field*	*11-18-13*
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver	*T Weaver*	*2/10/14*
Vice President for Academic Affairs Dr. John Watson	*John W Watson*	

Course Subject: ELED	Course Number: 4912
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Internship in Elementary Education	
Mode of Instruction: (check appropriate box) xxx 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 Fall 2014	If course is required by major/minor, how frequently will course be offered? Fall/spring
Is this course repeatable for additional earned hours? Y / N How many times? No	
Does this course require a fee? ~~No fee~~	How much? $100 Type of fee?

Subject to approval by B.O.T.

☐Elective xxx 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):

(Twelve hour course.) An intensive field experience which culminates the elementary education program. Students will spend time in elementary education (K-6) environments applying their knowledge and skills in reflective decision making with children and families.

Grading xxxStandard 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.
Smart classroom

How does this proposal support the University Mission or University Strategic Planning Goals?
This proposal will enhance Goal 1: Enhance the creation and delivery of first quality education services. It will add a new program of study and provide another option for students to select.

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.
Suggestions from the Arkansas Department of Education (ADE), the Association of Childhood Education International (ACEI), the content of the required Praxis II licensure test, and the Interstate Assessment and Support Consortsum (InTASC) were used to select this class.

How will the effect of the change be monitored in ongoing program assessment?
Changes and program effectiveness will be monitored as a part of the assessment system that is used by the College of Education to gather and analyzed data for both program and candidate change. It is a large part of the required CAEP accreditation.

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

Title: ELED 4912: Internship in Elementary Education K-6

Academic credit: 12 semester hours

Text: none required

Catalog description:

Prerequisite: Admission to Internship.

(Twelve hour course.) An intensive field experience which culminates the elementary education program. Students will spend time in elementary education (K-6) environments applying their knowledge and skills in reflective decision making with children and families.

$100 course fee.

Competencies/objectives:

The primary goal of internship is to integrate coursework with the realities of the actual classroom in order to provide a practical learning environment and experimental lab for the intern. In order to accomplish this goal, specific objectives have been identified.

The Intern Will:
- Communicate accurately and effectively in the content area.
- Maintain professional rapport with students.
- Obtain feedback from and communicate with students in a way that enhances student learning.
- Encourage the development of student involvement, responsibility, and critical thinking skills.
- Manage the classroom in a way that ensures the best of instructional time.
- Create an atmosphere conducive to learning, self-discipline, and development of positive self concept.
- Use a variety of instructional techniques, methods, and media related to the objectives.
- Organize instruction to take into account individual and cultural differences among learners. ·

Plan instruction to achieve selected objectives.

- Demonstrate understanding of human growth and development characteristics of students.
- Demonstrate the value of self-evaluation and reflective thinking.
- Demonstrate an understanding of the importance of educational research.
- Demonstrate knowledge of foundations of public education in America, both state and district.
- Demonstrate knowledge of legal responsibilities of the public school system.
- Prepare to arrange for conference and referral opportunities.

Course content/outline/topics:

The internship experience is an intense, semester-long, full-time assignment. In order to gain essential competencies in an organized manner, it is suggested that the experience be divided into four levels with appropriate tasks assigned at each level.

LEVEL ONE is primarily a period of orientation and observation during which the intern learns school procedures and becomes acquainted with the students, faculty, and administration. As the intern becomes generally familiar with the situation, plans should be made for a more active classroom role.

LEVEL TWO is the period when the intern begins to assume some of the responsibilities of the classroom
teacher. These may include general classroom procedures, working with small groups, planning and teaching
individual lessons for small groups, and assisting the mentor teacher. Observations of teaching techniques and management procedures with a great deal of interaction between the intern and mentor teacher are essential in order for students to understand "why" events are occurring in the classroom. As the intern gains
confidence and competency, responsibility should increase. In both Level One and Level Two, the mentor teacher is primarily responsible for overall planning and instruction.

LEVEL THREE is when the intern begins to assume total responsibility for planning and teaching. This should begin with the intern having total responsibility for one class. The lessons for this class should be critiqued by both the mentor teacher, and campus-based supervisors. Classes should be added until the intern
is assuming full responsibility for all aspects of the teaching and learning process. The intern is expected to
do as much full-time teaching as time, energy, and skill will permit. The mentor teacher, with assistance from
the campus-based supervisor(s)/liaison, will judge the intern's readiness to teach and will increase responsibilities according to the competencies demonstrated.

LEVEL FOUR is the period when the intern begins to return responsibility to the mentor teacher. This might be done in the reverse order in which responsibility was assumed. During this time, the intern once again observes and assists. The emphasis is on answering questions that resulted from the internship experience and enhancing professional development.

At all four levels, the mentor teacher and the campus-based supervisors(s)/liaison must share the responsibility of determining if and when the intern has developed the necessary skills. If an intern fails to progress through the levels at a rate which would result in competency in all levels within the allocated time, a meeting of the intern, mentor teacher, and campus-based supervisor/liaison should be called.

Class absences, academic misconduct, and Plagiarism:

Students are expected to attend ALL class meetings. Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to disciplinary sanction. The term "plagiarism" includes, but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement

Incomplete Grade contract:

- A grade of incomplete is appropriate ONLY in situations where the students has an illness or other circumstances beyond the student's control, and has completed a least seventy-five percent of the course requirements, with work of passing quality.
- If the remaining course requirements are not completed and final grade reported by the end of the next regular semester (fall or spring) the grade will be automatically changed to a grade of "F".

Grading Scale:

FOR GRADE "C"
Intern should approximate the following requirements:
1. Be regular in attendance; be on time in arrival and departure.
2. Dress professionally.
3. Complete all required work on time.
4. Be cooperative and professional at all times.
5. Take and act upon constructive feedback positively in a professional manner.
6. Keep lesson plans on file for each lesson for which they have primary responsibility.
7. Keep students engaged in worthwhile activities the full period.
8. Demonstrate appropriate management skills.
9. Integrate technology into curriculum.

FOR GRADE "B"
Satisfy all conditions for a grade of "C" and approximate the following:
1. Show initiative in carrying out responsibilities and show attention to detail.
2. Demonstrate the ability to select activities.
3. Elicit positive responses from the students.
4. Show growth and demonstrate reflective thinking.
5. Enhance learning with use of technology.

FOR GRADE "A"
Satisfy all conditions for a grade of "B" and approximate the following:
1. Exhibit outstanding and consistent initiative and originality in carrying out responsibilities.
2. Exhibit masterful application of principles of learning and teaching through demonstrating an outstanding ability to select activities.
3. Elicit positive and sustained response from the students.
4. Show significant growth and increase in reflective thinking.
5. Demonstrate use of technology as a substantive tool for learning

If the intern receives a grade below "C", the intern will not be recommended for licensure and will be obligated to repeat the internship experience. If it appears that the student will receive a grade below "C", the Campus-Based Supervisor or liaison, as appropriate, must inform the Director of Teacher Education Student Services of the problem and alternatives that have been discussed with the intern. This disclosure should be made in a timely manner so that the intern can withdraw from internship if remediation efforts are not successful.

Methods of Evaluation (Including Assessments/Rubrics:

See attached formative and summative evaluation forms.

Representative bibliography: None needed.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Curriculum and Instruction

DATE SUBMITTED: October 22, 2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. David Bell	David Bell	2-3-2014
Dean Dr. Sherry Field	Sherry L. Field	2-3-2014
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver	Tweaver	2/10/14
Vice President for Academic Affairs Dr. John Watson	John Watson	

Course Subject: RDNG	Course Number: 3003
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces): Teaching Literacy Foundations
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 Fall 2014	If course is required by major/minor, how frequently will course be offered? Fall/Spring
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 fee

☐Elective ✓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):

This course focuses on reading methods and specific techniques appropriate for emergent readers and developmental readers in the elementary grades, K-6. The focus will be teaching all children to read independently including struggling readers ~~as~~ *and* ESL students.

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.
Smart classroom

How does this proposal support the University Mission or University Strategic Planning Goals?
This proposal will enhance Goal 1: Enhance the creation and delivery of first quality education services. It will add a new program of study and provide another option for students to select.

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.
Suggestions from the Arkansas Department of Education(ADE), the Association of Childhood Education International(ACEI), the content of the required Praxis II licensure test, and the Interstate Assessment and Support Consortsum(InTASC) were used to select this class.

How will the effect of the change be monitored in ongoing program assessment?
Changes and program effectiveness will be monitored as a part of the assessment system that is used by the College of Education to gather and analyzed data for both program and candidate change. It is a large part of the required CAEP accreditation.

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

RDNG 3003: Teaching Literacy Foundations

Academic Credit: 3 hours

Catalogue Description: This course focuses on reading methods and specific techniques appropriate for emergent readers and developmental readers in the elementary grades, K-6. The focus will be teaching all children to read independently including struggling readers and ESL students.

Textbook: Teaching Reading in the 21st Century, 5th edition, Graves, H., Juel, C., Graves, B., & Jewitz, P. Pearson Publishing Company. 2011.

Competencies/Course Objectives

- \ Describe the components of reading instruction and give a rationale why knowing how to read fluently is important for all readers, including diverse populations.
- Explain why the recognition of letters of the alphabet is vital for the recognition of words, making words, and making sentences in constructing paragraphs.
- Explain why learning the most frequent word families and using word walls are important in developing phonemic awareness for beginning readers.
- Explain why and how sentences and paragraphs must make sense for the reader to comprehend the text.
- Explain and describe strategies for readers learning how to read and track text from left to right.
- Describe and discuss the pros and cons of using basal readers and Balanced Literacy Approaches (i.e. Ella, Four Block).
- Explain how modeling fluency (highs and lows of voice) leads to the reader imitating fluency resulting in a much deeper understanding the text.
- Explain the different genres of children's literature and the benefits of introducing and using these genres including the reasons for using fiction, information text, poetry, verse, meter, Haiku, limerick, free verse, drama, etc) in the classroom.
- Describe useful and practical metacognitive interventions that can be used with ELL students.
- Explain the importance of assessing prior knowledge with all readers.
- Define and explain meaning of words that are used in texts (i.e. metaphor, simili, and alliteration) and the basic components of vocabulary (affixes, root words, and context clues.
- Explain the structures in writing (descriptions, definitions, organization, comparison/contrast, persuasion and describe the different aspects of viewing (observing images in media) and interpreting images.
- List and discuss the various types of resources, graphic organizers, etc. in teaching reading and language arts

- Describe the different aspects of speaking (i.e., purpose, audience, tone) and listening (e.e., following directions, responding to questions appropriately, and focusing on the speaker.]
- Explains the role that speaking, listening, and viewing positively lead to acquisition of second-language learners.

COURSE OUTLINE/CONTENT

Introductory Concepts
What is reading?
What is literacy?
What is reading competency?
The purposes of reading including a rationale of why reading is useful and vital to all readers, including diverse students
The research about reading competency

The alphabet, words, and more...
Introduction of letters in the alphabet
Letters form individual words
Word identification - the recognition of high frequency words
Word identification - the recognition of word families used in words
Word identification - the recognition of words that are more difficult to sound out
Joining words together - words joined together to make complete sentences (declarative, question, exclamation)
Words into sentences into paragraphs - sentences and paragraphs must make sense in order to comprehend text

The Basic Components of Reading
Vocabulary development
Word identification
Fluency
Comprehension
Word walls and word families/phonemic awareness for beginning students
Strategies for readers learning how to track text
Modeling fluency (high and lows of voice) results in comprehension of text
Assessing prior knowledge with all readers/comprehension of text
Individual and Group Instructional Models

Reading Approaches/Methods

Balanced Literacy Approaches (ie. Four Block, Ella), using basal readers
Genres of literature (fiction, informational text, poetry, verse, meter, drama, etc.)

Reading for special learners/diverse learners
Metacognitive interventions for ELL learners/readers

Metacognitive interventions for struggling readers
Influences of diversity: cultural, linguistic, and ethnicity
Examining our own personal literacy experiences, knowledge and and past/present beliefs

Basic Components to Language Arts Instruction
Using various types of resources (i.e. graphic organizers) in teaching language arts
Using various aspects of speaking (purpose, audience, tone, listening, following directions, responding to questions appropriately, focusing on a speaker
Speaking, listening and viewing experiences lead to acquisition of knowledge for ELL students.
Vocabulary development
Oral language
Written expression
Spelling
Grammar
Writing processes

Writing
Structures in writing (descriptions, definitions. Organization, description compare/contrast, persuasion)
Improving Writing and Grammar Skills
Different aspects of viewing, observing images in media and interpreting images
Identifying and Writing Topic Sentences and full text
Webbing and Writing
Using graphic organizers in writing
Writing to informational text
Writing in daily writing journals
Essay Test writing

Speaking and Viewing
The different elements of speaking
Different aspects of speaking, listening, and viewing.
Observing different and various images in media and interpreting these images
Various types of resources used in teaching reading and language arts

Class Absences, Academic Misconduct, and Plagiarism

Students are expected to attend all class meetings. Any student found to have committed academic misconduct including but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to disciplinary sanction. The term "plagiarism" includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of other person without full and clear acknowledgment.

Incomplete Grade contract

A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, with work of passing quality.

If the remaining course requirements are not completed and final grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F".

Grading Scale

A – 90 to 100 %
B – 80 to 89 %
C – 70 to 79%
D – 60 to 69%
F – 59% and below

Methods of Evaluation

Exam 1 – Chapters _____
Exam 2 – Chapters _____
Exam 3 - Chapters _____
Grammar Language Assessment Quizzes
Analysis of Elementary Student Case Studies
Teacher Interview about reading in the classroom
Reading Journal – questions posed by teacher in class
Journal of Tutored Child in public school classroom

Bibliography

Tompkins , G. (2013). *Literacy in the 21st century: A balanced approach.* (6 ed.). New York: Pearson Publishing Company.

gunning , T. (2012). *Creating literacy instruction for all students.* (6 ed.). New York: Pearson Publishing Company.

Reitzel, D. R. (2012). *Essentials of teaching children to read.* (3 ed.). New York: Pearson Publishing Company.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Curriculum and Instruction

DATE SUBMITTED: October 22, 2013

REQUEST FOR COURSE ADDITION

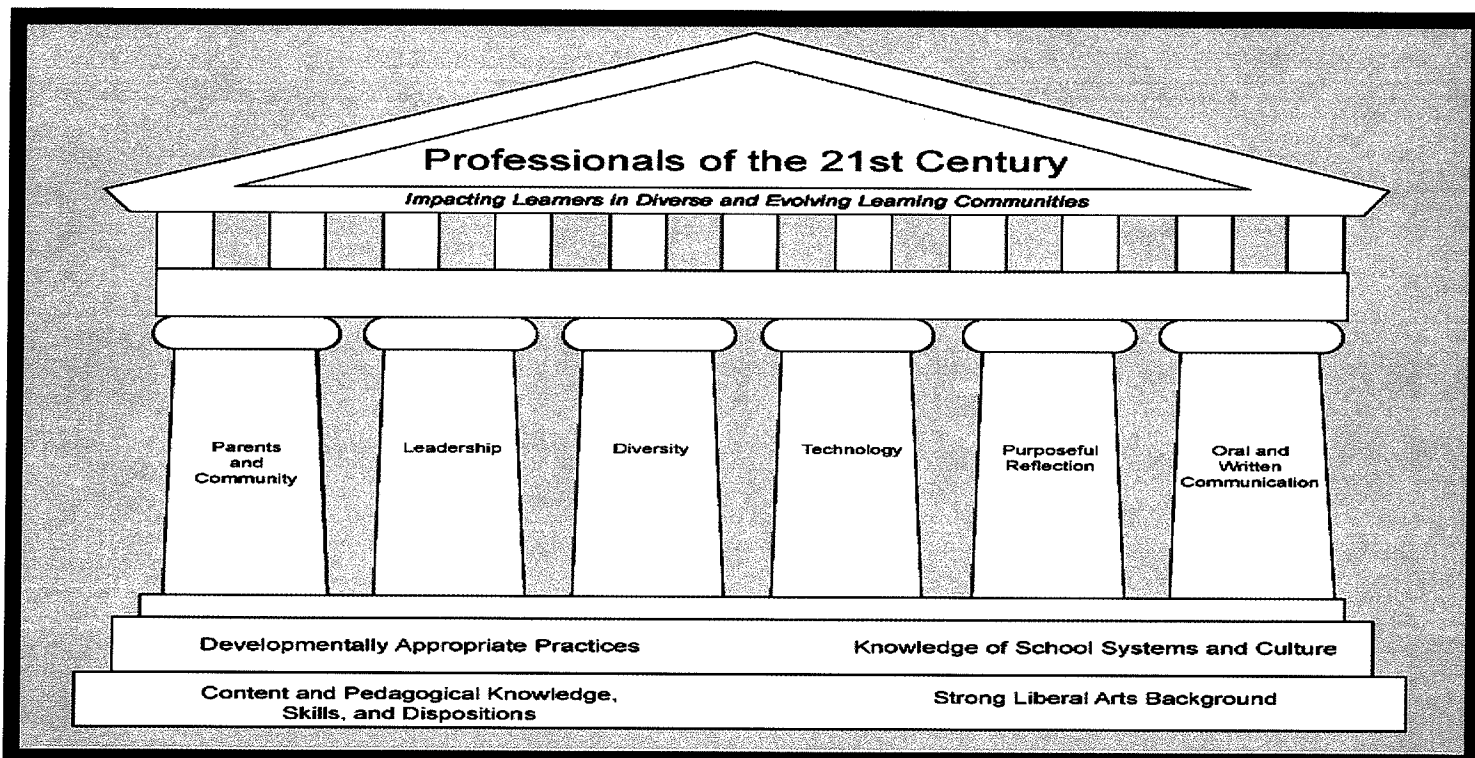| Title	Signature	Date
Department Head Dr. David Bell	David Bell	10-31-13
Dean Dr. Sherry Field	Sherry L. Field	11-18-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver	y Weaver	2/10/14
Vice President for Academic Affairs Dr. John Watson	John Watson	

Course Subject: RDNG	Course Number: 3163
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces):
Integrated Language Arts

Mode of Instruction: (check appropriate box)
xxx 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 Fall 2014	If course is required by major/minor, how frequently will course be offered? Fall/spring

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 fee

☐Elective   xxx 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):
Integrating language arts creates linguistic opportunities where literacy skills (reading, writing, listening and speaking) can be used together for real purposes and real audiences. Students in this course will explore, evaluate, create and apply a variety of integrated literacy strategies and activities, which will enhance their own as well as their future student's cognitive (critical thinking skills) and metacognitive (thinking about thinking) language art skills.

Grading   xxxStandard 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.
Smart classroom

How does this proposal support the University Mission or University Strategic Planning Goals?
This proposal will enhance Goal 1: Enhance the creation and delivery of first quality education services. It will add a new program of study and provide another option for students to select.

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.
Suggestions from the Arkansas Department of Education (ADE), the Association of Childhood Education International (ACEI), the content of the required Praxis II licensure test, and the Interstate Assessment and Support Consortsum (InTASC) were used to select this class.

How will the effect of the change be monitored in ongoing program assessment?
Changes and program effectiveness will be monitored as a part of the assessment system that is used by the College of Education to gather and analyzed data for both program and candidate change. It is a large part of the required CAEP accreditation.

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

department must be attached.
Letters of support are attached.

ARKANSAS TECH UNIVERSITY

RDNG 3163
Integrated Language Arts
(3 credits)
Fall 2014

Professionals of the 21st Century
Impacting Learners in Diverse and Evolving Learning Communities

Parents and Community | Leadership | Diversity | Technology | Purposeful Reflection | Oral and Written Communication

Developmentally Appropriate Practices   Knowledge of School Systems and Culture

Content and Pedagogical Knowledge, Skills, and Dispositions   Strong Liberal Arts Background

Course Title/Subject/Number: Integrated Language Arts (RDNG 3163)

Course Description: Integrating language arts creates linguistic opportunities where literacy skills (reading, writing, listening and speaking) can be used together for real purposes and real audiences. Students in this course will explore, evaluate, create and apply a variety of integrated literacy strategies and activities, which will enhance their own as well as their future student's cognitive (critical thinking skills) and metacognitive (thinking about thinking) language art skills.

Course Outcomes (knowledge, skills, and dispositions to be achieved in this course):

Upon completion of this course, students will be able to:

#	RDNG 3163 Outcomes	Standards
	Students will discuss, evaluate, create and present integrated literacy lessons (*listening, speaking, reading, writing*) (K-6) for individual, groups and whole class teaching environments.	
	*Class discussions and hands-on activities will focus on strategies for effectively **teaching/assessing learning** regarding:*	

1	Integrated Literacy (Speaking and Listening Skills) • Engage in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly • Demonstrate an understanding of a text read aloud or information presented orally or through other diverse media and formats • Comprehension skills (asking and answering questions, recounting key details, determining main ideas and key details, paraphrasing portions of the text, summarizing the text, and interpreting information) • Understands the qualities and a variety of effective strategies for presenting knowledge and ideas • Adapts for diverse students	**ACEI:** 2.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1 **ATS (InTASC):** 5.1, 5.2
*Class discussions and hands-on activities will focus on strategies for effectively **teaching/assessing learning** regarding:*		
2	Integrated Literacy (Reading Skills) • Has a broad knowledge of developmentally appropriate literary texts across genres, cultures, and centuries. • Adapts for diverse students	**ACEI:** 2.1, 3.2, 3.3, 3.4, 5.1 **ATS (InTASC):** 2.1/3.1 (Introduced in 3233)
*Class discussions and hands-on activities will focus on strategies for effectively **teaching/assessing learning** regarding:*		
3	Integrated Literacy (Writing Skills) • Produce clear and coherent writing through the recursive writing process • Understand written progression from the stages of early orthographic development to multiple paragraph expository texts in which the development, organization, and style are appropriate to task, purpose, and audience • Incorporate technology in teaching writing • Instill basic research skills • Draw evidence from literary or informational texts to support analysis, reflection, and research • Establish importance of writing routinely • Adapts for diverse students	**ACEI:** 2.1, 3.2, 3.3, 3.4, 5.1 **ATS (InTASC):** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10

ACEI = Association for Childhood Education International
ATS (InTASC) = Arkansas Teaching Standards (Interstate Teacher Assessment and Support Consortium)

TaskStream Required for Course: Taskstream is an electronic service utilized during the block courses and internship at Arkansas Tech University. Students are required to pay for the use of Taskstream. To access this service, pay on-line with a credit or debit card at the following address: http://www.taskstream.com

Course Outline: (How these elements interface to support an integrated literacy program)

- Integrate reading, writing, listening, thinking, and speaking skills across the curriculum.
- Promote higher level thinking skills through problem solving, analyzing, synthesizing, and evaluating.
- Explore authentic literature in creative ways
- Opportunities for students to express language arts skills through technology
- Practice using a variety of formative and summative assessments to evaluate the growth of students in language arts

- Learn strategies for effectively teaching academic reading, writing, research and presentation skills
- Demonstrate an understanding that comprehension and collaboration are key to effective literacy skills (listening, speaking, reading, writing)
- Practice implementing/evaluating a variety of effective strategies for presenting knowledge and ideas

Textbook Required for Course:

Tompkins, G. (2013). *Literacy for the 21st Century: A Balanced Approach*, 6th Edition. (Option 1)
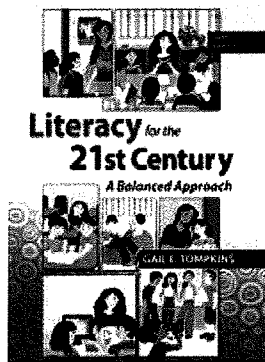
Cox, Carole (2014) *Teaching Language Arts: A Student-Centered Classroom,* 7th Edition (Option 2)
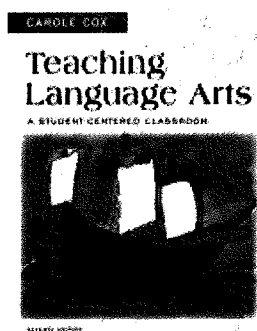
Course Assignment Overview:

1. Field Experience and Related Assignments

Students will be assigned to a K-6 school site for the semester. During this time, students are expected to not only observe, but also teach lessons, assist in tutorials, and other learning activities as directed by the mentor teacher and work on related field experience course assignments. Students will assess their own teaching and its effect on the students involved and will respond and react to the field experience through class discussions.

Integrated Literacy Framework – (150 points) <u>Due date:</u> *November 17, 2014*

Students will plan an integrated literacy framework designed to increase understanding of how language arts can be integrated effectively. The framework will be designed to focus on the essential elements of an integrated literacy program. Evident in the framework will be a focus on building literacy fluency to develop independent readers and writers. The four-week framework will be coupled with a written narrative component that outlines the rationale behind each of the key element. Students will also be

responsible for creating one lesson plan that outlines, in detail, each of the key elements from one-day of their integrated literacy framework. Students will load their finished frameworks to Blackboard as well as google docs to be shared amongst fellow class members.

Integrated Literacy Movie – (50 points) <u>Due date:</u> *December 1, 2014*

Over the course of several weeks, students will take at least 20 pictures of their mentor teacher's classrooms showing all the various ways he/she is integrating/teaching each of the four key elements of language arts with his/her students. Then using either imovie (mac) or moviemaker (pc), students upload their pictures, and record their narrative of what's in the various slides and how it relates to elements discussed in class and in the course texts pertaining to effective integrated literacy. Videos should not exceed 15 minutes. More information/rubrics will be provided in class and posted to BB.

2. Class attendance, Preparation and Participation

Class attendance, preparation and participation are all going to be an important part of this course. Attendance will be taken for each session and points will be received for a variety of activities. Students are expected to come to class prepared and actively participate in class. Since this portion of the class is worth 30% of student's grade – being absent more than once will affect grades as well as being tardy.

Activities will include: case studies, research reports, analyze assessment data, lesson simulations, group presentations, field based experiences/theory discussions, etc.

3. Assessments

Weekly Chapter Quizzes (Varies) <u>Due date:</u> *Every Friday the weekly quiz will post to Blackboard and students will have until midnight on Sunday of the same week to complete it.*

Students will be responsible for taking a weekly quiz based on the information from each of the 12 chapters in the text. They quizzes will be stored under the Quiz tab on Blackboard and students will have from Friday at 8 am until Sunday at midnight to take the quiz. They will have unlimited attempts but only 60 minutes to answer all 30 questions.

Final (100 points) – The final, which is scheduled for December 15th from 8-10 am, will be discussed in greater depth in class.

4. Weekly Reflections

Every Monday following that week's activities/quiz students will create a brief reflective analysis on a variety of elements that have occurred during the course of the week. Each reflection will be worth 5 points.

Methods of Student Performance Assessment and Evaluation Method:

Coursework will consist of text and related course readings, weekly quizzes, a variety in-class activities, collaborative group work, class discussions, analyzing case studies and current research, developing, sharing and presenting integrated literacy lessons, and working with children at the field placement site, all of which will serve to evaluate comprehension and application of key course concepts and skills. A variety of methods will be used to evaluate coursework including scoring guides and rubrics. The following are the experiences and assignments that will be used to assess the course objectives and student competencies in these areas:

Assignments	Due Date	Where to Submit	%	Points
Class attendance, preparation and active participation (case studies, research reports, analyze assessment data, lesson simulations, group presentations, field based experiences/theory discussions, etc)	Every class session (40 sessions total)	In class, Blackboard and/or Taskstream	30% of overall grade	**200 points** (5 points per class period)
Field Experience and Related Assignments				
Integrated Literacy Movie	December 1, 2014	Imovie/Moviemaker – post link to BB DB	30% of overall grade	**50 points**
Integrated Literacy Framework	December 1, 2014	Google Docs		**150 points**
Assessments (weekly quizzes on text chapters and final summative exam)	Quizzes every Friday Final Dec 15th	Blackboard "Quizzes Tab"	30% of overall grade	12 Quizzes (vary) 50 points (final)
Weekly Reflections	Every Monday (for the previous week)	In class	10% of overall grade	**200 points** 5 points each

Please mark each of these assignment dates on your calendars!

Grading and Attendance:

Course grades will be based on professional quality and accuracy as demonstrated through the evaluation of a variety of performance based assignments, assessments and reflections. Late assignments will result in a decrease of the total points earned for the assignment. Assignments are late if the assignment is not turned in by the designated date. The goal is to be in class every day of the semester, especially since students receive points every time for attendance, preparation and participation points that cannot be made up. However due to various circumstances, absences do occur, so students will have one opportunity to miss a single class session without loss of points. If subsequent absences occur, grades will continue to be lowered until the eighth absence, at which time students will automatically be dropped from the class. Students will be responsible for signing the roll each day as well as for knowing how many absences they have accumulated. Excessive tardiness will be treated as absences.

Three tardies of more than 10 minutes will equal one absence. Student's active participation in class exercises and discussions are vital to their growth and development as a reflective practitioner and professional educator.

Scale:

A	90-100%
B	80-89%
C	70-79%
D	60 – 69%
F	59% or less

Policy on Absences, Cheating, Plagiarism:

Please refer to the Student Handbook for the university policy concerning cheating, plagiarism, and misconduct in class. http://issuu.com/arkansastechuniversity/docs/studenthandbook-2013

Bibliography:

Association for Supervision and Curriculum Development (1992). *Making meaning: Integrated language arts series.* (vhs videos). DE: International Reading Association.

Au, K. H. (1993). *Literature instruction in multicultural settings.* Orlando: Harcourt Brace Jovanovich.

Auman, M. (1999). *Step-up to writing.* CO: Sopris West.

Brubaker, D. L., & Simon, L. H. (1993). *Teacher as decision maker.* Newbury Park, California: Corwin Press, Inc.

Calkins, L. M.(2001). *The Art of Teaching Writing,* Portsmouth, NH: Heinemann.

Cunningham, P. & Allington, R. (2003). *Classrooms that work: They can all read and write, 3rd edition.* Boston: Allyn & Bacon.

Cunningham, P., Cunningham, J., Moore, S. & Moore, D. (2004). *Reading and writing in elementary classrooms: Research-based k-4 instruction.* Boston: Allyn & Bacon.

Galda, L. Cullinan, B. E., & Strickland, D. S. (1993) *Language, literacy, and the child,* Ft. Worth: Harcourt Brace Jovanovich.

Edwards, P. (2004). *Children's literacy development: Making it happen through school, family, and community involvement.* Boston: Allyn & Bacon.

Farstrup, A. & Samuels, S. J. (eds) (2002). *What research has to say about reading instruction, 3rd edition.* DE: International Reading Association.

Fox, B. (2004). *Word identification strategies: Phonics from a new perspective, 3rd edition.* New Jersey: Pearson Education, Inc.

Greenlaw, J. & Ebenezer, J. (2001). *English language arts and reading on the internet: A resource for k-12 teachers.* New Jersey: Merrill Prentice Hall.

Guthrie, J. & Wigfield, A. (eds) (1997). *Reading engagement: Motivating readers through integrated instruction.* DE: International Reading Association.

Hinson, B. (ed) (2000). *New directions in reading instruction-revised.* DE: International Reading Association.

International Reading Association (2000). *Making a difference means making it different: Honoring children's rights to excellent reading instruction.* DE: International Reading Association.

Neuman, S. & Roskos, K. (eds) (1998). *Children achieving: Best practices in early literacy.* DE: International Reading Association.

Strickland, D., Ganske, K, & Monroe, J. (2001). *Supporting struggling readers and writers: Strategies for classroom intervention 3-6.* ME: Stenhouse.

Thomas, A., Fazio, L.& Stiefelmeyer, B. (1999). *Families at school: A guide for educators.* DE: International Reading Association.

Trelease, J. (2002). *The read-aloud handbook.* New York: Penguin.

Weaver, C. (2002). *Reading process and practice, 3rd edition.* Portsmouth, NH: Heinemann.

Integrated Literacy Framework Topic/Theme _____ **Grade:** _____ **Name:** _____

Week 1 (one table for each week, 4 total)

Lesson Element	Monday	Tuesday	Wednesday	Thursday	Friday
CC Standard (s)					
Day's Objectives (SWBAT)					
Formative Assessment (written)					
Accommodations					
Learning Strategy (Marzano)					
Leveled Reading Book (K-1) (Title/Author/Level) **OR** **Lexile (2-4)** (Title/Author/Lexile)					
Vocabulary Terms					
High Frequency Word (s) (K-2) **Spelling** (3-6)					
Phonics (K-2) **Grammar** (3-6)					
Reading Activity (Read Aloud Story, Big book, Poem, Passage, Song, Game)					
Writing Activity (Actual sentences)					
Materials/Technology					

Integrated Literacy Framework Outline

Students will create an integrated literacy plan that will be standards and assessment based with the purpose of promoting integrated literacy skills in their students. The integrated literacy plan will be designed for four weeks. The purpose of the time frame is to allow the student, as the teacher, to plan introductory activities, teaching concepts, practice activities and assessment activities.

The plan will include the following sections:

Cover page: Title, Grade level, Name, Date, Course and Instruction

1. Narrative/Overview of the Integrated Literacy Framework
2. Daily Lesson Framework
3. Lesson Plan (1 Taskstream Lessons)
4. Lesson materials (graphic organizers, hyperlinks, hand-outs, activities, etc)
5. Technology – how it's being used and why
6. Accommodations for All Learners
7. Assessments
8. Collaboration (paraprofessionals, parents, professional colleagues [SPED/ESL], etc)
9. References
10. Overall Presentation

I. *Narrative/Overview*
a. The narrative will be written as a summary of the plan. The summary will overview and highlight the focus areas. The narrative will address the purpose of the instructional plan, noting briefly that standards, literacy components and skills and strategies addressed.

II. *Daily Lesson Framework* (4 weeks)
a. The daily plans will be developed in the table provided providing specific examples of what the students will learn and be able to do (SWBAT)

III. *One Lesson Plan*
a. The comprehensive plan will include 1 formal lesson plan using the template for lesson planning in Taskstream. Students will select one day from their integrated literacy framework and plan it out in very specific detail.
b. The lessons will demonstrate the direct teaching of reading skills and strategies as well as listening, speaking and writing activities.

IV. *Lesson Materials*
All relevant materials should be included: graphic organizers, book titles, hyperlinks, hand-outs, activity descriptors, etc.

V. *Technology*
a. How is it being incorporated into the process, why, and what influence do you think it will have on the students?

VI. *Accommodations*
a. Describe the specific accommodations selected to support the learning process over the 4 weeks and why.

VII. *Assessment Plans*
a. Summarize your assessment plans. "What" will you assess? What specific formative, assessment tools will you design to assess student learning of the objectives? What information do you expect to gain about the learner from the assessment? How will this information affect future instruction? (Must be in written format)
b. Include at least 4 formative assessments.

VIII. *Collaboration*
a. Summarize how you plan to get "collaborative partners" involved in this instructional cycle.
b. Describe at least 4 different ways to involve them in the learning process.

IX. *References*
a. Bibliography and website resources. Use APA format.

X. *Overall Presentation*
a. Evidence that pride and care was used in presenting a professional framework that was edited for errors in spelling and grammar.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Curriculum and Instruction

DATE SUBMITTED: October 22, 2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. David Bell	David Bell	2-3-2014
Dean Dr. Sherry Field	Sherry L. Field	2-3-2014
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver	Y Weaver	2/10/14
Vice President for Academic Affairs Dr. John Watson	John Watson	

Course Subject: RDNG	Course Number: 4003
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces): Literacy assessment and intervention
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 Fall 2014	If course is required by major/minor, how frequently will course be offered? Fall/Spring
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 fee	

☐Elective   ✓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):

This course prepares teacher candidates to examine, assess and diagnose literacy development for the purpose of instructional planning and interventions. Teacher candidates will determine the nature of a reading problem by assessing the following components of a comprehensive literacy program: Phonological awareness, phonics, fluency, vocabulary, and comprehension. Candidates will investigate and practice applying a variety of methods and tools for diagnosing and assessing literacy problems using both formal and informal assessments. Data from the assessments will be used to analyze and evaluate results for instructional planning appropriate for struggling readers and writers with intervention strategies, activities, and technology that will monitor progress and increase literacy skills. A practicum will be required as part of the course of study in which students will assess, diagnose and teach students with reading and writing difficulties.

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.
Smart classroom

How does this proposal support the University Mission or University Strategic Planning Goals?
This proposal will enhance Goal 1: Enhance the creation and delivery of first quality education services. It will add a new program of study and provide another option for students to select.

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.
Suggestions from the Arkansas Department of Education(ADE), the Association of Childhood Education International(ACEI), the content of the required Praxis II licensure test, and the Interstate Assessment and Support Consortsum(InTASC) were used to select this class.

How will the effect of the change be monitored in ongoing program assessment?
Changes and program effectiveness will be monitored as a part of the assessment system that is used by the College of Education to gather and analyzed data for both program and candidate change. It is a large part of the required CAEP accreditation.

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

Course Subject: RDNG
Course Number: 4003
Course Title: Literacy Assessment and Intervention

Academic Credit: 3 hours

Catalog Description: Prerequisite: This course prepares teacher candidates to examine, assess and diagnose literacy development for the purpose of instructional planning and interventions. Teacher candidates will determine the nature of a reading problem by assessing the following components of a comprehensive literacy program: phonological awareness, phonics, fluency, vocabulary, and comprehension. Candidates will investigate and practice applying a variety of methods and tools for diagnosing and assessing literacy problems using both formal and informal assessments. Data from the assessments will be used to analyze and evaluate results for instructional planning appropriate for struggling readers and writers with intervention strategies, activities, and technology that will monitor progress and increase literacy skills. A practicum will be required as part of the course of study in which students will assess, diagnose and teach students with reading and writing difficulties.

Competencies/Course Objectives:
Standards: ACEI: Association for Childhood Education International; ATS: Arkansas Teaching Standards; Praxis II Elementary Education Assessment; CCSS-ELA: Common Core State Standards

The teacher candidate will be able to:
    1. explain how students learn to read, spell and write in developmental stages from emergent readers and writers to mature readers and writers, and how these stages effect aspects of literacy learning. ACEI: 2.1; ATS: 4; CCSS-ELA: RF.K-s.1-4; Praxis II (5032): IA1, kIA2, IA3.
    2. demonstrate how effective teachers understand the foundations of literacy and reading development in all learners, diagnose and assess literacy skills in phonemic awareness, phonics, fluency, vocabulary and comprehension to plan instruction, monitor and document progress, and identify strengths and needs of students. ACEI: 2.1,3.1,3.2,4; ATS: 4; CCSS-ELA: RL.K-s.1-10;k RL.6.1-10; Praxis II: IA1, IA2, IB1, IB2, IB3, IB4, IIA3, IIC3.
    3. examine a variety of assessment tools, both formal and informal, which can be used in a comprehensive literacy program to include assessments for phonemic awareness, phonics, fluency, vocabulary and comprehension and select assessments from each area to compile in a digital portfolio. ACEI: 2.1,4; ATS:4
    4. collaborate with peers to examine case studies of struggling readers and writers and will develop a reader/writer profile specifying strengths and needs in reading and writing and will determine assessments and interventions for corrective instruction. ACEI: 3.2,3.5, 5.1
    5. select, administer, and interpret both formal and informal assessments to obtain a reading and writing diagnosis for an individual with identified learning and/or literacy difficulties. ACEI: 2.1, 3.2, 4; ATS: 4
    6. research, plan, implement, and evaluate the effectiveness of instruction for the purpose of monitoring students' literacy development and implementing corrective instruction. Students will research professional journals and literature to determine appropriate instruction for struggling readers and writers. ACEI: 2.1, 3.1, 3.2, 3.3, 3.4,4,5.1; ATS: 4
    7. write a case study describing assessment results, interpretation, diagnosis and instruction provided for an individual with literacy difficulties. The case study will summarize experiences in assessing and teaching a student in the practicum. ACEI: 2.1, 3.5,4.0; ATS: 4.

Text: Gillet, J., Temple, C., Temple, C., & Crawford, A. (2012). _Understanding Reading Problems:_ _Assessment and Instruction_. Boston: Pearson.

Course Content/Course Outline/Topics

I.   Overview of a comprehensive literacy program's instructional components and assessments
II.   The process of learning to read and write at different stages to include: Emergent Literacy, Beginning Reading and Writing, Fledgling Reading and Writing, Developing Reading and Writing, and Mature Reading and Writing.
III. Principles of classroom reading assessment and interventions
IV.   Assessment tools and strategies, both formal and informal assessments
V.   Using assessment data to inform instruction, monitoring and documenting progress, and identifying strengths and weaknesses for corrective instruction.
VI.   Differentiating instruction for struggling readers to include response to intervention
VII. Oral language development and related assessments for early readers and writers
VIII. Examining components of a comprehensive literacy program, instruction and the related assessments for components, such as Phonemic Awareness, Phonics, Reading Fluency , Vocabulary development, Comprehension.
IX.   Examining reading needs and assessments of readers and writers in Upper Elementary Grades
X.   Examining developmental spelling stages and related assessments in spelling and writing
XI.   Literacy needs of culturally and linguistically diverse students, instructional strategies and assessments
XII. Examining issues related to students with special needs, individualizing instruction and interventions

Class Absences, Academic Misconduct & Plagiarism

Students are expected to attend ALL class meetings. Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to disciplinary sanction. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment.

Incomplete Grade Contract

- A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least 75% of the course requirements, with work of passing quality.
- If the remaining course requirements are not completed and final grade reported by the end of the next regular semester (fall or spring) the grade will be automatically changed to a grade of "F."

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

Methods of Evaluation: Coursework will consist of text readings, internet research, case studies, in-class assignments, class discussions, and a field experience with a student having literacy difficulties. Written examinations and completion of course assignments will serve to evaluate the candidate's comprehension and application of assessments used in a comprehensive literacy program. Students will assess, diagnose a reading difficulty and implement an instructional program to correct and increase the student's needed literacy skills. The student will document the work and will write a summation of the work in a case study.

To complete the course, students will:

1. compile a digital assessment portfolio of screening tools, informal and formal literacy assessments and required information for interpreting assessment data.

2. administer, analyze, and interpret appropriate assessments used in a comprehensive literacy program with a student, (including interviews with the student, parent and teacher); both informal and formal assessments to determine literacy development, strengths and areas of need. The student should be a reader who is struggling in one or more of the literacy areas.

3. write a weekly summary of experiences in the practicum, using assessment data to inform instruction and for progress monitoring. Additional assessments should be given when needed. Students will demonstrate ability to organize assessment information, interpret data and construct a weekly instructional plan describing methods, techniques, and materials used in the instruction. Students will communicate student work, progress and instructional plans weekly in a digital format.

4. write a summation of the field experience in the form of a case study. The case study report should contain the following information: Student Data showing grade, age, address; Background Information; Assessments and Dates Given; Instructional Improvement Plans; Summary of Results and Progress; Reflection on what was learned from the field experience.

5. collaborate with one or more peers to examine case studies of struggling readers and writers and develop a reader/writer profile which specifies difficulties of struggling readers and writers, assessments and interventions needed. This profile will be organized in a table format.

6. summarize, critique, and outline instructional strategies reviewed from the research literature and used for evaluating instructional decisions with case study.

Representative Bibliography:

Cockrum, W. & Shanker, J.L. (2013). *Locating and correcting reading difficulties, 10th edition.* Boston: Pearson.

Cooper, J. D. & Kiger, N. D. (2011). *Literacy assessment: Helping teachers plan instruction, 4th edition.* California: Wadsworth Cengage Learning.

Hougen, M. & Smartt, S. (2012). *Fundamentals of literacy instruction and assessment, Pre-K-6.* Baltimore, Maryland: Paul H. Brookes Publishing Co.

Lipson, M. Y. & Wixson, K.K. (2013). *Assessent of reading and writing difficulties: An interactive approach, 5th edition.* Boston: Pearson

Rasinski, T., Padak, N., & Fawcett, G. (2010). *Teaching children who find reading difficult, 4th edition.* Boston: Allyn & Bacon.

Reutzel, D.R. & Cooter, R.B. (2011). *Strategies for reading assessment and instruction: Helping every child succeed, 4th edition.* Boston: Pearson.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Curriculum and Instruction

DATE SUBMITTED: October 22, 2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. David Bell	David Bell	2-3-2014
Dean Dr. Sherry Field	Sherry L. Field	2-3-2014
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver	Weaver	2/11/14
Vice President for Academic Affairs Dr. John Watson	John Watson	

Course Subject: RDNG	Course Number: 4013
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces): Child and Adolescent Literature
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 Fall 2014	If course is required by major/minor, how frequently will course be offered? Fall/Spring
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 fee	

☐Elective   ✓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):
A study of issues and trends in literature for children/adolescents and its current practices in teaching literacy and other curricular practices.

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.
Smart classroom

How does this proposal support the University Mission or University Strategic Planning Goals?
This proposal will enhance Goal 1: Enhance the creation and delivery of first quality education services. It will add a new program of study and provide another option for students to select.

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.
Suggestions from the Arkansas Department of Education(ADE), the Association of Childhood Education International(ACEI), the content of the required Praxis II licensure test, and the Interstate Assessment and Support Consortsum(InTASC) were used to select this class.

How will the effect of the change be monitored in ongoing program assessment?
Changes and program effectiveness will be monitored as a part of the assessment system that is used by the College of Education to gather and analyzed data for both program and candidate change. It is a large part of the required CAEP accreditation.

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

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

Title: RDNG 4013: Child and Adolescent Development

Academic credit: 3 semester hours

Text: Donna E. Norton, Through the Eyes of a Child, 8th edition, 2011, Pearson

Catalog description: A study of issues and trends in literature for children/adolescents and its current practices in teaching literacy and other curricular practices.

Competencies/objectives:

Explain the role of appropriate literature in aiding children in grades K thru 6 in acquiring better self-awareness, social skill development, and understanding of the environment.

Use appropriate children's literature in order to enhance learning for children in grades K- thru 6.

Demonstrate the appropriate literature for helping children in grades K- thru 6 develop their cognitive skills.

Demonstrate appropriate use and integration of literature with other areas of learning for children in grades K thru 6.

Use appropriate literature for children in grades K thru 6 to develop an understanding of various cultures, abilities, and family structures.

Select the various kinds of literature available for children and how to use each.

Recommend literature to parents for reading at home while positively stressing the important role this action has in a child's development.

Develop the ability to use literature to teach concepts from the common core.

Course content/topics:

Children's response to literature

History of Children's literature

Evaluating and selecting literature for children

Artists and their illustrations

Picture books

Traditional literature

Modern fantasy

Poetry

Contemporary realistic fiction

Historical Fiction

Biographies

Informational books

Class absences, academic misconduct, and Plagiarism:

Students are expected to attend ALL class meetings. Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to disciplinary sanction. The term "plagiarism" includes, but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement

Incomplete Grade contract:

- A grade of incomplete is appropriate ONLY in situations where the students has an illness or other circumstances beyond the student's control, and has completed a least seventy-five percent of the course requirements, with work of passing quality.
- If the remaining course requirements are not completed and final grade reported by the end of the next regular semester (fall or spring) the grade will be automatically changed to a grade of "F".

Grading Scale:

- A- 90-100%
- B- 89-80%
- C- 79-70%
- D- 69-60%
- F- 59% or less

Methods of Instruction and Assessment:

Methods of Instruction: The delivery of instruction in this course will include lecture, discussion, videos, projects, and cooperative group efforts. Students will be encouraged to participate and contribute to class dialogue.

Assessment: Written examinations, checklists, and rubrics will serve to evaluate comprehension and application of concepts and skills outline in the course objectives.

All work submitted should be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors. Late assignments will have a 10% per day late penalty for up to four

days. Late assignments, after four days, will not receive credit unless prior written approval from the instructor is given.

All formal assignments must be in APA style.

Assignments:

Book log/resource file: The book log will be a power point presentation, which will include complete bibliographic information, summaries and critiques, and comments stating instructional uses. The resource portion will include helpful websites, award winning books, and parental involvement activities.

Lesson plans- Two lesson plans using a children's book as the basis for instruction. One will be a read aloud and the other will use a graphic organizer.

Presentation- The group presentation will demonstrate an interactive presentation to a traditional story.

Internet/in-class activities- Activities will involve internet exploration and in-class paired or small-group interaction to connect information from the text to real-world settings.

Four test and a comprehensive final will be required.

Representative bibliography:

Allyn, P. (2012). *Best books for boys; How to engage boys in reading in ways that will change their lives.* New York; Scholastic.

Galda, L., Cullinan. B.E. & Sipe, L.R. (2010). *Literature and the child,* (7th ed.). Belmont, CA: Wadsworth Centage Learning.

Lukens, R.J., Smith, J.J. & Coffel, C.M. (2012). *A Critical Handbook of Chilldren's Literature.* (9th ed.). New Your, NY: Allyn & Bacon.

Temple, C., Martinez, M. & Yokota, J. (2011). *Children's books in children's hands: An introduction to their literature,* (4th ed.). Boston: Allyn & Bacon.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

Teacher Ed
appr 2/20/14
cc appr 2/25/14
FS 3/11/14

TO: Curriculum Committee

FROM: Curriculum and Instruction

DATE SUBMITTED: October 22, 2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. David Bell	*David Bell*	10-31-13
Dean Dr. Sherry Field	*Sherry L. Field*	11-18-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver	*Weaver*	2/10/14
Vice President for Academic Affairs Dr. John Watson	*John W Watson*	

Course Subject: RDNG	Course Number: 4023
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces): Disciplinary Reading and ~~Writting~~ *Writing*

Mode of Instruction: (check appropriate box) xxx 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 Fall 2014	If course is required by major/minor, how frequently will course be offered? Fall/spring
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 fee

☐Elective   xxx 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):
Disciplinary literacy focuses on literacy skills in the content areas emphasizing the knowledge, skills and strategies unique to the various content areas focusing on the unique ways of thinking, knowing, and doing and the characteristic unique to the various disciplines (math, social studies, science, etc).

Grading   xxxStandard 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.
Smart classroom

How does this proposal support the University Mission or University Strategic Planning Goals?
This proposal will enhance Goal 1: Enhance the creation and delivery of first quality education services. It will add a new program of study and provide another option for students to select.

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.
Suggestions from the Arkansas Department of Education (ADE), the Association of Childhood Education International (ACEI), the content of the required Praxis II licensure test, and the Interstate Assessment and Support Consortsum (InTASC) were used to select this class.

How will the effect of the change be monitored in ongoing program assessment?
Changes and program effectiveness will be monitored as a part of the assessment system that is used by the College of Education to gather and analyzed data for both program and candidate change. It is a large part of the required CAEP accreditation.

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

Disciplinary Reading & Writing 4023

Academic Credit: 3 Hours

Catalog Description: Disciplinary literacy focuses on literacy skills in the content areas emphasizing the knowledge, skills and strategies unique to the various content areas focusing on the unique ways of thinking, knowing, and doing and the characteristic unique to the various disciplines (math, social studies, science, etc).

Prerequisites:

Competencies/Objectives:
ATS (InTASC): Standard 4
ACEI: 2.1
CCSS-ELA: RI.K-5. 1-10; RH.6.1-10; RST.6.1-10; W.K-6.1-10; WHST.6.1-10
Praxis II (5032): IB2, IB4, IIB3, IIB4
NCTE-IRA: 1, 3, 4, 5, 6, 7, 8, 9, 11, 12

- Reading informational texts across the disciplines closely and critical to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts 7.1
- Reading historical (scientific) and other social studies (science) texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts. 7.4-7.7
- Comparing and contrasting the Information gained from experiments, simulations, video, or multimedia sources gained from reading a text on the same topic 7.8
- Producing and distributing writing 7.13

- Demonstrating the grade-level expectations for using technology. 7.14
- Researching to build and present knowledge. 7.15

Text: Frey, N, & Fisher, D. (2007). *Reading for information in elementary school.* New Jersey: Pearson Education, Inc.

Course Content/Course Outline/Topics

- Reading For Information in the Elementary School
- Types of Informational Texts
- Characteristics of Informational Texts
- Before Reading Activities
- Vocabulary Development
- During Reading Activities
- Questioning Strategies
- Graphic Organizers in the Classroom
- After Reading Activities
- Note Taking/Study Skills
- Writing to Learn
- Assessing and Testing Reading

Class Absences, Academic Misconduct, & Plagiarism: Students are expected to attend ALL class meetings. Any Student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to disciplinary sanction. The term "plagiarism" included, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment.

Incomplete Grade Contract:
- A grade of incomplete is appropriate ONLY in situations where the

student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, with work of passing quality.

- If the remaining course requirements are not completed and final grade reported by the end of the next regular semester (fall or spring) the grade will be automatically changed to a grade of "F".

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

Methods of Evaluation (Including) Assessments/Rubrics:
Class Participation
Quizzes, extra assignment, etc. (if applicable)
Discussion
Research Reports
Class Reports
Exams

Representative Bibliography:

Alvermann, D.E., Swafford, J., & Montero, M.K. (2004). *Content area literacy instruction for the elementary grades.* Boston, MA: Pearson Education, Inc.
Cooper, J.D., & Kiger, N. D. (2009). *Literacy: Helping students construct meaning.* Boston, MA: Houghton Mifflin Company.
Frey, N., & Fisher, D. (2007). *Reading for information in elementary school: Content literacy strategies to build comprehension.* Upper Saddle River, NJ: Pearson Education, Inc.
Ogle, D. (2011). *Partnering for content literacy PRCA in action: Developing academic language for all learners.* Boston, MA: Allyn & Bacon.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Curriculum and Instruction

DATE SUBMITTED: October 22, 2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. David Bell	David Bell	10-31-13
Dean Dr. Sherry Field	Sherry L. Field	11-18-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver	J Weaver	2/10/14
Vice President for Academic Affairs Dr. John Watson	John Watson	

Course Subject: SPED	Course Number: 3023
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces): Development & Characteristics of Diverse Learners

Mode of Instruction: (check appropriate box) xxx 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 Fall 2014	If course is required by major/minor, how frequently will course be offered? Fall/spring
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 fee

□Elective   xxx 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): This course covers characteristics of children with exceptional learning needs. An emphasis will be placed on typical and atypical development, an overview of various exceptionalities including Giftedness, and the special needs of children from different cultures and language backgrounds. A field experience is required.

Grading   xxxStandard 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. Smart classroom

How does this proposal support the University Mission or University Strategic Planning Goals? This proposal will enhance Goal 1: Enhance the creation and delivery of first quality education services. It will add a new program of study and provide another option for students to select.

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. Suggestions from the Arkansas Department of Education (ADE), the Association of Childhood Education International (ACEI), the content of the required Praxis II licensure test, and the Interstate Assessment and Support Consortsum (InTASC) were used to select this class.

How will the effect of the change be monitored in ongoing program assessment? Changes and program effectiveness will be monitored as a part of the assessment system that is used by the College of Education to gather and analyzed data for both program and candidate change. It is a large part of the required CAEP accreditation.

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

Letters of support are attached.

SPED 3023 Development & Characteristics of Diverse Learners

3 Credit Hours

Catalog Description:

This course covers characteristics of children with exceptional learning needs. An emphasis will be placed on typical and atypical development, an overview of various exceptionalities including Giftedness, and the special needs of children from different cultures and language backgrounds. A field experience is required.

Prerequisites:

Objectives:

1. The student will develop an understanding of the biological and environmental factors that may place the child at risk including maternal health, pre-maturity, teratogens, birth trauma, and attachment disorders. CEC 1.1, 1.2, ACEI 1.0

2. The student will develop an understanding of typical and atypical development; and the similarities and differences between children with and without exceptional learning needs. CEC 1.2, ACEI 1.0

3. The student will develop knowledge of how poverty impacts the learning and development of children. CEC 1.1, ACEI 5.2

4. The student will develop knowledge and respect for cultural diversity among children and their families. CEC 1.1, 1.2, ACEI 5.2

5. The student will develop knowledge of the learning abilities of the individual with exceptional learning needs. This includes the various Special Education categories. CEC 1.2, ACEI 3.2

6. The student will develop knowledge of the learning abilities of individuals who are considered gifted. CEC 1.2, ACEI 3.2

7. The student will develop knowledge of the learning needs of children who do not speak English as their primary language. CEC 1.2,CEC 6.3, ACEI 3.2

8. The student will develop knowledge of the importance of social interaction for the individual with exceptional learning needs. CEC 2.1, ACEI 5.2

CEC= Council for Exceptional Children, AECI=Association for Childhood Education International

Text:

Exceptional Children and Youth. (2012). Nancy Hunt and Kathleen Marshall. 5th ed. Cengage Learning.

Course Content/Topics:

- Typical development in childhood

- Atypical development during childhood

- Impact of poverty on children

- Cultural diversity

- Giftedness

- English Language Learners

- Learning abilities of children with exceptionalities

- Learning as it relates to the various Special Education categories

- Social interaction and learning among children with exceptionalities

Class Absences, Academic Misconduct, & Plagiarism:

Students are expected to attend ALL Class meetings. Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to disciplinary sanction. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.

Incomplete Grade Contract:

A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, with work of passing quality.

If the remaining course requirements are not completed and final grade reported by the end of the next regular semester (fall or spring) the grade will be automatically changed to a grade of "F".

Grading Scale:

A= 90-100%

B= 80-89%

C=70-79%

D=60-69%

F=below 60%

Methods of Evaluation:

Assessment Methods: A variety of assessment methods will serve to evaluate comprehension and application of the concepts and skills outlined in the course objectives.

Students will complete the following assignments to demonstrate mastery of the following competencies:

1. The student will take a total of **three exams** on selected "units" of study. (300 pts)

2. Students will be grouped in pairs or small groups to develop **reports** on the **multicultural and pluralistic nature of American education today**. Students will examine characteristics of various cultures and home environments in the United States and present their findings in class. (50 pts.)

3. **Field Experience-** Each student will complete a 10 hour field experience with a diverse population in a school based site.

4. **Mini Report-**Students will present a brief 3 to 5 minute report to the class regarding the causes, and characteristics of selected exceptionalities. (50 pts.)

Representative Bibliography:

Bayat,M. (2011). Teaching Exceptional children (11th ed.) Boston, MA. McGraw-Hill.

Friend, M. (2014), Special Education. Upper Saddle River, NJ; Pearson Prentice Hall.

Howard, W. (2013). Exceptional Children: An Introduction to Special Education. Upper Saddle River, NJ; Pearson Prentice Hall.

Kirk, S., Gallagher, J., Coleman, M.R., & Anastasiow, N. (2012). Educating Exceptional Children (13th ed.) Wadsworth Cengage.

Lewis, R. & Doorlag, Donald (2011). Teaching Students in General Education Classrooms (8th ed). New York, New York: Prentice Hall

Lerner, J. and Johns, Beverley (2012). Learning Disabilities and Related Disabilities (13th ed.) Wadsworth Cengage.

Smith, D. & Tyler, N. (2014). Introduction to Contemporary Special Education. Upper Saddle River, NJ; Pearson Prentice Hall.

The Multicultural Nature of American Education

Multicultural Presentation:

This will be a group presentation. 3 people (or less) per group. Your group will select a multicultural group as your topic to present to the class. You will select your topic from the following list.

Group 1 – Hispanic American

Group 2 – Hindu American

Group 3- Ozarka/Appalachian American

Group 4- African American

Group 5- Muslim American

Group 6-Amish/Mennonite

Group 7- Italian American

Group 8- Roma

Group 9- Native American

Group 10-Asian Americans

Group 11- Marshallese-South Pacific

Group 12- Rural v. Urban cultures

Group 13- English Language Learners

Group 14- Greek American

Group 15- Americans in Poverty

Here are a few ideas to think about for the presentation. You are not limited to just this information. **You may bring examples of food common within the culture; wear clothing similar to that found in the culture, play games found in the culture, music, etc.**

What are some characteristics of the following cultures immigrating to the United States, or specific sub-areas of American culture? How can we as teachers personally understand these students more fully in order to "include" them appropriately in our classrooms?

To help structure your presentation you might consider the following in your online research:

1) Cultural expectations
2) Values of the culture
3) Style of communication (verbal and nonverbal)
4) Attitudes toward authority figures
5) Attitudes toward the opposite sex (gender roles)
6) Attitudes toward age groups (older people, children, etc.)
7) Male and female roles (expectations/norms) in society
8) The work ethic
9) The home environment and childrearing practices
10) Community standards and expectations
11) How do we assess these students
12) Are different motivational strategies needed

In preparing this presentation:

1. Prepare a 3 minute overview to be presented to the entire class.
2. Prepare a presentation using poster board, pictures, food, music, dress, games, etc in a way that it explains and gives insight to the culture you are addressing.

3023

SPED ~~XXXX~~ Multicultural Presentations:

	Below Expectations 0-1	Meets Expectations 2	Exceeds Expectations 3	Score
Understands how language influences student learning CEC 1.1, AECI 3.2, AECI 5.2	Does not address this area or briefly addresses the issue.	Gives one example and provides in-depth information	Gives more than one example and provides in-depth information	
Understands how culture influences student learning CEC 1.1, AECI 3.2, AECI 5.2	Does not address this area or briefly addresses the issue.	Gives one example and provides in-depth information	Gives more than one example and provides in-depth information	
Understands how family background influences student learning. CEC 1.1, AECI 3.2, AECI 5.2	Does not address this area or briefly addresses the issue.	Gives one example and provides in-depth information	Gives more than one example and provides in-depth information	
Understands how to create safe, inclusive, culturally responsive learning environments. CEC 2.1, AECI 3.2, AECI 5.2	Does not address this area or briefly addresses the issue.	Gives one example and provides in-depth information	Gives more than one example and provides in-depth information	
Understands how to modify learning environments to meet individual needs CEC 2.2, AECI 3.2, AECI 5.2	Does not address this area or briefly addresses the issue.	Gives one example and provides in-depth information	Gives more than one example and provides in-depth information	

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Curriculum and Instruction

DATE SUBMITTED: October 22, 2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. David Bell	David Bell	2-3-2014
Dean Dr. Sherry Field	Sherry L. Field	2-3-2014
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver	Tweaver	2/10/14
Vice President for Academic Affairs Dr. John Watson	John White	

Course Subject: Foundations of Special Education	Course Number: SPED 3033
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces): Foundations of Special Education

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 Fall 2014	If course is required by major/minor, how frequently will course be offered? Fall/Spring
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 fee

☐Elective   X☐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): **This course explores the development of the current administrative system for serving students with diversity. It shows how and why the present system for children with disabilities, children with giftedness, and children of other diversities is used for the benefit of those students. SPED3003 students become prepared not only for teaching diverse populations but also for serving on the IEP and other committees that make important decisions that will affect their futures.**

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?

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. **The Arkansas Department of Education has closed the ECED P-4 licensure program and replaced it with elementary education K-6. This is in response to their decision. This course directly supports the University Strategic Planning Goal Number 1; Enhance the creation and delivery of first quality education services. Additionally, it supports Strategic Planning Goal Five in the development of a new licensing program.**

How will the effect of the change be monitored in ongoing program assessment?
The results of the assessment of course-embedded competencies will be recorded in Banner, and Taskstream as a part of the ongoing CAEP and SPA assessment program. The Arkansas State Department of Education has mandated that all teacher certification programs change from the current P-4 certification to a K-6 licensure. An area of emphasis both nationally and statewide is to provide students

with an increased knowledge of diversity including the areas of cognitive, economic, cultural, and language diversity. Based on program analysis, greater awareness of diversity is a primary goal for the College of Education.

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

SPED 3023 Foundations of Special Education

3 credit hours

Catalog Description: This course explores the development of the current administrative system for serving students with diversity. It shows how and why the present system for children with disabilities, children with giftedness, and children of other diversities is used for the benefit of those students. SPED3003 students become prepared not only for teaching diverse populations but also for serving on the IEP and other committees that make important decisions that will affect their futures.

Prerequisites: Stage 2 status in Teacher Education.

Objectives:

1. Students will be able to make application of case law and legislation that affect public school populations with disabilities, giftedness, language differences, migrant characteristics, cultural differences, and poverty. **CEC 1.2, 2.1, 2.3. , 5.1, 5.2, 6.1, 6.2, 6.3, 6.5; ACEI 3.1, 3.2, 3.3, 4.0.**
2. Students will demonstrate a working knowledge of how education for diverse students operates for children in Arkansas. **CEC 1.2, 5.2, 5.3, 6.1, 6.2, 6.3; ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5.**
3. Students will demonstrate knowledge of working with parents and with other professionals in the IEP process. **CEC 4.3, 6.3, 6.5, 6.6; ACEI 5.2.**
4. Students will know the different classifications (learning disabilities, intellectual disabilities, emotional disturbance, Title 1, etc.) and the implications for learning characteristics for each classification. **CEC 3.1, 3.3; ACEI 3.1, 3.2, 5.1, 5.2**
5. Students will demonstrate how to plan for *transition*. **CEC 2.1, 2.2, 2.3, 5.5; ACEI 3.2, 3.5, 4.0, 5.1, 5.2.**
6. Students will demonstrate how to plan for *Response To Intervention*. *CEC 2.1, 2.2, 2.3, 3.2, 3.3; ACEI 3.1, 3.2, 3.5, 4.0, 5.1, 5.2.*

CEC=Council for Exceptional Children *Initial Level Special Educator Preparation Standards*.
ACEI=Association for Childhood Education International *Elementary Education Standards*.

Text: Colararusso, R. P., O'Rouke, C. M., & Leontovich, M. A. (2013*). Special education for all teachers*. Iowa: Kendall Hunt, ISBN 978-1-4652-1529-1.

Course Content/Topics:

- How civilizations evolve to embrace diversity though the predictable stages of extermination, incarceration, toleration, and education

- The development of our present system through case law and legislation

- The present system for educating students with diversity including special education

- How Individual Education Plans are written and implemented in Arkansas

- Communications with parents

- Effective transition planning

- Working with fellow professionals

- Using assessment data to bring about constructive change in IEPs and other plans

- Implementing *Response To Intervention* effectively

Class Absences, Academic Misconduct, & Plagiarism:

Students are expected to attend ALL class meetings. Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.

Incomplete Grades:

A grade of Incomplete (I) is appropriate ONLY in situations where the studetn has an illness or other circumstances beyond the student's control and has completed at least seventy-five percent of the course requirements with work of passing quality.

If the remaining course requirements are not completed and final grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F."

Grading Scale:

A=730 to 800 points

B=660 to 729

C=590 to 660

D=520 ti 589

F<= 519

Methods of Evaluation:

A variety of assessment methods will be used to evaluate acquisition of the concepts and skills outlined in the course objectives. Students will complete the following assignments and activities to demonstrate mastery of the objectives:

Three exams @ 100 points each	300 points
Four professional readings on inclusion @ 25 points each	100 points
Four short reports on inclusion legal cases @ 25 points each	100 points
One in-class report, singly or in groups of no more than four students on a portion of the State Plan for Special Education	100 points
One term paper which applies competencies of the course	200 points
	800 possible

Representative Bibliography:

Arkansas Department of Education (2008). State plan for special education.
    https://arksped.k12.ar.us/sections/rulesandregulations.html#TOP

Berlin, E. J. (2009). It's all a matter of perspective: Student perceptions on the impact of being labeled gifted and talented. *Roeper Review, 31* (4), 217-223.

Columna, L., & Roth, K. (2011). Collaborative strategies during transition for students with disabilities: Adapted physical education should prepare student to continue being active after graduation. *JOPERD—Journal of Physical Education Recreation and Dance, 82,* 50-51.

Diliberto, D. A., & Brweer, D. (2012). Six tips for successful IEP meetings. *Teaching Exceptional Chioldren, 44*(4), 30-37.

Doyle, M. B., & Gingreco, M. (2009). Making presentation software accessible to high school students with intellectual disabilities. *Teaching Exceptional Children, 41* (3), 24-31.

Friedlander, D. (2009). Sam comes to school: Including students with autism in your classroom. *The Clearing House, 43* (3), 141-144.

Furniss, G. (2008). Celebrating the art making of children with autism. *Art Education, 61* (5), 8-12.

Geary, D. (2004). Mathematics and learning disabilities. *Journal of Learning Disabilities, 37* (1), 4-15.

Guptill, A. (2000). Using the internet to improve student performance. *Teaching Exceptional Children, 32* (4), 16-20.

Hornstra, L., Denessen, E., Bakker, J., Bergh, L., & Voeten, M. (2010). Teacher attitudes toward dyslexia: Effects on teacher expectations and the academic achievement of students with dyslexia. *Journal of Learning Disabilities, 43* (6), 516-29.

Hutson, P. (2008). Growing local leaders through networking. *Choral Journal, 48* (11), 99-101.

Jones, D. (2000). Disclosure of child sexual abuse. *Child Abuse and Neglect, The International Journal, 24* (2), 269-271.

Makel, M. C., Putallaz, M., & Wai. J. (2012). Teach students what they don't know but are ready to learn: A commentary on "rethinking giftedness and gifted education." *Gifted*

Child Quarterly, 56 (4), 198-201.

Moore, P. (2009). Confronting ADHD in the music classroom. *Teaching Music, 17* (1), 57.

Renino, C. (2009). "Who's there?": Shakespeare and the dragon of autism. *English Journal, 99* (1), 50-55.

Rothstein, R. (2008). Whose problem is poverty? *Educational Leadership, 65* (7), 8-13.

Schiff, R., Bauminger, N., & Toledo, I. (2009). Analogical problem solving in children with verbal and nonverbal learning disabilities. *Journal of Learning Disabilities, 42* (1), 3-12.

Swedeen, B. (2009). Signs of an inclusive school: A parent's perspective on the meaning and value of authentic inclusion. *Teaching Exceptional Children Plus, 5* (3).

SPED3003 Foundations of Special Education Professional Reading rubric:

American Psychological Association style	5 points possible	Student's score
Summary of article on inclusion		
Applications from article—At least four		
Total		

SPED3003 Foundations of Special Education Case law report rubric:

American Psychological Association style	5 points possible	Student's score
Summary of what happened in the case and what the court decided		
Reaction from student. Either agreement or disagreement are allowed as long as reasons are given.		
Total		

SPED3003 Foundation of Special Education rubric for in-class reports on the Arkansas Plan for Special Education (https://arksped.k12.ar.us/sections/rulesandregulations.html#TOP)

Substantial knowledge of at least one section of the Arkansas Plan is shown. **CEC 1.2, 5.2, 5.3, 6.1, 6.2, 6.3; ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5.**	25 possible	Student's score
Organization of the content in the oral-media presentation is sequential and easily followed. **ACEI 2.1. 3.5**	15 possible	
Information from the main section being reported on has been checked against other sections of the Plan and ambiguities, if any, have been reconciled. **ACEI 5.1.**	15 possible	
Technology was used effectively and appropriately to develop and present the report. **ACE:I 3.1, 3.2, 3.3, 3.5, 5.1, 5.2.**	15 possible	
Report was well developed and substantial knowledge about the current Arkansas State Plan was demonstrated. **ACEI 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2.**		

SPED3003 Foundation of Special Education rubric for term paper

You were given information about a real but anonymous Arkansas student who was or is being served under one or more of the diversity programs in his school district. Using that child's data, please complete the following:	Possible points	Student score	Special use for accreditation data
I. Given the data on this particular child, cite at least two pieces of legislation and at least one court case that affect how this child's Free Appropriate Public Education will evolve. **CEC 1.2, 2.1, 2.3. , 5.1, 5.2, 6.1, 6.2, 6.3, 6.5; ACEI 3.1, 3.2, 3.3, 4.0.**	30		
2. Describe how the program most appropriate for this child works in Arkansas. If this child is likely to be served under IDEA, for instance, name several parts of the Arkansas State Plan for Special Education that will guide the development of his Individual Education Plan. **CEC 1.2, 5.2, 5.3, 6.1, 6.2, 6.3; ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5.**	50		
3. In view of the fact that a labeling decision is likely forthcoming about this child, how should the school work with the parents about of child with these kind of data? Confidentiality, particulars about this specific exceptionality, how classmates may react, sensitivity of parents to the label, etc. **CEC 4.3, 6.3, 6.5, 6.6; ACEI 5.2.**	30		
4. Assuming that the appropriate committee (IDEA, Gifted) committee concurs with your preliminary diagnoses of the child, what will be some considerations for his programming and methods of instruction? **CEC 3.1, 3.3; ACEI 3.1, 3.2, 5.1, 5.2**	20		
5. What are some considerations for transition for this type of child when he/she moves from (a) elementary to middle school (b) high school to independent living? **CEC 2.1, 2.2, 2.3, 5.5; ACEI 3.2, 3.5, 4.0, 5.1, 5.2.**	30		
6. Ordinarily there will be a period of time during the testing/classification phase when Response To Intervention will be attempted. Please describe some appropriate	40		

interventions for Level One, Level Two, and Level Three, given the data on this student.			
Comments/totals	200		

Thanks to our partners in area public schools, we have data on a number of public school students who are or have been served in special programs. The children are real but anonymous. All information that might be personally-identifying to the child has been removed.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Curriculum and Instruction

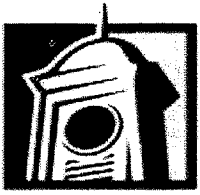DATE SUBMITTED: October 22, 2013

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head Dr. David Bell	David Bell	10-31-13
Dean Dr. Sherry Field	Sherry L. Field	11-18-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		2/10/14
Vice President for Academic Affairs Dr. John Watson	John Watson	

Course Subject: SPED	Course Number: 3153
Cross-listed with Subject:	Course Number:

Official Title (Limited to 30 characters including spaces):
Planning, Instruction, and Assessment for students with disabilities

Mode of Instruction: (check appropriate box)
xxx 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 Fall 2014	If course is required by major/minor, how frequently will course be offered? Fall/spring
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 fee | |

□Elective   xxx 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 primary purpose of this course is to empower elementary (K-6) teacher education candidates to respond effectively to the broad range of needs found in today's classrooms. Student diversity will be considered within the context of an educational framework, focusing specifically on an array of exceptionalities but also taking into consideration other influences, such as: culture, class, gender, language, etc. The need and means to provide effective learning opportunities for all students through varied teaching and learning in the classroom will be cultivated. Through a variety of hands-on activities, students will focus on the evaluation, creation and application of effective, research based planning, instruction and assessments strategies for creating classrooms which foster educational equality for all exceptional children.

Grading   xxxStandard 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.
Smart classroom

How does this proposal support the University Mission or University Strategic Planning Goals?
This proposal will enhance Goal 1: Enhance the creation and delivery of first quality education services. It will add a new program of study and provide another option for students to select.

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.
Suggestions from the Arkansas Department of Education (ADE), the Association of Childhood Education International (ACEI), the content of the required Praxis II licensure test, and the Interstate Assessment and Support Consortsum (InTASC) were used to select this class.

How will the effect of the change be monitored in ongoing program assessment?
Changes and program effectiveness will be monitored as a part of the assessment system that is used by

the College of Education to gather and analyzed data for both program and candidate change. It is a large part of the required CAEP accreditation.

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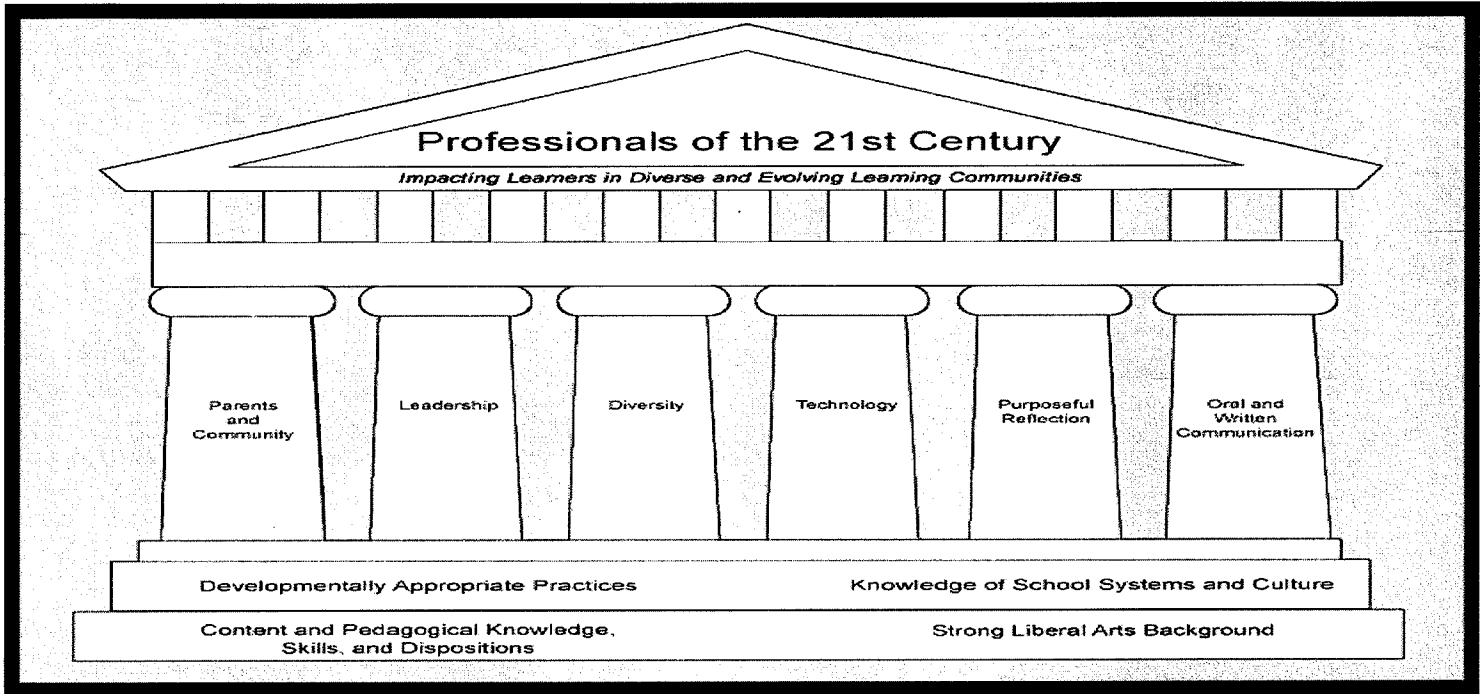Letters of support are attached.

ARKANSAS TECH UNIVERSITY

SPED 3153
Planning, Instruction and Assessment for Diverse Learners
(3 credits)
Fall 2014

Professionals of the 21st Century
Impacting Learners in Diverse and Evolving Learning Communities

Parents and Community — Leadership — Diversity — Technology — Purposeful Reflection — Oral and Written Communication

Developmentally Appropriate Practices — Knowledge of School Systems and Culture

Content and Pedagogical Knowledge, Skills, and Dispositions — Strong Liberal Arts Background

Course Title/Subject/Number: Planning, Instruction and Assessment for Diverse Learners (SPED 3153)

Course Description: The primary purpose of this course is to empower elementary (K-6) teacher education candidates to respond effectively to the broad range of needs found in today's classrooms. Student diversity will be considered within the context of an educational framework, focusing specifically on an array of exceptionalities but also taking into consideration other influences, such as: culture, class, gender, language, etc. The need and means to provide effective learning opportunities for all students through varied teaching and learning in the classroom will be cultivated. Through a variety of hands-on activities, students will focus on the evaluation, creation and application of effective, research based planning, instruction and assessments strategies for creating classrooms which foster educational equality for all exceptional children.

Course Outcomes (knowledge, skills, and dispositions to be achieved in this course):

Upon completion of this course, students will be able to:

#	SPED 3153 Outcomes	Standards	Assignments
1	**Planning** Students will evaluate and apply a variety of learning and performance accommodations-modifications for children with exceptionalities in	CEC (3) 3.1, 3.2, 3.3	Wiki UDL lesson/peer feedback

	various content area subjects (UDL/RTI)	**ACEI** 1.0, 2.1, 3.1, 3.2	Chapter quizzes/final
2	**Planning** Students will evaluate exceptional individual abilities, interests, and relevant background information when planning and adapting learning experiences for diverse, exceptional students (UDL/RTI)	**CEC (5)** 5.1 **ACEI** 1.0, 2.1, 3.1, 3.2	Wiki UDL lesson/peer feedback Chapter quizzes/final
3	**Instruction** Students will evaluate and apply a variety of instructional and technological strategies to support the language, communication, collaboration and learning of exceptional students (UDL/RTI)	**CEC (5)** 5.1, 5.2, 5.4 **ACEI** 1.0, 3.5	Wiki UDL lesson/peer feedback Chapter quizzes/final
4	**Instruction** Students will create an integrated lesson specifically geared for diverse, exceptional learners using cross disciplinary knowledge and skills focusing on both cognitive and metacognitive strategies and appropriate accommodations (UDL/RTI)	**CEC (5)** 5.7 **ACEI** 1.0, 3.5	Wiki UDL lesson/peer feedback Chapter quizzes/final
5	**Assessment** Student will evaluate, create and apply a variety of nonbiased informal (formative) and formal (summative) assessments/evaluations.	**CEC (4)** 4.1 **ACEI** 1.0, 4.0	Wiki Case study Chapter quizzes/final
6	**Assessment** Students will interpret assessment results and use the data to inform practice and provide meaningful, specific feedback to students, families and pertinent faculty.	**CEC (4)** 4.2, 4.3, 4.4 **ACEI** 1.0, 4.0	Wiki Case study Chapter quizzes/final

Council of Exceptional Children (CEC), Association for Childhood Education International (ACEI)

Textbook Required for Course: Gargiulo, R & Metcalf, D. (2013). *Teaching in Today's Inclusive Classrooms: A Universal Design for Learning Approach,* 2nd Edition.
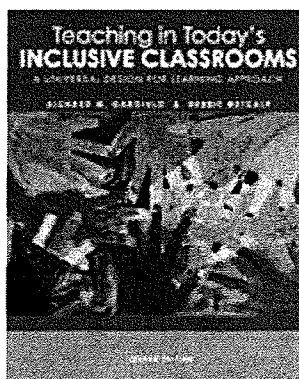
Course Content Overview (How these elements interface and support diverse, exceptional students)

- Fundamentals of Inclusive Classrooms
- Role of Collaboration in Schools, Classroom, parental partnerships
- Effectively managing RTI in the classroom
- Universal Design for Learning and its influence on planning, instruction and assessment
- Accommodation/modifications for high versus low incidence disabilities
- Systems for collecting and analyzing formative and summative assessments
- Strategies for addressing an array of classroom challenging (behavior, attention, motivation, time on task, organization, study skills, etc)

Course Outline:

1. Weekly Chapter Quizzes (Varies) <u>Due date:</u> *Every Friday the weekly quiz will post to Blackboard and students will have until midnight on Sunday of the same week to complete it.*

Students will be responsible for taking a weekly quiz based on the information from each of the selected chapters in the text. They quizzes will be stored under the Quiz tab on Blackboard and students will have from Friday at 8 am until Sunday at midnight to take the quiz. They will have unlimited attempts but only 80 minutes to answer all 40 questions.

2. Current Event Presentations (20 points) <u>Due date:</u> *Varies, refer to chart*

"Making Connections" CEC Article - *For this assignment the student's tasks are to:*

a. Join the CEC list serve http://www.smartbrief.com/cec/
b. Select a current article on a topic of their choice that relates to exceptional children
c. Finally, students will post the link of their article on the discussion board and then write at least three paragraphs which should include: a specific quote or two from their selected article, their personal connection to topic of the article and finally, how these two things relate to the content in this course. They will also present this information in class. Refer to presentation chart below.

3. Case Study Prezi (25 points) – <u>Due</u> Monday, September 15

Students will select one child from their field placement that demonstrates characteristics of "a student at risk of academic failure." Many students struggle with challenges that affect their academic success and yet fall outside the realm of qualification for special services. Class members, with the help of their mentor teacher, will select one student and create a prezi (<u>www.prezi.com</u>) which outlines the information provided below. Students will also observe this child in class taking anecdotal notes on what they observe. These case studies will serve as a basis for classroom discussions over the course of the semester.

> <u>Background Data-</u>
> Give relevant background information regarding the child. Examples could be family structures, socioeconomic, cultural and language issues. Any known medical conditions, diagnosed exceptionalities, etc. In effect, anything that would be beneficial to an educational professional in better understanding and developing methods for working with the child.

> <u>Assessments Data-</u>
> Work with your mentor teacher regarding an appropriate child and collect data (test scores, reading level, ESL data, state test scores, etc)

> <u>Anecdotal Data-</u>
> Specific summary information from student's observational notes of the child they selected for the case study.

Intervention Ideas-
What are some interventions/accommodations that might prove useful in supporting the child?

3. Journal Reflections (Pre/Post) (10 points each) Due date: *1st one due by August 29th and last one due by December 5th)*

Each student will be responsible for writing two journal reflections. These reflections will be posted under the journal tab on blackboard, a paragraph or two – no more, one at the beginning of the course (no later than *Friday, August 29th*) and the final one at the end of the course (*no later than Friday, December 5th*). The purpose for the first journal reflection is for the student to share what his/her goals are for this course; what he/she would like to accomplish. The final reflection will be regarding what elements of the course were really helpful in accomplishing the student's goals and what could have been done differently to make the content more meaningful/applicable for him/her.

4. UDL Lesson Plan Blog (100 points) Due date: *LA lesson plan Monday, November 17, 2014 by 11:59 pm*

Students are responsible for creating one lesson plan following the Universal Design for Learning framework.

1) Watch the following online module on Universal Design for Learning (http://udlonline.cast.org/page/module1/l3/)

2) Read carefully through the framework outlined below. There is also a student sample UDL lesson plan provided on Blackboard under the UDL tab.

3) Create a free blog account either through google or directly through www.blogger.com and students are responsible for posting their UDL lesson plans on the blog so that their fellow classmates may see them.

4) Post the hyperlink to their blog under the Discussion Board Tab under the Blog heading

5) Finally, students will click on each of them and make comments to the various lesson plan blogs. Remember, the UDL lesson plan must be for a Language Arts lesson geared for students in grades K-12. Just as the sample on Blackboard shows, remember to include any relevant materials with the lesson plan: hyperlinks, power points, hand-outs, etc if you want to receive full points.

**Read through the rubric carefully – any omission will result in a loss of points.

5. Peer Feedback on Lesson Plan Blogs (5 points each]) Due date: *Monday, November 24 2014 by 11:59 pm*

Students are responsible for looking through **EACH** of their peers' lesson plans posted on the various blogs and provide meaningful, relevant, specific feedback, at least a paragraph for each lesson plan, but no more than two. More information/rubrics will be provided in class and posted to BB.

6. Final Project: Planning, Instruction and Assessment Wiki (200 points) Due date: *Monday, December 1, 2014 by 11:59 pm*

As part of the learning/reflection process for this course, each student will create a summative wiki project that allows them to showcase their understanding of effective planning, instruction and assessment for exceptional students (Course outcomes 1-6). Part of this final project will be to create a case study for a child in the student's field placement. More information/rubrics will be provided in class and posted to BB. These wikis will be presented in class and peer evaluation forms will be completed.

(Example Wiki)

http://rhenderson1.pbworks.com/w/page/70525006/Similarities%20and%20Differences

Methods of Student Performance Assessment and Evaluation Method:

Coursework will consist of text readings, weekly quizzes, in-class activities, collaborative group work, class discussions, research reports, developing, sharing and presenting lessons, and working with children at the field placement site, all of which will serve to evaluate comprehension and application of concepts and skills. A variety of methods will be used to evaluate coursework including scoring guides and rubrics. The following are the experiences and assignments that will be used to assess the course objectives and student competencies in these areas:

Assignments	Due Date	Where to Submit	%	Points
Class attendance, preparation and active participation (case studies, research reports, analyze assessment data, lesson simulations, group presentations, field based experiences/theory discussions, etc)	Every class session (40 sessions total)	In class, Blackboard and/or Taskstream	30% of overall grade	**200 points** (5 points per class period)
C.E.C. Current Events	See Chart	Article Link -BB DB Tab		**20 points**
Case Study	Sept 15, 2014	Prezi link BB DB Tab		**25 points**
Field Experience and Related Assignments				
UDL Lesson Plan Blog **Peer Feedback**	Nov 17, 2014 Nov 24, 2014	Blogger link –BB DB Tab	30% of overall grade	**100 points**
Wiki	Dec 1, 2014	PB Works link- BB DB Tab		**200 points**
Assessments (weekly quizzes on text chapters and final summative exam)	Quizzes every Friday Final Dec 15th	Blackboard "Quizzes Tab"	30% of overall grade	13 Quizzes (vary) 100 points (final)
Weekly Reflections	Every Monday (for the previous week)	In class	10% of overall grade	**200 points** 5 points each

Please mark each of these assignment dates on your calendar!

Grading and Attendance:

Course grades will be based on professional quality and accuracy as demonstrated through the evaluation of a variety of performance based assignments, assessments and reflections. Late assignments will result in a decrease of the total points earned for the assignment. Assignments are late if the assignment is not turned in by the designated date. The goal is to be in class every day of the semester, especially since students receive points every time for attendance, preparation and participation points that cannot be made up. However due to various circumstances, absences do occur, so students will have one opportunity to miss a single class session without loss of points. If subsequent absences occur, grades will continue to be lowered until the eighth absence, at which time students will automatically be dropped from the class. Students will be responsible for signing the roll each day as well as for knowing how many absences they have accumulated. Excessive tardiness will be treated as absences. Three tardies of more than 10 minutes will equal one absence. Student's active participation in class exercises and discussions are vital to their growth and development as a reflective practitioner and professional educator.

Scale:

A   90-100%
B   80-89%
C   70-79%
D   60 – 69%
F   59% or less

Policy on Absences, Cheating, Plagiarism:

Please refer to the Student Handbook for the university policy concerning cheating, plagiarism, and misconduct in class. http://issuu.com/arkansastechuniversity/docs/studenthandbook-2013

Bibliography

Bauwens, J. & Hourcade, J. J. (1995). *Cooperative teaching: Rebuilding the schoolhouse for all students*. Austin, TX: ProEd.

Cegelka, P.T. (1995). *Effective instruction for students with learning difficulties*. Boston, MA: Allyn & Bacon.

Council for Exceptional Children (2005). *Survival Guide for the First-Year Special Education Teacher*. Prentice Hall. ISBN: 0-13-170156-8

Council for Exceptional Children (1998). *CEC policy on inclusive schools and community settings*. Teaching Exceptional children, 25(4) supplement.

Cramer, S. F. (1998). *Collaboration: A success strategy for special educators*. Boston: Allyn and Bacon.

Dettmer, P., Dyck, N. & Thurston, L.P. (2002). *Consultation, collaboration and teamwork for students with special needs*. (4th ed.) Boston: Allyn & Bacon.

Friend, M., & Cook, L. (2003). *Interactions: Collaboration skills for school professionals*. (4th ed.). New York: Longman.

Heron, T.E., & Harris, K.C. (2001). *The educational consultant: Helping professionals, parents, and*

mainstreamed students in inclusive classrooms. (4th ed.). Austin, TX: Pro-Ed.

Mercer, C., Mercer, A., Pullen, P. (2011). *Teaching Students with Learning Problems.* Pearson

Meyers, M. J., & Burton, G. M. (1989). *Yes you can plan appropriate instruction for learning disabled students.* Arithmetic Teacher, 36(7), 46-50.

Pugach, M. C. & Johnson, L. J. (2002). *Collaborative practitioners, collaborative schools* (2nd ed). Denver: Love.

O'Shea, D.J., O'Shea, L.J., Algozzine, R., & Hammitte, D.J. (2001). *Families and teachers of individuals with disabilities: Collaborative orientations and responsive practices.* Boston: Allyn & Bacon.

Turnbull, A., Turnbull, R., Erwin, E., Soodak, L., & Shogren, K. (2011). *Families, Professionals and Exceptionality.* 6th ed. Pearson.

Walther-Thomas, C., Korinek, L., McLaughlin, V.L., & Williams, B.T. (2000). *Collaboration for inclusive education: Developing successful programs.* Boston: Allyn & Bacon.

Universal Design for Learning

The UDL Guidelines are based on three overarching principles. Each of the principles is associated with one of the three brain networks. The three overarching principles guide educators in the development of lessons by making sure that all three brain networks are being supported.

UDL overview (Chapter 2)

(Learning Module: http://udlonline.cast.org/page/module1/l3/)

**Brain Network**   **UDL Principle**

Recognition Network

I. Multiple Means of Representation ensures that the Recognition networks of students are supported

Specific UDL Accommodations (1.1 – 3.4)

Recognition Networks
"What"

1. Provide options for perception
1.1 Customize the display of information
1.2 Provide alternatives for auditory information
1.3 Provide alternatives for visual information
2. Provide options for language and symbols
2.1 Define vocabulary and symbols
2.2 Clarify syntax and structure
2.3 Decode text and mathematical notation
2.4 Promote cross-linguistic understanding
2.5 Illustrate key concepts non-linguistically
3. Provide options for comprehension
3.1 Provide or activate background knowledge
3.2 Highlight critical features, big ideas, and relationships
3.3 Guide information processing
3.4 Support memory and transfer

Strategies Network

Brain Network	UDL Principle
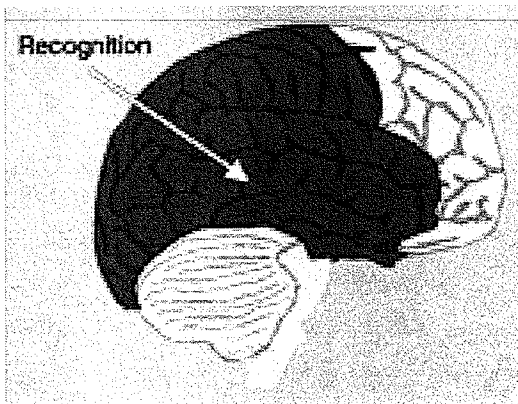
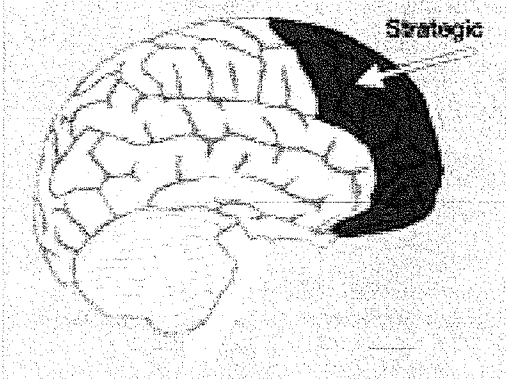**II. Multiple Means of Action and Expression ensures that the Strategic networks of students are supported**

**Specific UDL Accommodations (4.1 – 6.4)**

Strategic Networks "How"

4. Provide options for physical actions
4.1 Provide varied ways to respond
4.2 Provide varied ways to interact with materials
4.3 Integrate assistive technologies
5. Provide options for expressive skills and fluency
5.1 Allow choices of media for communication
5.2 Provide appropriate tools for composition and problem solving
5.3 Provide ways to scaffold practice and performance
6. Provide options for executive functions
6.1 Guide effective goal setting
6.2 Support planning and strategy development
6.3 Facilitate managing information and resources
6.4 Enhance capacity for monitoring progress

III. Multiple Means of Engagement ensures that the Affective networks of students are supported

Affective Networks "Why"

Specific UDL Accommodations (7.1 – 9.3)
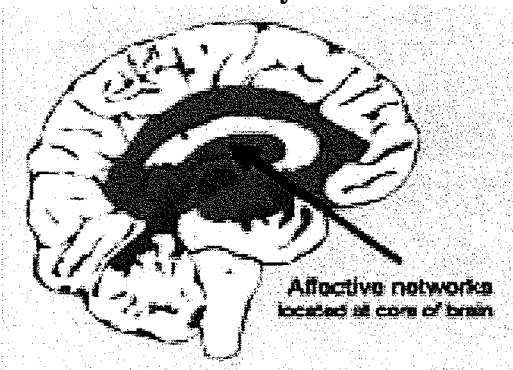
7. Provide options for recruiting interest
7.1 Increase individual choice and autonomy
7.2 Enhance relevance, value, and authenticity
7.3 Reduce threats and distractions
8. Provide options for sustaining effort and persistence

Brain Network	**UDL Principle**

	8.1 Heighten salience of goals and objectives
	8.2 Vary levels of challenge and support
	8.3 Foster collaboration and communication
	8.4 Increase mastery-oriented feedback
	9. Provide options for self-regulation
	9.1 Guide personal goal-setting and expectations
	9.2 Scaffold coping skills and strategies
	9.3 Develop self-assessment and reflection

UDL Lesson Plan Rubric (100 points)

Heading	Overview	Points
Lesson Description	Student describes the key aspects of the lesson, title, author, grade level, subject, content standard(s), and IEP classification(s), CLD needs	/2
Lesson Goals – *Objectives*	Student provides an overview of the goals (and/or lesson objective/outcome) that will be achieved in the lesson that day.	/2
6 UDL Phases	Methods	Points
1) Anticipatory Set 5-10 minutes	Provides an introductory activity, which stimulates the classes' thinking about the lesson and connects the lesson to his or her students' prior knowledge/experience.	/10
2) Introduction and model new knowledge 15-20 minutes	Completely yet concisely describes the new concept that will be the topic of the day's presentation along with any new vocabulary terms or concepts.	/10
3) Guided Practice 20-30 minutes	Model's various ways that students can engage with the new content. Then guides the students as they interact with partners or groups practicing the new material in various meaningful ways.	/10
4) Independent Practice 5-10 minutes	Students in the class are provided with the opportunity to engage with the content independently.	/10
5) Wrap Up 5 minutes	Reviews all important points of the lesson as reflected by the lesson's objectives for all students.	/10
6) Assessment of Student	Describes an assessment plan that directly matches the lesson's objectives (it must be a written assessment of some kind which accurately assesses	/10

Learning – Formative 5-10 minutes	the students understanding of what was taught) – measurable.	
Technology	Lesson incorporates some element(s) of technology in the instruction/practice (power point, prezi, wiki, elmo, smartboard, youtube, etc) And all hyperlinks are included in plans	/2
Differentiated-Accommodation Strategies	Provides specific UDL accommodations in each of the six phases of the UDL lesson plan targeting each of the brain networks (see sample). **Lesson descriptors must also specifically outline how the accommodations are being implemented in the lesson plan itself.**	/12
Collaboration Practices	Description of collaborative practices/division of responsibilities between the classroom teacher and special education teacher.	/10
Culturally and Linguistically Diversity (CLD)	Description of how lesson elements are adjusted to support the needs of the CLD students in your class	/10
Materials	All materials are listed and specific examples are included in the lesson plan (e.g. power points, hyperlinks, graphic organizers, etc)	/2

Total Points for UDL Lesson Plan Blog _____ / 100 points

UDL Lesson Plan Framework (Sample Lesson Plan on BB)

<u>**Title:**</u>

<u>**Author:**</u>

<u>**Subject:**</u>

<u>**Grade Level:**</u>

<u>**IEP classification(s):**</u>

<u>**State Standard(s):**</u>

<u>**Lesson Goals**</u>

<u>**Instructional Methods**</u>

    Anticipatory Set

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Introduce and Model New Knowledge

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Guided Practice

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Independent Practice

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Wrap-up

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Assessment

Formative (Informal - written)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Materials

Arkansas Tech University
PROPOSAL FOR NEW PROGRAM

TO: Curriculum Committee

FROM: Curriculum and Instruction

DATE SUBMITTED: October 22, 2013

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

Title	Signature	Date
Department Head Dr. David Bell	David Bell	2-3-2014
Dean Dr. Sherry Field	Sherry L. Field	2-3-2014
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver	J Weaver	2/10/14
Vice President for Academic Affairs Dr. John Watson	John Watson	

Program Title: B.S. in Elementary Education	CIP Code: 13.1202
Contact Person: David Bell Arkansas Tech University Crabaugh 203 1310 N. El Paso Russellville, Ar. 72801 dbell@atu.edu 479-968-0392	Proposed Date: Fall 2014
Program Summary: This is a four year 121 hour program of study that will culminate with a B.S. in elementary education. This program was developed at the request of the Arkansas Department of Education. The Arkansas Department of Education is closing the Early Childhood Education program (p-4) and replacing it with an elementary education (K-6) program. All new classes were developed to comply with ADE suggestions and standards of various specialty organizations. Existing faculty will support this program and there will be no needed new facilities or equipment. Library resources are adequate and the budget for ECED materials will be switched to begin to purchase materials that are appropriate for a K-6 program.	

List existing degree programs that support the proposed program:

There are no other degree programs that support this program.

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.)

This program was developed because the Arkansas Department of Education is closing all Early Childhood Education (P-4) licensure programs. The licensure program to replace ECED is Elementary education (k-6)).

Curriculum Outline by Semester

Elementary K-6 Curriculum

121 hour program

Freshman

Fall

TECH ~~101~~ 1001 T

Engl 1013: Comp 1 T

~~Math 1113 College Algebra or mathematical processes~~ MATH 1003 T

Biol 1014: intro Biol Science T

Sph 2173: Business and Professional Speaking or Sph 2003: Public Speaking T

14

Spring

Engl 1023: Comp II T

~~Math 1003: College Mathematics~~ MATH 1113 T

Phsc 1013 Physical Science T

Phsc 1021: Physical Science Lab T

Pols 2003: Political science T

Hist 1503: World civilization I T

16

Sophmore

Fall

Geol 1004: Essentials of Earth Science ^{T}

Math 2033 Number Sense and Numeration

Eled 2003: Ed Research & Teacher as a Lifelong Learner

Edmd 3013: Introduction to Technology

Hist 1903: Survey of American History ^{T}

16

Spring

Math 2043 Geometry and Measurement

Mus 2003: Introduction to Music ^{T}

Eled 3113: Human Development and Learning Theories

PE 3593: Physical Education and Health for K-6

SPED 3023: Development & Characteristics of Diverse Learners (SPED, GT, ELL)

15

Junior

Fall

Math 2163: Introduction to statistical methods ^{T}

Eled 3123: Diagnosis and Assessment of Elem Students

Eled 3133: Integrated Curriculum

SPED 3033:Foundations of Special Education

Rdng 3003: Teaching literacy foundations

15

Spring

Eled 3143: Teaching Methods for K-6 Social Studies and geography

SPED 3153: Planning, Instruction, and Assessment for students with disabilities

Rdng 3163: Integrated Language Arts

Hist 2153 Arkansas History

Biol/Phsc 3243: Integrating the three dimensions of science

15

Senior

Fall

Rdng 4013: Child and Adolescent Literature

Art 2123: Experiencing Art T

Rdng 4003: Literacy assessment and intervention

Biol/Phsc 3253: Teaching Methods for STEM

Eled 4033: Classroom and Behavior Management

15

Spring

ELED 4912 Internship in Elementary Education K-6

Rdng 4023: Disciplinary Reading and Writing

15

Total number of Semester Hours Required for Graduation: 121 hours	Courses currently offered via distance technology: None

List New Courses (Please attach New Course Proposals):
Eled 2003: Ed Research & Teacher as a Lifelong Learner
Eled 3113: Human Development and Learning Theories
PE 3593: Physical Education and Health for K-6
SPED 3023: Development & Characteristics of Diverse Learners (SPED, GT, ELL)
Eled 3123: Diagnosis and Assessment of Elem Students
Eled 3133: Integrated Curriculum
SPED 3033: Foundations of Special Education
Rdng 3003: Teaching literacy foundations
Eled 3143: Teaching Methods for K-6 Social Studies and geography
Sped 3153: Planning, Instruction, and Assessment for students with disabilities
Rdng 3163: Integrated Language Arts
Biol/Phsc 3243: Integrating the three dimensions of science
Rdng 4013: Child and Adolescent Literature
Rdng 4003: Literacy assessment and intervention
Biol/Phsc 3253: Teaching Methods for STEM
Eled 4033: Classroom and Behavior Management
Eled 4912: Internship in Elementary Education K-6
Rdng 4023: Disciplinary Reading and Writing

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

TECH 101 ^{T}

Engl 1013: Comp 1 ^{T}

Math 1113 College Algebra or mathematical processes ^{T}

Biol 1014: intro Biol Science ^{T}

Engl 1023: Comp II ^{T}

Phsc 1013 Physical Science ^{T}

Phsc 1021: Physical Science Lab ^{T}

Pols 2003: Political science ^{T}

Art 2123: Experiencing Art ^{T}

Hist 1503: World civilization I ^{T}

Mus 2003: Introduction to Music ^{T}

Hist 1903: Survey of American History ^{T}

Core courses

Sph 2173: Business and Professional Speaking or Sph 2003: Public Speaking [T]

Math 1003: College Mathematics [T]

Geol 1004: Essentials of Earth Science [T]

Math 2033 Number Sense and Numeration

Math 2043 Geometry and Measurement

Math 2163: Introduction to Statistical Methods [T]

Major courses

Eled 2003: Ed Research & Teacher as a Lifelong Learner

Edmd 3013: Introduction to Technology

Eled 3123: Diagnosis and Assessment of Elem Students

Eled 3133: Integrated Curriculum

Sped 3033: Foundations of Special Education

Rdng 3003: Teaching literacy foundations

Eled 3143: Teaching Methods for K-6 Social Studies and geography

SPED 3153: Planning, Instruction, and Assessment for students with disabilities

Rdng 3163: Integrated Language Arts

Rdng 4013: Child and Adolescent Literature

Rdng: Literacy assessment and intervention

Teaching Methods for STEM

Eled 4033: Classroom and Behavior Management

Eled 4912: Internship in Elementary Education K-6

Rdng 4023: Disciplinary Reading and Writing

Program Admission Requirements:
The program will require a 2.50 cumulative GPA, passing scores for math, reading, and English for the Core Academic Skills for Educators test,   grades of "C" or better in college algebra, composition I and II, Speech, and Educational Research and Teacher as Lifelong Learner.

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.
See attached

List the names and credentials of all faculty teaching course in the proposed program.
Lawson, June, Visiting Assistant Professor of Early Childhood Education and Director of Teacher Education Student Services

Bell, C. David, Head and Professor of Elementary Education

Professor of Elementary Education

B.S., Arkansas Tech University, 1969

M. Ed., University of Arkansas, 1972

Ed. D., University of Arkansas, 1978.

Callaway, Rebecca A., Associate Professor of Instructional Technology and

Instructional Designer – eTech

B.S. Northwestern State University, 1973

M. Ed., Northwestern State University, 1977

Ed. D., Louisiana Tech University, 2000

Carter, Tim L., Professor of Curriculum and Instruction

B.S., Arkansas Tech University, 1989

M. Ed., Arkansas Tech University, 1994

Ph. D., University of Georgia, 1998.

Costley, Kevin C., Associate Professor of Early Childhood Education

B.S., Missouri Southern State College, 1975

M.S., Pittsburg State University, 1978

M.A., Pittsburg State University, 2001

Ph. D., Kansas State University, 1982.

Hanna, Shellie, Assistant Professor of Curriculum and Instruction

B.A., Arkansas Tech University, 1992

M. Ed., Arkansas Tech University, 2002.

Ibrahim, Mohamed, Assistant Professor of Curriculum and Instruction

 Oklahoma State University, Stillwater, 2011

Oklahoma State University, Stillwater, 1997

Cairo University, 1984

Leggett, Timothy W., Associate Professor of Early Childhood Education

B.S., William Carey College, 1975

M.R.E., New Orleans Baptist Theological Seminary, 1977

M. Ed., William Carey College, 1980

G.S.R.E., Southwestern Baptist Theological Seminary, 1983

Ed. D., Nova Southeastern University, 1995.

Paxton, Jackie L., Professor of Early Childhood Education

A.A. Westark Community College, 1976

B.S.E., University of Central Arkansas, 1978

M.S.E., University of Central Arkansas, 1979

Ed. D., University of Arkansas, 1990.

Pepper, Stephanie P., Assistant Professor of Early Childhood Education

Ed.D Curriculum & Instruction, University of Mississippi, 2007

Ed.S.Curriculum & Instruction, University of Mississippi, 2001

M.Ed Curriculum & Instruction, University of Mississippi, 1998

BME, Music Education, Delta State University

Smith, V. Carole, Associate Professor of Middle Level Education

B.M., University of Arizona, 1969

M.M., University of Arizona, 1972

M. Ed., University of Arizona, 1980

Ph. D., University of Arizona, 1986.

Stephenson, Sammie, Assistant Professor of Early Childhood Education

B.A., Henderson State University, 1963

M.S.E., University of Central Arkansas, 1969

Ed. D., University of Arkansas, 1995.

Tyler, Brenda L., Visiting Assistant Professor of Curriculum and Instruction

Bachelor of Science in Elementary Education, Arkansas Tech University, 1972

Master of Science in Education, University of Central Arkansas, 1973

Walsh, Lynn C., Associate Professor of Secondary Education

Ed.D. Curriculum & Instruction, Baylor University, Waco, Texas. 2001

M.A. Education, University of Houston at Clear Lake City, Houston, Texas. 1980

B.S. Education. Indiana University, South Bend, Indiana. 1974

Watts, Aileen, Assistant Professor of Early Childhood Education

Ed.D. Human and Organizational Learning, The George Washington University, Washington D.C., 2010
MA Curriculum & Instruction: Bilingual Special Education, The George Washington University, Washington, D.C., 2003
BS Elementary Education, Minors: Spanish and Fine Arts, Southern Utah University, Cedar City, UT. 1996
Certifications: Current UT and VA Teaching Licenses in:
Elementary K-6, Spanish K-12, ESL K-12, Special Education K-12th (Non-Categorical Mild/Moderate), Compacted math
Womack, Sid T., Professor of Secondary Education

B.M.E., Abilene Christian College, 1972

M. Ed., Sam Houston State University, 1974

Ph. D., Texas A&M University, 1979.

Total number of faculty required (existing and new)

For new faculty members include expected credentials/experience and hire date
Curriculum and instruction hopes to hire two faculty members to teach in this program. One will be a generalist in elementary education and the other will be a reading/literacy specialist. Plans are to have these faculty begin teaching in the fall 2014.

For proposed graduate programs attach curricula vitae for the faculty teaching the program
This is an undergraduate program.

Description of Resources

Within Arkansas Tech University, the unit has adequate campus and school facilities to support candidates in this new program. The Department of Curriculum and Instruction is located in Crabaugh Hall. Crabaugh is equipped with a computer lab of 25 computers. The computers are connected with the university's mainframe computer and have Internet access. The building also houses multimedia production stations, and multimedia classrooms. A curriculum materials library is available for use by students during classes and student teaching. In addition, Early Childhood faculty offices and classrooms are housed in the Tomlinson building. The classrooms have wireless internet, computers, projection screens, and other instructional media. Most classrooms have Smart Boards.

Technology resources are handled through the office of the Associate Vice President of Academic Affairs. Computers are updated and maintained until they are no longer under warranty, then they go onto the replacement schedule. The department's online efforts are well supported. Compressed interactive video is also available for instruction utilizing technology. As more courses and programs are offered in a blended or web-based format, Arkansas Tech University has increased the technology support available for both faculty and students. Computer support and help desk support were changed during the 2011-2012 school year to provide services 24-hours per day, seven days per week.

Arkansas Tech University has excellent library resources that support both students and faculty. For a complete listing of titles, microforms, government documents, multimedia items, periodicals, and electronic databases, see http://www.atu.edu/education/NCATE/standard6-3-i.html. The Ross Pendergraft Library also contains 124 computers in a lab setting and 151 publicly accessible computers. It is considered to be one of the most technologically-developed library media centers in this region.

"The Ross Pendergraft Library and Technology Center. Completed in 1999, it houses more than 1.2 million items, including 169,000 print volumes, 896,000 microforms, 117,000 government documents, 13,000 multimedia items, and 791 periodical subscriptions. Among the holdings are extensive back files of journals and newspapers. Photocopiers and microform reader printers are available using the VendaCard system. The library is a member of AMIGOS/OCLC, a resource-sharing network and regional broker of international bibliographic data and information services. In addition, 140 electronic databases covering most subjects are accessible from the library and over the Internet by the University community. Professional librarians, paraprofessional staff, and various part-time employees provide assistance in the retrieval and use of materials. Pendergraft Library is open 97 hours per week except between semesters and during holidays. The facility includes a variety of computer labs (both instructional and open use), a music/multimedia lab, a distance learning classroom, a large conference room, breakout/meeting rooms, group study rooms, satellite downlink, cable TV connections, 151 publicly accessible computers, 124 lab computers, and access to the Tech wireless network." (*HLC Report*, p. 236)

New Resources Required (include costs and acquisition plan):
There will be no new resources required for this program. The resources used to support the early childhood education program will be used to develop and support the elementary education program.

New Program Costs (Expenditures for first three years of program operation)
Include:
There will be no new administrative, new faculty, new library resources and costs. New/renovated facilities, new instructional equipment, distance delivery costs, or other new costs. Existing administration, faculty, instructional equipment, additional distance delivery, or other new costs.

Elementary Education
Assessment Plan

The Elementary Education program, courses, syllabi, and assessment artifacts are aligned to three sets of standards. These standards include ones for ACEI (Association for Childhood Education International), InTASC (Interstate Teaching and Support Consortium), and Charlotte Danielson's Framework for Teaching. The program is aligned to these respective standards for the following reasons among others:

- ACEI is the new organization for which SPA (Specialized Professional Associations) accreditation will be pursued. In Arkansas, all elementary education programs must receive SPA approval as well as CAEP (formerly NCATE) accreditation. Arkansas has recently transitioned from early childhood education (P-4) to elementary education (K -6) licensure, which will require our program to be ACEI accredited.
- InTASC standards are explicitly required within the state of Arkansas for all levels of initial professional licensure including elementary education. InTASC standards are also explicitly stated as required to be exhibited by initial licensure candidates in the new CAEP requirements adopted during summer 2013.
- Charlotte Danielson's Framework for Teaching domains and criteria are the assessment standards for which all licensed teachers in the state of Arkansas will be assessed in the newly-designed Teacher Excellence Support System, and initial licensure programs are to provide the initial exposure to these domains and criteria. CAEP also mentions this framework specifically in the examination of candidate preparation.

Based upon these standards, course assessment artifacts have been designed to demonstrate their attainment by elementary education candidates. Specifically, elementary education candidates will be submitting respective artifacts into Taskstream for storage in an electronic artifact (working) portfolio. Artifacts for various courses that are submitted in Taskstream will then be evaluated using the respective rubric aligned to the appropriate ACEI, InTASC, and Danielson's Framework for Teaching standards.

In addition to these artifacts, candidates will be observed during their internship experience using a formative observation form aligned to ACEI, InTASC, and Danielson's Framework for Teaching standards. Along with these observations, candidates must complete an exit portfolio with a set of six artifacts (Introduction, My Beliefs about Teaching and Learning, Case Study, Unit Plan, Best Lesson, and Reflection on Student Learning) aligned to appropriate standards. Evaluations of these artifacts are completed within Taskstream using the respective rubrics designed for the various artifacts in the exit portfolio.

Before entering the program and completing the aforementioned artifacts, candidates must achieve a 2.5 GPA, complete core classes with a "C" or higher (English Composition I and II,

College Algebra, Speech, and Educational Research and the Teacher as a Lifelong Learner), and complete the Praxis Pre-professional Skills Test (PPST). Candidates must meet with their content and education advisors to apply for Stage II and demonstrate that they have met the previously-mentioned requirements. Once in the program, candidates must complete the artifacts mentioned above, and they must maintain a 2.5 GPA as well as successfully complete their Praxis exams in elementary content and the Principles for Learning and Teaching (K-6) before being recommended for licensure.

During courses where observations/field experiences/clinical practice are completed, professionals from the field will be asked to evaluate the knowledge, skills, and dispositions of the candidate on evaluation forms aligned to the respective ACEI, InTASC, and Danielson's Framework for Teaching standards. These evaluations provide an important triangulation of data. Candidates are also asked to ultimately assess their own preparation at the end of the program based upon the appropriate aforementioned factors.

In addition to the artifacts, observations, and evaluations described above; candidates are asked to assess their own attainment of course objectives when they complete university faculty teaching evaluations. Candidates are asked to rate their level of attainment of course objectives using a Likert survey designed for the course that is aligned with course objectives noted on the syllabus, which are themselves aligned to the standards discussed previously.

These different artifacts, observations, evaluations, and self-reports are important because faculty are asked to consider these during the college of education's peer review process conducted during the spring semester of each year. Specifically, faculty members are asked to provide potential reasons and solutions for any objectives that candidates mark at a level below "3" on the Likert items concerning course objectives. In addition, faculty are asked to consider the results of elementary education students' assessment performance related to the various course artifacts, exit portfolio tasks, observations, Praxis scores, and public school faculty surveys to consider how the program might be improved to benefit the learning and development of elementary education program candidates. Faculty members then meet to consider these potential improvements and solutions for further examination and implementation. This process will be continued with the elementary education program faculty.

This yearly assessment examination is supplemented with departmental meetings where changes are considered and by submission of a SPA report following a seven-year cycle for program approval and accreditation. The previous program (Early Childhood Education) was recognized by NAEYC (National Association for the Education of Young Children) this past spring, and future pursuit of ACEI recognition will occur following similar approaches with artifacts aligned to ACEI rather than NAEYC standards. SPA approval has been consistently obtained for programs submitted, and this process, along with the CAEP process encourages faculty to

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Mathematics	This department ☒ supports ☐ does not support the change.
Comments: Elementary K-6 licensure program	

Department Head Signature: _____

Date: _2/3/14_

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

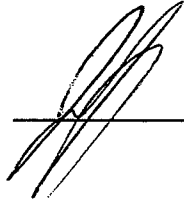| Department Affected:
  Physical Sciences
	This department
	  ☒ supports ☐ does not support
	the change.

Comments: The department supports the attached Elementary K-6 Curriculum Proposal	

Department Head Signature: _Jim Musser_

Date: 10/24/2013

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

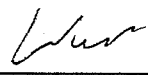| Department Affected: English and World Languages	This department
	X supports ☐ does not support the change.
Comments: *K-6 curriculum*	

Department Head Signature: *Carl Brucker*

Date: *10-23-13*

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: History and Political Science	This department X supports ☐ does not support the change.
Comments: *K-6 Curriculum*	

Department Head Signature: _____

Date: *10/23/13*

Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Curriculum and Instruction

DATE SUBMITTED: 12/2/2013

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

Title	Signature	Date
Department Head Dr. David Bell	David Bell	1-15-2014
Dean Dr. Sherry Field	Sherry L. Field	1-16-2014
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver	Tammy Weaver	1/29/14
Vice President for Academic Affairs Dr. John Watson	John Watson	

Program Title: B.S. Middle Level Education	Effective Date: August 2014

Outline change in program and attach curriculum matrix: The current concentration choice of Math/Science and English/Language Arts/Social Studies will be changed to a selection of two concentrations by the students.

What impact will the change have on staffing, on other programs and space allocation? There are no new classes to the current program and no additional staff.

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 change is mandated by the Arkansas Department of Education.

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

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

Curriculum in Middle Level Education

Fall		Spring		Fall		Spring	
ENGL1013[1,T]	3	ENGL1023[1,T]	3	Fine Arts & Humanities[1,T]	3	Fine Arts & Humanities[1,T]	3
HIST1503[T]	3	HIST1513[T]	3	HIST2003[T]	3	POLS2003[T]	3
BIOLW/Lab[3,T]	4	PHSCW/Lab[T]	4	SPH2003[T]	3	EPMD3013	3
TECH1001[T]	1	MLED2003	3	Concentration[4]/		Concentration[4]/	
MATH1113[2,T]	3	MATH2033	3	Electives[4]	8	Electives[4]	6
Total Hours 14		Total Hours 16		Total Hours 17		Total Hours 15	

Fall		Spring		Fall		Spring	
ENGL4003	3	MLED3041	1	MLED4004	4	MLED4912	12
MLED3012	2	MLED3062	2	MLED4023	3		
MLED3024	4	MLED3072	2	HIST2153	3		
MLED3034	4	Concentration[4]/		Concentration[4]/			
MLED3102	2	Electives[4]	10	Electives[4]	6		
Total Hours 15		Total Hours 15		Total Hours 16		Total Hours 12	

Total program hours-120

Spring		Fall		Spring		Fall	
ENGL1023[1,T]	3	ENGL1023[1,T]	3	Fine Arts & Humanities[1,T]	3	Fine Arts & Humanities[1,T]	3
HIST1503[T]	3	HIST1513[T]	3	HIST2003[T]	3	POLS2003[T]	3
BIOLW/Lab[3,T]	4	PHSCW/Lab[T]	4	SPH2003[T]	3	EPMD3013	3
TECH1001[T]	1	MLED2003	3	Concentration[4]/		Concentration[4]/	
MATH1113[2,T]	3	MATH2033	3	Electives[4]	8	Electives[4]	6
Total Hours 14		Total Hours 16		Total Hours 17		Total Hours 15	

Spring		Fall		Spring		Fall	
ENGL4003	3	MLED3041	1	MLED4004	4	MLED4912	12
MLED3012	2	MLED3062	2	MLED4023	3		
MLED3024	4	MLED3072	2	HIST2153	3		
MLED3034	4	Concentration[4]/		Concentration[4]/			
MLED3102	2	Electives[4]	10	Electives[4]	6		
Total Hours 15		Total Hours 15		Total Hours 16		Total Hours 12	

Total program hours- 120

[1]See appropriate alternatives or substitutions in "General Education Requirements".
[2]Any higher level Mathematics course may be substituted for MATH 1113, College Algebra

[3]Science concentrations are required to take BIOL 1114.
[4]Select two concentrations and take additional electives to achieve 120 total hours.
[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.

Concentrations (Select two)

English/Language Arts	Math	Social Studies	Science
ENGL2043	MATH1203[T]	GEOG2013[T]	BIOL2004[T]
ENGL2063	MATH2043	ECON2003[T]	GEOL1004[T]
ENGL3013	MATH2163	HIST2013[T]	PHYS1114[T]
ENGL3323	MATH3033		BIO/PHSC3223

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

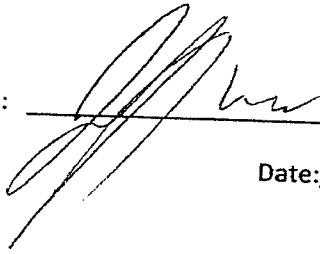| Department Affected: Physical Sciences	This department ☒ supports the change.	☐ does not support
Comments: The department supports the Middle Level Education proposal.		

Department Head Signature: _Jim Musser_

Date: 10/24/2013

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: BIOS	This department ☑ supports ☐ does not support the change.
Comments: I think the proposed changes sound reasonable and I feel like the department can handle any associated teaching load adjustments.	

Department Head Signature: _Charlie Hayes_

Date: 10-22-13

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department
History & Political Science	☑ supports ☐ does not support the change.

Comments:

Middle Level Ed

Department Head Signature: _____

Date: 10/28/13

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department
English + World Languages	☒ supports ☐ does not support the change.

Comments:

We support the proposed change to MLED English Language Arts
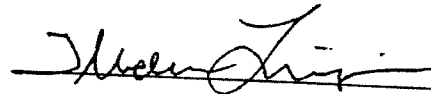
Department Head Signature: _Carl Brucher_

Date: _10_

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: _____

Date: 10/29/13