AGENDA
FACULTY SENATE
Monday, November 12, 2007
3:00 p.m., Pendergraft 300 North

I. Call to Order
   A. Approval of the minutes of the October 8, 2007, meeting

II. New Business
   A. Curricular Items
      1. Department of Emergency Administration and Management
         (a) modify the prerequisites and co-requisites for EAM 4033, Emergency Management
             Research Methods/Analysis, from prerequisites: MATH 2163, Introduction to Statistical
             Methods, or BUAD 2053, Business Statistics, or SOC 2053, Statistics for the Behavioral
             Sciences, co-requisites: EAM 1003, Living in a Hazardous Environment, and EAM
             1013, Aim and Scope of Emergency Management, or consent of instructor to
             prerequisites or co-requisites: EAM 1003, Living in a Hazardous Environment, and
             EAM 1013, Aim and Scope of Emergency Management, or consent of instructor.

      2. Department of Art
         (a) modify the prerequisites for ART 4233, Techniques for Illustration, from
             prerequisites: ART 1403, Two-dimensional Design, ART 2303, Figure Drawing, and
             ART 3213, Basic Advertising Art, and Sophomore Review, to prerequisites: ART 1303,
             Introduction to Drawing, ART 1403, Two-dimensional Design, ART 2303, Figure
             Drawing, and ART 2403, Color Design, and Sophomore Review.

      3. Department of Music
         (a) add MUS 4853/5853, Music of the World’s Peoples, to the course descriptions
             (graduate course will be considered by Graduate Council).

      4. Department of Social Sciences and Philosophy
         (a) delete the following courses from the course descriptions: POLS 3443, Soviet
             Successor States and East European Politics; POLS 4403, Current Issues in Global
             Politics; and HIST 3463, Modern European Political Theory;
         (b) change the course number for the following courses: HIST 4463, History of Russia,
             to HIST 3533; HIST 4473, History of England to 1689, to HIST 3543; HIST 4493,
             History of England since 1689, to HIST 3553; HIST 4603, The Modern Far East, to
             HIST 3603; HIST 4703, History of Modern Africa, to HIST 3703; HIST 3133,
             American Political Ideas, to HIST 4103; HIST 3143, American History through Film, to
             HIST 4163; and HIST 3193, History of American Disasters, to HIST 4173;
         (c) change the course number for GEOG 2033, Physical Geography, to GEOG 3033;
         (d) change the title for POLS/PHIL 3063, Political Philosophy, to Modern Political
             Thought, and modify the course description;
         (e) change the title for POLS 2513, Sources and Methods in Political Science, to
             Research Methods I;
         (f) modify the course description for HIST 1503, World Civilization I, and HIST 1513,
             World Civilization II;
         (g) modify the course description for HIST 2003, United States History I, and HIST
             2013, United States History II;
(h) add HIST 4503/5503, History of Christianity, to the course descriptions (graduate course will be considered by Graduate Council);
(i) add POLS 3253, Classical Political Thought, to the course descriptions;
(j) add POLS 3511, Research Methods II, to the course descriptions;
(k) modify the minor in Political Science; and
(l) add the minor in Religious Studies.

5. Department of Speech, Theatre, and Journalism
(a) add the following courses to the course descriptions: JOUR 1411, 1421, Print Practicum; JOUR 2411, 2421, Print Practicum; JOUR 3411, 3421, Print Practicum; and JOUR 4411, 4421, Print Practicum;
(b) modify the prerequisites for JOUR 3142, News Reporting, from prerequisites: ENGL 1013, Composition I, or ENGL 1043, Honors Composition I, to prerequisites: ENGL 1013, Composition I, or ENGL 1043, Honors Composition I, and JOUR 2143, News Writing; and
(c) modify the minor in Journalism as follows: delete JOUR 3143, News Reporting, and add JOUR 2143, News Writing.

6. Department of Biological Sciences
(a) add BIOL 2881–4, Special Topics in Biology, to the course descriptions (note: BIOL 2884, Special Topics in Biology, includes a $10 course fee);
(b) delete FW 4116, Internship, from the course descriptions; add FW 4112, Internship, and FW 4114, Internship, to the course descriptions;
(c) add FW 4054/5054, Waterfowl Ecology and Management, to the course descriptions (graduate course to be considered by Graduate Council);
(d) add FW 4064/5064, Wetland Ecology and Management, to the course descriptions (graduate course to be considered by Graduate Council);
(e) add FW 4103/5103, Human Dimensions of Fisheries and Wildlife Management, to the course descriptions (graduate course to be considered by Graduate Council); and
(f) modify the Curriculum in Health Information Management as follows: delete COMS 2003, Microcomputer Applications, and add MGMT 2013, Management Productivity Tools.

7. Department of Nursing
(a) modify the course description for NURN 4024, Community Health Nursing; and
(b) add the prerequisite NURN 4024, Community Health Nursing, to NURN 4045, Professional Practicum Synthesis.

8. Department of Physical Sciences
(a) modify the prerequisites for CHEM 2124, General Chemistry I, from prerequisites: scores of 21 or higher on the math and the English portions of the ACTE exam, a "C" or better in CHEM 1114, A Survey of Chemistry, or approval by the department head of Physical Sciences to prerequisites: score of 21 or higher on the math portion of the ACTE; or MATH 1113, College Algebra, or equivalent; or a "C" or better in CHEM 1114, A Survey of Chemistry; or approval of the instructor;
(b) modify the prerequisites for CHEM 3254, Fundamentals of Organic Chemistry, from prerequisites: CHEM 2124, General Chemistry I, to prerequisites: CHEM 2134, General Chemistry II;
(c) modify the prerequisites for CHEM 3344, Principles of Biochemistry, from prerequisites: CHEM 3254, Fundamentals of Organic Chemistry, and BIOL 1014, Introduction to Biological Science, or BIOL 1114, Principles of Biology, to
prerequisites: CHEM 3264, Mechanistic Organic Chemistry, and BIOL 1014, Introduction to Biological Science, or BIOL 1114, Principles of Biology;
(d) delete CHEM 2143, Environmental Chemistry, from the course descriptions; and add CHEM 3313, Environmental Chemistry, to the course descriptions;
(e) change the title of PHYS 1114, Survey of Physics, to PHYS 1114, Applied Physics;
(f) in the text description of the Physical Science programs on page 187, modify the paragraph to read as follows: The description and curricula for each of the various degree programs in the physical sciences are listed below. Note that for every degree program in this department, there is a non-course requirement involving an exit interview with the Department Head as part of the formal process for graduation;
(g) modify the Curriculum in Chemistry A.C.S. Approved Option as follows: delete PHYS 2014, Physical Principles I, and PHYS 2024, Physical Principles II; and add PHYS 2114, General Physics I, and PHYS 2124, General Physics II;
(h) modify the Curriculum in Chemistry General Option, and A.C.S. Approved Option as follows: delete BIOL 1014, Introduction to Biological Science; and add BIOL 1114, Principles of Biology; and
(i) add the Curriculum in Chemistry Biochemistry Option.

B. Assessment Committee report
C. Tech Website/School and Department Names

III. Old Business
A. Student Athletes and Class Attendance
B. Growth of Faculty

IV. Open Forum

V. Announcements and Information Items
A. December Meeting – December 3, 2007

VI. Adjournment
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department

Date submitted: January 15, 2008

Request for: Course change X Course deletion Course addition
(Excluding course credit hour changes)

Submitted by: Ms. Tammy Rhodes, Registrar

Approved by: Dr. Tom Tyler, Dean of School Business

Dr. Mary Ann Rollins, Dean of School of Community Education

Dr. Glenn Sheets, Dean of School of Education

Dr. Georgena Duncan, Dean of School of Liberal and Fine Arts

Dr. Richard Cohoon, Dean of School of Physical and Life Science

Dr. John Watson, Dean of School of Systems Science

Reviewed by: Vice President:

I. See attached list of courses requesting modification of course prerequisites and/or co-
   requisites.

II. Justification: Implementation of Banner course prerequisites and/or co-requisites.
1. Department of Accounting:

ACCT 4053, CPA Review:

modify the prerequisite for ACCT 4053, CPA Review, from prerequisites: twenty-one semester credit hours of accounting, to prerequisite: ACCT 3043, Federal Taxes I, and ACCT 4003, Advanced Accounting I.

2. Department of Business and Economics:

BUAD 2043, Principles of Word Processing:


FIN 3063, Business Finance:

modify the prerequisite or corequisite for FIN 3063, Business, from prerequisite or corequisite: BUAD 2053, Business Statistics, to prerequisite: BUAD 2053, Business Statistics.

MKT 4143 Marketing Management:

Modify the prerequisites for MKT 4143, Marketing Management, from prerequisites: MKT 3043, Principles of Marketing, MGMT 3003, Management and Organizational Behavior, MKT 3163, Consumer Behavior, and senior standing to prerequisites: MKT 3043, Principles of Marketing, MGMT 3003, Management and Organizational Behavior, and senior standing

3. Department of Emergency Administration and Management:

EAM 2033, Citizen/Family/Community Disaster Preparedness Education:

modify the prerequisites for EAM 2033, Citizen/Family/Community Disaster Preparedness Education, from prerequisites or corequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor, to prerequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor.

EAM 3003, Developing Emergency Management Skills:

modify the prerequisites for EAM 3003, Developing Emergency Management Skills, from prerequisites or corequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor, to prerequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor.

EAM 3013, Public Policy Issues in Emergency Management:
modify the prerequisites for EAM 3013, Public Policy Issues in Emergency Management, from prerequisites or corequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor, to prerequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor.

EAM 3033, The Social Dimension of Disaster:
modify the prerequisites for EAM 3033, The Social Dimension of Disaster, from prerequisites or corequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor, to prerequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor.

EAM 3143, The Economics of Disaster:
modify the prerequisites for EAM 3143, The Economics of Disaster, from prerequisites or corequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor, to prerequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor.

EAM 3206, Externship:
modify the prerequisites for EAM 3206, Externship, from prerequisites or corequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor, to prerequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor.

EAM 3243, Introduction to Terrorism:
modify the prerequisites for EAM 3243, Introduction to Terrorism, from prerequisites or corequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor, to prerequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor.

EAM 4003, Principles of Practice of Disaster Relief and Recovery:
modify the prerequisites for EAM 4003, Principles of Practice of Disaster Relief and Recovery, from prerequisites or corequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor, to prerequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor.

EAM 4013, Business and Industry Crisis Management:
modify the prerequisites for EAM 4013, Business and Industry Crisis Management, from prerequisites or corequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013,
Aim and Scope of Emergency Management, or consent of instructor, to prerequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor.

EAM 4023, Information Technology and Emergency Management:

modify the prerequisites for EAM 4023, Information Technology and Emergency Management, from prerequisites or corequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor, to prerequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor.

EAM 4033, Emergency Management Research Methods/Analysis:

modify the prerequisites for EAM 4033, Emergency Management Research Methods/Analysis, prerequisites MATH 2163, Introduction to Statistical Methods, or BUAD 2053, Business Statistics, or SOC 2053, Statistics for the Behavioral Sciences; corequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor, to prerequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor.

EAM 4043, Disaster and Emergency Management Ethics:

modify the prerequisites for EAM 4043, Disaster and Emergency Management Ethics, from prerequisites or corequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor, to prerequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor.

EAM 4053, Community Management of Hazardous Materials:

modify the prerequisites for EAM 4053, Community Management of Hazardous Materials, from prerequisites or corequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor, to prerequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor.

EAM 4106, Practicum/Internship:

modify the prerequisites for EAM 4106, Practicum/Internship, from prerequisites or corequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor, to prerequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor.

EAM 4991-3, Special Problems and Topics:

modify the prerequisites for EAM 4991-3, Special Problems and Topics, from prerequisites or corequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope
of Emergency Management, or consent of instructor, to prerequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor.

4. Department of Community Education:

ECE 2212, Basic Child Growth and Development II:
modify the prerequisite for ECE 2212, Basic Child Growth and Development II, from prerequisite: Completion of ECE 2112, Basic Child Growth and Development I, to prerequisite: ECE 2112, Basic Child Growth and Development I.

ECE 2513, Curriculum for Early Childhood Education:

modify the corequisites for ECE 2513, Curriculum for Early Childhood Education, from corequisites: ECE 2112, Basic Child Growth and Development I, and ECE 2312, Foundations and Theories in Early Childhood Education, to prerequisite: ECE 2112, Basic Child Growth and Development I, and ECE 2312, Foundations and Theories in Early Childhood Education.

ECE 2613, Methods and Materials Using Developmentally Appropriate Practices and Activities for Young Children:

modify the prerequisite for ECE 2613, Methods and Materials Using Developmentally Appropriate Practices and Activities for Young Children, from prerequisite: Completion of ECE 2112, Basic Child Growth and Development I, and ECE 2312, Foundations and Theories in Early Childhood Education, to prerequisite: ECE 2112, Basic Child Growth and Development I, and ECE 2312, Foundations and Theories in Early Childhood Education.

TMAC 1023, Machine Set-Up and Operation:

modify the prerequisite for TMAC 1023, Machine Set-Up and Operation, from prerequisites or corequisites: TMAC 1013, Basic Machine Shop, to prerequisite: TMAC 1013, Basic Machine Shop.
5. Department of Curriculum and Instruction:

SEED 4809, Teaching in the Elementary and Secondary School:

modify the prerequisites for SEED 4809, Teaching in the Elementary and Secondary School, from prerequisites: Admission to Stage II and student teaching and concurrent enrollment in SEED 4701, 4702, and 4711, to prerequisites: Admission to Stage II and student teaching and concurrent enrollment in SEED 4503, Seminar in Secondary Education.

6. Department of Behavioral Sciences:

CJ/SOC 2043, Crime and Delinquency:

modify the prerequisite for CJ/SOC 2043 Crime and Delinquency, from prerequisite: SOC 1003, Introductory Sociology, or CJ 2003, Introduction to Criminal Justice, to prerequisite: SOC 1003, Introductory Sociology, or CJ/SOC 2003, Introduction to Criminal Justice;

CJ/PSY 3033, The Criminal Mind:


CJ/RS 3063, Probation and Parole:

modify the prerequisite for CJ/RS 3063, Probation and Parole, from prerequisite: CJ 2003, Introduction to Criminal Justice, or SOC 3043, Crime and Delinquency, to prerequisite: CJ/SOC 2003, Introduction to Criminal Justice, or SOC 2043, Crime and Delinquency;

PSY 2074, Experimental Psychology:


PSY/BIOL 3023, Animal Behavior:

delete PSY/BIOL 3023, Animal Behavior, from course descriptions.

PSY 4033, Psychological Tests and Measurements:

modify the prerequisite for PSY 4033, Psychological Tests and Measurements, from prerequisites: twelve hours of psychology, and PSY 2053, Statistics for the Behavioral Sciences, to prerequisite: twelve hours of psychology, and PSY/SOC 2053, Statistics for the Behavioral Sciences;
PSY 4234, Field Placement:

modify the prerequisite for PSY 4234, Field Placement, from prerequisites: PSY 2023, Consumer Psychology, or 3093, Industrial Psychology, and PSY 2053, Statistics for the Behavioral Sciences, and 2074, Experimental Psychology, (or comparable), senior major, and mutual consent of advisor, to prerequisite: PSY 2023, Consumer Psychology, or 3093, Industrial Psychology, and PSY/SOC 2053, Statistics for the Behavioral Sciences, and PSY 2074, Experimental Psychology, (or comparable), senior major, and mutual consent of advisor;

RS 3053, Rehabilitation Approaches in the Correctional Setting:

modify the prerequisite for RS 3053, Rehabilitation Approaches in the Correctional Setting, from prerequisite: SOC/CJ 3043, Crime and Delinquency, to prerequisite: SOC/CJ 2043, Crime and Delinquency;

SOC 3163, Introduction to Social Research:


7. Department of English:

modify the prerequisite for ENGL 4093, Seminar in Creative Writing, from prerequisite: completion or concurrent enrollment in ENGL 3083, Fiction Workshop, and ENGL 3093, Poetry Workshop, to prerequisite: ENGL 2043, Introduction to Creative Writing.

8. Department of Foreign Languages:

FR/GER/SPAN 3023, Introduction to Linguistics:

modify the prerequisite for FR 3023, Introduction to Linguistics, from prerequisite: ENGL 1023, Composition II, and FR 2024, Intermediate French II, or equivalent, to prerequisite: ENGL 1023, Composition II, or equivalent and FR 2024; Intermediate French II, or equivalent;

modify the prerequisite for GER 3023, Introduction to Linguistics, from prerequisite: ENGL 1023, Composition II, and GER 2024, Intermediate German II, or equivalent, to prerequisite: ENGL 1023, Composition II, or equivalent and GER 2024; Intermediate German II, or equivalent;

modify the prerequisite for SPAN 3023, Introduction to Linguistics, from prerequisite: ENGL 1023, Composition II, and SPAN 2024, Intermediate Spanish II, or equivalent, to prerequisite: ENGL 1023, Composition II, or equivalent and SPAN 2024; Intermediate Spanish II, or equivalent.
9. Department of Biological Sciences

FW 4034, Geographic Information Systems in Natural Resources:

modify the prerequisites for FW 4034, Geographic Information Systems in Natural Resources, from prerequisites: PSY 2053, Statistics for the Behavioral Sciences, or MATH 2163, Introduction to Statistical Methods, and computer science elective, or GEOG 4833, Geographic Information Systems, to prerequisites: PSY (SOC) 2055, Statistics for the Behavioral Sciences, or MATH 2163, Introduction to Statistical Methods, and computer science elective, or GEOG 4833, Geographic Information Systems.

HIM 2003, Fundamentals of Medical Transcription:


BIOL/AHS 2022, Medical Laboratory Orientation and Instrumentation Laboratory, and BIOL/AHS 2023, Medical Laboratory Orientation and Instrumentation:

add the requirement of a C or higher to the prerequisites BIOL 1114, Principles of Biology, or BIOL 2124, Principles of Zoology, for BIOL/AHS 2022, Medical Laboratory Orientation and Instrumentation Laboratory, and BIOL/AHS 2023, Medical Laboratory Orientation and Instrumentation, and modify the course description for the AHS cross listing to match BIOL course description.

BIOL 3034, Genetics:

add the requirement of a B or higher to the prerequisite BIOL 1014, Introduction to Biological Sciences, for BIOL 3034, Genetics.

PSY/BIOL 3023, Animal Behavior:

delete PSY/BIOL 3023, Animal Behavior, from course descriptions.

BIOL/FW 3163, Biodiversity:

delete the prerequisite BIOL 4224, and add BIOL/FW 3224, Herpetology, for BIOL/FW 3163, Biodiversity, and modify the course description for the FW cross listing to match the BIOL course description.

BIOL/NUR 3803, Applied Pathophysiology:

modify the course description for the BIOL cross listing to match the NUR course description for BIOL/NUR 3803, Applied Pathophysiology.
10. Department of Physical Sciences:

CHEM 3334, Physical Chemistry II:

modify the prerequisites for CHEM 3334, Physical Chemistry II, from CHEM 3245, Quantitative Analysis, and PHYS 2024, Physical Principles II, or PHYS 2124, General Physics II, and MATH 2924, Calculus II, to prerequisite: CHEM 3324, Physical Chemistry I.

PHSC 1051, Observational Astronomy:

modify the corequisite for PHSC 1051, Observational Astronomy, from MATH 1113, College Algebra, or equivalent, and PHSC 1053, Astronomy, or consent of instructor, to prerequisite: A score of 19 or above on the mathematics section of the ACTE exam or completion of MATH 0903, Intermediate Algebra, with a grade of “C” or better. Corequisite: PHSC 1053, Astronomy, or consent of instructor.

PHSC 1053, Astronomy:

modify the corequisite for PHSC 1053, Astronomy, from MATH 1113, College Algebra, or equivalent, and PHSC 1051, Observational Astronomy, or consent of instructor, to prerequisite: A score of 19 or above on the mathematics section of the ACTE exam or completion of MATH 0903, Intermediate Algebra, with a grade of “C” or better. Corequisite: PHSC 1051, Observational Astronomy, or consent of instructor.

PHYS 4113, Advanced Physics Laboratory:

modify the prerequisite and corequisite for PHYS 4113, Advanced Physics Laboratory, from prerequisite: PHYS 3003, Optics, corequisite: PHYS 3133, Theory of Electricity and Magnetism, and PHYS 4013, Quantum Mechanics, to prerequisite: PHYS 3213, Modern Physics.

11. Department of Computer and Information Science:

COMS 2213, Data Structures:


12. Department of Mathematics:

MATH 1111, College Algebra Laboratory:

delete MATH 1111, College Algebra Laboratory, from the course descriptions.
MATH 1113, College Algebra:

delete the statement: Students scoring 19 or 20 on the mathematics portion of the ACTE exam (or comparable test scores) must concurrently enroll in MATH 1111, College Algebra Laboratory, from MATH 1113, College Algebra.

MATH 1203, Plane Trigonometry:

modify the corequisite for MATH 1203, Plane Trigonometry, from corequisite: MATH 1113, College Algebra, or consent of Mathematics Department, to prerequisite: MATH 1113, College Algebra, or consent of Mathematics Department.

MATH 2914, Calculus I:

modify the prerequisites for MATH 2914, Calculus I, from prerequisites: Math ACTE score of 24 or higher, or a grade of C or higher in both MATH 1914, Precalculus, and MATH 1203, Plane Trigonometry, or consent of instructor, to prerequisites: Math ACTE score of 24 or higher, or a grade of C or higher in MATH 1914, Precalculus, or MATH 1203, Plane Trigonometry, or consent of instructor.

13. Department of Mechanical Engineering:

MCEG 1002, Engineering Graphics:

remove the prerequisite or corequisite: MCEG/ELEG 1012, Introduction to Engineering, from MCEG 1002, Engineering Graphics.

MCEG 2013, Statics:

modify the prerequisite or corequisite for MCEG 2013, Statics, from prerequisite: MATH 2924, Calculus II, prerequisite or corequisite: PHYS 2114, General Physics I, to prerequisites: MATH 2924, Calculus II, and PHYS 2114, General Physics I.

MCEG 2203, Computational Methods in Engineering:

modify the prerequisite and corequisite for MCEG 2203, Computational Methods in Engineering, from prerequisite: MCEG 1012, Introduction to Engineering, prerequisite or corequisite: MATH 2924 Calculus II, to prerequisites: MCEG 1012, Introduction to Engineering, and MATH 2914, Calculus I.

MCEG 3442, Mechanical Laboratory I:

MCEG 3503, Basic Nuclear Engineering:

modify the prerequisite and corequisite for MCEG 3503, Basic Nuclear Engineering, from prerequisite: MATH 2924, Calculus II, and CHEM 2124, General Chemistry I, prerequisite or corequisite: PHYS 2114, General Physics I, to prerequisites: MATH 2924, Calculus II, and CHEM 2124, General Chemistry I, and PHYS 2114, General Physics I.

MCEG 4323, Power Plant Systems:

modify the prerequisite and corequisite for MCEG 4323, Power Plant Systems, from prerequisite: MCEG 3313, Thermodynamics I, or consent, prerequisite or corequisite: MCEG 4403, Mechanics of Fluids and Hydraulics, to prerequisites: MCEG 3313, Thermodynamics I, MCEG 4403, Mechanics of Fluids and Hydraulics, or consent of instructor.

MCEG 4343, Internal Combustion Engines:


MCEG 4443, Heat Transfer:

modify the prerequisite and corequisite for MCEG 4443, Heat Transfer, from prerequisite: MCEG 3313, Thermodynamics I, or consent, prerequisite or corequisite: MCEG 4403, Mechanics of Fluids and Hydraulics, to prerequisites: MCEG 3313, Thermodynamics I, MCEG 4403, Mechanics of Fluids and Hydraulics.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Emergency Administration and Management

Date submitted: September 28, 2007

Request for: Course change X Course deletion Course addition
(Excluding course credit hour changes)

Submitted by: Dr. Michael Garner

Approved by: Department Head: Dean of School

Reviewed by: Registrar: Vice President:

This is a minor change to delete the statistical course prerequisite requirements for EAM 4033, Emergency Management Research Methods/Analysis.

I. Catalog description:

Prerequisites or Corequisites: EAM 1003 and 1013 or consent of instructor. The course covers the basic research methodology and statistical analysis required for managing a research/data base to be utilized for decision-making and policy development. Required for major.

Number: EAM 4033

Title for Catalog: Emergency Management Research Methods/Analysis

*Title for Course Inventory (24 characters): EAM RESEARCH METH/ANALYS

Description:

This is a minor change to delete the statistical course prerequisite requirements for EAM 4033, Emergency Management Research Methods/Analysis as shown above under Catalog Description. The prerequisites proposed to be deleted are MATH 2163, or BUAD 2053, or SOC 2053. Based on the expected course outcomes and the way the course is being presented to achieve these outcomes, the level of statistics understanding acquired in these courses is not required. The basic understanding of statistical methods required for this course are presented as part of the course itself.

Effective date or term: Fall 2008 Summer I, 2008

*Course fees: There is no impact to fees as a result of this change.

app CE 18/22/07
app FS 11/12/07
II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? This is not a new course. This course is already contained in the requirements for completion of the B. S. EAM degree.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This change has no impact on other courses offered by the EAM department nor does it overlap with any other undergraduate EAM courses.

C. Is this course part of any general plan of development within your department? Explain. This course is contained in the previously approved general EAM degree plan as a required course.

D. How often will the course be offered? This course is offered each Fall and Spring term.

E. How will the course be staffed? Current staffing for this course is already in the Department staffing plan.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.) No other departments are affected by this change.

List Department Head/Program Director Consulted:  
(Add to list as needed)

1. Dr. Kevin Mason  
   Date: 9/21/2007  
   Indicate Support for Proposal (yes/no)
   Yes

2. Dr. Thomas Limperis  
   Date: 9/27/2007  
   Indicate Support for Proposal (yes/no)
   Yes

3. Dr. W. Daniel Martin  
   Date: 9/28/2007  
   Indicate Support for Proposal (yes/no)
   Yes

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

*Updated 8/1/04  
**Updated 9/1/05
CURRICULUM CHECKLIST
FOR EDITING CURRICULAR CHANGE PROPOSALS

1. The course number should be checked against the current catalog to see if the course number is currently being used.

2. The course number should be checked against recent catalogs. In general, re-using the course numbers should be avoided for three to five years.

3. The course number selected should be appropriate for the course. The level of the course and the sequencing of the course should be considered.

4. Pre/co-requisites in the course description should be verified as correct by checking the current catalog.

5. The curricular change should be applied to appropriate current programs of study (usually in the current catalog) to ensure proper sequencing of pre/co-requisites.

6. General Education requirements should be checked carefully to ensure compliance.

7. The number of upper division hours should be checked to ensure that 40 or more are required.

8. The number of credit hours required for the degree must be at least 124. Hours required beyond 124 for a new program require a justification.

9. If the number of credit hours in a program of study is being increased, a justification should be included in the proposal.

10. *If unable to identify coordinating departments that proposed change affects, Academic Affairs can offer assistance in identifying courses.

11. The proposal should be made available to departmental faculty and other interested parties via electronic distribution at least five business days prior to submission for approval.

All of the above items have been checked.

Department Head

Date

9/28/2007

*Added 9/1/05
COURSE CHANGE PROPOSAL

To: Curriculum Committee or Graduate Council (as appropriate)

From: (LFA) Department of Art

Date Submitted: October 1, 2007

Request for: Course change X

Submitted By: Neal Harrington, Assistant Professor of Art

Approved By: Department Head: Dr. Cathy Caldwell
              Dean of School: Dr. Georgena Duncan

Reviewed By: Registrar

Vice-President for Academic Affairs

If this is a minor change, describe and give rationale:

Prerequisite: 3213 is no longer offered and Art 1303, 2403 are needed as prerequisites.

I. Catalog Description:

Number: Art 4233

Title for Catalog: Techniques for Illustration:

Prerequisites: ART 1303, 1403, 2303, 2403 and Sophomore Review. Application of fine art drawing and painting techniques to illustration problems. Studio six hours.

Effective date or term. Spring 2008-

Summer I, 2008

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

N/A, Change will not alter program.

app CC 10/22/07
app FS 11/12/07
ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Music Department

Date submitted: September 24, 2007

Request for: Course addition X (Excluding course credit hour changes)

Submitted by: Lowell Lybarger/Andy Anders

Approved by: Department Head: Andy Anders
Dean of School: Duncan

Reviewed by: Registrar: Gaymythcakes

Vice President:

If this is a deletion or other minor change, describe and give rationale.

***If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. ***Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

A survey of predominantly non-Western world music cultures with attention to sonic structures, musicians, musical instruments, and socio-cultural contexts of music making. Open to students in all majors. Listening emphasized.

Number: MUS 4853/5853

***Title for Catalog: Music of the World's Peoples

*Title for Course Inventory (30 characters): Music of the World's Peoples
***Description:

The objective of this course is to introduce students to the music of other cultures and to help them recognize, understand, and appreciate the diversity of musical creation found in different parts of the world. Following a general introduction, the course will survey the music of the following geographic areas: China, Korea, Japan, India, Pakistan, Afghanistan, the Middle East & North Africa, Indonesia, Sub-Saharan Africa, Native North America, Latin America, and Europe. For each geographic area there will be discussion of the musicians, musical instruments, and social and cultural contexts of music making. No previous musical experience is required; however, listening to music is integral to the course.

Effective date or term: Spring semester 2008 - Summer I, 2008

Course fees: none

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

The course will be open to upper level music and other majors. It fills a departmental need, noted by the last National Association of Schools of Music evaluation, to offer upper-level music electives. A concurrent 5000 level course will also provide a much needed fine arts elective in the Master of Liberal Arts program.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

This course proposes to cover the music of cultures in a more global manner than the traditional Western approach used in present music history courses. There is only a slight overlap of approximately one week of materials in MUS 3692 History of Music III (majors only) and less in MUS 2003 Introduction to Music.

C. Is this course part of any general plan of development within your department?

Explain.

The immediate purpose for the addition is to provide additional upper-level electives for Bachelor of Arts music majors (a recommendation of NASM). It is thought the course may be structured in such a manner as to allow upper-level elective for non-music majors as well, thus furthering the department’s goal of providing music offerings for the general student body. Ultimately, having additional upper-level courses offered will take the department one step closer toward the goal of offering the Bachelor of Music in performance degree.
D. How often will the course be offered?

The course will initially be offered once each year.

E. How will the course be staffed?

Subject to State Department of Education approval, the instructor will be Dr. Lowell Lybarger, the new music librarian. Dr. Lybarger holds a PhD. in musicology. This proposal was designed around his availability and expertise.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

The course is designed as an elective, and will not serve as a substitute for any curricular requirements. Therefore, other undergraduate departments have not been contacted. Dr. Wilson, of the Master of Liberal Arts program, was contacted regarding the concurrent graduate level course and had an enthusiastic response.

List Department Head/ Indicate Support Date:
Program Director Consulted: for Proposal
(Add to list as needed) (yes/no)

1.

2.

3.

4.

5.

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.
*Updated 8/1/04
**Updated 9/1/05
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Social Sciences and Philosophy
Date submitted: 19 September 2007
Request for: Course deletions
Submitted by: H. Micheal Tarver
Approved by: Department Head: [Signature]
Dean of School: [Signature]
Reviewed by: Registrar: [Signature]
Vice President: ____________________________

The following courses should be deleted from the Catalog BUT NOT the Course Inventory:

PHIL 4053 — Social Philosophy
POLIS 3423 — United Nations
POLIS 2421 — Model United Nations Workshop
POLIS 2431 — Model United Nations Workshop
POLIS 3421 — Model United Nations Workshop

The following courses should be deleted from the Catalog AND the Course Inventory:

POLIS 3443 — Soviet Successor States and East European Politics
POLIS 4403 — Current Issues in Global Politics
HIST 3463 — Modern European Political Theory

Rationale: Based upon the discussions with the current ATU history, philosophy and political scientists, the above courses are no longer viewed as being valid courses for the Department’s course offerings.

List Department Head/Program Director Consulted: [Add to list as needed]
Indicate Support for Proposal (yes/no)

1. Dr. Arturo Yanez (FL) YES 19 September 2007

These changes will have no impact on the Department’s assessment activities or plans, and will have no impact on faculty teaching responsibilities.

APPO CC 10/22/07
APPO FS 11/12/07
SAMPLE SYLLABUS

Music of the World's Peoples

Spring-Semester 2008- Summer I, 2008

Instructor: Dr. Lowell H. Lybarger
Contact: 964-0584 (office)
Email: llybarger@atu.edu

Course Website: TBA

Course Description:

The objective of this course is to introduce students to the music of other cultures and to help them recognize, understand, and appreciate the diversity of musical creation found in different parts of the world. Following a general introduction, the course will survey the music of the following geographic areas: China, Korea, Japan, India, the Middle East & North Africa, Indonesia, Africa, Native North America, Latin America, and Europe. For each geographic area we will discuss the musicians, musical instruments, and social and cultural contexts of music making. No previous musical experience is required: however, listening to music is integral to the course.

Class Schedule:

Week 1: Introduction (Bohlman; Titon, chapter 1; Website Articles)
Week 2: China (Website Articles)
Week 3: Korea (Website Articles)
Week 4: Japan (Titon, chapter 5)
Week 5: India - North (Website Articles)
Week 6: Pakistan & Afghanistan (Website Articles)
Week 7: India - South (Titon, chapter 6)
Week 8: Middle East & North Africa (Titon, chapter 4)
Week 9: Middle East & North Africa (Website Articles)
Week 10: Indonesia (Titon, chapter 7)
Week 11: Africa - Sub-Saharan (Titon, chapter 3, Website Articles)
Week 12: Native North America (Titon, chapter 2)
Week 13: Latin America (Titon, chapter 8)
Week 14: Europe (Website Articles)

Note: Ensure that you check the course Website frequently to stay informed of class assignments, assigned readings, announcements, and useful links.
Required Texts:

The textbooks required for the course are as follows:


Note: Some readings will be accessed through the course Website, including additional information and Website links for each lecture.

Reference Sources:

The following reference sources, which will be indispensable in your research and exam preparation for this course, are on reserve at Ross Pendergraft Library:


Optional Reading:


The proposed course addresses two areas of assessment, one current and one potentially. The current one provides additional upper level elective options for BA Music students, a shortage of which assessment (student comment) has indicated. Student comment also calls for future development of a performance degree, in which additional upper level courses will be necessary. This will provide immediate use for current BA students.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Social Sciences and Philosophy
Date submitted: 27 September 2007
Request for: Course Description Changes
Submitted by: H. Micheal Tarver
Approved by:
Department Head: ____________________________
Dean of School: ______________________________
Reviewed by:
Registrar: ________________________________
Vice President: ______________________________

The following revised course numbers should be adopted. The Catalog titles and course descriptions remain the same:

✓ HIST 3533 History of Russia (was HIST 4463)
✓ HIST 3543 History of England to 1689 (was HIST 4473)
✓ HIST 3553 History of England since 1689 (was HIST 4493)
✓ HIST 3603 Modern East Asia (was HIST 4603) The Modern Far East
✓ HIST 3703 History of Modern Africa (was HIST 4703)
✓ HIST 4103 American Political Ideas (was HIST 3133)
✓ HIST 4163 American History through Film (was HIST 3143)
✓ HIST 4173 History of American Disasters (was HIST 3193)

Rationale: This change will place all of the History "periodization" and "national history" courses at the 3000 level and all "topical" courses at the 4000 level.

List Department Head/Program Director Consulted:
(Add to list as need-ed)

1. None

Indicate Support for Proposal (yes/no)

These changes will have no impact on the Department's assessment activities or plans, and will have no impact on faculty teaching responsibilities.

Date:

approved 10/22/07

approved FS 11/12/07
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Social Sciences and Philosophy
Date submitted: 19 September 2007
Request for: Course Change
Submitted by: H. Micheal Tarver
Approved by: Department Head: 
Dean of School: 
Reviewed by: Registrar: 
Vice President: 

The following course should be re-numbered from 2033 to 3033 (course title and description remain the same).

✓ GEOG 2033 – Physical Geography. A description and interpretation of the physical features of the surface zone of the earth and how man interrelates with this complex natural environment.

Rationale: Based upon the discussions with the current ATU geographer, the above course should be a junior-level class, as opposed to a sophomore-level class.

List Department Head/Program Director Consulted: (Add to list as needed) Indicate Support for Proposal (yes/no) Date:

1. None

These changes will have no impact on the Department’s assessment activities or plans, and will have no impact on faculty teaching responsibilities.

App Co 10/22/07
App FS 11/12/07
POPROAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Social Sciences and Philosophy
Date submitted: 19 September 2007
Request for: Course Description Changes
Submitted by: H. Micheal Tarver
Approved by: Department Head: [Signature]
Dean of School: [Signature]
Reviewed by: Registrar: [Signature]
Vice President: [Signature]

The following revised course title and description should be adopted:

POLS (PHIL) 3063 Modern Political Thought. An examination of the major contributions to political thought during the Modern Era. Completion of POLS 2253 recommended.

Rationale: Based upon the discussions with the current ATU political scientists, the current Catalog description needed these minor changes.

List Department Head/Program Director Consulted: [List as needed]
Indicate Support for Proposal (yes/no)

1. None

These changes will have no impact on the Department’s assessment activities or plans, and will have no impact on faculty teaching responsibilities.

[Signatures]
CPO CE 10/22/07
AF 50/FS 11/12/07
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Social Sciences and Philosophy
Date submitted: 29 September 2007
Request for: Course Description Changes
Submitted by: H. Micheal Tarver
Approved by: Department Head: signature
Dean of School: signature
Reviewed by: Registrar: signature
Vice President: signature

The following revised course title should be adopted (course description is remaining the same):

POLS 2513 – Research Methods I

Rationale: The revised course title will be in line with the proposed upper-level advanced research methodology course.

List Department Head/Program Director Consulted: (Add to list as needed)

1. None

These changes will have no impact on the Department’s assessment activities or plans, and will have no impact on faculty teaching responsibilities.

App CE 10/22/07
App FS 11/12/07
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Social Sciences and Philosophy

Date submitted: 19 September 2007

Request for: Course Description Changes

Submitted by: H. Micheal Tarver

Approved by: Department Head: [Signature]

Dean of School: [Signature]

Reviewed by: Registrar: [Signature]

Vice President: ____________________________

The following revised course descriptions should be adopted (course titles are remaining the same):

HIST 1503 – World Civilization I. The history of humanity from prehistoric times to the sixteenth century.

HIST 1513 – World Civilization II. The history of humanity from the sixteenth century to the present.

Rationale: Based upon the discussions with the current ATU historians, the current Catalog descriptions are too vague for competent student advising.

List Department Head/Program Director Consulted: ____________________________
(Add to list as needed)

Indicate Support for Proposal (yes/no)

Date: ____________________________

1. None

These changes will have no impact on the Department's assessment activities or plans, and will have no impact on faculty teaching responsibilities.

[Signature] 10/14/07

CME 10 22/07

[Signature] 11/12/07

FS 11/12/07
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Social Sciences and Philosophy
Date submitted: 19 September 2007
Request for: Course Description Changes
Submitted by: H. Micheal Tarver
Approved by: Department Head: [Signature]
Dean of School: [Signature]
Reviewed by: Registrar: [Signature]
Vice President: [Signature]

The following revised course descriptions should be adopted (course titles are remaining the same):

HIST 2003 – United States History I. Prerequisite: Minimum scores of 19 on the English and Reading portions of the ACT or successful completion of ENGL 1013 or equivalent. The study of the development of the American nation to the Civil War and Reconstruction Era.

HIST 2013 – United States History II. Prerequisite: Minimum scores of 19 on the English and Reading portions of the ACT or successful completion of ENGL 1013 or equivalent. The study of the development of the American nation since the Civil War and Reconstruction Era.

Rationale: Based upon the discussions with the current ATU historians, the current Catalog descriptions are too vague for competent student advising.

List Department Head/Program Director Consulted: (Add to list as needed)

1. None

Indicate Support for Proposal (yes/no) Date:

These changes will have no impact on the Department’s assessment activities or plans, and will have no impact on faculty teaching responsibilities.

Approved 10/22/07
Approved 11/12/07
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee and Graduate Council

From: Department of Social Sciences and Philosophy

Date submitted: 29 September 2007

Request for: Course Creation

Submitted by: H. Micheal Tarver

Approved by: Department Head: [Signature]

Dean of School: [Signature]

Reviewed by: Registrar: [Signature]

Vice President: [Signature]

I. Catalog description: *History of Christianity.* A study of Christianity, from its beginnings to the present day, focusing especially on ancient Mediterranean, medieval European, and modern American Christian traditions. Emphasis will be on the interaction between individual beliefs, group identity, and institutional forces, how each have been shaped by broader social, political and cultural contexts, and finally how these interactions have resulted in profound changes for the Christian religion.

Number: HIST 4503/5503

Title for Catalog: History of Christianity

*Title for Course Inventory (24 characters): History of Christianity

Description: A study of Christianity, from its beginnings to the present day, focusing especially on ancient Mediterranean, medieval European, and modern American Christian traditions. Emphasis will be on the interaction between individual beliefs, group identity, and institutional forces, how each have been shaped by broader social, political and cultural contexts, and finally how these interactions have resulted in profound changes for the Christian religion.

Effective date or term: Summer One 2008

*Course fees: NONE

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? *This course will serve as a upper-level elective course for students who have an interest in history and religion. This will be a required course for the proposed Minor in Religious Studies. The course can also be used by HIST and HISE majors to meet certain degree requirements. This course is a necessary addition to the catalog for a number of reasons. Christianity is nearly 2000 years old and yet remains highly influential in our contemporary world. Over the centuries, Christian institutions have wielded tremendous resources and Christian convictions have affected billions
of lives while Christianity itself has adapted continuously to shifting political, social and cultural climates. We are convinced an historical survey of Christian traditions, beliefs, and institutions will be a strong addition to the department's offerings in the social sciences. We are likewise convinced that such a course will be an attractive offering for Tech students. Those interested in the history of a hugely influential social and cultural movement will be drawn to the course, as will many interested in the history of their own religious identity and convictions.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? While certain aspects of the history of Christianity are addressed briefly in several courses already offered by the department, this course will not overlap with other courses in the department. This course will provide greater depth for those students who interests are piqued by discussions of Christianity in the various introductory courses. This proposed course will complement two philosophy courses offered by the department: PHIL 2013 (Religions of the World) and PHIL 3053 (Philosophy of Religion) by providing a detailed historical survey of one major world religion.

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to broaden its offerings, in an effort to add greater depth and breadth to its courses. This course strengthens the Department's efforts at achieving the goals established by the History and Political Science Program Objectives – as detailed in the Department of Social Sciences and Philosophy Assessment Plan and the National Council for the Social Studies Matrices.

D. How often will the course be offered? This course will be offered every two years.

E. How will the course be staffed? The course will be taught by existing departmental faculty, primarily Dr. Peter Dykema and Dr. Alexander Mirkovic as part of their rotation of upper-division courses.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/Program Director Consulted: 
Indicate Support for Proposal (yes/no)

Date:

1. NONE

Assessment Note: While this course does not directly relate to any specific departmental assessment goal, it does provide an additional course through which the department can continue to assess its students, both majors and non-majors. In specific, the course could be used to assess verbal and written communication skills and the ability to analyze, critique, and synthesize primary and secondary sources. The Departmental Assessment Committee will evaluate the course with the instructor to determine how best to incorporate the class into the Department's efforts at assessment. This course will also help build the Political Science program, as the Department moves toward the eventual creation of a B.S in Political Science.
Graduate Course Description

A study of Christianity, from its beginnings to the present day, focusing especially on ancient Mediterranean, medieval European, and modern American Christian traditions. Emphasis will be on the interaction between individual beliefs, group identity, and institutional forces, how each have been shaped by broader social, political and cultural contexts, and finally how these interactions have resulted in profound changes for the Christian religion. Course requires the production of substantial written work based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. May not be taken for credit after completion of HIST 4503 or equivalent.
Course Description: Christianity is nearly 2000 years old and continues to wield influence in our contemporary world. In this course, the History of Christianity will be presented and discussed in its sharply differing stages, from the Jesus Movement within Judaism to late twentieth-century religious and cultural life. Such key terms in our current vocabulary as apocalyptic, Roman Catholic, Protestant, and evangelical will be clarified in light of the interaction between institutional church, the beliefs of the people, and the challenges brought by changing cultural, social, and political environments throughout Christianity's history.

We will proceed by discussing Christianity as a cultural system as well as a context for the formation of identity, and by addressing the Christian church and churches as social institutions.

A cultural system is a collection of shared values, beliefs, and traditions which provide meaning and shape behavior. We will investigate how Christians over the centuries have utilized rituals, ideas, sacred places and objects in order to provide meaning for their lives.

Individuals and groups forge identity in many ways: both in conformity to the dictates of powerful institutions and in explicit rejection of them. For each period and region under investigation, we will pose the questions: What defines a Christian and who determines the defining characteristics? Who are the Christians? Who are not Christians? What are the ramifications for those who were or were not identified as Christians?

Social institutions govern resources and regulate power relationships even as they provide community and define group identity. The Christian Church in the medieval Latin West was clearly such an institution but over the years religious orders, para-church organizations, denominations and every local church have also fit the definition.

A semester-length survey of such a movement, covering 2000 years, can only be accomplished by certain limitations in scope and depth. During the first nine weeks of the course, we will address the chronological development of Mediterranean and Western European Christianity to around 1600: from a Jewish sect to the official religion of imperial Rome to medieval European Christendom splintered decisively in the period of European Reforms. In the final five weeks, we will turn to the cultural system, social institutions and identity issues of Christianity after 1600 in western Europe and the United States. In this section of the course, we will highlight the relationship between Christianity and “modernity.”

Course Objectives:
Students will be able to demonstrate their understanding of:
- the modern “quest for the historical Jesus”;
- paradigmatic transformations of Christianity over time;
- key vocabulary in the history of Christianity, for example: apocalyptic, gospel, canon, catholic, orthodox, protestant, evangelical, clergy, laity;
- recent tensions between traditional Christianity and the modern worldview;
- major events, persons, and trends in the history of Christianity.

Students will show their understanding through written examinations, class discussions, and papers based on materials selected by the instructor.

Required Course Materials:
Bruce Shelley, Church History in Plain Language, 2nd ed. (Nelson, 1995).
Handouts provided by Dr. Dykema
Reserve Materials available at the Pendergraft Library

Weekly Outline of Lecture Topics

Week 1: Introduction; Judaism; 2nd Temple Judaism; the Jesus of the Christian Gospels
Week 2: The Jesus Movement w/in Judaism; apocalyptic fervor; ‘Hebrews’ and ‘Hellenists’; Paul, Peter and James; the 1st and 2nd Jewish revolts; XNTY and Judaism part ways

Week 3 Paul and Hellenistic XNTY; growth and spread of XNTY; women in early XNTY; earliest XN communities

Week 4 Christianity and the Roman Empire; persecutions; martyrs; continued growth; Constantine, Imperial and Byzantine XNTY; doctrinal disputes; monasticism

Week 5 XN identity in the early centuries; images of Jesus- “Who do you say I am?”, Augustine

Week 6 Rise and autonomy of papacy in West; age of assimilation; conversion of Germanic tribes; formation of Catholic Christendom; Charlemagne

Week 7 XNTY at 1000 CE; age of reform; the clerical centuries; monastic reform; investiture controversy; Crusades; Lateran IV; alternative models for reform; Franciscans and dissidents

Week 8 Traditional religion and the pursuit of holiness; plague; the popes at Avignon; lay piety and “the sacred in everyday life”; conciliarism

Week 9 Protestant Reformation; Martin Luther; reformation as social movement; Calvinism; Anabaptists; Catholic Reform and Council of Trent

Week 10 European Christianity 1600-1800; religious wars; discipline; witch-hunts; state churches; Jacob Arminius; Pietism; John Wesley

Week 11 European Christianity 1800-2000; the challenge/threat of “modernity”; Roman Catholic response to modernity; Vatican I and II

Week 12 Christianity in USA; colonial XNTY

Week 13 Revivalism and immigrants; demography of American XNTY to 1980s; church and state issues: civil religion; North-South split in mid-19th century; abolition; liberals and conservatives

Week 14 Liberals, evangelicals, fundamentalists; pentecostals, holiness and charismatic movements; religion in politics since the 1960s; contemporary XNTY and contemporary culture
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Social Sciences and Philosophy
Date submitted: 19 September 2007
Request for: Course Creation
Submitted by: H. Michele Tarver
Approved by: Department Head:
Dean of School: Duncan
Reviewed by: Registrar: 
Vice President: 

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

Catalog description: Classical Political Thought. An examination of the major contributions to political thought during the Classical Age, the Medieval Era, and the Renaissance. Completion of POLS 2253 recommended.

Number: POLS 3253

Title for Catalog: Classical Political Thought

*Title for Course Inventory (24 characters): Classical Political Thought

Description: This course will use selected political theorists from classical antiquity, the medieval period, and Renaissance to examine a series of major concepts (e.g., human nature, power, authority, justice, and liberty) which are central to political theory and political science. In addition, students are introduced to the origins of our Western political thought and culture. This course is discussion oriented and designed to develop the student’s critical reading and thinking abilities.

Effective date or term: Summer One 2008

*Course fees: NONE

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? This course will serve as an upper-level elective course for students who have an interest in political philosophy.
B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? The creation of Classical Political Thought will strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There would be no overlap with other courses in the department.

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to broaden its offerings, in an effort to add greater depth and breadth to its courses. This course strengthens the Department’s efforts at achieving the goals established by the History and Political Science Program Objectives – as detailed in the Department of Social Sciences and Philosophy Assessment Plan and the National Council for the Social Studies Matrices.

D. How often will the course be offered? This course will be offered every two years.

E. How will the course be staffed? Dr. Michael Rogers, Assistant Professor of Political Science, will have primary responsibility to teach all new political theory courses. Dr. Jeff Mitchell, Professor of Philosophy, has agreed to be a backup for the various political theory courses.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/Program Director Consulted:
(Add to list as needed)

Indicate Support for Proposal (yes/no)

Date:

1. NONE

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

Assessment Note: While this course does not directly relate to any specific departmental assessment goal, it does provide an additional course through which the department can continue to assess its students, both majors and non-majors. In specific, the course could be used to assess verbal and written communication skills and the ability to analyze, critique, and synthesize primary and secondary sources. The Departmental Assessment Committee will evaluate the course with the instructor to determine how best to incorporate the class into the Department’s efforts at assessment. This course will also help build the Political Science program, as the Department moves toward the eventual creation of a B.S in Political Science.

*Updated 8/1/04
**Updated 9/1/05
Classical Political Thought

Course Description
This course will introduce the student to some major works and thinkers in the history of classical Western political thought. The course begins by analyzing the 4th and 5th century B.C. works of Plato and Aristotle in Ancient Greece. Then, the course moves to the Hellenistic Age and the evolution of political thought during the Roman Empire. Finally, the course explores the adaptation of Greek and Roman political thought to Christianity by exploring the works of St. Augustine and St. Thomas Aquinas.

Course Goals
a) To provide an introduction to the history of classical Western political thought,
b) To introduce students to the core philosophical questions and concepts used in political theory and political science, and
c) To develop the students’ skills as critical thinkers so they are better able to rationally evaluate the political system in which they live.

Required Readings
1) Plato. The Great Dialogues of Plato. Translated by W.H.D. Rouse, Signet Classics, 1999. (Referred to as GDP in the course outline.)

Course Requirements
1) Attendance (15%): Politics depends on involvement and participation. Therefore, every student is expected to attend class. 15% of the student’s grade is based on attendance. Students are allowed 4 unexcused absences. Any additional absences without a documented excuse will result in a deduction of the student’s attendance grade.
2) Participation (15%): Every class is built on critical evaluation and debated of the readings. Therefore, daily participation in class discussions is required of every student. Failure to participate at least once a day will result in a reduction of the student’s participation grade.
3) Biographies (10%): Before a new political philosopher is begun, a student will be responsible for presenting a summary of the individual’s biography to the rest of the class. The student should meet with the professor prior to the class to go over the material he/she has found and will be presenting. Handouts or powerpoints are encouraged.
4) Papers (15% each): The course is organized by time periods. Within each time period, we examine the writings of one or two political philosophers. After completing the readings on each political thinker, students will write a 5-8 page critical reflection paper examining the philosopher’s theory. Each student has the opportunity to write up to 5 papers. The final grade for each student is based on his/her best 4 of the 5 papers.
Course Outline

Part I—The Foundation of Western Political Thought: The Ancient Greeks

Aug. 24
Plato
The Apology (GDP)
The Crito (GDP)
Student Presentation

Aug. 29
Plato
The Republic (GDP). Book I & II

Aug. 31
Plato
The Republic (GDP). Book III & IV

Sept. 4
LABOR DAY—NO CLASSES!

Sept. 5
Plato
The Republic (GDP). Book V & VI

Sept. 7
Plato
The Republic (GDP). Book VII & VIII

Sept. 12
Plato
The Republic (GDP). Book IX & X

Sept. 14
Plato
Statesmen. pp. 1-42

Sept. 19
Plato
Statesmen. pp. 43-86
First paper assigned, due Sept. 21.

Sept. 21
Aristotle
Student Presentation

Sept. 26
Aristotle

Sept. 28
Aristotle
The Politics. Book I

Oct. 3
Aristotle
The Politics. Book II

Oct. 5
Aristotle
The Politics. Book III

Oct. 17
Aristotle
The Politics. Book V

Oct. 19
Aristotle
The Politics. Book VI

Oct. 24
Aristotle
The Politics. Book VII
Second paper assigned, due Oct. 31.

Part II—The Hellenistic Age: The Roman Empire

Oct. 26
The Hellenistic Age
Wiser, James. Political Philosophy, Chapter 3 (Handout)

Oct. 31
Cicero
Student Presentation
Nov. 2
Cicero
*The Republic.* pp. 46-94.

Nov. 7
Cicero
*The Laws.* pp. 95-130.

Nov. 9
Cicero
*The Laws.* pp. 131-169.

**Third paper assigned, due Nov. 16**

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**PART III—Christianity**

Nov. 14
Early Christianity
St. Augustine
*City of God.* Book XVIII, Sections 1-31 (pp. 761-800)

**Student Presentation**

Nov. 16
St. Augustine
*City of God.* Book XVIII, Sections 32-54 (pp. 800-843)

Nov. 21
St. Augustine
*City of God.* Book XIX

**Fourth paper assigned, due Nov. 30.**

Nov. 28
Medieval Christianity
St. Thomas Aquinas
*Selected Writings.* Sections 11-12 (pp. 243-289)

**Student Presentation**

Nov. 30
St. Thomas Aquinas
*Selected Writings.* Sections 21-22 (pp. 482-564)

Dec. 5
St. Thomas Aquinas
*Selected Writings.* Sections 23-24 (pp. 565-652)

**Fifth paper assigned, due in class for final (Dec. 11-14)**

Dec. 7
St. Thomas Aquinas
*Selected Writings.* Sections 25-26 (pp. 653-709)

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**Bibliography**

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Social Sciences and Philosophy
Date submitted: 29 September 2007
Request for: Course Creation
Submitted by: H. Micheal Tarver
Approved by: Department Head: 
Dean of School: 
Reviewed by: Registrar: 
Vice President: 

I. Catalog description: Research Methods II. Introduction to elementary descriptive and inferential statistics, with an emphasis on applications in political science. Prerequisite: POLS 2003 and POLS/HIST 2153 or PSY/SOC 2053. Completion of MATH 1113 recommended.

Number: POLS 3513
Title for Catalog: Research Methods II
*Title for Course Inventory (24 characters): Research Methods II

Description: This course provides an overview of elementary descriptive and inferential statistics, with an emphasis on applications in political science. It introduces the student to statistical techniques that are both common and useful for social science research. All political science students should be able to read and criticize statistics frequently presented in academic, media, and governmental reports. Students will acquire skills at formulating measures for concepts and variables, collecting evidence, creating testable hypotheses, and using basic statistical tools to identify patterns and evaluate data. A competitive job market makes skills and experience with statistics, programming, and numerical data analysis a distinguishing asset for social science graduates.

Effective date or term: Summer One 2008
*Course fees: NONE

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? This course will serve as an upper-level POLS course for students who have an interest in social science research. The course can also be used by HIST and HISE majors to meet certain degree requirements.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? The creation of Research Methods II will strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There
would be no overlap with other courses in the department. While similar to PSY/SOC 3163, the courses are different in their approach and target audience.

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to broaden its offerings, in an effort to add greater depth and breadth to its courses. This course strengthens the Department’s efforts at achieving the goals established by the History and Political Science Program Objectives – as detailed in the Department of Social Sciences and Philosophy Assessment Plan and the National Council for the Social Studies Matrices.

D. How often will the course be offered? This course will be offered every two years.

E. How will the course be staffed? Prof. Donald Gooch, Assistant Professor of Political Science, will have primary responsibility to teach the political science research methodology courses.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/Program Director Consulted: 
Indicate Support for Proposal (yes/no)

1. Dr. Dan Martin Yes 1 October 2007

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

**Assessment Note:** While this course does not directly relate to any specific departmental assessment goal, it does provide an additional course through which the department can continue to assess its students, both majors and non-majors. In specific, the course could be used to assess verbal and written communication skills and the ability to analyze, critique, and synthesize primary and secondary sources. The Departmental Assessment Committee will evaluate the course with the instructor to determine how best to incorporate the class into the Department’s efforts at assessment. This course will also help build the Political Science program, as the Department moves toward the eventual creation of a B.S in Political Science.

*Updated 8/1/04
**Updated 9/1/05
Course Objectives: This course provides an overview of elementary descriptive and inferential statistics, with an emphasis on applications in political science. It introduces the student to statistical techniques that are both common and useful for social science research. All political science students should be able to read and criticize statistics frequently presented in academic, media, and governmental reports. You will acquire skills at formulating measures for concepts and variables, collecting evidence, creating testable hypotheses, and using basic statistical tools to identify patterns and evaluate data. A competitive job market makes skills and experience with statistics, programming, and numerical data analysis a distinguishing asset for social science graduates.

While understanding statistical theory is important, this course attempts to balance theoretical and practical understanding of statistical concepts. Knowledge of mathematics through college algebra (equivalent to Math 110 or 112) is required, but no more. For undergraduates, this course satisfies the math reasoning proficiency requirement. For graduate students, this course serves as a prerequisite for other political science statistics and methodology courses.

Use of computers for research is a central feature of contemporary social science in academia as well as the private sector. You will learn computer applications for fast calculations of solutions to problems encountered in the statistics class.

Course Requirements: Successful completion of the course depends on reading the texts and completing the assigned homework problems. On occasion, you will be asked to turn in your homework for grading and review. Your performance in the course will be evaluated on the basis of three examinations (each worth 25% of the final grade), a brief research paper (15%), and attendance, participation, and homework assignments (10%).

The research paper should demonstrate your competence in applying statistics to a specific research problem. You may choose among several research topics using actual social science data. You will develop a concise research hypothesis that can be tested with data and computer analysis. You should briefly identify the source of your research problem, formulate it as a hypothesis for testing with available data, execute the appropriate test, and draw conclusions about the validity of the hypothesis. The text of the paper should be about eight to ten typewritten, double-spaced pages in length (twelve pages is the maximum). In addition to the text, your paper must include appropriate tables and graphs. Evaluation of this exercise will be based primarily on clarity of presentation and statistical craftsmanship rather than on the substantive or theoretical importance of the problem. You will select a topic and submit a one-page progress report outlining your hypotheses and data before Thanksgiving break, and your final research paper is due on the Friday of the last week of classes.

Textbooks:


The book by Agresti and Finlay will serve as the primary text for this course. Many students have found the text to be a useful reference source for subsequent classes and research. The book by Delwiche and Slaughter supplements the statistical concepts covered in the course and provides additional useful information on SAS programming.

Honesty: Academic honesty is fundamental to the activities and principles of a university. Each student’s work must be responsibly and honorably acquired, developed, and presented. Plagiarism, cheating, and other forms of academic dishonesty will not be tolerated. Any examination or assignment tainted by academic dishonesty will automatically receive a grade of F. University regulations also require reporting of incidents of academic dishonesty.

Accommodation: If you have special needs, such as those addressed by the Americans with Disabilities Act, please notify your instructor immediately. Every reasonable effort will be made to assist you.

Course Outline, Reading, and Assignments: We will begin with chapter one of the Agresti and Finlay text and continue at a rate comfortable for students in the class. We should cover material in the first eleven chapters by the end of the course (if we have time, we may highlight more advanced procedures described in later chapters). Class activities and frequent homework assignments will parallel and supplement the discussion in class. In addition, a web page will outline assignments and provide other class supplementary materials; the page is available from http://www.missouri.edu/~polsjwe/. Updates will be made to the course page periodically. Students should complete homework assignments before attending class in order to derive maximum benefits from the discussion. Occasionally, these assignments may be collected and graded.

August 21, 23, 28
August 30, September 6
Labor Day, September 4: No class
September 11, 13
September 18, 20
September 25: First Exam
September 27, October 2, 4
October 9, 11, 16
October 18, 23, 25
October 30: Second Exam (part in class and part take-home)
November 1, 6, 8 Chapter 9:
November 13
November 13: Research Topic Due

Thanksgiving Break: No Class
December 4

December 6: Final Exam (part in class and part take-home)

December 13: Research Paper Due

Important dates to note are:
Monday, September 25 First Exam chapters 1-5
Monday, October 30 Second Exam chapters 6-8
Wednesday, November 1 Second Exam Take-home due
Monday, November 13 Research Topic Chosen
Wednesday, December 6 Final Exam chapters 9-11
Monday, December 11 Final Exam Take-home due
Wednesday, December 13 Research Paper Due

The examinations cover the material from each section; the chapters listed for each exam are from the Agresti and Finlay text. The first exam will be an in-class test. The second exam will be part in-class and part take-home (due the next class day). Likewise, the final examination will be part in-class and part take-home. The take-home portion of the final and the research paper due no later than 4:00 p.m. on the due dates.
CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee
From: Department of Social Sciences and Philosophy
Date Submitted: 28 September 2007

Type of Change Requested: Miscellaneous Change – Revision of Political Science Minor

Submitted By: Dr. Micheal Tarver

Approved By: 
Department Head

 Dean of School

Reviewed By: 
Registrar

Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog.

Minor in Political Science - 18 hours. Students wishing to obtain a minor in Political Science must complete:

POLS 2003: American Government
POLS 2153: Introduction to Strategic Studies
POLS 2253: Survey of Western Political Thought
POLS 2513: Research Methods I

AND

6 hours in any 3000 or 4000 level Political Science courses. Students must have a minimum 2.00 grade point in their Political Science courses to be eligible for a Political Science minor.

II. Course Information

A. Rationale for the request change. The hiring of additional Political Science faculty and the creation of new Political Science courses has necessitated the revision of the Political Science minor.

B. What impact will the change have on staffing, on other programs, budget, and space allocation? This revision of the Political Science minor should have no noticeable impact on the Social Sciences and Philosophy Department in regards to staffing, budget, or classroom utilization. The minor modification should also have no impact on outside departments.

C. Effective date or term. The requested change would become effective with the 2008-09 Arkansas Tech University Undergraduate Catalog.

D. When applicable, state with which departments you have specifically coordinated this change? Not Applicable.

App CC 10/22/07
App FS 11/12/07
CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Department of Social Sciences and Philosophy

Date Submitted: 25 September 2007

Type of Change Requested: Miscellaneous Change – Creation of Religious Studies Minor

Submitted By: Dr. Micheal Tarver

Approved By: [Signature]
Department Head

Reviewed By: [Signature]
Registrar

Dean of School

Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog.

Minor in Religious Studies - 18 hours. Students wishing to obtain a minor in Religious Studies must complete:

- HIST 1503 – World Civilization I
- ANTH 2003 – Cultural Anthropology
- PHIL 2013 – Religions of the World
- PHIL 3053 – Philosophy of Religion
- SOC 4073 – Sociology of Religion
- HIST 4503 – History of Christianity

II. Course Information

A. Rationale for the request change. The creation of a Religious Studies minor will allow students who have successfully completed eighteen or more hours in courses dealing with religion the opportunity to have his/her transcript noted with a statement certifying such accomplishment.

B. What impact will the change have on staffing, on other programs, budget, and space allocation? While the creation of the Religious Studies minor will not have an immediate noticeable impact on the Social Sciences and Philosophy Department in regards to staffing, budget, or classroom utilization. In the long-term, however, an increase in students taking Cultural Anthropology could have an impact on staffing in the Department of Behavioral Sciences. The minor designation should have no impact on other departments.

C. Effective date or term. The Religious Studies minor would become effective with the 2003-09 Arkansas Tech University Undergraduate Catalog.

D. When applicable, state with which departments you have specifically coordinated this change? Behavioral Sciences.

[Signatures]
Appointed 22/07
FS 11/12/07
Karen Riddell

From: Dr. H. Micheal Tarver [mtarver@atu.edu]
Sent: Monday, December 03, 2007 8:54 AM
To: Ms. Karen Riddell
Subject: Religious Studies Intro

Karen,

Here you go:

The minor in religious studies is designed to provide students with the opportunity to learn about religion in cross-cultural and historical perspectives. The required courses are designed to provide a comparative perspective on world religions and to develop an appreciation of both the origins and contemporary expressions of different religions. This minor is particularly well suited for students in the humanities and social sciences as well as students in other disciplines who want to deepen their understanding of the role of religion in contemporary life. Students must have a minimum of 2.00 grade point in the required 18 hours to be eligible for a Religious Studies minor.

--
Dr. H. Micheal Tarver
Department Head -
Social Sciences and Philosophy
Arkansas Tech University
Witherspoon 255
407 West Q Street
Russellville, AR 72801-2222

Tel: 479.968.0265
Fax: 479.356.2189

mtarver@atu.edu

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FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee or Graduate Council (as appropriate)

From: (Speech, Theatre & Journalism Department)

Date Submitted:

Type of Curriculum Change Requested: Addition of new course

Submitted By: Mr. Tommy Mumert, Mr. Warren Byrd

Approved By: Department Head: [Signature]
Dean of School: [Signature]

Reviewed By: Registrar: [Signature]

Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog.
JOUR 1411-1421 01 Print Practicum ✓
JOUR 2411-2421 01 Print Practicum ✓
JOUR 3411-3421 01 Print Practicum ✓
JOUR 4411-4421 01 Print Practicum ✓

II. Course Information

A. Rationale for the requested change.
A print journalism practicum does not exist, so print majors are required to take either the broadcast or multimedia practicum. Currently, the journalism major requires all options to take four hours of practicum. A print practicum course would address the fundamentals of what students should be expected to know if they choose a career in print journalism and the newspaper industry. Students will learn in a hands-on environment, while working for the student newspaper, the tools they will need to successfully perform in the print medium, to include writing, layout & design, photography, and editing skills, plus basic ethics principles.

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

1. Within the department requesting the change.
None. Equipment, staffing, meeting space unchanged/already exist.

2. Outside the department.
None.

App CC 18/22/07
App FS 11/12/07
C. Effective date or term.
   Fall Semester 2006  Summer I, 2008

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.

Department of Speech, Theatre and Journalism

List Department Head/
Program Director Consulted:
(Add to list as needed)

1. Dr. Donna Vocate
   Indicate Support for Proposal
   (yes/no)
   Date:

   Yes

2.

3.

4.

5.

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

Note: A syllabus should accompany each course proposal. The syllabus should contain the objectives of the course, a summary of course content, and bibliography of resources.

*Each new program proposal must include an assessment plan using the approved University Assessment Form.

*Updated 8/1/04
**Updated 9/1/05
Print Practicum
JOUR 1411/1421
JOUR 2411/2421
JOUR 3411/3421
JOUR 4411/4421

Instructor: Tommy Mumert
Office: 968-0284 (T4-A)
Electronic mail: nmumert@atu.edu
Office hours: 10-10:50 a.m. MWF, 1:30-3:30 MW, 9:30-11:30 a.m., TR, 4-5 T, and by appointment

Course description: Students will learn practical skills in the areas of writing, layout and design and photography while working an assigned number of hours each week for the student newspaper.

Textbook: Students enrolled in this class at the 1000-2000 level are required to have The Associated Press Stylebook. It is recommended that students also purchase a writer's guide to grammar, such as When Words Collide by Lauren Kessler and Duncan McDonald, or Working with Words by Brian S. Brooks, James L. Pinson and Jean Gaddy Wilson. Students enrolled in this class at the 3000-4000 level are required to have The Newspaper Designer's Handbook (Fifth Edition) by Tim Harrower.

Course overview: This course offers students the opportunity to learn practical skills in a hands-on, newsroom environment. Students will perform duties associated with the weekly production of The Arka Tech student newspaper where they will work under the supervision of the instructor. Sound news judgment and ethical decision making will also be stressed during the production process.

Course objective: To help students learn and sharpen the skills necessary as staffers working on the production of a newspaper. To meet that objective, students will be required to work three hours each week in The Arka Tech office. Students will also be working in teams to provide The Arka Tech with additional content on a monthly basis that will incorporate the students' efforts in writing, design, editing and photography. Each team will meet on a weekly basis with the instructor to discuss its progress.

Attendance: Because deadlines must be met for production of the newspaper each week, absences will create a hardship by increasing the workload on other students. Each student must make up his or her hours that are missed as a result of an absence. In addition, more than two absences will result in a student’s grade being reduced by one letter grade.

Grading: A standard scale of 90-100, A; 80-89, B; 70-79, C; 60-69, D; 59-0, F will be used in this class. There will be 575 points possible during this semester. The completion of work while fulfilling the three-hour weekly requirement will total 250 points while successful completion of the monthly projects will total 250 points. A final exam in this
course where students can demonstrate their proficiency in the skills acquired during the semester will total 75 points.

**General comments:** Students will be expected to become proficient, by semester's end, with the variety of tools — both hardware and software — available to them in the newsroom setting. Using Nikon and Pentax digital SLR cameras, students will shoot images suitable for publication. Using Adobe PhotoShop, students will resize, crop and edit images that will be used in the newspaper. Using Adobe InDesign, students will design pages of the newspaper. The work done in both PhotoShop and InDesign will be used in a Macintosh environment.
ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Department of Speech, Theatre & Journalism

Date submitted: Sept. 28, 2007

Request for: Course change/prerequisite addition of JOUR 2143 to JOUR 3143
(Excluding course credit hour changes)

Submitted by: Mr. Warren Byrd, Mr. Tommy Mumert

Approved by: Department Head: [Signature]
Dean of School: [Signature]

Reviewed by: Registrar: [Signature]
Vice President: [Signature]

If this is a deletion or other minor change, describe and give rationale.
The natural course progression for print journalism majors should be News Writing, News Reporting and Advanced Reporting. Students must learn the fundamentals and concepts of print journalism, as taught in News Writing, before being allowed to advance through the print sequence to News Reporting, where students begin to learn and then apply their writing skills.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description:

Number: No Change

Title for Catalog:

*Title for Course Inventory (24 characters):

Description:

Effective date or term: Fall 2006 Summer I, 2006

*Course fees: None

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?
B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

C. Is this course part of any general plan of development within your department? Explain. No.

D. How often will the course be offered? Once each semester.

E. How will the course be staffed? Journalism Faculty.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/Program Director Consulted: Indicate Support Date:
(Add to list as needed) for Proposal (yes/no)

1. Dr. Donna Vocate Yes

2.

3.

4.

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

*Updated 8/1/04
**Updated 9/1/05
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee or Graduate Council (as appropriate)

From: (Initiating Department) Speech, Theatre and Journalism

Date Submitted: Sept. 28, 2007

Type of Curriculum Change Requested: (*Addition of new program, option, or minor) (*Program, option, or minor deletion) (*Program, option, or minor modification) (Course credit hour change) (Miscellaneous change)

Minor modification

Submitted By: Mr. Warren Byrd and Mr. Tommy Mumert

Approved By: Department Head: Department Head:

Dean of School: Dean of School:

Reviewed By: Registrar: Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog. (see page 3 of this Attachment)

Delete JOUR 3143, News Reporting, as a minor requirement
Add JOUR 2143, News Writing, as a minor requirement

II. Course Information

A. Rationale for the requested change.

News Writing is being added as a prerequisite for News Reporting. Substituting News Writing for News Reporting as a minor requirement will keep the minor at 18 total hours.

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

1. Within the department requesting the change.
   No change
2. Outside the department.
   No change

C. Effective date or term.
   Fall 2008 Summer I, 2008

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

App 06 18/22/07
App FS 11/12/07
List Department Head/ Program Director Consulted:  
(Add to list as needed) 

Indicate Support for Proposal (yes/no)  

Date:

1. 

2. 

3. 

4. 

5. 

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

Note: A syllabus should accompany each course proposal. The syllabus should contain the objectives of the course, a summary of course content, and bibliography of resources.

*Each new program proposal must include an assessment plan using the approved University Assessment Form.

*Updated 8/1/04  
**Updated 9/1/05
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Biological Sciences

Date Submitted: September 28, 2007

Request for: Course change [ ] Course deletion [ ] Course addition [X]

Submitted by: Bruce L. Telford

Approved by: Department Head

Approved by: Dean of School

Reviewed by: Registrar

V.P. Academic Affairs

I. Catalog description:

BIOL 2881-4. Special Topics in Biology. On demand. Prerequisites: consent of the instructor. This course offers specialized instruction in an area of biological sciences that is not otherwise covered in the curriculum. The focus of the course will vary from offering to offering, thus the course may be taken more than once.

Number: BIOL 2881-4

Title: Special Topics in Biology

Title for Course Inventory: Special Topics in Biology

Description:

On demand. Prerequisites: consent of the instructor. This course offers specialized instruction in an area of biological sciences that is not otherwise covered in the curriculum. The focus of the course will vary from offering to offering, thus the course may be taken more than once.

Effective date or term: Spring 2006

Course fees: Course fees will vary with the nature of the offering that semester.

* BIOL 2884 $10 lab fee

app CC 18/22/07
app FS 11/12/07
II. Justification and feasibility:

A. Need? The field of biology is rapidly changing. The department needs to have a course designation such as this to allow faculty an opportunity to experiment with innovative offerings that best serve student needs.

B. Overlap? Our department currently offers an upper-level, advanced topics course that is similar in that the content is flexible. However, not all of the courses that could benefit students are necessarily appropriate for upper level credit.

C. Part of Plan? This course developed directly from the department’s plan to be able to offer different types of instruction in a timely fashion.

D. How Often? The course will be offered as needed.

E. Staffing? Depending on the topic of interest, the course will be staffed either by Biological Sciences faculty or by qualified adjunct instructors. The offering of this course will depend on both need and availability of qualified staff.

F. Affect others? We have not consulted other departments because the changes are not expected to significantly impact other departments.

G. Assessment integration? The department faculty has determined that one of its educational objectives is for graduates to "...demonstrate mastery of core biological concepts and principles similar to that of biology graduates from around the country." This course allows the faculty to offer unique topics in a timely fashion (when such a need is identified), or when unique resources to offer a topic become available. The Major Field Achievement Test (ETS) will be used to measure outcomes. Our goal is to have our students to average within ± 5% of the national average in four sub-score areas.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Biology, Fisheries and Wildlife Program

Date submitted: August, 23, 2007

Request for: Course change
(Excluding course credit hour changes)

Submitted by: Dr. Joe Stoeckel, Director, Fisheries and Wildlife Program

Approved by: Department Head: Dr. Charlie Gagen
Dean of School: Dr. Richard Cohoon

Reviewed by: Registrar: Ms. Tammy Rhodes
Vice President: Dr. Jack Hamm

If this is a deletion or other minor change, describe and give rationale.

Conversion of existing six-hour credit course to two lower credit courses.

Fisheries and wildlife internship (FW 4116) is a six-credit course that traditionally consisted of a summer work experience in fisheries or wildlife (i.e., a full-time summer job). Internship opportunities have expanded to include other opportunities. For example, Arkansas Game and Fish Commission has dedicated an internship program to students interested in natural resource related careers. The maximum number of hours allowed for that internship is 400, and preference is given to students who are enrolled for college credit. Other internships sometimes allow an even lower maximum number of hours. For example, we created a 2-credit version of FW internship this past summer via our Advanced Topic course (FW 4881-4) to permit one of our students to participate in an internship-trainee program that allowed only 20 hours per week (approximately 200 hours total). A requirement for the position was concurrent enrollment for college credit. Part-time positions with natural resource agencies are also available during the school year, but they do not currently qualify as internship opportunities. It would be beneficial to our students to accommodate these nontraditional types of internship/learning opportunities. To do this, we propose to convert FW 4116 Internship to a 2-hour and a 4-hour credit course.

This change, in addition to allowing our students the traditional accumulation of internship credits for summer jobs, will allow our students to take advantage of student trainee programs and other part-time positions to earn college credit.

Our proposal provides one hour of credit for every 100 hours of clock time. The credit-clock hour and the other requirements (proposal, log book, and reports) are in line with other internships on campus (Table 1).
Table 1. Summary of internships on the ATU campus

<table>
<thead>
<tr>
<th>Internship</th>
<th>AGBU 3993 Internship I</th>
<th>AGBU 4983 Internship II</th>
</tr>
</thead>
<tbody>
<tr>
<td>FW 4116 Internship</td>
<td>300 clock hours; requires log book and final report</td>
<td>300 clock hours; requires log book, seminar, and final report</td>
</tr>
<tr>
<td>HA (RP) 4116 Internship</td>
<td>FIN (MGMT) 4053 Internship I clock hours not specified; counts toward electives in major; requires log book, seminar, and term paper</td>
<td>FIN (MGMT) 4063 Internship II clock hours not specified; counts only toward general electives; requires log book, seminar, and term paper</td>
</tr>
<tr>
<td>BIOL 4116 Internship</td>
<td>EAM 4016 Practicum/Internship 400 hours; requires portfolio and written or oral report</td>
<td>PSY 4234 Field Placement clock hours not specified; requires liability insurance</td>
</tr>
<tr>
<td>JOUR 4091-4 Internship</td>
<td>ACCT 4083-6 Internship clock hours not specified; one semester, requires term paper</td>
<td></td>
</tr>
</tbody>
</table>

**Current course description:**

**FW 4116 Internship** Each semester, Prerequisites: Consent of program director. Placement in selected agency settings in student-trainee status under professional guidance of both agency supervisor and faculty. Emphasis will be placed on application of classroom theory to agency requirements which fulfill student’s individual career interest. No prior experience credit will be granted. Minimum of 400 clock hours of supervision and written report required.

**Proposed course descriptions:**

**FW 4112 Internship** Each semester, Prerequisites: Consent of program director. A supervised, practical experience providing FW majors with a hands-on, professional experience related to their career interests. Approximately 200 clock hours, a proposal, a log book, and a written report are required. A maximum of four credit hours is allowed for FW internship.

**FW 4114 Internship** Each semester, Prerequisites: Consent of program director. A supervised, practical experience providing FW majors with a hands-on, professional experience related to their career interests. Approximately 400 clock hours, a proposal, a log book, written and oral report are required. A maximum of four credit hours is allowed for FW internship.

List Department Head/Program Director Consulted: Yes
Proposal submitted by Program Director
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Biological Sciences

Date submitted: October 8, 2007

Request for: Course addition

Submitted by: Dr. Elisabeth Brennan, Assistant Professor of Wildlife Science

Approved by: Department Head: Charlie Fager

Dean of School: Art Corliss

Reviewed by: Registrar: Tommy Moore

Vice President:

I. Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

Number: FW 4054/5054

Title for Catalog: Waterfowl Ecology and Management

*Title for Course Inventory (30 characters): Waterfowl Ecology & Management

Description: Ecology and management of North American waterfowl and their habitats. Laboratory exercises will focus on identification, life histories, sex and age determination, and abundance survey methods. Lectures and discussions will cover behavioral ecology, reproductive ecology, winter ecology, harvest management, and habitat management and conservation. Lecture three hours, laboratory two hours.

Prerequisites: BIOL/FW 3114 (Ecology)

Effective date or term: As soon as possible.

√ *Course fees: $10.00 laboratory fee.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

This course was piloted as Advanced Topics in Fisheries and Wildlife (FW 4884/5884) during the spring semester 2007. We suggest that this course become a permanent 4-credit offering (FW 4054/5054) within the Fisheries and Wildlife Science (F&W) Program. It is designed for upper-level undergraduate and graduate
students. One of the primary purposes of this class is to increase course options for students pursuing a Master’s degree in the F&W program. Also, during program assessment and particularly the exit exam, many undergraduates have suggested the program would benefit from increasing the diversity of course offerings. Waterfowl are of major ecological and economic importance in Arkansas; however, currently there are no classes offered at universities within Arkansas that specialize in waterfowl ecology. This class will help address this deficiency and educate future resource managers and wildlife biologists on waterfowl ecology. Moreover, the class fulfills one of the certification requirements required for certification as a professional wildlife biologist (as administered by The Wildlife Society).

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

The proposed course will build off of general concepts and ideas presented in Principles of Ecology (BIOL/FW 3114) and Wildlife Management (FW 4003) but will involve a more in-depth and specialized application of these ideas, particularly as they relate to waterfowl. The proposed course will not overlap with other classes offered by the department.

C. Is this course part of any general plan of development within your department? Explain.

Fisheries and Wildlife Program faculty recognized the need to offer additional graduate-level courses for M.S students since that program was approved in 2000. This course should help satisfy this need. Because of this need, the faculty specifically recruited a faculty member with an area of expertise that complemented those of existing faculty members. The proposed course offering fits directly into the developmental plan of the F&W program by increasing course offerings for F&W majors while providing an opportunity for specialized instruction in waterfowl ecology.

D. How often will the course be offered?

This course will be taught each spring semester.

E. How will the course be staffed?

A faculty member (e.g., Dr. Brennan) from the Fish and Wildlife program will teach this course.

F. How will this course change affect other departments’ students and offerings?
   With what other departments have you specifically consulted?

This new course is not expected to have any impacts on other departments; however, it was considered to be particularly useful for students in the Fisheries and Wildlife Science Program.
III. Integration with Program Assessment

Faculty members in the F&W Program annually assess student learning by administering an exit exam (Major Field Tests, Educational Testing Service). In addition, the F&W faculty administers a comprehensive final exam to all graduating seniors as a part of program assessment. To integrate the proposed course into assessment procedures, new questions pertaining to waterfowl ecology and management will be developed and included in the comprehensive final exam. This class also requires student presentations, which F&W faculty will be invited to attend as part of overall measurement of proficiency identified in the assessment plan.

List Department Head/ Program Director Consulted: 
(Add to list as needed)

1. Dr. Joe Stoeckel, Director Fisheries and Wildlife Science Program

Indicate Support for Proposal 
(yes/no) 

Date: 10/07/07
Waterfowl Ecology and Management (FW 4054/5054)

Instructor: Dr. Lisa Brennan (356-2018) ebrennan@atu.edu

Course Description: Ecology and management of North American waterfowl and their habitats. Laboratory exercises will focus on identification, life histories, sexing and aging techniques, and survey methods. Lectures and discussions will cover behavioral ecology, reproductive ecology, winter ecology, harvest management, and habitat management and conservation. Lecture 3 hours, Laboratory 2 hours.


Course Justification: This course is designed as an upper-level elective for Fisheries and Wildlife Majors. Pre-requisites include successful completion of BIOL/FW 3114 (Ecology).

Bibliography:


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

1) Understand the basic principles of waterfowl ecology, management, and conservation

2) Identify most species of North American waterfowl by sight, sound or wing.

3) Incorporate broader ecological principles into the management and conservation of waterfowl

4) Understand how management techniques can be used to enhance wetlands to meet the behavioral and physiological of waterfowl throughout their annual cycle
Assessment Methods: Grades will be computed based on approximately 575 points from three lecture exams (including the final exam), two lab exams, homework/computer assignments, and a student presentation and discussions in lab. Grades will be determined as a straight percentage; i.e. 90-100 A, 80-90 B, 70-80 C, 60-70 D, <60 F.

<table>
<thead>
<tr>
<th>Exam I</th>
<th>100 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam II</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Lab Exam I</td>
<td>75 points</td>
</tr>
<tr>
<td>Lab Exam II</td>
<td>75 points</td>
</tr>
<tr>
<td>Homework</td>
<td>50</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
</tr>
<tr>
<td>Presentations</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>575 points</strong></td>
</tr>
</tbody>
</table>

Student presentations: You will each be responsible for giving a 15 minute presentation on an in-depth topic of waterfowl ecology. You should clear the topic with me. You will choose a scientific paper on your topic for the class to read and after your presentation, lead a 10 minute class discussion on the paper and topic. Grades will be assessed based on your professional performance in the presentation/discussion and by the evaluation of your class members (as well as myself).

Example Lecture Schedule:

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Topic</th>
<th>Chapter Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>19</td>
<td>Phylogeny and Classification</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Survey of Anseriformes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Survey of Anseriformes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Biogeography and distribution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>February</td>
<td>2</td>
<td>Mating systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Pairing and courtship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>Spacing patterns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>Reproductive ecology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>Foraging ecology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19</td>
<td>Foraging ecology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23</td>
<td><strong>LECTURE EXAM 1</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
<td>Incubation</td>
</tr>
<tr>
<td>March</td>
<td>2</td>
<td>Brood care</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Brood parasitism</td>
<td>Handout</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Molts and plumage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Migration and movements</td>
<td>Handout</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Important wintering areas</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Winter behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26</td>
<td><strong>No class - Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30</td>
<td><strong>No class - Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>2</td>
<td>Winter foraging ecology</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td><strong>LECTURE EXAM 2</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Waterfowl diseases and parasites</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Harvest management</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Moist-soil management</td>
<td>Handout</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Greentree Reservoir Management</td>
<td>Handout</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Waterfowl policy</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>The Mississippi Alluvial Valley</td>
<td>Handout</td>
</tr>
<tr>
<td>May</td>
<td>3</td>
<td>Current Issues in Waterfowl Management</td>
<td></td>
</tr>
</tbody>
</table>
Example: Lab Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>18</td>
<td>Introduction, functional morphology</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Swans, Whistling ducks, Geese</td>
</tr>
<tr>
<td>February</td>
<td>1</td>
<td>Field trip</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Field trip</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Anatini, Aythini</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Oxyurini, Mergini</td>
</tr>
<tr>
<td>March</td>
<td>1</td>
<td><strong>FIRST LAB EXAM</strong></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Methods lab: trapping, marking &amp; measuring</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td><em>No class – Wildlife Conclave</em></td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Wing I.D.</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td><em>No class – Spring Break</em></td>
</tr>
<tr>
<td>April</td>
<td>5</td>
<td>Wing I.D.</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td><strong>SECOND LAB EXAM</strong></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Student Discussions</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Student Discussions</td>
</tr>
<tr>
<td>May</td>
<td>3</td>
<td>Computer Lab</td>
</tr>
</tbody>
</table>

(Presentation topic due)
26NOV07

Karen;

This is to confirm the course format for a new FW course, numbered 4054 in waterfowl ecology and management. The format was changed after the original proposal, so to clarify and ink our phone conversation for the new undergraduate catalog draft, our "final answer" is:

Lecture two hours, laboratory four hours.

Thank you for checking.

Charlie

e.c. Dr. Brennan
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Biological Sciences

Date submitted: October 8, 2007

Request for: Course addition

Submitted by: Dr. Elisabeth Brennan, Assistant Professor of Wildlife Science

Approved by: Department Head: [Signature]
Dean of School: [Signature]

Reviewed by: Registrar: [Signature]
Vice President: [Signature]

I. Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

Number: FW 4064/5064

Title for Catalog: Wetland Ecology and Management

*Title for Course Inventory (30 characters): Wetland Ecology & Management

Description: An in-depth coverage of wetlands including occurrence, morphology, hydrology, soils, ecology, and regulation. The types of wetlands and their functions will be discussed, as will local, state and federal regulations pertaining to their use, management and protection. Laboratory will focus on identification of common wetland vegetation, delineation of wetland boundaries, as well as field techniques and management activities commonly used in Arkansas wetlands. Lecture three hours, laboratory two hours.

Prerequisites: BIOL/FW 3114 (Ecology)

Effective date or term: As soon as possible.

*Course fees: $10.00 laboratory

II. Justification and feasibility of course:

[Signatures]
A. What is the need for this course? Who will take it?

This course was piloted as Advanced Topics in Biology (FW 4884/5884) during the fall semester 2006. We suggest that this course become a permanent 4-credit offering (FW 4064/5064) within the Fisheries and Wildlife Science (F&W) Program. It is designed for upper-level undergraduate and graduate students. One of the primary purposes of this class is to increase additional course options for students pursuing a Master’s degree in the F&W program. Also, during program assessment and particularly the exit exam, many undergraduates have suggested the program would benefit from increasing the diversity of course offerings. Wetlands are some of the most important ecosystems on earth, providing critical habitat for a large number of organisms, hydrological stabilization, and retention and transformation of nutrients and pollutants. This class will provide in-depth education on and prepare students in the F&W Program for careers that incorporate wetland ecology and management.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

The proposed course will build off of general concepts and ideas presented in Principles of Ecology (FW 3114) but will involve a more in-depth and specialized application of these ideas, particularly as they relate to wetlands. The proposed course will not overlap with other classes offered by the department.

C. Is this course part of any general plan of development within your department? Explain.

Fisheries and Wildlife Program faculty members recognized the need to offer additional graduate-level courses for M.S students. This course helps fulfill that need. Because of this need, the faculty specifically recruited a faculty member with an area of expertise that complimented those of existing faculty members. The proposed course offering fits directly into the developmental plan of the F&W program by increasing course offerings for F&W majors while providing an opportunity for specialized instruction in wetland ecology.

D. How often will the course be offered?

This course will be taught each fall semester.

E. How will the course be staffed?

A faculty member (e.g., Dr. Brennan) from the Fish and Wildlife program will teach this course.

F. How will this course change affect other departments’ students and offerings? With what other departments have you specifically consulted?

This new course is not expected to have any impacts on other departments; however, it was considered to be particularly useful for students in the Fisheries and Wildlife Science Program. It may also provide a valuable elective for students in an environmental option as well as RP (Recreation & Park Administration) majors.
III. Integration with Program Assessment

Faculty members in the F&W Program annually assess student learning by administering an exit exam (Major Field Tests, Educational Testing Service). In addition, the F&W faculty administers a comprehensive final exam to all graduating seniors as a part of program assessment. To integrate the proposed course into assessment procedures, new questions pertaining to wetland ecology and management will be developed and included in the comprehensive final exam. This class also requires student presentations, which F&W faculty will be invited to attend as part of overall measurement of proficiency identified in the assessment plan.

List Department Head/ Program Director Consulted: (Add to list as needed)

Indicate Support for Proposal (yes/no)

Date: 10/8/07

1. Dr. Joe Stoeckel, Director Fisheries and Wildlife Science Program
Wetland Ecology and Management (FW 4064/5064)

Instructor: Dr. Lisa Brennan (356-2018) ebrennan@atu.edu

Course Description: An introduction to all aspects of wetlands including occurrence, morphology, hydrology, soils, ecology, and regulation. The types of wetlands and their functions will be discussed, as will local, state and federal regulations pertaining to their use, management and protection. Lecture instruction will cover ecological processes and characteristics of wetlands such as primary productivity, hydrology, decomposition and nutrient dynamics, in addition to historical human influence on wetlands and current efforts to create and restore wetlands. Laboratory will focus on identification of common wetland vegetation, delineation of wetland boundaries, as well as field techniques and management activities commonly used in Arkansas wetlands. Lecture 3 hours, Laboratory 2 hours.


Laboratory Text: Handouts

Course Justification: This course is designed as an upper-level elective for Fisheries and Wildlife Majors. Pre-requisites include successful completion of BIOL/FW 3114 (Ecology) and CHEHEM 1114 (Survey of Chemistry).

Bibliography:


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

1. understanding of wetland communities, processes, and functions, and their application toward conservation and management of wetlands and wetland dependent organisms

2. ability to define, describe, and identify the physical, chemical, and biological characteristics of wetlands and how to measure these characteristics

3. knowledge of the variation in different wetland types throughout the US and the world (palustrine, riverine, mangrove, estuary, prairie potholes, salt water marsh, etc.);
4. capability in identifying common wetland plants, soils, and hydrologic indicators in the field, as well as wetland delineation

5. proficiency in recognizing and classifying local wetland ecosystems using U. S. Army Corps of Engineers (USACE) and U.S. Fish and Wildlife (USFWS) guidelines

6. a basic understanding of State & Federal Laws regulating and protecting wetlands.

**Assessment Methods:** Grades will be computed based on three lecture exams (including the final exam), a wetland plant collection, complete a wetland delineation report following USACE guidelines, and a written and oral final report on a specific wetland. Graduate students will prepare and deliver a 20 minute presentation on a wetland topic of your choice.

**Assignment:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of final grade Undergrads</th>
<th>Percent of final grade Grad students</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wetland Classification Exam</td>
<td>10</td>
<td>10</td>
<td>September 17</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15</td>
<td>15</td>
<td>October 15</td>
</tr>
<tr>
<td>Wetland delineation report</td>
<td>10</td>
<td>10</td>
<td>October 29</td>
</tr>
<tr>
<td>Plant collection</td>
<td>20</td>
<td>15</td>
<td>November 19</td>
</tr>
<tr>
<td>Lecture (grad students only)</td>
<td></td>
<td>15</td>
<td>November 26</td>
</tr>
<tr>
<td>Class Project</td>
<td>25</td>
<td>15</td>
<td>November 29</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td>20</td>
<td>To be announced</td>
</tr>
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Example Lecture Schedule:

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>24</td>
<td>Wetland Values</td>
<td>Chapter 16 (571-591)</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>What is a wetland?</td>
<td>Chapter 2</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Wetland classification</td>
<td>Cowardin et al. 1979</td>
</tr>
<tr>
<td>September</td>
<td>3</td>
<td>No class (Labor Day)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Wetland classification</td>
<td>Chapter 21 (737-734)</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>HGM classification</td>
<td>Smith et al. 1995 (1-35)</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Wetland Classification Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Plants – distribution &amp; adaptations</td>
<td>Chapter 7 (205-224);</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Production/decomposition</td>
<td>Webster and Benfield 1986</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Wetland hydrology</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>October</td>
<td>1</td>
<td>Wetland hydrology</td>
<td>Chapter 5</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>No class (SWS Meeting)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Hydric soils/Biogeochemistry</td>
<td>Chapter 6 (165-187)</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Nutrient cycling</td>
<td>Chapter 6 (187-203)</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Mid-term Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Wetland loss/threats/impacts</td>
<td>Dahl 1990</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Zedler and Kercher 2004</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Wetland legislation/conservation</td>
<td>Haukos and Smith 2003</td>
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<tr>
<td></td>
<td>26</td>
<td>Waterfowl</td>
<td>Fredrickson and Heitmeyer 1988</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Shorebirds</td>
<td>Helmers 1992 (1-26)</td>
</tr>
<tr>
<td>November</td>
<td>2</td>
<td>Macroinvertebrates</td>
<td>Smock 1999 (137-165)</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Fish &amp; amphibians</td>
<td>Hoover and Kilgore 1998 (237-260)</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Moist-soil management</td>
<td>Strader and Stinson 2005; Gray et al. 1999</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>GTR management; bottomland</td>
<td>Fredrickson and Batema 1992</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hardwood wetlands</td>
<td>(Chapters 1,2,5,6 &amp; 8)</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Wetland disturbance</td>
<td>Chippes et al. 2006</td>
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<tr>
<td></td>
<td>19</td>
<td>Wetland restoration</td>
<td>Chapter 19 (653-668)</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>No class (Thanksgiving)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Student Presentations</td>
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<tr>
<td></td>
<td>30</td>
<td>Managing Private Wetlands</td>
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<td>December</td>
<td>3</td>
<td>Arkansas wetlands</td>
<td>Hefner et al. 1994</td>
</tr>
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</table>
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Health Information Management Program, Biological Science Department

Date Submitted: September 27, 2007

Type of Curriculum Change Requested: Minor modification of curriculum

Submitted By: Melinda Wilkins, HIM Program Director

Approved By: Department Head: [Signature]

Dean of School: [Signature] 10-9-07

Reviewed By: Registrar: [Signature]

Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog. (See attached).

II. Course Information

A. Rationale for the requested change. After speaking with the instructors within the Business Department, it was felt that the HIM students would be better prepared for subsequent business and management courses if they took MGMT 2013 Productivity Tools in place of COMS 2003. This is also in keeping with preparation for the types of jobs they acquire upon graduation.

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

   1. Within the department requesting the change. There will be no impact on the HIM Program or Biological Science Department.

   2. Outside the department. This change will shift students in courses from Computer Science to Management. The numbers are approximately twenty students per year.

C. Effective date or term. The change will take effect with the 2008-2009 catalog.

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

[Signatures]

App Ce 10/22/07

App Fs 11/12/07
List Department Head/  
Program Director Consulted:  
(Add to list as needed)

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Kevin Mason</td>
<td>yes</td>
<td>10-3-07</td>
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</tbody>
</table>

2. 
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If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

Note: A syllabus should accompany each course proposal. The syllabus should contain the objectives of the course, a summary of course content, and bibliography of resources.

*Each new program proposal must include an assessment plan using the approved University Assessment Form.*

*Updated 8/1/04
**Updated 9/1/05
Outline in specific detail how your proposal will alter the program (include course number and title):

<table>
<thead>
<tr>
<th>Fall Start</th>
<th>Spring Start (If applicable)</th>
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**Curriculum for Health Information Management**

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<tr>
<th>Freshman Year (30 hours)</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>ENGL 1013 – English Composition I†</td>
<td>ENGL 1023 – English Composition II†</td>
</tr>
<tr>
<td>MATH 1113 – College Algebra†</td>
<td>BIOL 1014 – Intro. To Biological Science†</td>
</tr>
<tr>
<td>Social Science (3 hours)†</td>
<td>SPH 2003 – Public Speaking</td>
</tr>
<tr>
<td>AHS 1023 – Basic Pharm./Micro.</td>
<td>Social Science (3 hours)†</td>
</tr>
<tr>
<td>Physical Education (1 hour)†</td>
<td>Social Science (3 hours)†</td>
</tr>
<tr>
<td>HIM 1001 – Orientation to HIM (Elective)</td>
<td>(16 hours)</td>
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<td>(14 hours)</td>
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<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>Social Science (3 hours)†</td>
<td>*COMS 2233 – Introduction to Databases</td>
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<tr>
<td>Physical Education (1 hour)†</td>
<td>BIOL 2004 – Basic Human Anatomy &amp; Phys.</td>
</tr>
<tr>
<td>MGMT 2013 – Mgmt. Productivity Tools</td>
<td>Fine Arts (3 hours)†</td>
</tr>
<tr>
<td>AHS 2013 – Medical Terminology</td>
<td>Electives (3 hours)</td>
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<tr>
<td>CHEM 1114 – Survey of Chemistry†</td>
<td>ACCT 2003 – Principles of Accounting</td>
</tr>
<tr>
<td>(14 hours)</td>
<td>(16 hours)</td>
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</tbody>
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| Junior Year (27 hours) |  |
|------------------------|  |
| **Fall**               | **Spring**               |
| HIM 3024 – Introduction to HIM | *HIM 3133 – Alternative Health Records |
| PSY 2053 – Statistics for Behavioral Sciences | *HIM 3132 – Health Data and Statistics |
| MGMT 3003 – Mgmt. and Org. Behavior | *HIM 3153 – Current Issues in HIM |
| Humanities (3 hours)†  | *HIM 4153 – Principles of Disease |
| (13 hours)            | MGMT 4023 or HA/RP 4113 – Human Resource Mgmt. |
|                       | (14 hours) |

| Senior Year (30 hours) |  |
|------------------------|  |
| **Fall**               | **Spring**               |
| HIM 4182 – Professional Practice Experience | *HIM 4073 – Legal Concepts for Health Fields |
| HIM 4063 – Organization and Administration | *HIM 4083 – Health Organization Trends |
| HIM 3043 – Advanced Concepts in HIM | *HIM 4092 – Research in HIM |
| HIM 3033 – Basic Coding Principles | *HIM 4033 – Advanced Coding Principles |
| HIM 4983 – Systems Analysis in HIM | *HIM 4292 – Professional Practice Experience |
| (14 hours)            | *MGMT 4013 – Management Info Systems |
|                       | (16 hours) |

| Summer Following Senior Year (7 hours) |  |
|---------------------------------------|  |
| **Summer**                            |  |
| HIM 4895 – Affiliation in HIM |  |
| HIM 4892 – Seminar in HIM |  |
| (7 hours)                             |  |

*Class offered in spring semester ONLY.
†See appropriate alternatives or substitutions in “General Education Requirements.”

Revised 10/07
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department

Date submitted: September 10, 2007

Request for: Course change X Course deletion Course addition (Excluding course credit hour changes)

Submitted by: Lisa Harless MSN, RN

Approved by: Department Head: B. Perry Curriss PhD, RN
Dean of School: HK

Reviewed by: Registrar: Tony
Vice President:

If this is a deletion or other minor change, describe and give rationale.

This is a minor change of the course description for NURN 4024 Community Health Nursing. This minor change is requested so that the course description emphasizes a major concept within the course which is community assessment.

New course description:
This course will introduce the RN-BSN student to the concepts and principles relevant to the promotion, support, and restoration of health for clients of all ages in a variety of settings with particular emphasis upon the health of populations or groups. The student will perform a community assessment which involves the collection and analysis of data from a selected community to plan appropriate educational interventions.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

Number:

Title for Catalog: N/A

*Title for Course Inventory (24 characters):

Description: APP CE 18/22/07

APP FS 11/12/07
Effective date or term: Summer I, 2006

*Course fees:

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

C. Is this course part of any general plan of development within your department? Explain.

D. How often will the course be offered?

E. How will the course be staffed?

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/Program Director Consulted: Indicate Support Date:
(Add to list as needed) for Proposal (yes/no)

1.

2.

3.

4.

5.

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

*Updated 8/1/04
**Updated 9/1/05
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department

Date submitted: September 10, 2007

Request for: Course change X Course deletion Course addition
(Excluding course credit hour changes)

Submitted by: Lisa Harless MSN, RN

Approved by: Department Head: Tracee Burns PhD, RN
Dean of School

Reviewed by: Registrar: Yommyald
Vice President:

If this is a deletion or other minor change, describe and give rationale.

This is a minor change requesting the addition of a prerequisite for NURN 4045 Professional Practicum Synthesis. The prerequisite is NURN 4024. The rationale for this change is that the student is required to utilize the assessment data collected in NURN 4024 to successfully implement a community teaching project in NURN 4045.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

Number:

Title for Catalog:

*Title for Course Inventory (24 characters): N/A

Description:

Effective date or term: 2006 Summer I

*Course fees:

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?
B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

C. Is this course part of any general plan of development within your department? Explain.

D. How often will the course be offered?

E. How will the course be staffed?

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/Program Director Consulted:
(Add to list as needed)

Indicate Support for Proposal (yes/no)

Date:

1.

2.

3.

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If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

*Updated 8/1/04
**Updated 9/1/05
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Department of Physical Sciences

Date submitted: September 27, 2007

Request for: Course change X Course deletion Course addition (Excluding course credit hour changes)

Submitted by: Gavin D. Jones, Ph.D.

Approved by: Department Head: Jeff Robertson, Ph.D.
Dean of School: Richard Cohoon, Ph.D.

Reviewed by: Registrar: Tammy Rhodes
Vice President: Jack Hamm, Ph.D.

The proposed course change is for a minor change to the prerequisites for CHEM 2124 General Chemistry I in the course description. The prerequisites currently are read as follows:

"...Prerequisites: scores of 21 or higher on the math and the English portions of the ACTE exam, a "C" or better in CHEM 1114, or approval by the department head of Physical Sciences...."

The proposed change is for the prerequisites to read as:

...Prerequisites: score of 21 or higher on math portion of ACTE; or MATH 1113 or equivalent; or a "C" or better in CHEM 1114; or approval by the instructor...

The rationale for this proposed change is to allow students to enroll in CHEM 2124 that have had at least MATH 1113 (College Algebra). Furthermore, it allows students that may have not scored as high on the English portion of the ACTE to enroll as well. Students majoring in chemistry and other sciences for that matter are required according to the each curriculum to have taken ENGL 1013 (Composition I).
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Physical Sciences
Date submitted: September 27, 2007
Request for: Course change- prerequisites
Submitted by: Bob Allen, Professor of Chemistry
Approved by: Jeff Robertson, Head, Department of Physical Sciences
Richard Cohoon, Dean, School of Physical and Life Sciences
Reviewed by: Tammy Rhodes, Registrar
Jack Hamm, Vice President of Academic Affairs

This is a change of prerequisites for CHEM 3254. Previous prerequisite, CHEM2124
New prerequisite, CHEM 2134. We find that students with only one semester of General
Chemistry are not sufficiently prepared for Organic Chemistry. This change requires two
semesters of general chemistry.

1. Catalog description:

Fall, Spring. Prerequisites: CHEM2134 An introduction to the chemistry of covalently bonded
carbon. Special emphasis will be given to descriptive and structural aspects of Organic
Chemistry. Lecture three hours, laboratory three hours. $10 laboratory fee.

Number: CHEM 3254
Title for Catalog: Fundamentals of Organic Chemistry
Title for Course Inventory (24 characters): Organic Chemistry I

App Ce 18/22/07
App FS 11/12/07
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Physical Sciences
Date submitted: September 26, 2007
Request for: Course change - prerequisites
Submitted by: Bob Allen, Professor of Chemistry
Approved by: Jeff Robertson, Head, Department of Physical Sciences
Richard Cohoon, Dean, School of Physical and Life Sciences
Reviewed by: Tammy Rhodes, Registrar
Jack Hamm, Vice President of Academic Affairs

This is a change of prerequisites for CHEM 3344. Previous prerequisite, CHEM 3254 New prerequisite, CHEM 3264. We find that students with only one semester of Organic Chemistry are not sufficiently prepared for Biochemistry. This change requires two semesters of Organic Chemistry.

I. Catalog description:

Fall, Spring. Prerequisites: CHEM 3264 and BIOL 1014 or 1114. The chemistry of metabolism of carbohydrates, lipids, and proteins. Basic concepts of the chemistry of DNA, vitamins, enzymes, biological oxidations, and bioenergetics with introduction to laboratory techniques. Lecture three hours, laboratory three hours. $10 laboratory fee.

Number: CHEM 3254

Title for Catalog: Principles of Biochemistry

Title for Course Inventory (24 characters): Biochemistry I
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Physical Sciences
Date submitted: August 20, 2007
Request for: Course change: Delete CHEM 2143, add CHEM 33x3 3313
Submitted by: Bob Allen, Professor of Chemistry
Approved by: Jeff Robertson, Head, Department of Physical Sciences
Richard Cohoon, Dean, School of Physical and Life Sciences
Reviewed by: Tammy Rhodes, Registrar
Jack Hamm, VPAA

I. Catalog description:

CHEM 33x3 Environmental Chemistry
Spring, Prerequisite: Chemistry 3254. An examination of the chemistry of the environment including the origins, natural processes, and anthropogenic influences.

Title for Catalog: Environmental Chemistry
*Title for Course Inventory (24 characters): Environmental Chemistry

Description: An examination of the chemistry of the environment including the origins, natural processes, and anthropogenic influences.

Effective date or term: Spring 2008. Summer 1, 2008
*Course fees: none

II. This course has previously been taught as environmental chemistry 2143. An attempt was made to teach this course with a minimum of prerequisites- one semester of chemistry. This has proven to be impractical for proper preparation for the course material. This proposal upgrades the course to a 3000 level with concomitant upgrading of the prerequisites.

App CC 16/12/07
App FS 11/12/07
A. The course will serve as an upper level chemistry elective for chemistry majors and as an upper level general elective for others such as biology majors.

B. The course integrates into the chemistry curriculum without significant overlap with other courses. The course incorporates chemistry from all fields as applied to the study of the environment.

C. This course is part of the chemistry faculties' continuous review of our curriculum for complete coverage of all areas of chemistry and in particular the relevancy or our offerings.

D. Offered each spring semester

D. Chemistry 3343 replaces chemistry 2143 so no staffing changes are necessary

E. This course change only directly affects chemistry although faculty in biology were consulted in preparation of the course change.

F. The chemistry department has a robust assessment via the American Chemical Society nationally standardized final examinations. When new course exams are available they will be utilized.
List Department Head/Program Director Consulted:
(Add to list as needed)

1. Biological Sciences
   - Charlie Gagen

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

Note: A syllabus should accompany each course proposal. The syllabus should contain the objectives of the course, a summary of course content, and bibliography of resources.

*Each new program proposal must include an assessment plan using the approved University Assessment Form.

*Updated 8/1/04
**Updated 9/1/05
Environmental Chemistry CHEM 33x3

Professor: Bob Allen, McEver 20c, 968-0310 bob.allen@atu.edu
Office Hours: MWF, 10 AM
MW, 2-4 PM

Catalog Description: Spring semester. Prerequisite: Chemistry 3254. An examination of the chemistry of the environment including the origins, natural processes, and anthropogenic influences.

Books and Materials: Chemistry of the Environment, Spiro and Stigliani; Prentice Hall 2003

Rationale for the Course: The goals of the course are (1) to help the student develop the knowledge and skills necessary to understand and appreciate the chemical nature of the environment, and (2) the fundamental role chemistry plays in all processes be they natural phenomena such as weather patterns, soil development, or man made phenomena such as acid rain, global climate change, etc.

Course Objectives:

- Comprehend the mechanisms by which the universe, the solar system, and the planet formed from the "Big Bang"
- Have a sensitivity to the hypotheses as to how life began on the planet, without utilizing creation myths from any religious perspective.
- Know the time line for these processes
- Understand how solar energy drives numerous processes on the planet with both positive and negative feedback mechanisms
- Understand human impacts on these energetic processes
- Understand atmospheric dynamics of trace gases such as ozone and carbon dioxide
- Understand the processes which contribute to: Ozone depletion, acid rain, global climate change, and air and water pollution in general.
- How soils are modified over time via chemical processes.
- The hydrologic cycle.
- Generally appreciate how man can impact the environment, both positively and negatively.

Grading formula: 70 per cent hour exams
15 per cent homework
15 per cent quizzes

Although class attendance is voluntary missed quizzes and homework cannot be made up without prior arrangements.
Cheating will not be tolerated.
Outline:  

Class Schedule

RECEIVED AUG 27 2007

Chemical Beginnings and Part I Energy

Test 1 about February 11
Part 2, the Atmosphere

Test 2 about March 10
Part 3, the Hydrosphere

Test 3 about April 7
Part 4, the Biosphere

Final Exam as scheduled

additional materials online:

Origin of the universe:  http://www.damtp.cam.ac.uk/user/gr/public/bb_history.html#pc
http://liftoff.msfc.nasa.gov/academy/universe/b_bang.html

Planet Earth:  http://zebu.uoregon.edu/ph121/l7.html
http://www.oceansonline.com/solar.htm


Deep Holes:  http://www.gi.alaska.edu/ScienceForum/ASF7/725.html
http://www.nationalacademies.org/history/mohole/

Origin of Life:  http://www.resa.net/nasa/origins_life.htm
CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee
From: Department of Physical Sciences
Date Submitted: 2007 September 28
Type of Curriculum Change Requested: Program modifications
Submitted By: Jeff Robertson
Approved By: Department Head: Jeff Robertson
Dean of School: Richard Cohoon
Reviewed By: Registrar: Tammy Rhodes
Vice-President for Academic Affairs: Jack Hamm

I. Program change as it will appear in the catalog.

Current catalog entry:
The first paragraph under the Department of Physical Sciences ends as follows,
"...The statements and curricula for each of the various degrees are listed below."

Proposed new catalog entry:
"...The description and curricula for each of the various degree programs in the physical sciences are listed below. Note that for every degree program in this department, there is a non-course requirement involving an exit interview with the Department Head as part of the formal process for graduation."

II. Information

This proposal is meant to affect all degree programs within the Department of Physical Sciences. This includes the B.S. in GEOL (professional, environmental), CHEM (A.C.S., general, environmental), PHSC (general, physics, nuclear), and ENGRPHYS, as well as the proposed CHEM (biochem) option if approved.

A. Rationale for the requested change.

An informal exit interview with graduating seniors has been utilized for assessment of the physics program for a couple of years and more recently expanded to include all majors within the department. The information and insights gained in these interviews is deemed valuable enough to warrant making this a formal process. This is desired so as to ensure feedback from all of our majors since in practice only half of the students usually participated no matter what carrot was dangled before them.
B. Impact?
This process would be very daunting for a department with many majors (e.g. Nursing) and requires a little more of the Department Heads time during the last few weeks of the semester. Since this department has 15-30 graduates per year (not including pre-pharmacy, pre-dental and other pre-professional students) spread amongst the degree programs there are often small number statistics in our evaluation of programs. This makes it even more critical to obtain this assessment information. In addition, the information and insights gained in these personal interviews done thus far, as judged by our faculty, would be worth the effort even with 10 times the number of majors.

Some of the data collected includes future plans of the graduate, contact information (for follow-up), major courses evaluation, specific commentary on facilities, data on any graduate exams (GRE, MCAT, etc.), and of course their overall thoughts on the degree program as a whole in preparing them for their future plans. The contact information is useful for finding them after a year to follow-up and see if anything is changed in the way they perceive their courses and program once out in the “real world.”

Outside the department, there would involve coordinating with the registrar in order to implement a non-course requirement for graduation to include on the degree audit checklist, a check-off for a graduation exit interview. The Banner system already provides an administrative mechanism for this type of academic entry on the SHANCRS (academic non-course) form that could be easily implemented.

C. We desire this change to become effective immediately upon approval.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Physical Sciences

Date submitted: 2007 August 15

Request for: Course TITLE Change

Submitted by: Jeff Robertson

Approved by:
Department Head: [Signature]
Dean of School: [Signature]

Reviewed by: Registrar: [Signature]
Vice President: [Signature]

If this is a deletion or other minor change, describe and give rationale.

I. Catalog description: unchanged ✓ 11-21-07

Number: PHYS 1114

Title for Catalog: Applied Physics

*Title for Course Inventory (24 characters): Applied Physics

II. This course has been offered as PHYS 1114 Applied Physics. In the spring a curriculum proposal to change its name to Survey of Physics was submitted. Upon discussions with Fisheries and Wildlife, the main program that utilizes those credit hours, the proposal was going to be rescinded, the Applied Physics title and nature to be retained and we would develop a different course for Survey. Unfortunately the proposal was acted on before it was rescinded.

We now wish to right our wrong, exclaiming, "Do-over!"

This course is scheduled to be offered in the spring of 2008 and has not been offered since it was last entitled Applied Physics. Furthermore, its title change in the course catalogue was not implemented in anticipation of correcting our mistake so that the effect would be minimal. It is still listed as Applied Physics in the Student catalogue.

appce 11/21/07
app fs 11/12/07
The rationale for the change is Chemistry majors under the ACS option will have the practical scientific exposure to a calculus-based science. Therefore, upon enrolling in CHEM 3324 and CHEM 3334, which is heavily calculus based, the students will have benefitted from their knowledge of calculus in the sciences from PHYS 2114 and PHYS 2124.

There will be no impact on staffing, budget, or space allocation as this change is simply to remove the algebra based physics (PHYS 2014 and PHYS 2024) options from the curriculum.

This change will take effect immediately following approval.
Outline in specific detail how your proposal will alter the program (include course number and title):

<table>
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<tr>
<th>Fall Start</th>
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<td>Freshman Spring Semester</td>
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</table>

Total Program Hours
CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee
From: Department of Physical Sciences
Date Submitted: September 28, 2007
Type of Curriculum Change Requested: Program modification
Submitted By: Robin Lasey, Assistant Professor of Chemistry
Approved By: Jeff Robertson, Head, Department of Physical Sciences
Richard Cohoon, Dean, School of Physical and Life Sciences
Reviewed By: Tammy Rhodes, Registrar
Jack Hamm, Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog.

The biology requirement for a Chemistry degree will be BIOL 1114 – Principles of Biology instead of BIOL 1014 – Introduction to Biological Science

II. Course Information

A. Rationale for the requested change.

Many of our students go on to graduate school or a medical professional school. Principles of Biology will better prepare our students for their future course work and graduate school. Additionally, Principles of Biology is a prerequisite for medical professional school.

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

1. Within the department requesting the change.
The change will not affect courses, staffing, or budget within the department.

2. Outside the department.
This change may make a minimal impact on number of students in BIOL 1014 and BIOL 1114.

B. Effective date or term.
Effective Fall 2008 – Summer 2008

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

app OC 10/22/07
app FS 11/12/07
1. Charlie Gagen, Head, Department of Biological Sciences  
   \[\text{Yes}\]  
   \[Charlie Gagen\]  

   10/1/07

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

**Note:** A syllabus should accompany each course proposal. The syllabus should contain the objectives of the course, a summary of course content, and bibliography of resources.

*Each new program proposal must include an assessment plan using the approved University Assessment Form.*

*Updated 8/1/04
**Updated 9/1/05
# Chemistry General Option

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

<table>
<thead>
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<th>Semester</th>
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**Spring Start (if applicable)**

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

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Total Program Hours
To: Curriculum Committee
From: Physical Sciences
Date Submitted: 10-1-07

Type of Curriculum Change Requested: Addition of Biochemistry option to the Chemistry degree

Submitted By: Robin Lasey, Asst. Prof. of Chemistry
Robert Allen, Prof. of Chemistry;
Ivan Still, Asst. Prof. of Biology;
Scott Kirkconnell, Prof. of Biology;
Bruce Tedford, Assoc. Prof. of Biology

Approved By: Jeff Robertson, Head, Department of Physical Sciences
Richard Cohoon, Dean, School of Physical and Life Sciences:

Reviewed By: Tammy Rhodes, Registrar

Jack Hamm, Vice-President for Academic Affairs:

I. Program or curriculum change as it will appear in the catalog.
   See attached sheet

II. Course Information

A. Rationale for the requested change.
   Many of our students are interested in the medical professions. This degree option will prepare our students well for the entrance examinations and for professional school. In addition, the lines between biology and chemistry are blurring and a degree in biochemistry will open a wide selection of career paths to our students.

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

   1. Within the department requesting the change.
      The change can be accommodated with the current courses and staffing.

   2. Outside the department.
      The only affect should be within the Biology department and can be accommodated with the current courses and staffing.
C. Effective date or term.
Effectived Fall 2008  Summer 1, 2008

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/ Program Director Consulted:
(Add to list as needed) 

1. Charlie Gagen, Head, Department of Biological Sciences

Indicate Support for Proposal (yes/no)

Date:

Oct. 1, 2007

2. 

3. 

4. 

5. 

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

Note: A syllabus should accompany each course proposal. The syllabus should contain the objectives of the course, a summary of course content, and bibliography of resources.

*Each new program proposal must include an assessment plan using the approved University Assessment Form.

*Updated 8/1/04  
**Updated 9/1/05
## Chemistry-Biochem Option

### Freshman

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<td>4 CHEM2134</td>
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### Sophomore

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### Junior

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### Senior

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Starting in Spring

### Freshman

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<td>ENGL1013</td>
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<tr>
<td>SOC SCI</td>
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<td>Physical Activity</td>
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### Sophomore

| 15       | 16         | 16 |

### Junior

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### Senior

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The following are highly recommended for the electives:
CHEM 3353, CHEM 499x, BIOL 3054, BIOL 4014, BIOL 4023 BIOL 4074, BIOL 4883, BIOL 499x
BS Chemistry – Biochemistry option

Chemistry courses
CHEM 2124 Gen Chem I
CHEM 2134 Gen Chem II
CHEM 3245 Quantitative Analysis
CHEM 3254 Organic I
CHEM 3265 Organic II
CHEM 3301 Junior Seminar
CHEM 3324 Physical Chemistry
CHEM 3344 Biochemistry I
CHEM 3363 Biochemistry II
CHEM 4401 Senior Seminar
CHEM 4414 Instrumental Analysis

Biology courses
BIOL 1114 Principles of Biology
BIOL 2124 Zoology
BIOL 2134 Botany
BIOL 3034 Genetics
BIOL 3124 General Physiology or BIOL 3174 Physiological Ecology
BIOL 4033 Cell Biology

Suggested electives
CHEM 3353 Toxicology
BIOL 3054 Microbiology
BIOL 4014 Endocrinology
BIOL 4023 Immunology
BIOL 4074 Molecular Genetics
BIOL 4883 Cancer Biology
CHEM 499x Directed Research
BIOL 499x Directed Research
<table>
<thead>
<tr>
<th>Students completing the baccalaureate program will be able to demonstrate competency and understanding of the fundamentals of chemistry and biology and the key principles of biochemistry.</th>
<th>Graduates will successfully complete degree requirements, with a “C” or better in all chemistry and biology courses.</th>
<th>Graduates will complete the senior assessment test (ACS Biochemistry Exam), 90% of our seniors will perform above the 50th percentile on this test. (MCAT or PCAT scores can substitute for the departmental senior assessment.)</th>
<th>Graduates will prepare a formal laboratory report during CHEM 3301, 90% of our students will receive a satisfactory rating on this assignment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate graduates will be able to utilize the scientific method for formal investigation and to demonstrate competency in the design and conduct of experiments both safely and with sufficient controls to verify the concepts found in objective (1).</td>
<td>Graduates will successfully complete the laboratory portions of courses and special problems courses.</td>
<td>Graduates will prepare a formal laboratory report during CHEM 3301, 90% of our students will receive a satisfactory rating on this assignment.</td>
<td>Graduates will participate in an exit interview with the department head, 90% of our students will receive a rating of at least 4 out of 5 on their ability to communicate.</td>
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<td>The degree program will successfully prepare students for a career in biochemistry or related discipline.</td>
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<tr>
<td>Graduates will participate in an exit interview with the department head. After graduation, all graduates will be contacted by mail, telephone, or e-mail, six months after graduation. 90% of our graduates will find work in biochemistry or a related discipline, or be attending graduate or professional school. Alumni will be contacted periodically to determine how well the degree program prepared them for their current position.</td>
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AGENDA
FACULTY SENATE
Monday, December 3, 2007
3:00 p.m., Pendergraft 300 North

I. Call to Order
   A. Approval of the minutes of the November 12, 2007, meeting

II. New Business
   A. Curricular Items
      1. Departments of Accounting and Business and Economics
         (a) add ACCT 4103, Special Topics in Accounting, to the course descriptions;
         (b) delete BUAD 1001, Keyboarding I, and BUAD 2002, Keyboarding II, from the
             course descriptions;
         (c) add BUAD 1023, Keyboarding, to the course descriptions;
         (d) add FIN 4103, Special Topics in Finance, to the course descriptions;
         (e) add MGMT 3113, Managerial Process Analysis, to the course descriptions;
         (f) add MGMT 3123, Business Ethics, to the course descriptions;
         (g) add MGMT 4063, Entrepreneurial Development, to the course descriptions;
         (h) modify the course description for MGMT 4113, Managerial Issues in Electronic
             Commerce;
         (i) modify the Curriculum for Business Education for Teacher Licensure as follows
             (three proposals): (1) delete HLED 1513, Personal Health and Wellness; add
             Electives 3 hours; (2) add SPH 2003, Public Speaking, or SPH 2173, Business and
             Professional Speaking, as alternatives for completion of speech requirement; and (3)
             delete one hour of physical activity; and add BUAD 1023, Keyboarding;
         (j) modify the course description for BUAD 1003, Introduction to Business
             Systems, and modify the Curricula for Accounting, Economics, and Management
             and Marketing as follows: add BUAD 1003, Introduction to Business Systems, and
             delete 3 hours of Electives;
         (k) delete footnote #4 in the Curriculum in Accounting and delete footnote #5 in the
             Curricula in Economics and Management and Marketing;
         (l) add a minor in Accounting;
         (m) add a minor in Business; and
         (n) add a minor in Economics.

      2. Department of English
         (a) modify the Curricula for Creative Writing For Teacher Licensure, English, and
             English For Teacher Licensure as follows: reduce the requirement to two semesters
             of foreign language and add electives as appropriate.

      3. Department of Foreign Languages and International Studies
         (a) add JPN 3143, Study Abroad, as a cross listing with GER/FR/SPAN 3143, Study
             Abroad;
         (b) add 4991-4, Special Problems in Japanese, to the course descriptions;
         (c) add SPAN 4023, Introduction to Spanish Linguistics, to the course descriptions;
         and
         (d) modify the Curriculum in Foreign Languages with Concentration in Spanish For
             Teacher Licensure as follows: (1) add SPAN 4023, Introduction in Spanish
Linguistics; (2) delete 3 hours of elective; (3) delete SPAN 3113, Business Spanish; and (4) add SPAN 3123, Spanish Civilization and Culture, or SPAN 3133, Spanish-American Civilization and Culture. (Note: No modification to the Curriculum in Foreign Languages with Concentration in French/German for Teacher Licensure.)

4. Department of Social Sciences and Philosophy
(a) add HIST/POLS 4971-6, Internship, to the course descriptions;
(b) add HIST 4183/5183, American Legal History, to the course descriptions (graduate course will be considered by Graduate Council); and
(c) add POLS 2253, Survey of Western Political Thought, to the course descriptions.

5. Department of Biological Sciences
(a) add BIOL 4083, Cancer Biology, to the course descriptions;
(b) modify the Curriculum in Life Science and Earth Science for Teacher Licensure as follows: change the math elective from Math Elective > 1113 to MATH 2163, Introduction to Statistical Method; and
(c) add FW 4103/5103, Human Dimensions of Fisheries and Wildlife Management, to the course descriptions (graduate course to be considered by Graduate Council) (tabled at November 12, 2007, meeting).

6. Department of Physical and Life Sciences
(a) add PHSC 1074, Physical Science Inquiry, to the course descriptions and to the general education physical science course options for completion of the physical science requirement for Early Childhood Education and Middle Level Education majors only.

7. Department of Agriculture
(a) add AGPM 3104, Introduction to Entomology, to the course descriptions;
(b) add AGPM 3124, Applied Pest Control, to the course descriptions;
(c) add AGPM 4103, Integrated Pest Management, to the course descriptions;
(d) modify the prerequisites for AGBU 4023, Agricultural Finance, from prerequisites: AGBU 2063, Principles of Agricultural Macroeconomics, and AGBU 2073, Principles of Agricultural Microeconomics, or consent of instructor, to prerequisites: AGBU 2063, Principles of Agricultural Macroeconomics, AGBU 2073, Principles of Agricultural Microeconomics, and ACCT 2003, Accounting Principles I, and modify the course description;
(e) change the title of AGPS 3053, Weeds and Weed Control, to Weed Ecology, and modify the prerequisites from: AGPS 1024, Principles of Horticulture, Junior Standing, or consent of instructor to: AGPS 1003, Principles of Crop Science, and Junior Standing, or consent of instructor, and modify the course description; and
(f) add the Pest Management Option to the Curriculum in Agriculture Business.

8. Department of Parks, Recreation, and Hospitality Administration
(a) add RP 3763, Introduction to Turfgrass Management, to the course descriptions;
(b) add RP 4763, Golf Course Operations and Design, to the course descriptions;
(c) change the course number for RP 4783, Turfgrass Management: Equipment, to RP 3791; add a $25 course fee; and modify the course description;
(d) change the course number and title for RP 3783, Turfgrass Management: Basic Chemical Usage, to RP 3793, Turfgrass Pest Control; modify the prerequisites from prerequisite: BIOL 2134, Principles of Botany, and CHEM 1114, A Survey of
Chemistry, to prerequisite or corequisite: RP 3763, Introduction to Turfgrass Management; and modify the course description;
(c) change the course number and title for RP 3773, Sports Facilities Planning and Design (formerly Golf Course Planning and Design), to RP 4753, Sports Field Management and Design; add the prerequisite or corequisite: RP 3034, Site Planning and Design; RP 3763, Turfgrass Management; and RP 3793, Turfgrass Management: Pest Control; modify the course description; and add a $25 course fee;
(f) delete RP 4773, Turfgrass Management: Climatic Regions and Cultivars, from the course descriptions; and
(g) modify the Curriculum in Recreation and Park Administration Turf Management Emphasis as follows: (1) change RP 3783, Turfgrass Management: Basic Chemical Usage, to RP 3793, Turfgrass Pest Control; (2) change RP 3773, Sports Facilities Planning and Design (formerly Golf Course Planning and Design), to RP 4753, Sports Field Management and Design; (3) delete RP 4773, Turfgrass Management: Climatic Regions and Cultivars; RP 4783, Turfgrass Management Equipment; and one hour approved elective; and (4) add RP 4763, Golf Course Operations and Design; RP 3763, Introduction to Turfgrass Management; and RP 3791, Turfgrass Management: Equipment.

B. Spring Meeting Day and Time
C. Wording for Registration Email Reminder
D. Inconsistencies in Promotion and Tenure Process in Faculty Handbook

III. Old Business
A. Growth of Faculty
B. Campus Safety

IV. Open Forum

V. Announcements and Information Items

VI. Adjournment
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Accounting Department
Date submitted: October 8, 2007

Request for: Course change _______ Course deletion _______ Course addition _______ X _______
(Excluding course credit hour changes)

Submitted by: Pam Carr

Approved by: School Cur. Comm: David Roach
Department Head: Pam Carr
Dean of School: Tom Tyler

Reviewed by: Registrar: Tammy Rhodes
Vice President: Jack Hamm

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: ACCT
   Number: 4103
   Title for Catalog: Special Topics in Accounting
   *Title for Course Inventory (25 characters):
   Description: This course provides in-depth exploration of selected accounting topics. The primary topic will vary from offering to offering; thus, the course may be taken more than once.
   Effective date or term: Spring 2008
   *Course fees: None
   *Syllabus for this course will vary with topic

II. Justification and feasibility of course:
   A. What is the need for this course? Who will take it?
   The proposed course would serve as an ACCT elective which could be used to satisfy 3 hours of the required ACCT electives needed by ACCT majors. Emerging “hot” topics can be explored in a detailed fashion to enhance the
academic preparation of ACCT majors. The course is designed to be taken by ACCT majors.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

This course content will vary from offering to offering and instructor to instructor. The assigned instructor will select a timely accounting related topic (examples include but are not limited to "Tax Compliance or Policy Issues", "Governmental Auditing", and "Accounting for Decision Making in a Small Business Context"). Students will be exposed to a comprehensive look at the topic of choice.

C. Is this course part of any general plan of development within your department? Explain.

Yes, it is designed to give students more choices when selecting ACCT electives. The course is also designed to utilize the backgrounds and academic strengths of our current faculty.

D. How often will the course be offered?

As Needed

E. How will the course be staffed?

With current faculty

F. How will this course change affect other departments' students and offerings? With what other departments have you specifically consulted?

No other departments will be affected.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

While this is not a core course (required by all departmental majors), it is hoped that this course will advance the attainment of various student learning objectives. For example, depending upon the topic, critical thinking skills, problem solving skills, and ethical reasoning (see attached School of Business Learning Objectives) may be enhanced.

An Outline in specific detail of how proposal will alter the program curriculum follows (next page):
The proposed course will not require any change on the program curriculum as currently stated in the ATU catalog.
School of Business Learning Objectives

Develop Students’

1. Ability to use technology to support business decisions.
2. Communication skills in a business context.
3. Ability to think critically and reason effectively about business problems.
4. Ethical awareness and ethical decision-making framework in a business context.
5. Foundation knowledge for business.
6. Foundation knowledge and skills specific for the specific major.
ACCOUNTING 4103
Special Topics in Accounting
Tax Compliance and Policy Issues
Spring 2008

COURSE DESCRIPTION
A study of federal income tax compliance in individual tax and the need for taxpayer education programs. Students will review current taxpayer education programs and evaluate their success. The tax research process will be utilized to discover areas of non-compliance and the court’s views of violations and penalties.

PREREQUISITE
ACCT 3043 and 3053 and School of Business prerequisites for enrollment in 3000 and 4000 level school courses.

INSTRUCTOR/CLASS INFORMATION
INSTRUCTOR: Dr. Pam Carr E-MAIL ADDRESS: pcarr@atu.edu
OFFICE: Corley 204 PHONE: 968-0612
OFFICE HOURS: MWF 10-12; TTH 2-3; and by appointment.

TEXTBOOK AND INSTRUCTIONAL MATERIALS:
Resource Texts: Tax Research, Prentice Hall 3rd edition, by Barbara Karlin. Please check the publisher's web-sites for additional resources. CCH Tax Database will be used extensively.

COURSE OBJECTIVES AND COURSE CONTENT:
Upon completion of this course, the student should be able to:
1. Describe various taxpayer education programs in use and discuss their success.
2. Identify important areas of tax law non-compliance
3. Evaluate case law and court opinions on taxpayer education
4. Propose taxpayer education programs on specific problem areas
5. Prepare and present a paper/project at a student research conference

EVALUATION:
A detailed planning schedule of work to be done on the project and paper will be submitted at the beginning of the semester. After evaluation of the plan, students will be graded based on how they complete the work and produce the final product. Students will be evaluated as the project is proposed, work is done and the report(s) are written.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Business and Economics Department

Date submitted: August 27, 2007

Request for: Course change Course deletion X Course addition

(Excluding course credit hour changes)

Submitted by: Linda Bean

Approved by: School Cur. Comm: David Roach
Department Head: Kevin Mason
Dean of School: Tom Tyler

Reviewed by: Registrar: Tammy Rhodes
Vice President: Jack Hamm

If this is a deletion or other minor change, describe and give rationale.

Delete BUAD 1001 (Keyboarding I) and BUAD 2002 (Keyboarding II) and replace with proposed new course (see attached proposal) BUAD 1023 (Keyboarding). Rational: BUAD 1001 and BUAD 2002 are both courses that meet for partial terms and thus cause scheduling and advising difficulties. Therefore it is proposed that we delete those 2 courses and replace them with one 3 hour course that will incorporate both courses into one course.

Outline in specific detail how your proposal will alter the program (include course number and title: delete BUAD 2002 from the freshman term. NOTE: See the proposal of addition of BUAD 1023 which shows the details of changes of changes to curriculum for both the reduction of BUAD 1002 (proposed here) along with the addition of the new BUAD 1023 (each proposal impacts the other).

App TEC 11/1/07
App CC 11/19/07
App FS 12/3/07
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Business and Economics Department

Date submitted: August 27, 2007

Request for: Course change ______ Course deletion ______ Course addition ______ (Excluding course credit hour changes)

Submitted by: Linda Bean

Approved by: School Curr. Comm: David Roach
Department Head: Kevin Mason
Dean of School: Tom Tyler

Reviewed by: Registrar: Tammy Rhodes
Vice President: Jack Hamm

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: BUAD

Number: 1023

Title for Catalog: Keyboarding

*Title for Course Inventory (24 characters):

Description: Instruction and supervised practice in basic keyboarding skills with emphasis on alphabetic and numeric keyboard, ten-key pad, and basic applications transferable to computer terminal keyboards. The purpose of the course is to prepare Business Education majors for teaching secondary education students how to use computer and typewriter keyboards. The course is required by Business Education majors, but may be taken by other majors as well. May not be taken for credit after successful completion of BUAD 2002.

Effective date or term: Fall 2008 2008-09 Catalog Summer I 2008

*Course fees: None

090 TEC 11/1/07
090 CC 11/19/07
090 FS 12/3/07
II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

The purpose of the course is to prepare Business Education majors for teaching secondary education students how to use computer and typewriter keyboards. The course is required by Business Education majors, but may be taken by other majors as well.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

Teaching students proper typewriter and computer keyboard techniques, as such, it helps to better prepare students for other computer related courses.

C. Is this course part of any general plan of development within your department? Explain.

Yes, it prepares students in effectively and efficiently use typewriter and computer keyboards and prepares them to teach others how to properly use keyboards.

D. How often will the course be offered?

Once each year (Fall)

E. How will the course be staffed?

With current adjunct faculty

F. How will this course change affect other departments’ students and offerings? With what other departments have you specifically consulted?

No other departments will be affected.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

The course will be used to gather baseline data related to the School of Business learning objects which will then be compared to data gathered during the students’ senior year to assess progress towards learning goals.

An Outline in specific detail of how proposal will alter the program curriculum follows (next page):
SYLLABUS
BUAD 1023 — KEYBOARDING
Fall 2008

Course Description

Instruction and supervised practice in basic keyboarding skills with emphasis on alphabetic and numeric keyboard, ten-key pad, and basic applications transferable to computer terminal keyboards.

Prerequisites: None

Instructor: Mrs. Susan Campbell
E-mail: susan.campbell@atu.edu

Textbook/Instructional Materials


- *Keyboarding Pro 4* software, sold separately

Course Objectives

- To key the alphabetic, numeric, and symbol keys by touch with good technique.

- Key straight-copy material at a minimum rate of 20 gross words a minute (GWAM) with a maximum of 3 errors per minute using correct touch techniques.

- Key numeric copy using correct touch techniques on the ten-key numeric keypad.

- Use Microsoft Word 2007 commands to perform the basic file management activities of creating, saving, printing, and deleting files.

- Key straight-copy material on 3-minute timings at a minimum rate of 40 words a minute with no more than 3 errors.

- Perform basic file management activities of creating, saving, deleting, printing, e-mailing and closing files.

- Prepare correctly formatted memos, letters, e-mails, business reports, and tables with all errors corrected.

Course Content

Welcome to Windows
Know Your Computer
Welcome to Keyboarding Pro

Ten-Keypad
Examinations and Evaluations

- 3-Minute Timings -- 30% of final grade
- Three Exams (4 total—drop the lowest exam) -- 20% of final grade
  - All exams are a combination of objective and performance
- Daily Assignments -- 40% of final grade
- Written Final Exam -- 10% of final grade

Different scales will be used on the timings as the semester progresses. An average of all 3-minute timings will be calculated at the end of the course. Timed writings cannot be made up if you have missed class that day. At the end of the course, the following scale will be used on the final remaining timings:

- 35+ wpm = A
- 26-31 wpm = C
- 32-34 wpm = B
- 23-25 wpm = D

Class Policies and Procedures

Attendance Policy: Attendance is required. One absence is allowed. Students should drop the course within one week of the second absence in order to avoid being dropped with an “F” for excessive absences. Get to class on time.

Lab Practice: Students are expected to practice out of class at least three hours a week to achieve the average competency goals. Lab sessions with designated assignments are listed on the Assignment Schedule. Students wishing to increase skill development should increase the amount of lab practice. Homework may be completed in the student’s own time in the Pendergraft Library and Technology Center or at home using the Keyboarding Multi-Media.

Plagiarism and Cheating Policy: Dishonesty will not be tolerated and could result in an “F” for the course. All homework must be completed by the student without assistance from others. Policies in the ATU Student Handbook will apply.

Assignment Policy: Assignments are due as indicated on the assignment schedule. No assignments are accepted late unless approved by the instructor.

Homework: Selected documents will be graded for accuracy and will make up 40% of the final grade. All homework documents should, therefore, be proofread and corrected before submitting them for a grade.

Academic Dishonesty: All work in the class is to be done by the student without help from others. Plagiarism, cheating, or any form of academic dishonesty will not be tolerated and is reason to be dropped from the course with an “F”.
Other: Turn cell phones OFF before class begins. No headsets are allowed in class. No eating or drinking is allowed in the classroom.

Teaching Methods

- Computerized programmed instruction based on student’s skill level
- One-on-one instruction
- Class instruction
- Independent activities for skill building
- E-mail

Oral/Written Communications

Keyboarding sentences and paragraphs using correct grammar, spelling, and punctuation. Communication skills are emphasized through composition at the keyboard, formatting and keyboarding business documents, and using e-mail. Drills on grammar, hyphenation, number usage, etc. are emphasized in lab work.

Materials Needed

In addition to the textbook, you will also need a memory key (jump drive, flash drive) to save your work to.

Required Computer Applications

- *Keyboarding Pro 4* software
- *Microsoft Word 2003*
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Business and Economics Department

Date submitted: August 27, 2007

Request for: Course change ______ Course deletion ______ Course addition _____
(Excluding course credit hour changes)

Submitted by: Kevin Mason km

Approved by: School Cur. Comm: David Roach Dr 2
Department Head: Kevin Mason km
Dean of School: Tom Tyler

Reviewed by: Registrar: Tammy Rhodes T
Vice President: Jack Hamm

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: FIN

Number: 4103

Title for Catalog: Special Topics in Finance

*Title for Course Inventory (24 characters):

/ Description: This course provides in-depth exploration of selected finance topics. The primary topic will vary from offering to offering; thus, the course may be taken more than once.

Effective date or term: Fall 2008

*Course fees: 2006-07 Catalog Summer I 2006

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

The proposed course would serve as an FIN elective which could be used to satisfy 3 hours of the required ECON/FIN electives needed by ECON/FIN majors. Emerging “hot” topics can be explored in a detailed fashion to enhance
the academic preparation of ECON/FIN majors. The course is designed to be taken by ECON/FIN majors.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

This course content will vary from offering to offering and instructor to instructor. The assigned instructor will select a timely finance related topic (examples include but are not limited to “Series Seven License Preparation”, “International Finance”, and “Finance Ethics”). Students will be exposed to a comprehensive look at the topic of choice.

C. Is this course part of any general plan of development within your department? Explain.

Yes, it is designed to give students more choices when selecting ECON electives. The course is also designed to utilize the backgrounds and academic strengths of our current faculty.

D. How often will the course be offered?

As Needed

E. How will the course be staffed?

With current faculty

F. How will this course change affect other departments’ students and offerings? With what other departments have you specifically consulted?

No other departments will be affected.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

While this is not a core course (required by all departmental majors), it is hoped that this course will advance the attainment of various student learning objectives. For example, depending upon the topic, critical thinking skills, problem solving skills, and ethical reasoning (see attached School of Business Learning Objectives) may be enhanced.

An Outline in specific detail of how proposal will alter the program curriculum follows (next page):

The proposed course will not require any change on the program curriculum as currently stated in the ATU catalog.
School of Business Learning Objectives

1. Ability to use technology to support managerial decisions.
2. Communication and presentation skills.
3. Written and communication skills.
4. Problem solving skills.
5. Critical thinking skills.
6. Foundation knowledge for business.
7. Understanding the perspectives that form the context for business.
8. Ethical reasoning and behavior.
FIN 4103
Special Topics in Finance: Series 7 License Preparation

Course Description:
Advanced study in topic offered.

Prerequisites:
Senior standing, background in course offered, and permission of the department chair.

Instructor Information:
Name: Joe L. Moore
Office: Corley 212
Phone: 968-0688
E-mail: joe.moore@mail.atu.edu
Office Hours: Spring 2007
MWF 9:00 – 10:00
1:00 – 2:00
TR 11:00 – 12:00
2:30 – 3:30
Other times by appointment

Textbook:
There is no textbook, rather the Business and Economics department has a set of 13 readings (similar to that provided in a Series 7 study program) that the student will review. Topics include: Stocks, Debt Securities, Investment Banking, Securities Markets, Taxes, Direct Participation Programs, Mutual Funds, Variable Annuities, Securities Analysis, Margins on Options, Self Regulatory Organizations, and Municipal Securities.

Course Objective:
Purpose of this course is to help prepare students for passing the Series 7 Exam which if passed results in a license to handle/manage certain types of securities.

Examinations:
Students will take thirteen Series 7 practice exams. Grades to be determined by performance on exams.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Business and Economics Department

Date submitted: August 27, 2007

Request for: Course change_______ Course deletion_______ Course addition____ X____
(Excluding course credit hour changes)

Submitted by: Kim Troboy

Approved by: School Curr. Comm: Dave Roach
Department Head: Kevin Mason
Dean of School: Tom Tyler

Reviewed by: Registrar: Tammy Rhodes
Vice President: Jack Hamm

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: MGMT

Number: 3113

Title for Catalog: Managerial Process Analysis

*Title for Course Inventory (24 characters): Mgrl. Process Analysis

Description:

This course is a study of the analysis, mapping, and improvement of business processes using standard symbols, popular software tools, metrics, and general systems theory. Examples of sample business processes and topics include customer service, sales management, scheduling, manufacturing, supply chain management, logistics, hiring/job search, process mapping diagrams, organizational charts, workflow and environment layout, cause and effect analysis, systems analysis and design, collection and analysis of process data, and optimization. Software tools are used for process diagramming, concept mapping, physical facilities layout, project planning and management, and data filtering and analysis.

Effective date or term: Fall 2008 2008-9 Catalog

Summer 1 2008 App CC 11/19/07

App ES 12/3/07
*Course fees: None.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

The proposed course would serve as an MGMT elective which could be used to satisfy 3 hours of the required MGMT electives needed by MGMK majors. This topic has been taught as a “Special Topics” course of a couple of years and feedback indicates that the course is well-received and beneficial to our MGMK majors. This proposed course provides enhances students’ abilities to use technology to support managerial decisions. Specifically, this course provides students with specific tools needed to document and improve productivity and management of typical business processes. The course reinforces, extends, and adds to students' skills in analytical thinking and with software packages acquired in previous courses. The course is designed to be taken by MGMK majors.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

MGMK majors are required to complete at least 6 hours of MGMT electives and this elective course would give students more options in terms of the electives they choose to study as part of their major requirements. The only overlap is actually reinforcement of software tools.

C. Is this course part of any general plan of development within your department? Explain.

Yes. It is designed to give students more choices when selecting MGMT electives. The course is also designed to utilize the backgrounds and academic strengths of our current faculty.

D. How often will the course be offered?

as needed

E. How will the course be staffed?

With current faculty

F. How will this course change affect other departments’ students and offerings? With what other departments have you specifically consulted?

No other departments will be affected.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.
While this is not a core course (required by all departmental majors), it is hoped that this course will, for those students electing to take the course, advance the attainment of various learning objectives, specifically, critical and analytical thinking skills, problem solving skills, oral and written communication skills, and the ability to use technology to support managerial decisions (see School of Business Learning Objectives below).

An Outline in specific detail of how proposal will alter the program curriculum follows:

The proposed course will not require any change on the program curriculum as currently stated in the ATU catalog.

School of Business Learning Objectives

1. Ability to use technology to support managerial decisions.
2. Communication and presentation skills.
3. Written and communication skills.
4. Problem solving skills.
5. Critical thinking skills.
6. Foundation knowledge for business.
7. Understanding the perspectives that form the context for business.
8. Ethical reasoning and behavior.
MGMT 3113 Managerial Process Analysis

COURSE SYLLABUS

Course Description
This course is a study of the analysis, mapping, and improvement of business processes using standard symbols, popular software tools, metrics, and general systems theory. Examples of sample business processes and topics include customer service, sales management, scheduling, manufacturing, supply chain management, logistics, hiring/job search, process mapping diagrams, organizational charts, workflow and environment layout, cause and effect analysis, systems analysis and design, collection and analysis of process data, and optimization. Software tools are used for process diagramming, concept mapping, physical facilities layout, project planning and management, and data filtering and analysis.

Course Justification
This course provides enhances students’ abilities to use technology to support managerial decisions. It provides students with specific tools needed to document and improve productivity and management of typical business processes. The course reinforces, extends, and adds to students’ skills in analytical thinking and with software packages acquired in previous courses.

Prerequisites
Junior/Senior level standing in a School of Business major or permission of instructor.

Textbook and Instructional Materials
Custom textbook (ISBN 0-390-73402-0) from McGraw Hill containing material from the following textbooks:

- Whitten-Bentley. Systems Analysis and Designing Methods, 7th ed. Chapter 6 "Fact-Finding Techniques for requirements Discovery"

Web Resources:
- Course management: blackboard.atu.edu
- Research: library.atu.edu

Course Objectives
Students will learn how to analyze, document, and improve an integrated business processes using popular software tools and techniques. Students will acquire solution templates for a variety of standard business process problems using appropriate software tools. Specific objectives include

1. Gain an overview and understanding of process analysis and improvement:
   - Become familiar with the history of process mapping tools and associated symbols.
• Become familiar with the professional journals, magazines, and other sources useful in extending and updating knowledge and skills in this area.
• Use standard diagrams to describe and improve an existing process or design a new process.
• Apply data collection, analysis, and management techniques in process analysis and improvement.

2. Learn about software package tools for process analysis and improvement:
• Understand their role and select the appropriate tool for the task at hand.
• Trace the historical perspective on business tools for data management and analysis.
• Become informed about the state-of-the-art tools and techniques for enterprise integration and future trends in this area.

3. Apply specific techniques for specific business process situations.

4. Conduct a professional process analysis and improvement project:
• Develop a project plan.
• Develop a report outline.
• Develop a presentation format.

5. Demonstrate the ability to use MindManager to
• Map concepts
• Document processes

6. Demonstrate the ability to use Visio to
• Create a simple drawing.
• Modify an existing Visio application.
• Create a new drawing using an appropriate Visio template.
• Build or modify and organization chart.
• Create or modify an office or simple facility layout.
• Build or modify a cause and effect diagram.
• Generate or modify a Gantt chart.

7. Demonstrate the ability to use Excel to
• Organize and analyze process data.
• Auditing trace formulas in a complex worksheet.
• Develop a variety of Excel-based graphs.
• Develop a worksheet using filtering.
• Analyze a large dataset with Pivot tables.
• Solve a linear optimization problem using Excel solver.
• Solve a transportation model using Excel Solver.
• Analyze choices with Scenario Manager.
• Record macros.
CLASS ASSIGNMENTS

Normally, assignment details will be posted in the Assignment area of Blackboard. Here is an overview:

1. **Student Briefings.** Students will work individually or in small teams to complete exercises, cases, or research topics and present them to the class. The format is that of an informal, internal briefing.

2. **Homework.** Students will complete exercises individually to reinforce lectures and text material. Students will bring in relevant journal, newspaper, or web articles that reinforce the material being covered.

3. **In-class exercises.** Students will participate in ad-hoc class activities to learn or practice lecture and text material.

4. **Course Project.** Students will identify, analyze, and propose improvements to a real-world business process.

BIBLIOGRAPHY


WEB RESOURCES

American Society for Quality (ASQ)
www.asq.org
Business Process Trends portal
http://www.bptrends.com/index.cfm

Excel

MindManager
http://www.mindjet.com/us/

Open Source Directory
http://www.dmoz.org/Business/Management/Business_Process_Analysis/

Regression

Visio

Workflow and Reengineering International Association
http://www.waria.com/workshops/bpa.htm

TEACHING METHODS
This course will include class discussions, lectures by the professors, drill and application exercises, student briefings, and a written process analysis report.

CONTENT/PERSPECTIVES

Ethics
Ethical issues are covered peripherally in discussions of the impact of processes and changes in processes on individuals and groups in an organization and in the academic honesty policies of the class.

Global
This topic is not explicitly addressed by this course.

Political
This topic is covered in discussing the impact of processes on individuals and groups in organizations and critical success factors for changes processes. Included in this discussion is conflict resolution and the need to recognize political solutions in addition to strictly rational solutions to problems in processes or in instituting changes in processes.

Legal/Regulatory
This topic is not explicitly addressed by this course.
Social
This topic is covered in discussing the impact of processes on individuals and groups in organizations and critical success factors for changes processes.

Environmental
This topic is not explicitly addressed by this course except that general improvements in processes may affect this issue.

Technological
This topic is integrated throughout the course.

Diversity
This topic is not explicitly addressed by this course.

Processes
This topic is integrated throughout the course.

Oral Communications
Students are encouraged to participate in class discussions about material in the text, material on the Web, topics in the news, and personal experiences. Students will present briefings, several exercises, and at least one case study.

Written Communications
Students will develop a professional process analysis and improvement project plan and report.

Computer Applications
Students will use, at minimum, a word processor, a presentation package, a web browser, Blackboard, MindManager, Visio, and Excel.

Computer Resources
This class will use ATU computing facilities and the Web. Students will have one or more accounts for using the ATU computing resources, Web-based collaborative software, and e-mail.

Library Use
Students will use library resources for class-related research, citation guides, and tips for evaluating web resources. High quality, recent, electronic sources are preferred.

Critical Thinking
Students are required to analyze case studies and respond to class exercises that require them to explain different perspectives of a situation, evaluate the positive and negative impacts of a process on people, groups, and organizations.

Problem Solving
Students are required to identify issues in case studies, exercises, and projects. Class exercises require students to engage in problem solving throughout the course.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Business and Economics Department

Date submitted: August 27, 2007

Request for: Course change ______ Course deletion ______ Course addition ______
(Excluding course credit hour changes)

Submitted by: Kevin Mason

Approved by: School Cur. Comm: David Roach
Department Head: Kevin Mason
Dean of School: Tom Tyler

Reviewed by: Registrar: Tammy Rhodes
Vice President: Jack Hamm

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: MGMT

Number: 3123

Title for Catalog: Business Ethics

*Title for Course Inventory (24 characters):

Description: This course is an interdisciplinary study of business ethics and the social responsibility of business organizations in society. The course will consider professional and applied ethics, law and organizational behavior. The focus of the course is on the individual and managerial decision making process in response to ethical issues arising in the business context. Students will explore the role of business in society; discuss general theories of ethics; explain and apply key ethical theories in business; and develop and defend their own ethical positions.

Effective date or term: Spring 2008

*Course fees:

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?
The proposed course would serve as an MGMT elective which could be used to satisfy 3 hours of the required MGMT electives needed by MGMK majors. This topic has been taught as a “Special Topics” course for a couple of years and feedback indicates that the course is well – received and beneficial to our MGMK majors. This proposed course provides enhances students’ foundation knowledge for business as well as their ethical reasoning. The course is designed to be taken by MGMK majors.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

MGMK majors are required to complete at least 6 hours of MGMT electives and this elective course would give students more options in terms of the electives they choose to study as part of their major requirements.

C. Is this course part of any general plan of development within your department? Explain.

Yes, it is designed to give students more choices when selecting MGMT electives. The course is also designed to utilize the backgrounds and academic strengths of our current faculty.

D. How often will the course be offered?

Once each academic year

E. How will the course be staffed?

With current faculty

F. How will this course change affect other departments’ students and offerings? With what other departments have you specifically consulted?

No other departments will be affected.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

While this is not a core course (required by all departmental majors), it is hoped that this course will, for those students electing to take the course, advance the attainment of various learning objectives, specifically, critical thinking skills, ethical reasoning and the understanding of the perspectives that form the context for business (see attached School of Business Learning Objectives).

An Outline in specific detail of how proposal will alter the program curriculum follows (next page):

The proposed course will not require any change on the program curriculum as currently stated in the ATU catalog.
School of Business Learning Objectives

1. Ability to use technology to support managerial decisions.
2. Communication and presentation skills.
3. Written and communication skills.
4. Problem solving skills.
5. Critical thinking skills.
6. Foundation knowledge for business.
7. Understanding the perspectives that form the context for business.
8. Ethical reasoning and behavior.
BUSINESS ETHICS
MGMT 3123

Course Description: This course is an interdisciplinary study of business ethics and the social responsibility of business organizations in society. The course will consider professional and applied ethics, law and organizational behavior. The focus of the course is on the individual and managerial decision making process in response to ethical issues arising in the business context.

Prerequisites: In order to enroll in 3000- and 4000-level courses in the School of Business, students majoring in business must have a minimum of 54 completed hours, a cumulative grade point average of 2.0 and the required business foundation courses. Students majoring in fields outside the School of Business may enroll provided they have completed 54 hours of credit prior to enrollment.

Textbook and Instructional Materials:

Course Purpose and Objectives:
The purpose of the course is to enable students to identify, critically evaluate and resolve ethical issues within the business environment at the level of the individual, the organization and society. Students in the course should be able to discuss the role of business in society; to discuss general theories of ethics; to explain and apply key ethical theories in business; and, to develop and defend their own ethical positions.

Course Evaluation:
To evaluate your performance in the class, the following assignments are required:
Mission and Life Goal Exercise Not Graded/Required
Midterm examination 20%
Team Presentation 20%
Final paper 20%
Class participation 20%
Journal 20%

The midterm exam will be open book and open notes for the essay portion and closed book for the objective questions (true/false and multiple choice).

The final paper is a research paper requiring you to apply Stakeholder Theory, normatively grounded in one of the ethical theories discussed in class, in order to resolve the ethical dilemma researched and analyzed in the paper. Each team may elect to submit individual papers or one team paper, but all members of the team are required to analyze the same topic. This is a formal research paper that requires a bibliography. The final paper is due during the final exam period for the course. This assignment will be discussed further in class.
A **team presentation** of your research, analysis and recommendation(s) for resolution of the ethical dilemma under consideration is required. Regardless of whether your team elected to write individual papers or a team paper, the presentation must be made and coordinated by the entire team—if individuals in the team reached different conclusions in their papers, this fact should be reported and incorporated in the presentation. All team members must participate in the presentation; part of the grade for the team presentation will include a team evaluation of each member’s contributions to the project. This assignment will be discussed further in class.

**Class participation** is necessary to gauge your understanding of class material. At some point, each of you will be responsible for introducing readings or cases for classroom discussion. These introductions will be assigned in advance and may be coordinated by your team (I encourage discussion among the team). Members of the team must be able to discuss the key points made in that reading and to respond to questions. Finally, all students are expected to be fully prepared for class. Preparation includes not only reading the material assigned but also being prepared to discuss that material, regardless of whether you were assigned to introduce that week’s assignments.

You also are required to maintain an informal, weekly **journal. The journal entries must be typed**. Each entry should include the following: your name and the date of the class meeting under consideration. The first installment of the journal is due at the start of the class period before the midterm is scheduled. The second installment of the journal is due at the start of the last day of class. Journal entries need not be revised, edited, or formal. The entry for each week should reflect your observations on class discussion and the scheduled assignments for that week, i.e., you may want to record your thoughts before (when preparing for class) and after each class period. The journals should be thoughtful and well reasoned, but they are not evaluated as formal papers. They will be graded relative to the other journals received in terms of quality of analysis and thoroughness: both quantity and quality count. This is an individual assignment that only you are allowed to write.

**Course Policies:**
- Attendance is required to pass this course; failure to attend will directly and seriously affect your class participation score.
- Please do not come to class late.
- Please turn off and put away your cell phone before you come to class.
- Tape recording the lectures is not allowed, so please do not ask.

**Please note:** If you choose to engage in academic misconduct or to violate any of the conduct rules and regulations of the University during my class, I will seek to impose the severest sanction allowed—including expulsion from the University—under the guidelines in the **Arkansas Tech Student Handbook**. See your handbook for a full description of your rights and responsibilities as a member of the Tech academic community.
Tentative Schedule:

| Jan 22 | M | Lecture: into to course; American society, culture and institutions |
| Jan 29 | M | **Mission & Life Goal Exercise Due**  
Lecture: globalization and world resources; political economy  
Readings:  
Handout, Einstein, Albert, “Why Socialism?”  
Handout, Tracinski, Robert W., “The Moral Basis of Capitalism”  
Handout, Norberg, Johan, “Humanity’s Greatest Achievement”  
Handout, Specter, Michael, “The Last Drop” |
| Feb 05 | M | Lecture: Philosophy 101—teleological and deontological ethical theories  
Readings:  
Text, p. 5-17, Ethical Theories and Approaches  
Text, p. 18, Kant, Immanuel, “Grounding for the Metaphysics of Morals”  
Text, p. 52, Rawls, John, “Distributive Justice”  
Text, p. 30, Mill, John Stuart, “Utilitarianism”  
Text, p. 43, Le Guin, Ursula K., “The Ones Who Walk Away from Omelas” |
| 12 | M | Screening: *The Corporation* (145 minutes) |
| 19 | M | Lecture: Law and the Corporation  
Be prepared to discuss *The Corporation* using question sheet distributed last week, in addition to any previous readings you find relevant to the issues raised in the film.  
Readings:  
Text, p. 100, Seglin, Jeffery, “Just Because It’s Legal, Is It Ethical?”  
Text, p. 280, Friedman, Milton, “The Social Responsibility of Business is to Increase Its Profits”  
Text, p. 68, Donaldson, Thomas, “Fundamental International Rights” |
| 26 | M | Lecture: corporate culture and the individual  
Readings:  
Text, p. 87-99, Ethical Analysis and Application  
Text, p. 141, McCoy, Bowen H., “The Parable of the Sadhu” |
Text, p. 157, Carr, Albert Z., “Is Business Bluffing Ethical?”
Text, p. 183-98, Corporate Ethical Leadership: Corporate Culture and Reputation Management

Mar 05 M Lecture: Business ethics: decision-making models
Text, p. 123, adidas-Salomon (co.), “Identifying Stakeholder Groups”
Text, p. 547, Heely & Nersesuan, “The Case of Planned Obsolescence”

12 M Lecture: Business ethics: decision-making models (Continued)
Readings: Handout, Donaldson & Dunfee, “Précis for Ties that Bind”
Handout, “Millions for Millions”
Journals Due—First Installment
Review for Midterm

19 M Midterm

26 M No Class: Spring Break

Apr 02 M Lecture: Human resources: legal boundaries and ethics
Text, p. 376, Bennett-Alexander, “Such Stuff as Dreams are Made on: A Short Primer on Why We Should not Be Ready to Throw Out Affirmative Action”
Text, p. 413, Hartman, “A Free Market Approach to Comparable Worth”

Apr 09 M Lecture: Ethics and Marketing: legal boundaries and ethics
Readings: Text, p. 515-23, Ethics and Marketing
Text, p. 524-32, “Got Beer?! Better Than Milk, New Survey Shows!”
Text, p. 533, Atkinson & Frederick, “Portrayal of Women in Advertising”
Text, p. 593, Montgomery & Pasnik, “Web of Deception: Threats to Children from Online Marketing”
Handout, “Hold the Avocado”

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<tr>
<td>16</td>
<td>M</td>
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<tr>
<td>23</td>
<td>M</td>
<td>Lecture: Technology: legal boundaries and ethics</td>
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<td>30</td>
<td>M</td>
<td>Presentations</td>
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<td>Journals due—second installment</td>
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May 07 | M | Final Papers Due: 5pm |
|       |   | No examination |
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Business and Economics Department

Date submitted: August 27, 2007

Request for: Course change ______ Course deletion ______ Course addition ______ X ______
(Excluding course credit hour changes)

Submitted by: Stephen Jones

Approved by: School Cur. Com: David Roach
Department Head: Kevin Mason
Dean of School: Tom Tyler

Reviewed by: Registrar: Tammy Rhodes
Vice President: Jack Hamm

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: MGMT

   Number: 4063

   Title for Catalog: Entrepreneurial Development

   *Title for Course Inventory (24 characters):

   Description: Pre-requisites – approval from instructor. The course is designed to increase the students' understanding of critical entrepreneurial and venture creation concepts through practical applications and through textual readings. Specifically, students will take preliminary small business plans and develop and formalized plans that will be submitted for competition consideration at the annual Donald W. Reynolds Governor's Cup business plan competitions.

   Effective date or term: Spring 2008

   *Course fees: None

app cc 11/19/07
app FS 12/3/07
II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

The proposed course would serve as an MGMT elective which could be used to satisfy 3 hours of the required MGMT electives needed by MGMT majors. This topic has been taught as a “Special Topics” course and to prepare students to compete in “The Governor’s Cup” business plan competition. This proposed course is limited to select students who are found to be of high motivation, initiative, and commitment. These students must be willing to develop business plans for the purpose of submitting these plans for competitive purposes at the Governor’s Cup. Successful business plans offer the opportunity for students to receive large cash prizes (approximately $20,000 for first place), tremendous practical application of their entire business curriculum, possible job contact networking and strong publicity for the university. The course is designed to be taken by select (approved by faculty) business and possibly non-business upper-class students.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

MGMK majors are required to complete at least 6 hours of MGMT electives and this elective course would give a select few students more options in terms of the electives they choose to study as part of their major requirements.

C. Is this course part of any general plan of development within your department? Explain.

Yes, it is designed to give participating students intense practical experience and to serve as a source of powerful publicity for the university. It is also part of an academic development of courses in the entrepreneurial field.

D. How often will the course be offered?

Each spring semester

E. How will the course be staffed?

With current faculty

F. How will this course change affect other departments’ students and offerings? With what other departments have you specifically consulted?

While it is possible that students from other departments (e.g., engineering, chemistry, biology, computer science) may take this course, the proposed course is not required by any major and will therefore not adversely impact any other departments.
*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

While this is not a core course (required by all departmental majors), it is hoped that this course will, for those students electing to take the course, advance the attainment of various learning objectives, specifically, critical thinking skills, problem solving skills, and the ability to use technology to support managerial decisions (see School of Business Learning Objectives listed below).

An Outline in specific detail of how proposal will alter the program curriculum follows (next page):

The proposed course will not require any change on the program curriculum as currently stated in the ATU catalog.

School of Business Learning Objectives

1. Ability to use technology to support managerial decisions.
2. Communication and presentation skills.
3. Written and communication skills.
4. Problem solving skills.
5. Critical thinking skills.
6. Foundation knowledge for business.
7. Understanding the perspectives that form the context for business.
8. Ethical reasoning and behavior.
MGMT 4063 - Special Topics: Entrepreneurial Development
Spring Semester 2007

GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Stephen C. Jones</th>
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</thead>
<tbody>
<tr>
<td>Phone</td>
<td>479-968-0673</td>
</tr>
<tr>
<td>Office</td>
<td>COR 216</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:sjones@atu.edu">sjones@atu.edu</a></td>
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<tr>
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Required Materials:


An Active ATU E-Mail Account: You must check your ATU e-mail account periodically for updates and assignments from me. I may ask you to review a specific article or website for class discussion in advance, and these I will post on Blackboard (http://blackboard.atu.edu). You are expected to download and read these articles on your own using the Adobe Acrobat reader which can be downloaded for free from the Adobe website (http://www.adobe.com/acrobat/). Other materials or updates will also be posted periodically on this site.

Course Justification/Rationale: This course extends the development of small business strategic processes to the point where an oral presentation to a venture funding audience is possible.

Course Objectives:

To take preliminary small business studies and plans and develop formalized plans for funding review.

To prepare oral presentation materials to simulate a funding presentation made to venture capitalists, bankers and other finance professionals.

To successfully enter and compete at the annual Donald W. Reynolds Governor’s Cup.

To increase the students’ understanding of critical entrepreneurial and venture creation concepts through practical applications and through textual readings.
POLICIES

Discrimination: Arkansas Tech University is an Affirmative Action/Equal Opportunity Employer. It is the policy of this university not to discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of service. If you have any questions or concerns about discrimination in this course or anywhere on campus, please feel free to contact: Jasmine Wilson, Retention Counselor/Affirmative Action Officer, Doc Bryan 233, Russellville, AR 72801. Phone: (479) 968-0239. Fax: (479) 968-0208. jasmine.wilson@atu.edu

Disabilities: Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. Students with disabilities attending TECH will be integrated as completely as possible into the University community. TECH does not offer a specialized curriculum for students with disabilities nor does it assume the role of a rehabilitation center, but does assume responsibility for modifying campus facilities and procedures to accommodate individual needs where feasible. Students must register their disabilities with the coordinator for disability services two weeks prior to enrollment to discuss any special arrangements that may be needed. If you have any questions about this policy, please contact: Dr. Carolyn Crawford, Coordinator for Disability Services, Bryan Hall, Room 103, 968-0302. carolyn.crawford@mail.atu.edu

Academic Dishonesty: The student handbook defines this.

Any student found to have committed misconduct, included but not limited to the following list, is subject to the disciplinary sanctions outlined in Article IV:
1. Acts of dishonesty, including but not limited to the following:
   a. Cheating, plagiarism, or other forms of academic dishonesty.
   b. Furnishing false information to any University official, faculty member or office.
   c. Forgery, alteration, unauthorized use, or misuse of any University document, record, or instrument of identification.
   d. Tampering with the election of any University-recognized student organization.

Any student found to have committed an act of dishonesty in my class will be liable for sanctions as provided by the policies of this University. I will also assign a grade of F for that student for this course if the student is found to have acted with academic dishonesty in any manner.

Late Assignments: I will allow a student to submit a late assignment for credit with a 25% deduction less any other deductions which are applicable if the assignment is submitted within 24 hours after the due date and time. In-class assignments, presentations and activities cannot be made up or submitted for late credit. If you know you will be missing a class period when an assignment is due, you may e-mail the assignment to me as a Microsoft Word attachment BEFORE the class period. I will consider the sent date and time (as indicated on the e-mail header) as evidence of when the assignment was sent.

Cell Phones and Other Telecommunications Devices: As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, I prohibit the use by students of cell phones, pagers, or similar communication devices during scheduled classes. This includes text messaging or other similar use of cell phones and other devices. All such devices must be turned off or put in a silent mode and cannot be taken out during class. Recording devices (such as tape recorders for taping a lecture) may be allowed if you contact me in advance.
GRADED ASSIGNMENTS

Exams (0 points): There are no examinations scheduled for this course.

In-Class Discussions (Up to 100 points): Each student will be required to review and explain assigned articles from the text for the class. To do so, the student will need to – prior to class – write a short synopsis of key points discussed in the assigned article and provide a copy of that synopsis for each student by the assigned time in the course calendar. This will allow me sufficient time to make copies available for each student prior to class. A form will be provided that each will need to use to submit analyses.

Information Collection, Analysis and Synthesis (200 points): Each student will be required to assist in the collection of, analysis of and synthesis of information pertaining to the presentations prepared by the class for the Arkansas Governor's Cup competition. This information management will continue throughout the semester. This component of the grading process will be subjectively scored by the instructor based upon personal observation and reference and will be influenced in part by peer evaluations received from other students in the class about the student's performance in this area.

Oral Presentation (100 points): As part of a group, each student will help present one of the business plans in the Arkansas Governor's Cup competition if selected. Whether or not the student is selected to be part of the presentation team, he/she will need to participate in the preparation of materials for the presentation team. This component of the grading process will be subjectively scored by the instructor based upon personal observation and reference and will be influenced in part by peer evaluations received from other students in the class about the student's performance in this area.

Grading Scale: I use the traditional 90/80/70/60 scale for this course.
To: University Curriculum Committee

From: School of Business

Date Submitted: January 24, 2007

Type of Curriculum Change Requested: Course Description Change

Submitted By: Kevin Mason

Approved By: Chair: School of Business Curriculum Committee
B&E Department Head: Dr. Kevin Mason
Acct. Department Head: Dr. Pam Carr
Dean of School: Dr. Tom Tyler

Reviewed By: Registrar: Ms. Tammy Rhodes
Vice-President for Academic Affairs: Dr. Jack Hamra

I. Catalog change as it will appear in the catalog.

Delete the last sentence of the course description for MGMT 4113 – Managerial Issues in Electronic Commerce. Specifically, delete the sentence that reads... “For the Management and marketing degree program requirements, this course can be used to satisfy either a marketing elective or a management elective.”

II. Change Information

A. Rationale for the requested change.

This requested change is to correct an error in the course description that was originally included in the course description for the course. MGMT 4113 is a management course and should not count as a marketing elective.

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

1. Within the department requesting the change. None

2. Outside the department. None

C. Effective date or term. **Updated 8/1/04** Fall 2007- 2008-09 Catalog
Summer 1 2008

D. **Updated 9/1/05** When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

app CC 11/19/07
app FS 12/3/07

*Updated 8/1/04
**Updated 9/1/05
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Business and Economics Department

Date submitted: August 31, 2007

Request for: Course change Course deletion X Course addition (Excluding course credit hour changes)

Submitted by: Linda Bean

Approved by: Department Head: Kevin Mason
Dean of School: Tom Tyler

Reviewed by: Registrar: Tammy Rhodes
Vice President: Jack Hamm

If this is a deletion or other minor change, describe and give rationale.

Delete Personal Health and Wellness (HLED 1513) as a required course and add three (3) hours of electives in its place. HLED 1513 is no longer required for the completion of degree or licensure for the Business Education program. Deleting this requirement will allow business education majors to take a 3 hour elective. There has not been an opportunity for any electives in this program prior to this change. Students will be encouraged by their advisor to select an additional technology course or a foreign language.

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

1. Within the department requesting the change. None
2. Outside the department. None

C. Effective date or term. Fall 2008

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

Outline in specific detail how your proposal will alter the program (include course number and title: delete HLED 1513 from curriculum requirements and replace with 3 hours of electives.)
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<td>Senior Fall Semester – NO CHANGE</td>
</tr>
<tr>
<td>Add/Change:</td>
<td>Add/Change:</td>
</tr>
<tr>
<td>Delete:</td>
<td>Delete:</td>
</tr>
<tr>
<td>Total Hours:</td>
<td>Total Hours:</td>
</tr>
</tbody>
</table>

**Total Program Hours**  
**No Change**
CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: (Business and Economics Department)

Date Submitted: August 31, 2007

Request for: Curriculum requirement change _X_

Submitted By: Linda Bean

Approved By: Department Head: Kevin Mason

Dean of School: Tom Tyler

Reviewed By: Registrar: Tammy Rhodes

Vice-President for Academic Affairs: Jack Hamm

I. Program or curriculum change as it will appear in the catalog. Change the SPH 3083 requirement to read “take one of the following: SPH 3083, SPH 2003 or SPH 2173.”

II. Course Information:

A. Rationale for the requested change. Currently the curriculum allows for only the Speech 3083 but this course is not always available each semester. Hence, we routinely substitute Speech 2003 or 2173 for Speech 3083 on student degree audits. All three courses pertain to the similar activities of oral presentation. Also, students majoring in other business areas take Speech 2003 or 2173 and when they change majors to business education, these courses are substituted for Speech 3083. These speech courses are accepted by the School of Education for other degree programs.

B. What impact will the change have on staffing, on other programs, budget, and space allocation? None

1. Within the department requesting the change. None

2. Outside the department. None

C. Effective date or term. Fall 2008

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

App TEC 11/1/07
App CC 11/19/07
App FS 12/3/07
Outline in specific detail how your proposal will alter the program (include course number and title: accept Speech 2003 or 2173 or 3083 for business education majors.

There will be no change in total course hours for this adjustment.

### Fall Start

<table>
<thead>
<tr>
<th>Semester</th>
<th>Add/Change</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Fall</td>
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</tr>
<tr>
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<td></td>
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<tr>
<td>Delete:</td>
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<tr>
<td>And Delete:</td>
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<td></td>
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<tr>
<td>Total Hours:</td>
<td></td>
<td></td>
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<tr>
<td>Sophomore Fall</td>
<td>SPH 2003, SPH 2173 or SPH 3083</td>
<td></td>
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<td>Add/Change:</td>
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<td>Total Hours:</td>
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<tr>
<td>Junior Fall</td>
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<tr>
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<tr>
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<tr>
<td>Total Hours:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Fall</td>
<td>NO CHANGE</td>
<td></td>
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<tr>
<td>Add/Change:</td>
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<tr>
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</tr>
<tr>
<td>Total Hours:</td>
<td></td>
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</tr>
</tbody>
</table>

### Spring Start (If applicable)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Add/Change</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Spring</td>
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<td></td>
</tr>
<tr>
<td>Add/Change:</td>
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</tr>
<tr>
<td>Total Hours:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore Spring</td>
<td>SPH 2003, SPH 2173 or SPH 3083</td>
<td></td>
</tr>
<tr>
<td>Add/Change:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delete: SPH 3083</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Hours:</td>
<td></td>
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<tr>
<td>Junior Spring</td>
<td>NO CHANGE</td>
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<td>Total Hours:</td>
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<tr>
<td>Senior Spring</td>
<td>NO CHANGE</td>
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<tr>
<td>Add/Change:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delete:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Hours:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Program Hours** No Change
CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: (Business and Economics Department)

Date Submitted: August 27, 2007

Type of Curriculum Change Requested: (*Program modification)

Submitted By: Linda Bean

Approved By:
   School Curr. Comm: David Roach
   Department Head: Kevin Mason
   Dean of School: Tom Tyler

Reviewed By: Registrar: Tammy Rhodes

Vice-President for Academic Affairs: Jack Hamm

I. Program or curriculum change as it will appear in the catalog.
   (see page 2 of this Attachment)

II. Course Information: Delete one hour of Physical Activities from the
    curriculum of the Business Education major.

   A. Rationale for the requested change. Currently 3 physical activities are
      required in the Business Education major, but there is no need for students
      to exceed the General Education requirements of 2 physical activities hours.
      In addition, we proposed to increase the Keyboarding requirement from 2
      hours to 3 hours and wish to accommodate this increase by decreasing the
      number of physical activities hours required (from 3 to 2 hours).

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

      1. Within the department requesting the change. None
      2. Outside the department. None

   C. Effective date or term. Fall 2008

   D. **When applicable, state with which departments you have specifically
      coordinated this change? (If unable to identify coordinating departments
      that change affects, Academic Affairs can offer assistance in identifying
      course use.)

      APP TEC 11/1/07
      APP EC 11/19/07
      APP FS 12/3/07
Outline in specific detail how your proposal will alter the program (include course number and title: delete one hour of physical activity from the freshman fall term. NOTE: See the proposal of addition of BUAD 1023 for which shows the details of changes of changes to curriculum for both the reduction of physical activity required (proposed here) along with the addition of the new BUAD 1023 (each proposal impacts the other).
<table>
<thead>
<tr>
<th>Fall Start</th>
<th>Spring Start (If applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Fall Semester</strong>&lt;br&gt;Add/Change: <strong>Add BUAD 1023</strong>&lt;br&gt;Delete: <strong>BUAD 2002</strong>&lt;br&gt;And Delete: <strong>Physical Activity</strong>&lt;br&gt;Total Hours: <strong>16 hours</strong></td>
<td><strong>Freshman Spring Semester</strong>&lt;br&gt;Add/Change: <strong>Add BUAD 1023</strong>&lt;br&gt;Delete: <strong>BUAD 2002</strong>&lt;br&gt;And Delete: <strong>Physical Activity</strong>&lt;br&gt;Total Hours: <strong>16 hours</strong></td>
</tr>
<tr>
<td><strong>Sophomore Fall Semester</strong>&lt;br&gt;Add/Change:</td>
<td><strong>Sophomore Spring Semester</strong>&lt;br&gt;Add/Change:</td>
</tr>
<tr>
<td>Delete:</td>
<td>Delete:</td>
</tr>
<tr>
<td>**Total Hours: <strong>16 hours</strong></td>
<td><strong>Total Hours:</strong></td>
</tr>
<tr>
<td><strong>Junior Fall Semester</strong>&lt;br&gt;Add/Change:</td>
<td><strong>Junior Spring Semester</strong>&lt;br&gt;Add/Change:</td>
</tr>
<tr>
<td>Delete:</td>
<td>Delete:</td>
</tr>
<tr>
<td><strong>Total Hours:</strong></td>
<td><strong>Total Hours:</strong></td>
</tr>
<tr>
<td><strong>Senior Fall Semester</strong>&lt;br&gt;Add/Change:</td>
<td><strong>Senior Spring Semester</strong>&lt;br&gt;Add/Change:</td>
</tr>
<tr>
<td>Delete:</td>
<td>Delete:</td>
</tr>
<tr>
<td><strong>Total Hours:</strong></td>
<td><strong>Total Hours:</strong></td>
</tr>
</tbody>
</table>

**Total Program Hours**: **No Change**
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Business and Economics Department

Date submitted: October 15, 2007

Request for: Curriculum Change ___ X ___
(Excluding course credit hour changes)

Submitted by: Kevin Mason

Approved by: B&E Dept. Head: Kevin Mason
Acct Dept. Head: Pam Carr
Dean of School: Tom Tyler

Reviewed by: Registrar: Tammy Rhodes
Vice President: Jack Hamm

Require BUAD 1003 for three School of Business programs (ACCT, ECON, and MGMK) and change the course description of BUAD 1003 to the following:

Description: This course cannot be taken for credit after completion of any upper division (3-4000 level) School of Business course. The purpose of “Introduction to Business Systems” is to orient students to the business disciplines and business expectations including professionalism and ethics. Topics examined include business fundamentals such as accounting, finance, management, marketing, information technology and a basic understanding of economic factors. The course also provides an overview of the School of Business programs, the School of Business core curriculum (including course requirements, student responsibilities, and study skills), and an overview of business career options.

Effective date or term: Fall 2008

*Course fees:

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

Some students have misconceptions as to what a business major offers the student. As such, some students elect to drop out of the School of Business majors before they are ever able to understand how the various courses relate to each other. This course will help all business majors to understand the “Big Picture” of the business disciplines and give them a basis for understanding the more complex specific courses required in the major. This course will be required of all business majors.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?
This course will allow student to get an early more comprehensive look at the field of business before they get into the more complex details of how to deal with business analysis and problem solving.

C. Is this course part of any general plan of development within your department? Explain.

Yes, we hope to by providing students with a general “Big Picture” look at business systems (from the proposed courses) then exposing them to the more detailed specific course requirements, and finally having the students pull the details together in our capstone course (Business Policy), that they will have a greater understanding of how to critically examine business situations and solve business problems.

D. How often will the course be offered?

Every Semester

E. How will the course be staffed?

With current faculty

F. How will this course change affect other departments’ students and offerings?
With what other departments have you specifically consulted?

No other departments will be affected.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

The course will be used to gather baseline data related to the School of Business learning objects which will then be compared to data gathered during the students’ senior year to assess progress towards learning goals.

An Outline in specific detail of how proposal will alter the MGMK program curriculum follows (next page):
<table>
<thead>
<tr>
<th>Semester</th>
<th>Add/Change</th>
<th>Delete</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Fall</strong></td>
<td>Add BUAD 1003 ✓</td>
<td>Science with Lab ¹ ✓</td>
<td>Reduce to 15 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fine Art/Humanities ¹ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Activity ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total Hours: 16 hours</strong></td>
</tr>
<tr>
<td><strong>Sophomore Fall</strong></td>
<td>Add Science with Lab ¹ ✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Junior Fall</strong></td>
<td>Add Physical Activity ¹ ✓</td>
<td></td>
<td>Increase to 16 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Senior Fall</strong></td>
<td>Add/Change</td>
<td></td>
<td>15 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Freshman Spring</strong></td>
<td>Add BUAD 1003 ✓</td>
<td>Science with Lab ¹ ✓</td>
<td>Reduce to 15 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sophomore Spring</strong></td>
<td>Add Science with Lab ¹ ✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fine Art/Humanities ¹ ✓</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Physical Activity ¹ ✓</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total Hours: 16 hours</strong></td>
</tr>
<tr>
<td><strong>Junior Spring</strong></td>
<td>Add Physical Activity ¹ ✓</td>
<td></td>
<td>Increase to 16 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Senior Spring</strong></td>
<td>Add/Change</td>
<td></td>
<td>15 hours</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

**Total Program Hours:** 124
An Outline in specific detail of how proposal will alter the ECON program curriculum follows (next page):
<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECON Fall Start</strong></td>
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</tr>
<tr>
<td>Freshman Fall Semester</td>
<td>Add/Change: Add BUAD 1003 ✓</td>
</tr>
<tr>
<td>Delete: HIST 1503 ✓</td>
<td></td>
</tr>
<tr>
<td>Total Hours:</td>
<td></td>
</tr>
<tr>
<td>Sophomore Fall Semester</td>
<td>Add/Change: Add HIST 1513 ✓</td>
</tr>
<tr>
<td>Delete: Fine Art/Humanities 1 ✓</td>
<td></td>
</tr>
<tr>
<td>Total Hours:</td>
<td></td>
</tr>
<tr>
<td>Junior Fall Semester</td>
<td>Add/Change:</td>
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<tr>
<td>Delete:</td>
<td></td>
</tr>
<tr>
<td>Total Hours:</td>
<td></td>
</tr>
<tr>
<td>Senior Fall Semester</td>
<td>Add/Change:</td>
</tr>
<tr>
<td>Delete:</td>
<td></td>
</tr>
<tr>
<td>Total Hours:</td>
<td></td>
</tr>
<tr>
<td><strong>ECON Spring Start (If applicable)</strong></td>
<td></td>
</tr>
<tr>
<td>Freshman Spring Semester</td>
<td>Add/Change: Add BUAD 1003 ✓</td>
</tr>
<tr>
<td>Delete: HIST 1503 ✓</td>
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<tr>
<td>Total Hours:</td>
<td></td>
</tr>
<tr>
<td>Sophomore Spring Semester</td>
<td>Add/Change: Add HIST 1513 ✓</td>
</tr>
<tr>
<td>Delete: Fine Art/Humanities 1 ✓</td>
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<tr>
<td>Total Hours:</td>
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<tr>
<td>Junior Spring Semester</td>
<td>Add/Change: Add Physical Activity</td>
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<td>Add/Change:</td>
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<td></td>
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<tr>
<td>Total Hours:</td>
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</tbody>
</table>

**Total Program Hours:** 124
An Outline in specific detail of how proposal will alter the ACCT program curriculum follows:

<table>
<thead>
<tr>
<th>ACCT Fall Start</th>
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<tbody>
<tr>
<td><strong>Freshman Fall Semester</strong></td>
<td><strong>Freshman Spring Semester</strong></td>
</tr>
<tr>
<td>Add/Change: <strong>Add BUAD 1003</strong></td>
<td>Add/Change: No Change</td>
</tr>
<tr>
<td>Add Physical Activity ✓</td>
<td>Delete:</td>
</tr>
<tr>
<td>Delete: <strong>Science with Lab ✓</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours:</strong> 16 ✓</td>
<td><strong>Total Hours:</strong> 16</td>
</tr>
<tr>
<td><strong>Sophomore Fall Semester</strong></td>
<td><strong>Sophomore Spring Semester</strong></td>
</tr>
<tr>
<td>Add/Change: <strong>Add Science with Lab ✓</strong></td>
<td>Add/Change: No Change</td>
</tr>
<tr>
<td>Delete: <strong>Fine Art/Humanities ✓</strong></td>
<td>Delete:</td>
</tr>
<tr>
<td>Also Delete: <strong>Physical Activity ✓</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours:</strong> 16 hours ✓</td>
<td><strong>Total Hours:</strong> 16 hours</td>
</tr>
<tr>
<td><strong>Junior Fall Semester</strong></td>
<td><strong>Junior Spring Semester</strong></td>
</tr>
<tr>
<td>Add/Change: <strong>Fine Arts/Humanities ✓</strong></td>
<td>Add/Change: No Change</td>
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<td>Delete: <strong>Electives ✓</strong></td>
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<td><strong>Total Hours:</strong> 15 ✓</td>
<td><strong>Total Hours:</strong> 15</td>
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<tr>
<td><strong>Senior Fall Semester</strong></td>
<td><strong>Senior Spring Semester</strong></td>
</tr>
<tr>
<td>Add/Change: <strong>No Change</strong></td>
<td>Add/Change: No Change</td>
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<td>Delete:</td>
</tr>
<tr>
<td><strong>Total Hours:</strong> 15 hours</td>
<td><strong>Total Hours:</strong> 15 hours</td>
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</tbody>
</table>

**Total Program Hours:** 124
CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee
From: School of Business
Date Submitted: September 24, 2007
Request for: Curriculum requirement change X

Submitted By: Kevin Mason and Pam Carr
Approved By: School Curr Comm: David Roach
Department Head: Kevin Mason
Dean of School: Tom Tyler
Reviewed By: Registrar: Tammy Rhodes
Vice-President for Academic Affairs: Jack Hamm

I. Program or curriculum change as it will appear in the catalog. (1) Delete footnote #5 in the Management and Marketing Curriculum (on page 92 of the 2007-08 catalog); (2) delete footnote #5 in the Economics and Finance curriculum (on page 93 of the 2007-08 catalog) and (3) delete footnote #4 in the Accounting curriculum (on page 90 in the 2007-08 catalog).

II. Course Information:

A. Rationale for the requested change. In the past, our accreditation body (AACSB) required that a certain number of credit hours taken by business students must be outside from outside the school of business courses. This requirement no longer exists and we wish to increase the flexibility of business students and allow them to take extra business courses if they so choose.

B. What impact will the change have on staffing, on other programs, budget, and space allocation? It may allow some business students to take addition elective courses within business disciplines but this will not cause any problems.

   1. Within the department requesting the change. None
   2. Outside the department. None

C. Effective date or term. Fall 2008

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.) Not applicable

app 02 11/19/07
app FS 12/3/07
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: School of Business

Date Submitted: October 8, 2007

Type of Curriculum Change Requested: Addition of new minor

Submitted By: Pam Carr

Approved By: School Curr. Comm.:
  Pam Carr
  Department Head:
  David Roach
  Dean of School:
  Tom Tyler

Reviewed By: Registrar:
  Tammy Rhodes

Vice-President for Academic Affairs:
  Jack Hamm

I. Program or curriculum change as it will appear in the catalog.

It is proposed that "Accounting" be added to the list of minors offered by the university (on page 17 of the 2007/08 catalog). Furthermore, the following text is proposed to be added to the bottom of School of Business "The Curriculum" section (bottom of page 88 in the 2007/08 catalog):

Minor Accounting

The minor in Accounting is available to students who wish to add to their knowledge of accounting for personal edification or for professional purposes, but not to School of Business majors. The minor in accounting requires 21 hours of courses:

- BUAD 2003 or COMS 1003
- ACCT 2003
- ACCT 2013
- ACCT 3003*
- ACCT 3013*
- ACCT 3043*
- 3 hours of either ACCT 3053 or ACCT 4023*

* in order to take the upper division (3000-4000 level) ACCT courses, the student must have completed 54 hours including all 2000 level courses listed above, have a cumulative GPA of at least 2.0 and permission from the Dean of Business.

Approved EC 11/19/07

Approved FS 12/3/07
II. Will this proposal impact other departments?

Yes, this proposal may increase the number of students who wish to enroll into COMS 1003. This has been discussed and approved by the head of the COMS department (Dr. Larry Morell).

Signed (Dr. Larry Morell) [Signature]

Date 10/8/07
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: School of Business

Date Submitted: August 31, 2007

Type of Curriculum Change Requested: Addition of new minor

Submitted By: Kevin Mason

Approved By: School Curr. Comm.: David Roach
               Department Head: Kevin Mason
               Dean of School: Tom Tyler

Reviewed By: Registrar: Tammy Rhodes

Vice-President for Academic Affairs: Jack Hamm

I. Program or curriculum change as it will appear in the catalog.

It is proposed that “Business” be added to the list of minors offered by the university (on page 17 of the 2007/08 catalog). Furthermore, the following text is proposed to be added to the bottom of School of Business “The Curriculum” section (bottom of page 88 in the 2007/08 catalog):

Minor Business

The minor in business is available to students who wish to add to their knowledge of business for personal edification or for professional purposes, but not open to School of Business majors. The minor in business requires 21 hours of courses:

✓ BUAD 1003
✓ BUAD 2003 or COMS 1003
✓ ACCT 2003
✓ ECON 2003*
✓ BUAD 2033
✓ MGMT 3603**
✓ MKT 3043 **

* for many majors Econ 2003 can be used to satisfy 3 hours the general education social science requirement.

** in order to take the upper division (3000-4000 level) MKT and MGMT courses, the student must have completed 54 hours including all 2000 level courses listed above, have a cumulative GPA of at least 2.0 and permission from the Dean of Business.

CC 11/19/07
FS 12/3/07
II. Will this proposal impact other departments?

Yes, this proposal may increase the number of students who wish to enroll into COMS 1003. This has been discussed and approved by the head of the COMS department (Dr. Larry Morell).

Signed (Dr. Larry Morell)  

Date 10/1/2007
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: School of Business

Date Submitted: August 31, 2007

Type of Curriculum Change Requested: Addition of new minor

Submitted By: Julie Trivitt

Approved By: School Curr. Comm.: David Roach
Department Head: Kevin Mason
Dean of School: Tom Tyler
Reviewed By: Registrar: Tammy Rhodes

Vice-President for Academic Affairs: Jack Hamm

I. Program or curriculum change as it will appear in the catalog.

It is proposed that “Economics” be added to the list of minors offered by the university (on page 17 of the 2007/08 catalog. Furthermore, the following text is proposed to be added to the bottom of School of Business “The Curriculum” section (bottom of page 88 in the 2007/08 catalog):

Minor Economics

The minor in Economics is available to students who wish to add to their knowledge of business for personal edification or for professional purposes, but not open to School of Business majors. The minor in economics requires 18 hours of courses:

ACCT 2003
ECON 2003*
ECON 2013
ECON 3003**

6 hours of 3-4000 level Economics electives**

*for many majors Econ 2003 can be used to satisfy 3 hours the general education social science requirement.

** in order to take the upper division (3000-4000 level) ECON courses, the student must have completed 54 hours including all 2000 level courses listed above, have a cumulative GPA of at least 2.0 and permission from the Dean of Business.
English Department

Memorandum

To: Curriculum Committee
From: English Department
Date: October 10, 2007
Subject: Revise Curricula for B.A. in English, B.A. in English for Teacher Licensure, and B.F.A. in Creative Writing for Teacher Licensure to require two semesters of foreign language study.

Submitted by: Carl Brucker
Approved by: Dr. Carl Brucker, Head English Department
Dr. Georgena Duncan, Dean School of Liberal and Fine Arts
Dr. Glenn Sheets, Dean School of Education Teacher Education Council
Reviewed by: Ms. Tammy Rhodes Registrar
Dr. Jack Hamm Vice President for Academic Affairs

Proposed Changes:

The English Department requests changes to its curricula in English, English Education, and Creative Writing Education as follows.

Require two semesters of a foreign language. The Department of English requests that the foreign language requirement for the B.A. in English (ENGL), B.A. in English for Teacher Licensure (ENED), and the B.F.A. in Creative Writing for Teacher Licensure (CWED) be set at two semesters of foreign language study in the same language.

Justification:

At present English majors are required to take four semesters of a foreign language. English Education and Creative Writing Education majors are required to take three semesters of a foreign language. We believe that two semesters of foreign language study will adequately introduce our students to language study without presenting the barrier to retention that the present three and four semester requirements do. The B.A. in English, B.A. in English Education, and B.F.A. in Creative Writing Education will continue to be three of only five degree programs on campus that require foreign language study. We will continue to encourage our students to complete more than the required two semesters.
Consultation:

This proposal was discussed with Dr. Arturo Yañez, Acting Head of the Department of Foreign Languages, and he was supportive, agreeing that two semesters was an adequate introduction to foreign language study.

Revised catalog descriptions:

The revised curricula for the B.A. in English, the B.A. in English for Teacher Licensure, and the B.F.A. in Creative Writing for Teacher Licensure are attached in Appendices A-C. Following each revised matrix is a detailed explanation of the changes that were made.

Effect of proposed changes within the department:

Creating consistent, two-semester foreign language requirements in these degree programs will make it easier for students to complete their degree programs on time and will cut down on the number of students who drop out of these programs due to the sequential nature of the foreign language requirement.

Effect of the proposed changes on other departments:

As we will continue to encourage our majors to take more than two required semesters of foreign language, we expect that the effect on enrollment in foreign language classes will be minimal.

Effect of the proposed changes on staffing:

The proposed curricular changes will have no effect on departmental staffing.

Effective date:

We would like these changes to take effect for the fall semester of 2008.
Details of changes made to B.F.A. in Creative Writing for Teacher Licensure matrices:

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<thead>
<tr>
<th>Semester</th>
<th>Fall Start</th>
<th>Spring Start (If applicable)</th>
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<tbody>
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<td>No Change ✓</td>
<td>Freshman Spring Semester</td>
</tr>
<tr>
<td>Sophomore Fall Semester</td>
<td>Delete: Intermediate Foreign Language ✓</td>
<td>Sophomore Spring Semester</td>
</tr>
<tr>
<td></td>
<td>Add: Elective 3 hrs ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reduce total hours to 16 ✓</td>
<td></td>
</tr>
<tr>
<td>Junior Fall Semester</td>
<td>Increase Elective hours to 2:1 ✓</td>
<td>Junior Spring Semester</td>
</tr>
<tr>
<td></td>
<td>Increase total hours to 18 ✓</td>
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</tr>
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</tr>
<tr>
<td>Freshman Spring Semester</td>
<td>No Change ✓</td>
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</tr>
<tr>
<td>Sophomore Spring Semester</td>
<td>No Change ✓</td>
<td>Sophomore Fall Semester</td>
</tr>
<tr>
<td></td>
<td>Delete: Intermediate Foreign Language ✓</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>Reduce total hours to 15 ✓</td>
<td></td>
</tr>
<tr>
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<td>Increase Elective hours to 2:1 ✓</td>
<td>Junior Fall Semester</td>
</tr>
<tr>
<td></td>
<td>Increase total hours to 17 ✓</td>
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</tr>
<tr>
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Total Program Hours: 124
# Appendix C: Creative Writing Education

## Curriculum in Creative Writing
### Bachelor of Fine Arts for Teacher Licensure

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</tr>
<tr>
<td>Physical activity ¹</td>
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</tr>
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<td>Elective ²</td>
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<td>Engl 3423</td>
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<td>Lab Science ¹</td>
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<tr>
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<td>Engl elective ³</td>
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<tr>
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<td>2-3</td>
<td>Seed 2002</td>
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<tr>
<td>Elective</td>
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<td>Engl 3093</td>
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<td>Engl 4093</td>
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<td>Seed 2002</td>
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¹See appropriate alternatives or substitutions in *General Education Requirements*
²All minimum college hours (at least three semesters) should be in one language.
Details of changes made to B.A. in English for Teacher Licensure matrices:

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<tr>
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<td>Sophomore Spring Semester</td>
</tr>
<tr>
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<tr>
<td>Reduce total hours to 16</td>
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<td></td>
</tr>
<tr>
<td><strong>Junior Fall Semester</strong></td>
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<td>Junior Spring Semester</td>
</tr>
<tr>
<td>Increase Elective hours to 2-1</td>
<td>✔️</td>
<td>No Change</td>
</tr>
<tr>
<td>Increase total hours to 16</td>
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</tr>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Reduce total hours to 15</td>
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<tr>
<td><strong>Junior Spring Semester</strong></td>
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<td>Junior Fall Semester</td>
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<td>Increase Elective hours to 2-1</td>
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Total Program Hours: 124
# Appendix B: English Education

## Curriculum in English

### Bachelor of Arts for Teacher Licensure

### Degree Completion Plan Beginning in Fall Semester

<table>
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<tr>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>Engl 1013</td>
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<td>Engl 1023</td>
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<td>Social Science</td>
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<td>Mathematics</td>
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<td><strong>Fall</strong></td>
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### Degree Completion Plan Beginning in Spring Semester

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<td><strong>Spring</strong></td>
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*See appropriate alternatives or substitutions in "General Education Requirements" on page

*All minimum college hours (at least three semesters) should be in one language.

### Appendix A: English

#### Curriculum in English

**Bachelor of Arts**

**Degree Completion Plan Beginning in Fall Semester**

<table>
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<tbody>
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#### Degree Completion Plan Beginning in Spring Semester

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<td><strong>Total Hours</strong></td>
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</table>

*See appropriate alternatives or substitutions in "General Education Requirements" on page*

1. All minimum college hours (at least four semesters) should be in one language. Students with previous study in a foreign language should refer to Foreign Language Advanced Placement and Credit under Credit by Examination.


3. At least 40 of the 124 hours required for graduation must be earned in 3000-4000 level courses.
## Details of changes made to B.A. in English matrices:

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<thead>
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<th>Fall Start</th>
<th>Spring Start (if applicable)</th>
</tr>
</thead>
<tbody>
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<td><strong>Freshman Fall Semester</strong></td>
<td>Increase Physical Activity hours to 2 ✓</td>
<td>Increase Physical Activity hours to 2 ✓</td>
</tr>
<tr>
<td></td>
<td>Increase total hours to 15 ✓</td>
<td>Increase total hours to 14 ✓</td>
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<tr>
<td><strong>Sophomore Fall Semester</strong></td>
<td>Delete: Intermediate Foreign Language I ✓</td>
<td>Delete: Intermediate Foreign Language I ✓</td>
</tr>
<tr>
<td></td>
<td>Add: English elective ✓</td>
<td>Add: Elective ✓</td>
</tr>
<tr>
<td></td>
<td>Reduce total hours to 16 ✓</td>
<td>Increase total hours to 17 ✓</td>
</tr>
<tr>
<td><strong>Junior Fall Semester</strong></td>
<td>Reduce English elective hours to 3 ✓</td>
<td>Reduce English elective hours to 6 ✓</td>
</tr>
<tr>
<td></td>
<td>Increase Elective hours to 6 ✓</td>
<td>Increase Elective hours to 13 ✓</td>
</tr>
<tr>
<td><strong>Senior Fall Semester</strong></td>
<td>No Change ✓</td>
<td>No Change ✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase total hours to 16 ✓</td>
</tr>
</tbody>
</table>

| **Freshman Spring Semester** | Delete: Physical Activity ✓ | Delete: Intermediate Foreign Language I ✓ |
|                            | Add: Elective ✓ | Add: Elective ✓ |
|                            | Increase total hours to 17 ✓ | Reduce total hours to 15 ✓ |
| **Sophomore Spring Semester** | No Change ✓ | Delete: Intermediate Foreign Language II ✓ |
|                            | Add: Elective ✓ | Increase total hours to 17 ✓ |
| **Junior Spring Semester** | Delete: Intermediate Foreign Language II ✓ | Reduce total hours to 15 ✓ |
|                            | Increase Elective hours to 6 ✓ | Increase Elective hours to 13 ✓ |
| **Senior Spring Semester** | No change ✓ | Reduce Elective hours to 13 ✓ |
|                            |                      | Reduce total hours to 16 ✓ |

**Total Program Hours: 124**
ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Foreign Languages and International Studies

Date submitted: 10/26/2007

Request for: Course change ______ Course deletion ______ Course addition X
(Excluding course credit hour changes)

Submitted by: C. Arturo Yanez

Approved by: Department Head: ____________
Dean of School ____________

Reviewed by: Registrar: ____________
Vice President: ____________

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

Catalog description:
Prerequisite: enrollment in a Tech-sanctioned study abroad program in Japan, completion of JPN 2024 or equivalent, and permission of the Study Abroad Supervisor and Department Head. Study of the contemporary language and culture in Japan. May substitute JPN 3003 or JPN 3013, depending on the student’s proficiency level.

Number: 3143

Title for Catalog: JPN (GER, FR, SPAN) Study Abroad

Description: This course will help Japanese students to experience Japanese language, society and culture first hand. Traveling abroad is a must for each and every foreign language student.

Effective date or term: Spring 2008

*Course fees: Fees will be determined and agreed by ATU and the Study Abroad Program supervisor. They will vary according to institutional agreements.

App 11/19/07
App F5 12/3/07
II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?
   Japanese students must be given the opportunity to visit Japan through a Tech-
sanctioned study abroad program. Japanese students deserve equal access to
   travel abroad.

B. How does it relate to other work being offered by your department? Is there an
   overlap with other courses in the department?
   A study abroad experience will definitely reinforce and refine students’
   knowledge of the Japanese language and culture. There is no overlap.

C. Is this course part of any general plan of development within your department?
   Absolutely! This course is part of a general plan of development within our
   department. We want to make our foreign language program more consistent,
   robust and attractive. Equal opportunities for all foreign language students.

D. How often will the course be offered?
   It will be offered according to the regular rotation.

E. How will the course be staffed?
   It will be taught by existing faculty.

F. When applicable, state with which departments you have specifically
   coordinated this change? (If unable to identify coordinating departments that
   change affects, Academic Affairs can offer assistance in identifying course
   use.)

| List Department Head/ Program Director Consulted: |
| Add to list as needed | Indicate Support for Proposal (yes/no) | Date: |

1.

2.

3.

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

*Updated 8/1/04
**Updated 9/1/05
Addendum to JPN 3143 Study Abroad Syllabus

Upon successful completion of this course the student shall have mastered the following specific objectives:

**Course Objectives**
1. To provide students with an opportunity to experience Japanese society and culture in Japan.
2. To develop the students’ aural proficiency skills.
3. To provide advanced students of Japanese the opportunity to perfect their language oral proficiency,
4. To acquire specific training and skills overseas.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Foreign Languages and International Studies
Date submitted: 10/26/2007

Request for: Course change __________ Course deletion __________ Course addition X

Submitted by: C. Arturo Yanez
Approved by: Department Head: Dean of School: 
Reviewed by: Registrar: Vice President: 

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description:
   Prerequisite: completion of JPN 2024 or equivalent, permission of the instructor and Department Head. This course is designed to provide advanced Japanese students with a course of study in an area not covered by the departmental course offerings.
   Number: 4991-4

   Title for Catalog: Special Problems in Japanese

   Description: This course will help Japanese students to learn about language, society and culture beyond the regular classes offered within the program.

   Effective date or term: Spring 2007

   *Course fees: Fees will be determined and agreed by ATU and Department Head. The fees will vary according to institutional agreements.

II. Justification and feasibility of course:

   A. What is the need for this course? Who will take it?
      Japanese students must be given the opportunity to expand, learn beyond regular course offerings. Special Problems in Japanese is a non-traditional framework to vary pedagogical practices and learning opportunities.

   APP CA 11/19/07
   APP FS 12/3/07
B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? Special Problems in Japanese will definitely expand the students’ opportunities to reinforce and refine students’ knowledge of the Japanese language and culture beyond the alma mater campus. No overlap!

C. Is this course part of any general plan of development within your department? Absolutely! This course is part of a general plan of development within our department. We want to make our foreign language program more consistent, robust and attractive. Equal opportunities for all foreign language students.

D. How often will the course be offered? It will be offered according to the regular rotation.

E. How will the course be staffed? It will be taught by existing faculty and/or by an exchanged institution’s faculty.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/ Program Director Consulted: Indicate Support Date:
(Add to list as needed) for Proposal (yes/no)

1.

2.

3.

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught

*Updated 8/1/04
**Updated 9/1/05
Addendum to JPN 4991-4 Special Problems in Japanese Syllabus

Course Objective

To provide advanced Japanese students with a course of study in an area not covered by departmental course offerings.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Foreign Languages and International Studies

Date submitted: Oct 1, 2007

Request for: Course change Course deletion Course addition X

Submitted by: C. Arturo Yanez

Approved by: Department Head: Arturo Yanez
Dean of School: Georgina Duncan

Reviewed by: Registrar: Vice President:

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: Prerequisites: SPAN 3023, SPAN 3013, SPAN 3213. The purpose of this course is to provide students with the fundamental knowledge of Spanish linguistics as the basis for future application of linguistic principles. This course explores Spanish phonetics, phonology, morphology, syntax and semantics.

Number: SPAN 4023

Title for Catalog: Introduction to Spanish Linguistics

*Title for Course Inventory (24 characters): Intro Spanish Linguistics

Description: This course provides an introduction to Spanish linguistics and establishes the basis for future application of linguistic principles. The purpose of this course is to provide students with the fundamental knowledge of Spanish linguistics. The course begins with an exploration of the sound system of Spanish and its theoretical representation. Then, it examines basic Spanish morphology areas, including word formation and verbal inflection. Finally, it addresses relevant issues on syntax analyzed in isolation.

Effective date or term: Fall 2008

*Course fees: N/A

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

This is a vital course for student teachers of Spanish to learn about language theory. No other course, taught in Spanish, in the program teaches this theory.
related to Spanish. This course is a requirement for student teachers of Spanish and can be of great benefit to Spanish majors.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This course complements the course SPAN 3023 taught in English about English linguistics. These two fundamental courses will prepare students to be able to compare and contrast these two languages. The two courses will also help student teachers to identify and isolate potential sources of difficulty when young students attempt to learn Spanish. There is no overlap at all.

C. Is this course part of any general plan of development within your department? Yes, this course is part of the general plan of development within this department that has been taking place in the past few years. This plan seeks to support ATU’s mission: to offer and sustain quality education. The plan also seeks to align with state and national standards.

D. How often will the course be offered? The course will be offered according to the natural rotation of courses in the program.

E. How will the course be staffed? It will be staffed by existing faculty (Dr. Arturo Yanez or Dr. Cecilia Ryan)

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/ Program Director Consulted: 
(Add to list as needed)

1. Dr. Carl Brucker

Indicate Support for Proposal (yes/no)

Yes

Date:
Sept. 26, 2007

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

*Updated 8/1/04
**Updated 9/1/05
Brief explanation
The faculty members of the Department of Foreign Languages and International Studies of Arkansas Tech University are well aware of the fact that any curricular change must come primarily from an agreement based on internal as well as external assessments. This new course proposal is a direct answer to both the ongoing assessment process of this department and the evaluation provided by the ACTFL/NCATE program reviewers. These two evaluations have helped us comprehend the imperative need to create this course. Spanish linguistics is a core course in every Spanish program designed to prepare high quality Spanish teachers and/or Spanish majors.
SYLLABUS

SPAN 4023: INTRODUCTION TO SPANISH LINGUISTICS

(Prerequisites: SPAN 3023, SPAN 3013, and SPAN 3213)

Instructor: Dr. Arturo Yáñez/Dr. Cecilia Ryan

Class Date/Time:

Classroom:

Office: 116B

Office Hours:

Course Description

Linguistics is the study of human languages—what they are composed of and how they are used. This course provides an introduction to Spanish linguistics and establishes the basis for future application of linguistic principles. This course begins with an exploration of the sound system of Spanish and its theoretical representation. Then, it examines basic Spanish morphology areas, including word formation and verbal inflection. Finally, it addresses relevant issues on syntax analyzed in isolation. The purpose of this course is to provide students with the fundamental knowledge of Spanish linguistics. This knowledge will enable students to make connections between the structure of Spanish and relevant issues such as language variation, bilingualism, and Spanish in the United States.

Objectives

At the end of this course, students will have improved their knowledge of spoken and written Spanish, their abilities to communicate orally and their skills to make more systematic comparisons between the English and Spanish language systems. These general goals will help them to get a more comprehensive and higher quality foreign language education.

- Demonstrate language proficiency.
- Improve their oral and written discourse abilities and skills.
- Present information about concepts related to the main areas of linguistics: Phonetics, phonology, syntax, morphology, semantics and pragmatics.
- Improve their ability to analyze, write and discuss.
- Make presentations in Spanish about syntactic-grammatical, phonetic-phonological and morphological-semantic issues.
- Identify and compare different language patterns of English and Spanish.

Course Content

Lenguaje, Lengua y Lingüística

Tema: Convenios del estudio de la lengua.

Fonética

Temas: Producción, descripción y representación de los sonidos del español.
Fonología
Temas: Estructura del sistema de sonidos y patrones generales de variaciones fonológicas.

Morfología
Temas: Sistemas de sustantivos y verbos, procesos de la formación de la palabra.

Sintaxis
Temas: Reglas y estructuras de oraciones y reglas transformacionales.

Variación Regional
Temas: El habla canario, judeoespañol, criollo, filipino, fronterizo.

El español en los Estados Unidos
Temas: El español de Luisiana, Texas, alternación de lenguas.

Required Texts


Evaluation

The final grade will be based on student performance in the following:

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<thead>
<tr>
<th>Problems sets (7)</th>
<th>35%</th>
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<tbody>
<tr>
<td>Oral presentation (1)</td>
<td>10%</td>
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<tr>
<td>Questions (4)</td>
<td>20%</td>
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<tr>
<td>Exams (2)</td>
<td>30%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
</tbody>
</table>

A) Problems sets: You will complete 7 problem sets that will deal with material learned in each chapter. They will be graded for content and grammar. Please follow the instructions below for each assignment.

- Include on one line on top left of the page, your name and problem set number.
- For essay responses, provide a detailed analysis, no quick responses. Type using Times New Roman 12 point font, double-space, 1" margins.
- Responses needing linguistic symbols or ‘trees’ can be handwritten.
B) **Oral presentation**: Presenters must present a 1 sided, clear, concise, handout in grammatically accurate, edited in Spanish. Using a handout you will construct a presentation. Using PowerPoint/overhead slides to accompany your presentation and a handout incorporating clarifying examples is effective in getting concepts across. Elements to include on handout are: Avoid writing narrative on the handout; it should be in outline format that provides a summary of the important aspects of the presentation.

C) **Questions**: You must submit four questions. They must be relevant questions and not ones of a 'definition' nature. This means introducing your question with examples, asking your question, and then supplying your own hypothesis to the question. Such a practice is especially helpful for isolating areas that everyone is having problems with. You will receive 1 out of 5 points for the structure and quality of your questions. Content from these questions will be on the final exam. Write your questions in a word document. Email your questions directly to me and I will distribute the questions accordingly. The reason I want the questions first is so I can filter out inappropriate, vague, or confusing questions.

D) **Exams**: There are two exams that cover the material seen in the homework and also what is covered during class time. The Midterm Exam covers Chapters 2-5 and the Final Exam covers Chapters 6, 7, 9, 12.

E) **Participation**: Due to the nature of the structure of this course unexcused late work will not be accepted. If circumstances beyond your control arise, please notify me by e-mail as soon as possible. If your absence is valid, you will either be given - at my discretion - adequate time to complete that scheduled work or exempted from it. Participation points cannot be made up. Beginning the second week of class, I will evaluate your class participation in the following manner:

3 - Student is well prepared for class as shown through frequent oral participation, frequently leads discussion, and can expand effectively on topic

2 - Student is prepared, but must be encouraged to participate, may speak English

1 - Student doesn’t talk; prepared or preparation inadequate to allow full participation; asleep; disruptive to groups

0 - no preparation; absent from class.

**Grading scale**:

A = 90-100
B= 80-89.99
C = 70-79.99
D = 60-69.99
F = 0-59.99

**Bibliography**


Useful links

http://lapenalinguistica.blogspot.com/

http://www.rae.es/

http://cvc.cervantes.es/

http://www.cervantesvirtual.com/

http://www.elcastellano.org/


http://www.unidadenladiversidad.com/

http://spanishlinguistics.blogspot.com/

http://cuadernodelenguaje.blogspot.com/

https://www.blogger.com/start

http://www.isfla.org/Systemics/

Class Requirements

Regular class attendance and participation are required for successful completion of the course.

I will make myself available to discuss appropriate academic accommodations that you may require as a student with a disability.
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Department of Foreign Languages and International Studies

Date Submitted: October 1, 2007

Type of Curriculum Change Requested: Addition of new course

Submitted By: C. Arturo Yanez

Approved By: Department Head: C. Arturo Yanez
Dean of School: Georgina Duncan

Reviewed By: Registrar
Vice-President for Academic Affairs:

1. Program or curriculum change as it will appear in the catalog.
   SPAN 4023 Introduction to Spanish Linguistics

II. Course Information

A. Rationale for the requested change.
   Linguistics is a vital subject for any language teacher. Introduction to Spanish linguistics is the only class that will provide student teachers with the specific theoretical knowledge about Spanish (phonetics, phonology, syntax, morphology and semantics). No other class in this program can supply this knowledge systematically. This class will definitely complement the other courses in the program which mostly focus on the effective/appropriate use of the language.

B. What impact will the change have on staffing, on other programs, budget, and space allocation?
   Introduction to Spanish Linguistics will be taught by existing faculty and will have no impact on the budget or on space allocation.

   1. Within the department requesting the change. No impact.

   2. Outside the department. No impact.

C. Effective date or term. Fall semester 2008

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)
   app TEC 11/1/07
   app CC 11/19/07
   app FS 12/3/07
List Department Head/Program Director Consulted:
(Add to list as needed)

1. Carl Brucker
   Yes
   09/26/07

2.

3.

4.

5.

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

Note: A syllabus should accompany each course proposal. The syllabus should contain the objectives of the course, a summary of course content, and bibliography of resources.

*Each new program proposal must include an assessment plan using the approved University Assessment Form.

*Updated 8/1/04
**Updated 9/1/05
<table>
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<th>Spring Start (If applicable)</th>
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<tr>
<td>SPAN 3213</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 4223</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 4023</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 4003</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>SPH 2003 OR 3085</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>

1. See appropriate alternatives or substitutions in "General Education Requirements" on page 79.
2. Students with previous study in a foreign language should refer to Foreign Language Advanced Placement and Credit by Examination.
3. Lab attendance is required for the beginning and intermediate foreign language courses.
4. At least 40 of the total hours required for graduation must be 3000-4000 level.
5. Students must complete coursework with a grade of C or better.
6. For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching and Teaching Tests as determined by the Arkansas Department of Education.
7. Any higher level mathematics course may be substituted for MATH 1113, College Algebra.
8. An oral proficiency level of Advanced Low, as demonstrated by a score on the ACTFL Oral Proficiency Interview, will be required of all foreign language education majors for admission to the internship.
## Curriculum in Foreign Languages with Concentration in German For Teacher Licensure

### Suggested Sequence of Courses

<table>
<thead>
<tr>
<th>Freshman</th>
<th></th>
<th>Sophomore</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>BIOL 1014</td>
<td>4</td>
<td>ENGL 1023</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1013</td>
<td>3</td>
<td>PHSC 1013 &amp; 1021</td>
<td>4</td>
</tr>
<tr>
<td>GER 2042</td>
<td>4</td>
<td>GER 2024</td>
<td>4</td>
</tr>
<tr>
<td>HIST 1503</td>
<td>3</td>
<td>HIST 2003</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1113</td>
<td>3</td>
<td>SPH 2003 OR 3083</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>17</td>
<td><strong>Total Hours</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior</th>
<th></th>
<th>Senior</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>GER 3113</td>
<td>3</td>
<td>ENGL 2003 OR 2013</td>
<td>3</td>
</tr>
<tr>
<td>GER 3223</td>
<td>3</td>
<td>GER 3213</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>SEED 3554</td>
<td>4</td>
<td>GER 4223</td>
<td>3</td>
</tr>
<tr>
<td>ART 2123/MUS 2003/TH 2273</td>
<td>3</td>
<td>GER 3143 OR 3163</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEED 3702</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>16</td>
<td><strong>Total Hours</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

1. See appropriate alternatives or substitutions in "General Education Requirements" on page 79.
2. Students with previous study in a foreign language should refer to Foreign Language Advanced Placement and Credit under Credit by Examination.
3. Lab attendance is required for the beginning and intermediate foreign language courses.
4. At least 40 of the total hours required for graduation must be 3000-4000 level.
5. Students must complete course with a grade of C or better.
6. For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching and Teaching Tests as determined by the Arkansas Department of Education.
7. Any higher level Mathematics course may be substituted for MATH 1113, College Algebra.
8. An oral proficiency level of Advanced Low, as demonstrated by a score on the ACTFL Oral Proficiency Interview, will be required of all foreign language education majors for admission to the internship.
# Curriculum in Foreign Languages with Concentration in French

## For Teacher Licensure

### Suggested Sequence of Courses

<table>
<thead>
<tr>
<th>Freshman</th>
<th></th>
<th>Sophomore</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>BIOL 1014&lt;sup&gt;1&lt;/sup&gt;</td>
<td>4</td>
<td>ENGL 1023&lt;sup&gt;1,5&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1013&lt;sup&gt;1,5&lt;/sup&gt;</td>
<td>3</td>
<td>PHSC 1013 &amp; 1021&lt;sup&gt;1&lt;/sup&gt;</td>
<td>4</td>
</tr>
<tr>
<td>FR 2014&lt;sup&gt;1,3&lt;/sup&gt;</td>
<td>4</td>
<td>FR 2024&lt;sup&gt;1,3&lt;/sup&gt;</td>
<td>4</td>
</tr>
<tr>
<td>MIST 1003&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3</td>
<td>MIST 2003&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1113&lt;sup&gt;1,7&lt;/sup&gt;</td>
<td>3</td>
<td>SPH 2003 OR 3063</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 17 Total Hours 14 Total Hours 15 Total Hours 16

### Junior

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR 3113</td>
<td>3</td>
<td>ENGL 2003 OR 2013</td>
<td>3</td>
</tr>
<tr>
<td>FR 3223</td>
<td>3</td>
<td>FR 3213</td>
<td>3</td>
</tr>
<tr>
<td>Elective&lt;sup&gt;4&lt;/sup&gt;</td>
<td>3</td>
<td>Elective&lt;sup&gt;4&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>SEED 3554</td>
<td>4</td>
<td>FR 4223</td>
<td>3</td>
</tr>
<tr>
<td>ART 2123/MUS 2003/TH 2273</td>
<td>3</td>
<td>FR 3143 OR 3163</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 16 Total Hours 17 Total Hours 16 Total Hours 13

### Senior

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 3702</td>
<td>2</td>
</tr>
</tbody>
</table>

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<sup>1</sup>See appropriate alternatives or substitutions in “General Education Requirements” on page 75.

<sup>2</sup>Students with previous study in a foreign language should refer to Foreign Language Advanced Placement and Credit under Credit by Examination.

<sup>3</sup>Lab attendance is required for the beginning and intermediate foreign language courses.

<sup>4</sup>At least 40 of the total hours required for graduation must be 3000-4000 level.

<sup>5</sup>Students must complete course with a grade of C or better.

<sup>6</sup>For teacher licensees, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching and Teaching Tests as determined by the Arkansas Department of Education.

<sup>7</sup>Any higher level Mathematics course may be substituted for MATH 1113, College Algebra.

<sup>8</sup>An oral proficiency level of Advanced Low, as demonstrated by a score on the ACTFL Oral Proficiency Interview, will be required of all foreign language education majors for admission to the internship.
CURRICULUM CHECKLIST
FOR EDITING CURRICULAR CHANGE PROPOSALS

1. The course number should be checked against the current catalog to see if the course number is currently being used.

2. The course number should be checked against recent catalogs. In general, re-using the course numbers should be avoided for three to five years.

3. The course number selected should be appropriate for the course. The level of the course and the sequencing of the course should be considered.

4. Pre/co-requisites in the course description should be verified as correct by checking the current catalog.

5. The curricular change should be applied to appropriate current programs of study (usually in the current catalog) to ensure proper sequencing of pre/co-requisites.

6. General Education requirements should be checked carefully to ensure compliance.

7. The number of upper division hours should be checked to ensure that 40 or more are required.

8. The number of credit hours required for the degree must be at least 124. Hours required beyond 124 for a new program require a justification.

9. If the number of credit hours in a program of study is being increased, a justification should be included in the proposal.

10. *If unable to identify coordinating departments that proposed change affects, Academic Affairs can offer assistance in identifying courses.

11. The proposal should be made available to departmental faculty and other interested parties via electronic distribution at least five business days prior to submission for approval.

All of the above items have been checked.

[Signature]
Department Head

[Signature]
Date

*Added 9/1/05
Pat and Karen:

If Dr. Hamm allows the Curriculum in Foreign Language with Concentration in French, German, or Spanish for Teacher Licensure to be in the 2008-09 Catalog, we need to note that all three programs will not be the same. Dr. Yanez has a proposal changing the Curriculum in Foreign Language with concentration in Spanish for Teacher Licensure. He did not make any changes to the French or German Concentrations.

Thanks.

Tammy
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Social Sciences and Philosophy

Date submitted: 24 October 2007

Request for: Course Creation

Submitted by: H. Micheal Tarver

Approved by: Department Head: 

Dean of School: 

Reviewed by: Registrar:

Vice President:

I. Catalog description: Internship. Prerequisites: Junior or Senior standing, 2.75 grade point average, and consent of department head. A supervised placement in selected agency settings in student/trainee status under professional guidance of both an agency supervisor and a faculty member. Emphasis will be on providing hands-on experience in research, editing, cultural management, public service, or some other area related to the discipline. Written report required and minimum of 125 clock hours of supervision required per credit hour. May be repeated for a maximum of 6 hours credit.

Number: HIST/POLS 4971-6

Title for Catalog: Internship

*Title for Course Inventory (24 characters): Internship

Description: A supervised placement in selected agency settings in student/trainee status under professional guidance of both an agency supervisor and a faculty member. Emphasis will be on providing hands-on experience in research, editing, cultural management, public service, or some other area related to the discipline. Written report required and minimum of 125 clock hours of supervision required per credit hour. May be repeated for a maximum of 6 hours credit. The internship must be based on its related academic learning potentials. Simply being in an archive, or museum, or county judge's office may not offer sufficient learning opportunities to justify an approved internship. Thus, both the applicant and the department head must carefully address the learning and practical experience level obtainable from the proposed internship. The department head will not feel compelled to approve every application.

Effective date or term: Summer One 2008

*Course fees: NONE

II. Justification and feasibility of course:
A. What is the need for this course? Who will take it? This course will be offered to students wishing to gain practical experience in the disciplines of history and political science. Our departmental assessment efforts over the past three years have revealed a weakness among graduates who either do not fully understand the range of career options available to them, need further experience to gain entrance to quality graduate programs, or seek a capstone experience to complement their course of study.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? The creation of an internship will strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There would be no overlap with other courses in the department. Currently, students who do a public service internship or assist with faculty research take a special problems course. The creation of HIST/POLS 4971-6 will help distinguish between students who are gaining job-related experience from those who merely complete an independent study.

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to broaden its offerings, in an effort to add greater depth and breadth to its courses. This course strengthens the Department’s efforts at achieving the goals established by the History and Political Science Program Objectives – as detailed in the Department of Social Sciences and Philosophy Assessment Plan and the National Council for the Social Studies Matrices.

D. How often will the course be offered? This course will be offered on an as-needed basis, potentially each semester.

E. How will the course be staffed? The current SSP faculty will work with the students and qualified professionals who agree to supervise the interns. The Department will assign an Internship Coordinator to supervise the overall program and coordinate the students enrolled.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/Program Director Consulted: 
(Add to list as needed)

Indicate Support for Proposal (yes/no)

Date: 

1. NONE

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

Assessment Note: This course directly relates to a new departmental assessment goal: “Opportunities to test, apply, and develop the skills and techniques of the disciplines of history and political science both inside and outside the classroom.” The course also provides an additional class through which the department can continue to assess its majors. The Departmental Assessment Committee will evaluate the course with the instructor to determine how best to incorporate the class into the Department’s efforts at assessment.

*Updated 8/1/04
**Updated 9/1/05
History and Political Science Internship

Course Description: Prerequisites: Junior or Senior standing, 2.75 grade point average, and consent of department head. A supervised placement in selected agency settings in student/trainee status under professional guidance of both an agency supervisor and a faculty member. Emphasis will be on providing hands-on experience in research, editing, cultural management, public service, or some other area related to the discipline. Written report required and minimum of 125 clock hours of supervision required per credit hour. May be repeated for a maximum of 6 hours credit.

Course Coverage and Objectives: The Internship option is not open to all students. Students who participate in the History or Political Science Internship Program represent the Department and the University in the community. In order to ensure that interns represent the university community with the highest degree of professionalism, students must apply to the Social Sciences and Philosophy Department Head to be admitted into the class. To be admitted, students must demonstrate academic excellence as well strong writing skills, strong communications skills, competency, punctuality, courtesy and professionalism.

The value of an effective internship cannot be disputed. The student is afforded an opportunity to gain “real world” experience from the internship. This should intensify and strengthen the student’s appreciation for, and interest in, academic work as well as improve the resume and job seeking potential. The key to all of this is to have an “effective” internship program.

This course will allow students to apply the theories, principles, and methods of historical and/or political studies in a practical work environment. By participating in this course, each student will learn both conceptual and applied approaches to the study of history and political science, and will be better prepared for a variety of career opportunities. Emphasis will be on providing hands-on experience in research, editing, cultural management, public service, or some other area related to the discipline. A written report will be required, as well as a minimum of 125 clock hours of supervision per credit hour. This internship program must be based on its related academic learning potentials (i.e., simply being in an archive, or museum, or county judge’s office may not offer sufficient learning opportunities to justify an approved internship). Prerequisites: Junior or Senior standing, 2.75 grade point average, and consent of department head.

Specific Course Goals: This course is designed to allow history and political science interns the opportunity to:

- Apply theoretical learning in real-life situations.
- Develop applied skills necessary for working in the field of social sciences.
- Sample a variety of career directions.
- Learn which areas of history and/or political science fit or do not fit particular skills and interests.
- Improve student qualifications for graduate programs.
- Assist some excellent agencies and organization provide services that improve our society on the local level.

Resources: There are no specific reference books or readings required for this class. If a student desires more resources, s/he can refer to any of the following:

Bradbury, Miles L. Internships in History: An Argument and an Example, 1978.
Conaway, Mary Ellen. Student Projects and Internships in a Museum Setting, 1993.
Course Requirements: Students are responsible for securing their own internship, which may be paid or unpaid. They should research possible internships based on the type of work they want to perform and on practical considerations such as employment location. They are also responsible for arranging required interviews and submitting application materials. When securing employment, students are responsible for explaining the purpose and requirements of the internship. They should also discuss specific work responsibilities. Once a student secures an internship, he or she develops an internship contract approved by both the internship supervisor and the department chair. The internship contract must document the specific work to be performed, especially written work. Internships that are clerical in nature, for example those requiring interns to do typing, copying, or other routine paperwork, are not acceptable for credit. The internship contract must be signed by the student, internship supervisor, and department head.

Credits for the internship will be determined by the amount of work performed. For an internship of two credits, students must complete approximately 250 hours at the internship. For an internship of four credits, students must complete approximately 500 hours at the internship. The internship advisor and job supervisor will communicate to assess the student's on-site performance.

During the enrolled semester, students must communicate with the supervising faculty member by email, telephone, or in person once a week. The communication should address issues like work being performed, positive and negative aspects of the internship situation, and the status of projects or course work.

In addition to working at the internship, the student will be required to maintain a log and journal for each day worked. The student should 1) keep a record of hours worked and projects accomplished, 2) write about experiences and observations of the organization's activities, 3) gather ideas and data for the research paper, 4) reflect on the purpose, mission, and function of the organization, and 5) reflect philosophically on the chosen vocation. Other journal topics could include decision-making practices, research techniques used, supervisor-worker relations, formal structure, informal networks, goals of the organization, and problems in the organization.

Finally, each student will write a 10-20 page research paper (depending on credit hours) on a topic relating to the internship. The intern will select a paper topic in consultation with the supervising faculty member. Topics may include a significant problem relating to the intern's role or the functioning of the organization. The paper might relate the purpose of the organization to larger societal and/or historical issues. Other research topics might be more appropriate depending upon the type and scope of the internship.

Grading Policy: Daily journal (30%): The daily journal is a record of the internship experience. It includes the details of the projects you work on, meetings or events you attended, and your reflection about the day's experiences. The journal is due on the last day of seminar. Employer Evaluation (30%) This consists of an evaluation by your office supervisor that examines your performance including aspects such as initiative, punctuality, dependability, and ability to complete tasks/projects. Research Paper (40%) The internship report is a report of what you learned and accomplished in your internship. The report is an academic paper that describes what you had hoped to learn as well as what you accomplished in the internship. Your report is to be rooted in the pertinent literature for the area in which your employer is located (i.e., an elected official's office occupies a position within the campaign and elections literature; a non-profit organization occupies a position in the literature relating to non-profits). The report is to contain a literature review section and bibliography.

Your final grade is based on the total percentage that you earn on assignments:

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

1. Name: ___________________________ ID: T________________________
2. Major: ____________________________
3. Supervising Faculty Member: ___________________________ Department: ___________________________
4. Address while fulfilling internship: ____________________________
   E-mail address: ___________________________ Phone ____________________________
5. Employer or site of internship: ____________________________
   On-site supervisor of internship: ____________________________
   Address: _____________________________________________
   Specific job or internship title: ____________________________

6. Dates of internship: Start: ________________ End: ________________
7. Salary (if applicable): ____________________________
8. Course Number (e.g., HIST 4971, POLS 4974): ________________ Total Internship Credit: ______

B. DESCRIPTION OF INTERNSHIP

Description of Goals and Objectives (What do you intend to learn through this experience?):

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________________________________________________________________________
C. EVALUATION OF INTERNSHIP

Documentation of Accomplishments and Learning Objectives (How will you demonstrate what you have learned as a result of the internship?)

- Projects: 
  __________________________________________________________
  __________________________________________________________

- Research and research papers: 
  __________________________________________________________

- Other written/oral reports: 
  __________________________________________________________

- Log or diary records: 
  __________________________________________________________

- Other plans (e.g. portfolio, employer evaluation): 
  __________________________________________________________

The signature of the student on this document shall serve to bind the student to the terms of this contract and make the student responsible for the completion and satisfaction of said responsibilities in order to earn academic credit for the assignment.

Signature of Student       Date

Signature of Employer/Supervisor       Date

Signature of Faculty Supervisor       Date

Signature of Department Head       Date
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee and Graduate Council

From: Department of Social Sciences and Philosophy

Date submitted: 29 September 2007

Request for: Course Creation

Submitted by: H. Micheal Tarver

Approved by: Department Head: 

Dean of School: 

Reviewed by: Registrar: 

Vice President: 

I. Catalog description: American Legal History. This course concerns the history and development of law, legal institutions, and legal culture in the United States from its colonial origins to the present day, with emphasis on the interaction of law with the overall development of American society.

Number: HIST 4183/5183

Title for Catalog: American Legal History

*Title for Course Inventory (24 characters): American Legal History

Description: This course is the study and analysis of the development of legal history from the colonial era to the present. Specific issues that will be examined include how law shaped the development of the North American colonies, its influence on colonial society, the primacy of law in the founding, the development and influence of law in the early republic, the transition from slavery to freedom; how law participated in creating the modern nation, the ways in which it defined and created citizenship, and how various social movements used the court as part of wider grass root campaigns. The course will treat law as both reflecting and shaping politics, society, the economy, and culture, studying not only case law and the specific facts that gave rise to particular court cases but also as a crucial element in shaping how individuals defined themselves. Readings will include a wide range of secondary scholarship and primary documents, including briefs, trial transcripts, newspaper articles, appellate court decisions, and items from popular culture.

Effective date or term: Summer One 2008

*Course fees: NONE
II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? This course will serve as a upper-level elective course for students who have an interest in American history and the legal profession. The course can also be used by HIST and HISE majors to meet certain degree requirements. This course is a necessary addition to the catalog for a number of reasons. As a university that supports a Pre-Law emphasis for its students, ATU must offer sufficient topical courses to support such an emphasis. A course on the history of American law is a valuable asset to any student planning admission to law school. Additionally, it is an important addition in general for history majors, as the study of the development of law and legal institutions in American history sheds light and creates greater insight into the history of the nation in general, as well as greater insight into how the law impacts our society today. Our students benefit from exposure to different approaches to the study of history, and the study of the development of law offers theories, methodologies, and information other approaches do not.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? The creation of American Legal History will strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There would be no overlap with other courses in the department. American Legal History acts as a valuable companion to history offerings such as American Economic History, History of Foreign Relations, and American Constitutional Development, topical courses which address the evolution of institutions and significant themes over the life of the nation. Additionally, American Legal History is a relatively common offering at most institutions comparable to Arkansas Tech. Though American Legal History can be seen as a companion to History 4043 American Constitutional Development, this course differs fundamentally in its area of study: whereas Constitutional Development focuses on the origins, evolution, application, and interpretation of the Constitution over American history, law is more than the Supreme Court and Constitutional Law. American Legal History offers analysis and study of every other aspect of law in American history, from the evolution of such critical issues and institutions pivotal to the understanding of the American past as property, commerce and trade, criminal law, the legal profession and the courts, the evolution of procedure, contracts, labor, torts, taxation, crime and punishment, economic regulation, and a host of other topics not addressed in the study of Constitutional development.

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to broaden its offerings, in an effort to add greater depth and breadth to its courses. This course strengthens the Department’s efforts at achieving the goals established by the History and Political Science Program Objectives – as detailed in the Department of Social Sciences and Philosophy Assessment Plan and the National Council for the Social Studies Matrices.

D. How often will the course be offered? This course will be offered every two years.

E. How will the course be staffed? The course will be taught by Dr. James Moses as part of his rotation of upper-division courses. Moses’ MA thesis and doctoral dissertation both dealt with American legal history, as have several of his publications.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/ Program Director Consulted: 
(Add to list as needed) 
Indicate Support for Proposal (yes/no)

1. NONE
Assessment Note: It is a valuable course for assessment purposes as well, since presently there is no course offered that addresses the evolution of law and legal institutions in American history. Such an omission has adverse effects upon standardized testing scores and other measures of proficiency that our history/political science and education majors must demonstrate. The study of legal history, a writing-intensive course of study, is an excellent field for the application of techniques of critical thinking, writing, and analysis. Improvements in these areas, which this course would provide, cannot help but aid ATU in producing higher quality graduates. In specific, the course could be used to assess verbal and written communication skills and the ability to analyze, critique, and synthesize primary and secondary sources. The Departmental Assessment Committee will evaluate the course with the instructor to determine how best to incorporate the class into the Department’s efforts at assessment. This course will also help build the Political Science program, as the Department moves toward the eventual creation of a B.S in Political Science.
Graduate Catalog Description

American Legal History. This course concerns the history and development of law, legal institutions, and legal culture in the United States from its colonial origins to the present day, with emphasis on the interaction of law with the overall development of American society. Course requires the production of substantial written work based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. May not be taken for credit after completion of HIST 4183 or equivalent.
American Legal History is the study and analysis of the development of legal history from the colonial era to the present. Specific issues that will be examined include how law shaped the development of the North American colonies, its influence on colonial society, the primacy of law in the founding, the development and influence of law in the early republic, the transition from slavery to freedom; how law participated in creating the modern nation, the ways in which it defined and created citizenship, and how various social movements used the court as part of wider grass root campaigns. The course will treat law as both reflecting and shaping politics, society, the economy, and culture, studying not only case law and the specific facts that gave rise to particular court cases but also as a crucial element in shaping how individuals defined themselves. Readings will include a wide range of secondary scholarship and primary documents, including briefs, trial transcripts, newspaper articles, appellate court decisions, and items from popular culture.

Assigned Texts


Selected Bibliography


Lawrence Friedman and Harry Scheiber, eds., *American Law and the Constitutional Order: Historical Perspectives* (1988)


Class Schedule

Week One: Law, Society, and Economy in the Colonial Era to 1760
Week Two: The Revolution in the Law and the Law in the Revolution
Week Three: The Rise of an American Legal System
Week Four: Law and Economy in the Early Republic
Week Five: National Growth: Labor, Property, Contracts, and Torts
Week Six: Race, Class, and Slavery in the 19th Century
Week Seven: Postbellum Criminal and Civil Law
Week Eight: Gender and Domestic Relations in the Late 19th Century
Week Nine: Industrialization and the Emergence of the Regulatory State
Week Ten: The Law in Depression and War
Week Eleven: The Emergence of Civil Liberties and Civil Rights
Week Twelve: Law and the Rise of Federal and Presidential Power
Week Thirteen: Law in Modern Society
Addendum to American Legal History Syllabus

Upon successful completion of this course the student shall have mastered the following specific objectives:

- An understanding of the historical development of law and legal institutions in the United States
- Knowledge of the historical relationship and interplay between legal and social, economic, cultural, and political developments in the United States
- The ability to demonstrate through writing, discussion, and analysis a comprehension of the evolution of law and legal institutions in the United States as well as specific comprehension of the primacy of American law and legal concepts and their evolution as related to:
  - Law, Society, and Economy in the Colonial Era to 1760
  - The Role of Law in the American Revolution
  - The Rise of an American Legal System
  - National Growth: Labor, Property, Contracts, and Torts
  - Race, Class, and Slavery in the 19th Century
  - Postbellum Criminal and Civil Law
  - Industrialization and the Emergence of the Regulatory State
  - The Law in Depression and War
  - The Emergence of Civil Liberties and Civil Rights
  - Law and the Rise of Federal and Presidential Power
  - Law in Modern Society
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Social Sciences and Philosophy
Date submitted: 19 September 2007
Request for: Course Creation
Submitted by: H. Michele Tarver
Approved by: Department Head: 
Dean of School: 
Reviewed by: Registrar: 
Vice President: 

I. Catalog description: Survey of Western Political Thought. An introduction to the subfield of political theory, examining the works of major political thinkers from ancient Greece to the present.

Number: POLS 2253
Title for Catalog: Survey of Western Political Thought
*Title for Course Inventory (24 characters): Western Political Thought

Description: As an introduction to the subfield of political theory, this course uses the works of major political thinkers from ancient Greece to the present to introduce students to the diverse history of Western political thought. The purpose of the course is to introduce students to the basic questions and key political concepts (such as justice, power, authority, and freedom) central to the discipline of political science.

Effective date or term: Summer One 2008
*Course fees: NONE

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? This course will serve as a lower-level elective course for students who have an interest in political philosophy. The course will also be a required course for the Political Science minor.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? The creation of Survey of Western Political Thought will strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There would be no overlap with other courses in the department.

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to broaden its offerings, in an effort to add greater depth and breadth
to its courses. This course strengthens the Department's efforts at achieving the goals established by the History and Political Science Program Objectives – as detailed in the Department of Social Sciences and Philosophy Assessment Plan and the National Council for the Social Studies Matrices.

D. How often will the course be offered? *This course will be offered every two years.*

E. How will the course be staffed? *Dr. Michael Rogers, Assistant Professor of Political Science, will have primary responsibility to teach all new political theory courses. Dr. Jeff Mitchell, Professor of Philosophy, has agreed to be a backup for the various political theory courses.*

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

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<thead>
<tr>
<th>List Department Head/ Program Director Consulted:</th>
<th>Indicate Support</th>
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<td>(Add to list as needed)</td>
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</table>

1. **NONE**

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

**Assessment Note:** While this course does not directly relate to any specific departmental assessment goal, it does provide an additional course through which the department can continue to assess its students, both majors and non-majors. In specific, the course could be used to assess verbal and written communication skills and the ability to analyze, critique, and synthesize primary and secondary sources. The Departmental Assessment Committee will evaluate the course with the instructor to determine how best to incorporate the class into the Department's efforts at assessment. This course will also help build the Political Science program, as the Department moves toward the eventual creation of a B.S in Political Science.

*Updated 8/1/04

**Updated 9/1/05*
Survey of Western Political Thought

Course Description

The Survey of Western Political Thought is designed to introduce the student to a sampling of major works and thinkers in the history of Western political thought. As a result, the course moves quickly, covering a time span that begins with 4th and 5th Century B.C. of Ancient Greece and ends in the contemporary era with a work by Herbert Marcuse. In this course, students will be introduced to a) the important role theory and ideas play in shaping the political system, b) the stockpile of political knowledge that is the foundation for the discipline of political science, c) a general understanding of key trends and tendencies the classical, modern, and contemporary political eras, and d) the origins of key concepts and principles that still play an important role in our political system today.

Required Readings

2) All other readings can be found online. The web sites are given in the course outline. **Note:** If clicking on the link does not open it, try cutting and pasting the address into your web browser. **It is also highly recommended that the student print out a hard copy to bring to class for referencing.**

Optional Readings
*Note:* This is an optional text that is meant to be a supplement to the actual readings. This text helps explain the contexts in which the writings were produced, as well as highlights the key concepts and principles used and developed by most of the political thinkers covered in this course. **This text is highly recommended for anyone in the course who is struggling to follow the readings.**

Course Requirements
1) There are **two** major exams, a mid-term and a final exam. Each will comprise 20% of the overall grade. The final exam is not a cumulative exam, although students are encouraged to use information, ideas, and concepts from the first half of the course on the final. **(2 exams: 40%)**

2) Each week the student will have a quiz to take online through BlackBoard. Quizzes will comprise 20% of the students overall grade. Over the course of the semester, the student will have the opportunity to take 12 quizzes, so the lowest 2 quiz grades will be dropped from the calculation of the student’s overall quiz grade. **(Best 10 of 12 possible quizzes: 20%)**

3) After completing the readings on the Ancient Greeks, the Contract Theorists, and Modern Ideologues, essay questions will be handed out. The student is to write a 4-5 pp. (12 point font Times New Roman double-spaced) essay using the texts to answer the questions. The essays may be handed in at class or e-mailed to the instructor by midnight on the date due. The essays comprise 20% of the overall grade. The student is encouraged to write all 3 essays, but the final essay grade will be based on his/her 2 highest essay grades. **(2 of 3 possible essays: 20%)**

4) Students will be broken into groups and periodically assigned the responsibility for leading the class discussions. The group will be responsible for a) providing any background historical context that is applicable and b) developing 4 or 5 questions to direct class analysis and discussion of key elements of the philosopher’s theory and arguments. Groups are expected to meet prior to class to prepare. Each group will be responsible for leading 2 class discussions. Development of powerpoints, handouts, etc. is highly encouraged. **(Participation in Groups: 10%)**

5) The remaining 10% of the student’s grade is based on attendance and participation. Students are allowed 2 unexcused absences. Any additional absences without a documented excuse will result in a deduction of the student’s attendance grade. **(Attendance: 10%)**
Course Outline

Section I: Classical Political Thought

Part A. The Ancient Greeks
Jan. 18  Introduction
The History of Western Political Thought
http://classics.mit.edu/Plato/republic.html
*Quiz to be completed on BlackBoard by midnight Jan. 21.*
*Quiz to be completed on BlackBoard by midnight Jan. 28.*
Recommended reading: Books IX & X
http://classics.mit.edu/Aristotle/politics.html
*Quiz to be completed on BlackBoard by midnight Feb. 4*
*First paper topic assigned.*
*Quiz to be completed on BlackBoard by midnight Feb. 11.*
Feb. 15  The Hellenistic Age
*Political Philosophy,* Chapter 3

Part B. Christian Theology
Feb. 17  St. Augustine and Early Christianity
*Political Philosophy,* Chapter 4
*First paper due.*
*Quiz to be completed on BlackBoard by midnight Feb. 18.*
Feb. 22  St. Thomas Aquinas and Medieval Christianity
*Political Philosophy,* Chapter 5

Part C. The Origins of Modernity
http://www.marxists.org/reference/archive/machiavelli/works/prince/
*Quiz to be completed on BlackBoard by midnight Feb. 25.*
March 1  Machiavelli. *The Prince.* Sections XV-XXVI
March 3  Mid-term exam
Section II: Modernity

Part A. The Contract Theorists
             http://oregonstate.edu/instruct/phl302/texts/hobbes/leviathan-contents.html
March 17    Hobbes. *Leviathan*. Book I, Chapters 10-16
             Quiz to be completed on BlackBoard by midnight March 18.
             Quiz to be completed on BlackBoard by midnight March 25.
             http://www.liberty1.org/2dtreat.htm
March 31    Locke. *The Second Treatise on Government*. Chapters VIII-XIX
             Quiz to be completed on BlackBoard by midnight April 1.

             http://www.constitution.org/jjr/socon.htm
             Second paper topic assigned.
             Quiz to be completed on BlackBoard by midnight April 8.

Part B. Modern philosophical ideologies
April 12    Mill. *On Liberty*. Chapter I & II
             http://www.bartleby.com/130/
April 14    Mill. *On Liberty*. Chapter III & IV
             Second paper topic due.
             Quiz to be completed on BlackBoard by midnight April 15.
April 19    Marx & Engel. *The Communist Manifesto*
             http://marx.thefreecyclopedia.com/Communist-Manifesto
             Third paper topic assigned.

Section III: The Contemporary Period
April 21    Marcuse. *One-dimensional Man*. Chapters 1-3
             Third paper topic due.
             Quiz to be completed on BlackBoard by midnight April 22.
April 26    Marcuse. *One-dimensional Man*. Chapters 4-7
April 28    Marcuse. *One-dimensional Man*. Chapters 8-10

Final exam on Wednesday, May 4 from 2-3:50 PM.
Bibliography

Addendum to Survey of Western Political Thought Syllabus

Course Objectives

1) To provide an introduction to the history of Western political thought,
2) To introduce students to the core philosophical questions (e.g., what is the good life, what is the ideal government, who should rule, etc.) and concepts (e.g., justice, liberty, equality, power, democracy, aristocracy, monarchy, etc.) used in political theory and political science, and
3) To develop the students’ skills as critical thinkers so they are better able to rationally evaluate the political system in which they live.
4) Academically, this course meets an upper-level elective requirement for a history and political science major, history education major, or a political science minor.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Biological Sciences
Date submitted: October 11, 2007
Request for: Course addition
Submitted by: Dr. Ivan H. Still, Assistant Professor of Biology
Approved by: Department Head: 
Dean of School: 
Reviewed by: Registrar: 
Vice President: 

I. Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

Number: BIOL 4083
Title for Catalog: Cancer Biology

*Title for Course Inventory: Cancer Biology

Description: An in-depth study of major areas and topics in cancer biology, including etiology and epidemiology of cancer, impact of the human genome mapping project, molecular genetics and cell biology of cancer, cancer modeling and clinical aspects of human cancer.

Prerequisites: BIOL 3034
Effective date or term: As soon as possible.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

This course was taught successfully once as Advanced Topics (BIOL 4883) during the spring semester 2007. We suggest that this course become a permanent 3-credit offering (BIOL 4083) within our program. The course will be suitable for students with a general interest in the topic. However, of particular importance, this course will provide significant background for students wishing to pursue medical or research careers in the cancer field.
B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

The department currently offers courses in Molecular Genetics (BIOL4074), Cell Biology (BIOL4033), Human Physiology (BIOL3074) and Histology (BIOL4054). These courses cover normal and to a certain extent human disease processes. The addition of a Cancer Biology course will enhance the representation of medically oriented biology electives. In particular, this course will provide a new avenue in human disease study for Biology Majors and PreMed students.

C. Is this course part of any general plan of development within your department? Explain.

During assessment committee meetings, BIOL faculty have expressed a desire to see additional specialized offerings that can meet a growing need for training/preparation of students in the medical and biopharmaceutical fields. Cancer Biology would provide students with the opportunity to explore a medical/research option previously unavailable at TECH.

D. How often will the course be offered?

This course will be taught each spring semester.

E. How will the course be staffed?

A faculty member (Dr. Still) from the Biology program will teach this course.

F. How will this course change affect other departments’ students and offerings? With what other departments have you specifically consulted?

It is not thought that this new course offering will affect other department’s students or offerings.

III. Integration with assessment plan:

Faculty in the BIOL Program annually assess student learning by administering an exit exam (Major Field Tests, Educational Testing Service). Additionally, these faculty discuss student classroom performance in cell/molecular biology as well as other areas. It was concluded that at least some of the students could benefit from additional cell/molecular offerings, particularly in relation to a medical/research related cell/molecular option. After piloting the course, the faculty have decided that Cancer Biology should be offered regularly as an upper level elective. We hope to see many students take advantage of this opportunity and we hope to see improvement in classroom performance in related areas, and in the assessment outcomes.
BIOL 4083 Cancer Biology

Dr. Ivan H. Still - Instructor
Office (McEver 31) 356-2032
Office Hours: M3-5 TW2-5, R10-12, or by appointment
E-mail: lstill@atu.edu


Course Description:
This advanced course covers modern aspects of cancer biology. Prerequisites: BIOL 3034. Topics included are: etiology and epidemiology of cancer, impact of the human genome mapping project, molecular genetics and cell biology of cancer, cancer modeling and clinical aspects of human cancer. Lecture: three hours per week.

Course Rationale:
This course provides an introduction and overview of major areas and topics in cancer biology. It will build on the knowledge presented in previous courses, such as BIOL1114 and 3034. In particular, it will apply that knowledge to a major concern in the modern world. The course will be suitable for students with a general interest in the topic, as well as providing significant background for students wishing to pursue medical or research careers in the extensive field that is cancer.

Course Objectives:
By the end of the course, you will be able to:

1. Describe the major factors leading to the initiation of cancer;
2. Describe the impact of genetics and the human genome project on our understanding of familial cancer;
3. Understand the technologies currently in use in cancer genetics and cancer biology;
4. Discuss the role of retinoblastoma and p53 gene products in normal and malignant development;
5. Describe the interrelationship of chromosomal instability and defects in mitosis;
6. Describe sources and repair of genetic damage;
7. Understand the complexities of cell signaling in the normal and cancerous cell;
8. Describe how hormone receptors control gene transcription;
9. Describe the relationship of cell signaling and the cytoskeleton;
10. Describe the process of angiogenesis and how cancer cells leave their initial site and metastasize;
11. Understand the clinical aspects of cancer, and the problems of treatment;
12. Describe the impact of high throughput analyses to cancer biology and treatment; and
13. Describe site-specific studies of cancer.
Grading Criteria:
Lecture Tests (5) 30% (the 4 best test scores will constitute the final score)
Final Essays (3) 30%
Class participation/report for L40-42 10%

Grading Scale:
Grades of A, B, C, D, or F will be assigned in an absolutely fair and impartial fashion for respective averages
85-100 % A
75-85 B
65-75 C
55-65 D
<55 F

Additional credit toward a higher grade can, at any time, be earned through extra study. Volunteer service and extra educational participation such as blood donation, community-based reading program participation, attendance at guest lectures, etc. can be submitted for consideration in cases where a student is within 1.0% of the next higher grade. Otherwise, 84.999% is a “B” and 85.001% is an “A”. The main source material for tests will be from the lectures, with some supplementary material from the associated reading guide. The Powerpoint Presentations are your main study guide, with the key topics section at the end of each lecture acting as the areas that you are definitely expected to know. Three unexcused absences from lectures and/or tests will result in being dropped from the course with a grade of F* for excessive absences.

Lecture Tests:
There will be five 40 minute Tests. The lowest test grade will be dropped. Tests will be a mixture of multiple-choice, fill in the blank and short answer questions. Make-up tests will be allowed, subject to scheduling issues, and notice.

Homework:
There are three open-book homework assignments. These are designed to cover course material, but are also designed to encourage the student to read around the subject. This homework will be assessed for scientific content, how the student answered and interpreted the question (showing the thought process involved) and essay style. These assignments are designed to be instructional and help to develop scientific essay writing skills. Further details will be given out early in the course.

Final Exam:
The final exam will be comprehensive. It will follow a format similar to the lecture test, and include multiple choice questions, complete the statement, short answers and essay type questions. Details will be provided later in the course.

Class participation for L40-L42:
“Lectures” 40 – 42 are “Site specific Cancer studies”. These bring together parts of the course and three specific chapters in the main text book to apply them to studies of breast, prostate and lung cancer. Class members will be asked to put forward views on how genetics, and biology interrelate to epidemiology and medical aspects of these cancers. A short summary report (2-3 pages) for each site will be submitted at the end of each class.
## Tentative Lecture Schedule

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<tr>
<th>Class</th>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>Week 1</td>
<td>Introduction, The Nature of Cancer</td>
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<td>Clinical Aspects I: Pathology</td>
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<td>Clinical Aspects II: Incidence of Cancer</td>
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<td>2</td>
<td>Week 2</td>
<td>Origins of Cancer I: Chemical Carcinogenesis</td>
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<td>Origins of Cancer II: Physical Agents in human carcinogenesis</td>
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<td>Origins of Cancer III: Viral Carcinogenesis</td>
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<td>3</td>
<td>Week 3</td>
<td>Clinical Aspects III: Epidemiology, Etiology and prevention</td>
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<td>Molecular Techniques I: DNA methodologies</td>
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<td>Introduction to bioinformatics</td>
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<td>4</td>
<td>Week 4</td>
<td><strong>Test 1</strong>: Lectures 1-8</td>
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<tr>
<td></td>
<td></td>
<td>The human genome mapping project</td>
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<td></td>
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<td>The Cancer Genome I: Hereditary Cancers</td>
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<td>Week 5</td>
<td>The Cancer Genome II: Leukemias</td>
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<td>The Cancer Genome III: Solid Tumors</td>
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<td>Molecular Techniques II: Cell culture</td>
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<td>Week 6</td>
<td><strong>Test 2</strong>: Lectures 9-14</td>
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<td>The Cancer Genome IV: pRB, control of the cell cycle</td>
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<td>Week 7</td>
<td>The Cancer Genome VI: Cell immortalization and telomerase</td>
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<td>The Cancer Genome VI: Mitosis and chromosomal abnormalities</td>
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<td>The Cancer Genome VII: Defects in DNA repair pathways</td>
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<td>Week 8</td>
<td><strong>Test 3</strong>: Lectures 15-19</td>
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<td>Cell Biology of Cancer I: Principles of cell signaling pathways</td>
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<td>Week 9</td>
<td><strong>Test 4</strong>: Lectures 20-28</td>
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<td>Cell Biology of Cancer II: Growth factors and their receptors</td>
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<td>Cell Biology of Cancer IV: The Wnt pathway and colon cancer</td>
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<td>Week 10</td>
<td>Cell Biology of Cancer V: The cytoskeleton</td>
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<td><strong>Test 5</strong>: Lectures 29-36</td>
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<td>Week 11</td>
<td>Cell Biology of Cancer VI: The Extracellular matrix</td>
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<td>Week 13</td>
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<td><strong>Test 6</strong>: Lectures 37-42</td>
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<td>16</td>
<td>Week 15</td>
<td>Site-specific Cancer study: Breast</td>
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<td>Site-specific Cancer study: Prostate</td>
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<td>18</td>
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<td>Site-specific Cancer study: Lung</td>
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<td>19</td>
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FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Teachers Ed Council and Curriculum Committee
From: Biological Sciences

Date Submitted: Oct. 7, 2007

Type of Curriculum Change Requested: Life Science/Earth Science Secondary Education (LSED) Program Modification

Submitted By: Jacqueline K. Bowman

Approved By: Department Head: [Signature] 10-12-07

Dean of School: [Signature] 10-12-07

Reviewed By: Registrar: [Signature] 10-12-07

Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog.
   This change will restrict a math elective requirement from higher than MATH 1113 to Math 2163. See attached matrix change sheet for the revision.

II. Course Information

   A. Rationale for the requested change.

   New content requirements for NCATE accreditation in biological sciences include a course in statistics. We currently allow LSED students to take a mathematics elective above MATH 1113, but strongly recommend they take a statistics course, like MATH 2163. The new content requirements would be readily met by requiring MATH 2163 or an equivalent statistics course.

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

      1. No change in staffing, budget, or space allocation

      2. This change should not affect the Mathematics Department, because the LSED program is extremely small with 2-6 graduates per year and most of them already take MATH 2163.

   C. Fall 2008

   D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

      [Signatures]
List Department Head/  
Program Director Consulted:  
(Add to list as needed)

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If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

III. Integration with Assessment Plan
This change is consistent with the first goal of the LSED program, that students graduating from our program have an excellent understanding of the content and nature of science and understand the relationship between both the scientific disciplines and society as a whole, as this will improve their understanding of the mathematics involved in biological sciences. This should improve their scores on the Praxis II assessment.

Note: A syllabus should accompany each course proposal. The syllabus should contain the objectives of the course, a summary of course content, and bibliography of resources.

*Each new program proposal must include an assessment plan using the approved University Assessment Form.*

*Updated 8/1/04
**Updated 9/1/05
Outline in specific detail how your proposal will alter the program (include course number and title):
Will not affect program sequence

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Total Program Hours 128-129 (Unchanged)
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Biological Sciences
Date submitted: October 8, 2007
Request for: Course addition
Submitted by: Dr. Elisabeth Brennan, Assistant Professor of Wildlife Science
Approved by: Department Head: Dean of School
Reviewed by: Registrar: Vice President:

I. Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

Number: FW 4103/5103
Title for Catalog: Human Dimensions of Fisheries and Wildlife Management
*Title for Course Inventory (30 characters): Human Dimensions of F&W

Description: Exploration of the complex interactions of social, political, institutional, economic and ecological processes that contribute to natural resource use and management. The primary focus is on interactions and conflict resolution among various stakeholders, resource management agencies, and wildlife and fisheries resources. Topics covered include public attitudes and expectations; agency structure and policy; values of fishes, wildlife; and public relations. Lecture three hours.

Prerequisites: BIOL/FW 3114 (Ecology) or permission of instructor.

Effective date or term: As soon as possible.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

This course is being piloted as Advanced Topics in Fisheries and Wildlife (FW 4883/5883) during the fall semester 2007. We suggest that this course become a permanent 3-credit offering (FW 4103/5103) within the Fisheries and Wildlife Science (F&W) Program. It is designed for upper-level undergraduate and graduate students. One of the primary purposes of this class is to increase course options for

Approved CC 10/22/07
Approved FS 11/12/07
Approved FS 12/3/07
students pursuing a Master's degree in the F&W program. Also, during program assessment and particularly the exit exam, many undergraduates have suggested the program would benefit from increasing the diversity of course offerings. The class helps fulfill one of the certification requirements required for certification as a professional fisheries scientist or wildlife biologist (as administered by the American Fisheries Society or The Wildlife Society).

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

The proposed course will not overlap with other classes offered by the department. FW 3053 (Fisheries and Wildlife Administration) fulfills one human dimension certification requirement and this class will fulfill the other human dimension class required for professional certification.

C. Is this course part of any general plan of development within your department? Explain.

Fisheries and Wildlife Program faculty members recognized the need to offer additional graduate-level courses for M.S students. This course helps fulfill that need. The proposed course offering fits directly into the developmental plan of the F&W program by increasing course offerings for F&W majors while providing an opportunity for specialized instruction in human dimensions. Moreover, the class fulfills one of the certification requirements required for certification as either a professional wildlife biologist (as administered by The Wildlife Society) or professional fisheries scientist (American Fisheries Society).

D. How often will the course be offered?

This course will be taught alternating fall semesters.

E. How will the course be staffed?

A faculty member (e.g., Dr. Brennan) from the Fish and Wildlife program will teach this course.

F. How will this course change affect other departments' students and offerings?

With what other departments have you specifically consulted?

This new course is not expected to have any impacts on other departments; however, it was considered to be particularly useful for students in the Fisheries and Wildlife Science Program.

III. Integration with Program Assessment

Faculty members in the F&W Program annually assess student learning by administering an exit exam (Major Field Tests, Educational Testing Service). In addition, the F&W faculty administers a comprehensive final exam to all graduating seniors as a part of program assessment. To integrate the proposed course into assessment procedures, new questions
pertaining to human dimensions of fisheries and wildlife will be developed and included in the comprehensive exam. This class also requires student presentations, which P&W faculty will be invited to attend as part of overall measurement of proficiency identified in the assessment plan.

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<tr>
<th>List Department Head/ Program Director Consulted: (Add to list as needed)</th>
<th>Indicate Support for Proposal (yes/no)</th>
<th>Date:</th>
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<td>1. Dr. Joe Stoeckel, Director Fisheries and Wildlife Science Program</td>
<td>yes</td>
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<td>2. Dr. Herrick, Head Department of Parks, Recreational &amp; Hospitality Administration</td>
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<td>3. Dr. Martin, Head Department of Behavioral Sciences</td>
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Human Dimension of Fisheries and Wildlife Management  
(FW 4103/5103)

Instructor: Dr. Lisa Brennan (356-2018) ebrennan@atu.edu

Course Description: Exploration of the complex interactions of social, political, institutional, economic and ecological processes that contribute to natural resource use and management. Class will focus on interactions among various stakeholders, resource management agencies, and wildlife and fisheries resources. Covers topics such as public attitudes and expectations; agency structure, administration, and policy; tangible and intangible values of fishes, wildlife, and their habitats; public relations; the philosophy and ethics of resource use and management; and approaches to resolutions of conflicts arising from natural resource use and management practices.


Course Justification: This course is designed as an upper-level elective for Fisheries and Wildlife Majors. Pre-requisites include successful completion of BIOL/FW 3114 (Ecology).

Bibliography:


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

1) knowledge of the history and current status of the human dimensions aspect in fisheries and wildlife;

2) understanding of important human dimensions applications, needs and case studies in fisheries and wildlife;

3) ability to find, interpret, critically evaluate and successfully apply human dimensions research to fisheries and wildlife management needs;
4) competency in designing and implementing strategies for collecting human dimensions data for use in fisheries and wildlife management; and

5) skills and knowledge related to major human dimensions specialties including recreational choice and behaviors; beliefs, attitudes and risk behavior; application of marketing strategies to management; principles of institutional design and administration; trends and processes in policy making; and issue management and conflict resolution.

Assessment Methods: Grades will be computed based on approximately 500 (600 for grad students) points distributed among the following assignments:

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<tr>
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<td>Undergrads</td>
<td>Grad students</td>
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<td>150</td>
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<td>Public Meeting Essays (x 2)</td>
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<tr>
<td>Response Letters (x 2)</td>
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<td>Survey Presentation</td>
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<td>Discussion (grad students only)</td>
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Survey presentations: Working in assigned groups, you will design a survey to gauge public opinion on a fisheries or wildlife issue of your choice. Once I approve the survey questionnaire, your group will administer the survey to 2 groups; biology/fisheries/wildlife majors and all other students. Your group should clear the topic with me at least one month before the presentation is due. You will give a 20 minute presentation on your topic, the results of your survey, and what actions you would recommend. Grades will be assessed based on your professional performance in the presentation/discussion and by the evaluation of your class members (as well as myself). The Final Project will be an 8 page written report discussing your survey and results.
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PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Biological Sciences
Date submitted: October 8, 2007
Request for: Course addition
Submitted by: Dr. Elisabeth Brennan, Assistant Professor of Wildlife Science
Approved by: Department Head: [Signature]
Dean of School: [Signature]
Reviewed by: Registrar: [Signature]
Vice President:

I. Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

Number: FW 4103/5103
Title for Catalog: Human Dimensions of Fisheries and Wildlife Management
*Title for Course Inventory (30 characters): Human Dimensions of F&W

Description: Exploration of the complex interactions of social, political, institutional, economic and ecological processes that contribute to natural resource use and management. The primary focus is on interactions and conflict resolution among various stakeholders, resource management agencies, and wildlife and fisheries resources. Topics covered include public attitudes and expectations; agency structure and policy; values of fishes, wildlife; and public relations. Lecture three hours

Prerequisites: BIOL/FW 3114 (Ecology)
Effective date or term: As soon as possible.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

This course is being piloted as Advanced Topics in Fisheries and Wildlife (FW 4883/5883) during the fall semester 2007. We suggest that this course become a permanent 3-credit offering (FW 4103/5103) within the Fisheries and Wildlife Science (F&W) Program. It is designed for upper-level undergraduate and graduate students. One of the primary purposes of this class is to increase course options for...
students pursuing a Master’s degree in the F&W program. Also, during program assessment and particularly the exit exam, many undergraduates have suggested the program would benefit from increasing the diversity of course offerings. The class fulfills one of the certification requirements required for certification as a professional fisheries scientist or wildlife biologist (as administered by American Fisheries Society or The Wildlife Society).

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

The proposed course will not overlap with other classes offered by the department. FW 3053 (Fisheries and Wildlife Administration) fulfills one human dimension certification requirement and this class will fulfill the other human dimension class required for graduation and professional certification.

C. Is this course part of any general plan of development within your department? Explain.

Fisheries and Wildlife Program faculty members recognized the need to offer additional graduate-level courses for M.S students. This course helps fulfill that need. The proposed course offering fits directly into the developmental plan of the F&W program by increasing course offerings for F&W majors while providing an opportunity for specialized instruction in human dimensions. Moreover, the class fulfills one of the certification requirements required for certification as either a professional wildlife biologist (as administered by The Wildlife Society) of professional fisheries scientist (American Fisheries Society).

D. How often will the course be offered?

This course will be taught alternating fall semester.

E. How will the course be staffed?

A faculty member (e.g., Dr. Brennan) from the Fish and Wildlife program will teach this course.

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III. Integration with Program Assessment

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List Department Head/Program Director Consulted:
(Add to list as needed)

1. Dr. Joe Stoeckel, Director
   Fisheries and Wildlife Science Program

Indicate Support for Proposal (yes/no)

Date: 10/08/07
**Instructor:** Dr. Lisa Brennan (356-2018) ebrennan@atu.edu

**Course Description:** Exploration of the complex interactions of social, political, institutional, economic and ecological processes that contribute to natural resource use and management. Class will focus on interactions among various stakeholders, resource management agencies, and wildlife and fisheries resources. Covers topics such as public attitudes and expectations; agency structure, administration, and policy; tangible and intangible values of fishes, wildlife, and their habitats; public relations; the philosophy and ethics of resource use and management; and approaches to resolutions of conflicts arising from natural resource use and management practices.


**Course Justification:** This course is designed as an upper-level elective for Fisheries and Wildlife Majors. Pre-requisites include successful completion of BIOL/FW 3114 (Ecology).

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**Course Objectives:** Upon successful completion of this course, students will develop:

1) knowledge of the history and current status of the human dimensions aspect in fisheries and wildlife;

2) understanding of important human dimensions applications, needs and case studies in fisheries and wildlife;

3) ability to find, interpret, critically evaluate and successfully apply human dimensions research to fisheries and wildlife management needs;
4) Competency in designing and implementing strategies for collecting human dimensions data for use in fisheries and wildlife management; and

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Assessment Methods: Grades will be computed based on approximately 500 (600 for grad students) points distributed among the following assignments:

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<td>Future of Human Dimensions</td>
<td>Manfredo et al. 1998; Conover and Conover 2001</td>
</tr>
</tbody>
</table>
PROPOSAL for COURSE CHANGE

To: Curriculum Committee

From: Department of Physical Science

Date Submitted: September 28, 2007

Request for: Course Addition

Submitted by: Dr. Linda C. Kondrick, Assistant Professor of Physical Science

Approved by: Department Head:

[Signature]
(Dr. Jeff Robertson)

Dean of School of Physical and Life Science:

[Signature]
(Dr. Richard Cohoon)

Reviewed by: Registrar:

[Signature]
(Ms. Tammy Rhodes)

Vice President of Academic Affairs:

[Signature]
(Dr. Jack Hamm)

I. New Course Description

Number: PHSC 1074

Title: for Catalog: Physical Science Inquiry

Title for Course Inventory: Physical Science Inquiry

[Signature]
(app TEC 11/12/07)

[Signature]
(app CC 11/19/07)

[Signature]
(app FS 12/3/07)
Description: Each Semester. Prerequisite: A score of 19 or above on the mathematics section of the ACTE exam or the completion of Math 0903, Intermediate Algebra, with a grade of “C” or better. This course is designed to model physical science teaching and learning through the process of inquiry. Topics explored are Interactions and Energy, Forces, Systems, Behavior of Gases, Physical Changes, and Chemical Changes. The focus is upon the construction of knowledge regarding science content and process skills essential to the preparation of teachers of physical science in early childhood education. It is recommended for early childhood education majors seeking to fulfill undergraduate requirements in preparation for upper level science methods courses and is equivalent to 3 hours of lecture and 3 hours of laboratory experience in physical science. However, the course requires that students participate as active learners in an activity-based, cooperative-learning-style curriculum.

Effective term: Fall 2008

Course fees: $10 laboratory fee

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

Over the past three years it has become apparent to the author of this course-addition proposal that the majority of Early Childhood Education majors enrolled in the science methods course, PHSC 3213 Science in the Elementary School are inadequately prepared for that class. They lack the specific science content knowledge and science process skills in physics and chemistry pre-requisite for that course. However, the majority of them have completed their physical science requirement, usually by taking PHSC 1013, Introduction to Physical Science. The students themselves have discussed their frustration with the mismatch between the science preparation in that course (regardless of which instructor they had) and the expectations of the science methods course. PHSC 1013 is designed as a broad-survey of physical science intended to meet the goals of a liberal arts curriculum for non-majors.

Furthermore, their experiences in science classes typically model only expository methods of lecture and direct instruction. Neither PHSC 1013 nor
the companion lab, PHSC 1021, model for them the Guided Inquiry Method of learning. Yet, according to the National Science Resources Center (2000), this is the preferred method for science instruction at all levels of the science curriculum. Research on student learning consistently points to the need for: a) an exploratory class structure (National Science Resources Center, 1997; Cobb, 1966); b) social interactions in learning (McDermott, Shaffer, & Constantinou, 2000; Vygotsky, 1986); and c) explicit attention to the nature of science issues (Hammer & Van Zee, 2006; Ackerson, Abd-El-Khalick, & Lederman, 2000).

The proposed course, PHSC 1074, Physical Science Inquiry is intended for undergraduates who are early childhood education majors or non-science majors who need a physical science course for graduation requirements. It is also appropriate for early childhood or middle school teachers who need to enhance their content knowledge and inquiry skills in physical science.

It is specifically designed to prepare pre-service early childhood majors to teach physical science in the elementary school. The primary goal of this course is to develop the knowledge of science content and processes skills essential to prepare early childhood teachers skilled in the guided inquiry method of learning. This is not a science methods course, but a science content, process, and skills course.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? There is no other course being offered in physics or chemistry content that is designed specifically to meet the needs of Early Childhood Education Majors. The course which these majors are now taking in order to fulfill their physical science requirement is PHSC 1013, Introduction to Physical Science. However, that course is designed as a broad survey of issues in physical science for non-science majors. It is not intended to prepare students to teach science content. The proposed course, PHSC 1074 is designed specifically for the purpose of preparing early childhood teachers to teach physics and
chemistry in the elementary school. It is not a methods course, but a science content and process course.

C. Is this course part of any general plan of development within your department? Yes. The Physical Science Department is currently reviewing the PHSC 1013: Introduction to Physical Science and the companion lab, PHSC 1021: Physical Science Laboratory. These are the physical science courses for non-science majors that many students take to fulfill their general education requirements. These courses are being transformed into an issues-based applied science format designed to develop science literacy among non-science majors. However, this change would make it even more unsuitable for Early Childhood Education majors who need a more rigorous approach to acquiring specific science content and process skills in order to teach early childhood level level science.

D. How often will the course be offered? The course will be offered in the Fall and Spring semesters and will be taught when ten or more students are enrolled.

E. How will the course be staffed? The course will be staffed with existing faculty in the Department of Physical Science. According to the demographics in Table 1 below, by dropping a section of PHSC 1013 and adding a section of PHSC 1074 one section of this course could be staffed each semester without adding additional faculty. Over the past three semesters, there has been an average of 36 students per semester who were identified as Early Childhood Education Majors. Due to the interactive nature of the proposed course, enrollment for PHSC 1074 would be limited to 36 students.

The number of students enrolled in PHSC 1013 over the past three semesters has averaged approximately 56 students per section. Enrollment ranges from 29 to 69 students per section. Six of the seventeen sections have not exceeded maximum enrollments over the past three semesters. The numbers in Table 1
below do not include students who withdrew from the course with a "W". Neither do they include Middle Level Education Majors enrolled in this course. Presumably some of them may also elect to take the new course as an alternative to PHSC 1013.

<table>
<thead>
<tr>
<th>Table 1: Enrollment in PHSC 1013 Spring 2006 through Spring 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHSC 1013</strong></td>
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<td></td>
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<tr>
<td>sections</td>
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<td>----------------</td>
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<tr>
<td><strong>Spring 2007</strong></td>
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<td></td>
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<tr>
<td><strong>Fall 2006</strong></td>
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<td></td>
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<tr>
<td><strong>Spring 2006</strong></td>
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<td></td>
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<tr>
<td><strong>Combined Semesters</strong></td>
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<td></td>
</tr>
</tbody>
</table>

F. How will this course affect other departments' students and their offerings? When applicable, state with which departments you have specifically coordinated this change. This proposal was discussed on August 21, 2007 in a joint Department Meeting attended by Dr. Jeff Robertson, Department Head of Physical Science; Dr. Jacqueline Bowman, Science Education Co-ordinator and Associate Professor of Biology; and Dr. Robert Bell, Department Head of Curriculum and Instruction. Also in attendance were: Dr. Cathy Baker, Associate Professor of Geology; Dr. Wilson Gonzalez-Espada, Associate Professor of Physical Science; and Dr. Linda Kondrick, Assistant Professor of Physical Science. No opposition to the proposal was offered.
1. Dr. Jeff Robertson, Head Department of Physical Science. YES. Dr. Robertson fully supports the proposed course addition. See signature on page one.

2. Dr. Robert Bell, Head Department of Curriculum and Instruction. YES. Dr. Bell asked that the course be offered as a recommended alternative to PHSC 1013, rather than a required course for Early Childhood Education majors. He was glad to have a larger selection of courses for these majors to fulfill their program and general education requirements. Date: August 21, 2007.

G. How does the new course integrate with the assessment process of the department in which the course will be taught? This course is offered primarily as a service to the Department of Curriculum and Instruction in the School of Education. It will expand the options for Early Childhood Education majors to fulfill their physical science general education requirements. This course is not a requirement for any of the programs offered in the Physical Science Department. As such, the addition of this course does not directly affect assessment process for programs offered through the School of Physical and Life Sciences.
Proposal Bibliography


Course Syllabus
Physical Science Inquiry
PHSC 1074
Fall 2008

Instructor:
Dr. Linda C. Kondrick
#33 McEver Hall
Office: (479) 968-0341
Fax: (479) 964-0837
Home: (479) 497-1768
Internet E-mail: lkondrick@mail.atu.edu

Office Hours:
Please feel comfortable about contacting me outside of class. My schedule, including lab
times, is posted on my office door. I will make a special effort to be near my desk on MWF:
11:00 a.m. to noon; TR 10:00 a.m. to noon; and W 2:00 to 5:00 p.m. Other hours are
available by appointment. Please e-mail your request.

Course Description:
This course is designed to model physical science teaching and learning through the process
of inquiry. Topics explored are Interactions and Energy, Forces, Systems, Behavior of Gases,
Physical Changes, and Chemical Changes. The focus is upon the construction of knowledge
regarding science content and process skills essential to the preparation of teachers of
physical science in early childhood education. It is recommended for early childhood
education majors seeking to fulfill undergraduate requirements in preparation for upper level
science methods courses and is equivalent to 3 hours of lecture and 3 hours of laboratory
experience in physical science. However, the course requires that students participate as
active learners in an activity-based, cooperative-learning-style curriculum.

Course Rationale and Objectives (Correlated Assessment):
This general education course is designed to meet the goals of a Liberal Arts University as
described in the 2007-2008 ATU Undergraduate Catalogue. In part that goal is to
“... provide a foundation for knowledge common to educated people and to develop the
capacity for an individual to expand that knowledge over his or her lifetime (page 79).” Upon
successful completion of Physical Science Inquiry, students will be able to:
♦ Demonstrate knowledge and comprehension of certain basic laws, principals, and
methods used in the physical sciences with a minimum of 60% freedom from errors.
♦ Demonstrate the ability to formulate models and explanations of everyday phenomena
based upon analysis of observations and empirical evidence.
♦ Analyze basic problems in physical science with a minimum of 60% accuracy.
♦ Discuss naïve science ideas held by children and analyze methods to guide their
development of concepts in physical science.
♦ Evaluate the implications of recent developments in physical science and technology
affecting our quality of life.

Department of Physical Sciences, McEver Hall, Russellville, Arkansas 72801-2222
Tel: (501) 968-0398 Fax: (501) 964-0837 E-mail: pldh@atuvm.atu.edu
Textbook:
The PSET materials required for this course serve as both the textbook and laboratory manual: Fred Goldberg, Rebecca Kruse, Steve Robinson, Valerie Otero, and Nephi Thompson, principal developers (2007). *Physical Science and Everyday Thinking (PSET)* SE. The PSET project was supported in part by Grant #0096856 from the National Science Foundation. ISBN 978-1-58591-668-9. Armmonk, NY: It’s About Time, Herff Jones Education Division.

Ancillary course materials are available on the ATU tdta drive: linda.konrdick>PHSC 1001. (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.)

Assignments:

**Daily Participation:** Student participation in group laboratory activities is required and will be assessed on a behavioral rubric.

**Homework:** Weekly assignments are included in subsequent sections of this syllabus. *Mastery of the concepts and skills in these homework assignments will be essential to your success in this course.*

**Connection Project:** One Connection Project is required. The student will complete a research project that includes a graphic organizer and an essay discussion. The goal of this project is to increase your awareness of the connections between physical science and other disciplines, your lifestyle, and your career. A rubric will be provided for evaluation of the Connection Project.

**Tests:** There are six unit exam as and a comprehensive final exam. The format is multiple choice and essay.

Assessment:
Evaluation of a student’s achievement of the course objectives will be based upon the following assessment criteria:

- **Daily Participation** is worth approximately 10 points per class for a total of approximately 300 points.
- **Homework assignments** are worth approximately 10 points each for a total of approximately 350 points.
- **Connection Project** is worth 100 points.
- **Six unit exams**, are worth 100 points each. The worst test score will be dropped leaving a total of 500 test points.
- **Comprehensive Final Exam** is worth 150 points.

Grading:
The arithmetic mean is calculated by dividing the total points earned by the number possible (approximately 1400). The resulting percentage score is converted to a letter grade according to the following scale:

- A > 90%
- B = 80% to 90%
- C = 70% to 79%
D = 60% to 69%
F < 60%

Class Policies:
All behavior is subject to ATU academic policies as covered in the Undergraduate Catalogue and Student Handbook. Below are my specific requirements to insure success:
♦ Be present. Students with five absences may be dropped from the course with an F grade.
♦ Be on time and stay until dismissed. Daily quizzes cannot be made-up.
♦ Be prepared. Class notes are available on the course website:
  http://pls.atu.edu/physsci/physics/people/kondrick/index.htm
♦ Be diligent. Assignment due dates are not flexible.
♦ Be honest. Plagiarism and all forms of cheating are absolutely unacceptable. Detection of such behavior will result in a failing grade for the course. All essays are required to be submitted to an electronic monitoring program called turnitin.com.
♦ Be respectful of fellow students, instructors, and ATU property. Rude, destructive, or disruptive behavior 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.

Course Bibliography:


http://www.thirteen.org/edonline/concept2class/inquiry/index.html
<table>
<thead>
<tr>
<th>Week</th>
<th>Month</th>
<th>Days</th>
<th>Topics</th>
<th>Assignment</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| I    | Aug   | 21   | Introduction  
1. Measuring Motion | Chapter 1  
Activity 1 | HW 1: Learning Science |
| II   | Aug   | 26,28| 2. Motion and energy  
3. Slowing and Stopping  
4. Warming and Cooling | Activity 2-4 | HW 2: Scientific Explanations  
HW 3: Push Pull Interactions  
HW 4: Interactions with Surroundings |
| III  | Sept  | 2,4  | 5. Light and Seeing  
6. Electric Circuits | Activity 5-6 | HW 5: Children's Ideas About Light  
HW 6 Energy Transfer |
| IV   | Sept  | 9,11 | 7. Keeping Track of Energy  
8. Using Energy Models to Explain Everyday Phenomena | Activity 7-8 | HW 7 Energy Conservation and Efficiency |
| Tues | Sept  | 16   | **Test Unit 1** |  | Interactions and Energy |
| V    | Sept  | 16,18| 1. Interactions and Forces  
2. Pushes and Slowing Down  
3. Friction and Slowing Down  
4. Force-strength and Mass | Chapter 2  
Activity 1-5 | HW1: Pushing a Skateboarder  
HW2: Combinations of Forces  
HW3: Children's Ideas About Forces  
HW4: Changing Direction |
| VI   | Sept  | 23,25| 5. Motion with Balanced Forces  
6. Using Force Models to Explain Everyday Phenomena | Activity 5-6 | HW5: Balanced Forces  
HW 6: Children's Ideas About Friction |
| Tues | Sept  | 30   | **Test Unit 2** |  | Interactions and Forces |
| VII  | Sep/Oct | 30, 2| 1. Magnetic Interactions  
2. Electric Charge Interactions  
3. Gravitational Attractions | Chapter 3  
Activity 1-3 | HW1A: Model for Magnetism  
HW1B: Historical Development of Model of Magnetism  
HW2: Charged and Uncharged  
HW3: Gravitational Potential Energy |
| VIII | Oct   | 7,9  | 4. Falling Objects  
HW5: Observations, Inferences, and Models |
| Tues | Oct   | 14   | **Test Unit 3** |  | Interactions and Systems |
| IX   | Oct   | 14,16| 1. Small Particle Model Gases  
2. SPM and Gas Pressure  
3. Effects of Pressure Difference | Chapter 4  
Activity 1-3 | HW2: Explaining Phenomena Using Gas Pressure  
HW 3: Children's Ideas About Gases |
| X    | Oct   | 21,23| 4. SPM and Temperature  
5. Explanations Involving Gases | Activity 4-5 | HW4A: the Ideal Gas Law  
HW4B: Small Particle Simulator  
HW5: Nature of Science |
<p>| Tues | Oct   | 28   | <strong>Test Unit 4</strong> |  | Interactions and the Behavior of Gases |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Month</th>
<th>Days</th>
<th>Topics</th>
<th>Assignment</th>
<th>Assessment</th>
</tr>
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<tbody>
<tr>
<td>XI</td>
<td>Oct</td>
<td>28,30</td>
<td>1. Density</td>
<td>Chapter 5</td>
<td><strong>HW1:</strong> Sinking and Floating</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. SPM and Density</td>
<td></td>
<td><strong>HW2:</strong> Density and SPM</td>
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<td></td>
<td></td>
<td></td>
<td>3. Heating Liquids and Solids</td>
<td></td>
<td><strong>HW3:</strong> Children's Ideas About Density</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Activity 1-3</td>
<td></td>
</tr>
<tr>
<td>XII</td>
<td>Nov</td>
<td>4,6</td>
<td>4. Changes of State and SPM</td>
<td>Activity 4-5</td>
<td><strong>HW4:</strong> Melting and Boiling</td>
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<td></td>
<td></td>
<td></td>
<td>5. Vapor Pressure and SPM</td>
<td></td>
<td><strong>HW5:</strong> Vapor Pressure and Other Liquids</td>
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<tr>
<td>XIII</td>
<td>Nov</td>
<td>11,13</td>
<td>6. Solubility and SPM</td>
<td>Activity 6-7</td>
<td><strong>HW6:</strong> Dissolving and Polarity</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>7. Explanations Involving Physical Changes</td>
<td></td>
<td><strong>HW7:</strong> Using Physical Properties and Changes</td>
</tr>
<tr>
<td></td>
<td>Tues</td>
<td>Nov 18</td>
<td><strong>Test Unit 5</strong></td>
<td><strong>Interactions and Physical Changes</strong></td>
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<tr>
<td>XIV</td>
<td>Nov</td>
<td>18,20</td>
<td>1. Chemical Changes</td>
<td>Chapter 6</td>
<td><strong>HW1:</strong> Rate of Chemical Changes and Temperature</td>
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<tr>
<td></td>
<td></td>
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<td>2. Chemical Changes and SPM</td>
<td></td>
<td><strong>HW2:</strong> Models of the Atom</td>
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<td></td>
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<td></td>
<td>3. Elements and Periodic Table</td>
<td>Activity 1-3</td>
<td></td>
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<tr>
<td>XV</td>
<td>Nov</td>
<td>25</td>
<td>4. Atoms and Periodic Table</td>
<td>Activity 4-5</td>
<td><strong>HW4:</strong> Electrons, Chemical Bonds, and Chemical Formulas</td>
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<td></td>
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<td>5. Conservation of Mass and SPM</td>
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<td><strong>HW 5:</strong> Ideas About Learning Science</td>
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<td><strong>Thanksgiving Holiday, No classes!</strong></td>
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<tr>
<td>XVI</td>
<td>Dec</td>
<td>2,4</td>
<td>6. Social Scientist's Ideas</td>
<td>Activity 6-8</td>
<td><strong>HW7:</strong> Solubility and Energy</td>
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<tr>
<td></td>
<td></td>
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<td>7. Chemical Changes and Energy</td>
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<td></td>
<td>8. Explanations Involving Chemical Changes</td>
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<tr>
<td>TBA</td>
<td>Dec 9</td>
<td>Test 6</td>
<td><strong>Test Unit 6 and Comprehensive Final Exam</strong></td>
<td><strong>Interactions and Chemical Changes; and Comprehensive Final Exam</strong></td>
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</tbody>
</table>
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Agriculture Department
Date submitted: NOVEMBER 2, 2007

Request for: Course change ______ Course deletion ______ Course addition X (Excluding course credit hour changes)

Submitted by: Mike W. Fairbanks

Approved by: Department Head: [Signature]
Dean of School: [Signature]

Reviewed by: Registrar: [Signature]
Vice President:

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: An introduction to insect diversity, evolution and biology with emphasis on identification of major families of insects. Prerequisites: AGPS 1003, Junior standing or consent of instructor.

Number: AGPM 3104

Title for Catalog: Introduction to Entomology

*Title for Course Inventory (24 characters):

Description: This course will introduce the student to insect diversity and the identification of the major families of insects. Laboratory time will be spent learning family characteristics and collecting and preserving insect specimens. Lecture will consist of topics such as insect diversity, morphology and physiology.

Effective date or term: Fall 2008

*Course fees: $25

II. Justification and feasibility of course:

A. What is the need for this course? There has not been an entomology course taught at Arkansas Tech University in several years. This course will serve

[Signatures: 11/19/07, 12/3/87]
as a foundation to the pest management emphasis in the Department of Agriculture.

Who will take it? This course should have broad appeal and enroll students from biology, fisheries and wildlife, turf grass management and pest management.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? There is no overlap with other courses being offered. This course will be part of the pest management emphasis in the Department of Agriculture.

C. Is this course part of any general plan of development within your department? Explain. This course will be part of the general plan to develop a pest management option to go along with the Agricultural Business degree to help prepare our students for job opportunities in the area of agricultural pest management.

D. How often will the course be offered? Every Fall semester.

E. How will the course be staffed? With current personnel.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/Program Director Consulted:
(Add to list as needed)

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dr. Theresa Herrick</td>
</tr>
</tbody>
</table>

Indicate Support for Proposal (yes/no)

Date:

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.*
This program will fit the department’s assessment process by addressing the following objectives:

- Understand basic micro and macro principles as they relate to agriculture.

- Understand the basic principles of agricultural marketing and finance.

- Understand basic agri-business management principles and techniques of the agri-business industry.

- Understand the basic principles in agricultural pest management.

- Understand basic principles of soils and waste management in production agriculture.

- Have a basic knowledge of computer technology.
**Syllabus**

**AGPM 3104**

**Introduction to Entomology (Lecture)**

**Course Description:** An introduction to insect diversity, evolution and biology with emphasis on identification of major families of insects. Prerequisites: AGPS 1003, Junior standing or consent of instructor.

**Course Objectives:** Students should have working knowledge of the following subjects:
1. Ability to identify characteristics of major taxa of insects.
2. Understand the ecological importance of insects
3. Evolution and diversity of insects
4. Concept of beneficial and injurious insects

**Textbook:**

**Course Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction to the class insecta</td>
</tr>
<tr>
<td>2.</td>
<td>Morphology, physiology and development</td>
</tr>
<tr>
<td>3.</td>
<td>Behavior and ecology</td>
</tr>
<tr>
<td>4.</td>
<td>Entognathous and apterygote insects</td>
</tr>
<tr>
<td>5.</td>
<td>Ephemeroptera, odonata, Gryliobiattaria and Phasmida</td>
</tr>
<tr>
<td>6.</td>
<td>Orthoptera, Mantodea and Blattaria</td>
</tr>
<tr>
<td>7.</td>
<td>Isoptera, Dermaptera and Embiidina</td>
</tr>
<tr>
<td>8.</td>
<td>Plecoptera, Zoraptera, Psocoptera and Phthiraptera</td>
</tr>
<tr>
<td>9.</td>
<td>Hemiptera, Homoptera and Thysanoptera</td>
</tr>
<tr>
<td>10.</td>
<td>Neuroptera, Strepsiptera and Mecoptera</td>
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<tr>
<td>11.</td>
<td>Coleoptera</td>
</tr>
<tr>
<td>12.</td>
<td>Siphonaptera and Trichoptera</td>
</tr>
<tr>
<td>13.</td>
<td>Diptera</td>
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<tr>
<td>14.</td>
<td>Lepidoptera</td>
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<tr>
<td>15.</td>
<td>Hymenoptera</td>
</tr>
<tr>
<td>16.</td>
<td>Final exam</td>
</tr>
</tbody>
</table>
Course Description: An introduction to insect diversity, evolution and biology with emphasis on identification of major families of insects. Prerequisites: AGPS 1003, Junior standing or consent of instructor.

Course Objectives: Students should have working knowledge of the following subjects:
5. Ability to identify characteristics of major taxa of insects.
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7. Evolution and diversity of insects
8. Concept of beneficial and injurious insects

Textbook:

Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Collection, pinning and preservation of insects</td>
</tr>
<tr>
<td>2.</td>
<td>Entognathous and apterygote insects</td>
</tr>
<tr>
<td>3.</td>
<td>Ephemeroptera, odonata, Grylloblattaria and Phasmida</td>
</tr>
<tr>
<td>4.</td>
<td>Orthoptera, Mantodea and Blattaria</td>
</tr>
<tr>
<td>5.</td>
<td>Collection</td>
</tr>
<tr>
<td>6.</td>
<td>Isoptera, Dermaptera and Embiidina</td>
</tr>
<tr>
<td>7.</td>
<td>Plecoptera, Zoraptera, Pscoptera and Phtiraptera</td>
</tr>
<tr>
<td>8.</td>
<td>Hemiptera, Homoptera and Thysanoptera</td>
</tr>
<tr>
<td>9.</td>
<td>Collection</td>
</tr>
<tr>
<td>10.</td>
<td>Neuroptera, Strepsiptera and Mecoptera</td>
</tr>
<tr>
<td>11.</td>
<td>Coleoptera</td>
</tr>
<tr>
<td>12.</td>
<td>Siphonaptera and Trichoptera</td>
</tr>
<tr>
<td>13.</td>
<td>Collection</td>
</tr>
<tr>
<td>14.</td>
<td>Diptera</td>
</tr>
<tr>
<td>15.</td>
<td>Lepidoptera</td>
</tr>
<tr>
<td>16.</td>
<td>Hymenoptera</td>
</tr>
</tbody>
</table>
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Agriculture Department

Date submitted: November 2, 2007

Request for: Course change Course deletion Course addition X
(Excluding course credit hour changes)

Submitted by: Mike W. Fairbanks

Approved by: Department Head: [Signature]
Dean of School: [Signature]

Reviewed by: Registrar: [Signature]
Vice President: [Signature]

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

Catalog description: Advanced concepts and techniques used in modern pest control practices and the chemistry and environmental fate of pesticides. Prerequisites: AGPS 1003, AGPM 3104, AGPS 3053, Junior standing or consent of instructor.

Number: AGPM 3124

Title for Catalog: Applied Pest Control

*Title for Course Inventory (24 characters):

Description: This course will introduce the student to pesticide application techniques, calibration of spray equipment, chemistry of pesticides, efficacy and environmental fate of pesticides.

Effective date or term: Spring 2009

*Course fees: None

II. Justification and feasibility of course:

A. What is the need for this course? This course will serve as an applied pest management course and will emphasize hands-on learning. It will provide an opportunity to apply theories learned in the class room in a small plot research environment.

APP CC 11/11/07
APP FS 12/3/07
Who will take it? This course should have broad appeal and be of particular interest to pest management, horticultural and turf grass students.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This course will be part of the pest management emphasis in the Department of Agriculture and will not overlap with other courses offered within the department.

C. Is this course part of any general plan of development within your department? Explain. This course will be part of the general plan to develop a pest management option to go along with the Agricultural Business degree to help prepare our students for job opportunities in the area of agricultural pest management.

D. How often will the course be offered? Once a year.

E. How will the course be staffed? With current personnel.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/Program Director Consulted: (Add to list as needed)

Indicate Support for Proposal (yes/no)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dr. Theresa Herrick</td>
<td>Yes</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

This program will fit the department's assessment process by addressing the following objectives:

- Understand basic micro and macro principles as they relate to agriculture.
- Understand the basic principles of agricultural marketing and finance.

- Understand basic agri-business management principles and techniques of the agri-business industry.

- Understand the basic principles in agricultural pest management.

- Understand basic principles of soils and waste management in production agriculture.

- Have a basic knowledge of computer technology.
Syllabus
AGPM 3124
Applied Pest Control

Course Description: Advanced concepts and techniques used in modern pest control practices and the chemistry and environmental fate of pesticides. Prerequisites: AGPS 1003, AGPM 3104, AGPS 3053, Junior standing or consent of instructor.

Course Objectives: Students should have working knowledge of the following concepts:
1. Use of modern spray equipment
2. Calibration techniques
3. Pesticide efficacy
4. Pesticide safety
5. Environmental fate of pesticides

Textbooks:


Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Toxicology / efficacy of insecticides</td>
</tr>
<tr>
<td>2.</td>
<td>Organochlorine insecticides</td>
</tr>
<tr>
<td>3.</td>
<td>Organophosphate insecticides</td>
</tr>
<tr>
<td>4.</td>
<td>Carbamate insecticides</td>
</tr>
<tr>
<td>5.</td>
<td>Botanical insecticides</td>
</tr>
<tr>
<td>6.</td>
<td>Synthetic pyrethroids</td>
</tr>
<tr>
<td>7.</td>
<td>Neonicitinoids and Insect Growth Regulators</td>
</tr>
<tr>
<td>8.</td>
<td>Environmental fate of insecticides</td>
</tr>
<tr>
<td>9.</td>
<td>Entry and movement of herbicides in plants</td>
</tr>
<tr>
<td>10.</td>
<td>Modes and sites of action of herbicides</td>
</tr>
<tr>
<td>11.</td>
<td>Acid amide herbicides</td>
</tr>
<tr>
<td>12.</td>
<td>Benzonitrile herbicides</td>
</tr>
<tr>
<td>13.</td>
<td>Dinitroaniline herbicides</td>
</tr>
<tr>
<td>14.</td>
<td>Growth regulator-type herbicides</td>
</tr>
<tr>
<td>15.</td>
<td>Imidazolinone herbicides</td>
</tr>
<tr>
<td>16.</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
Syllabus
AGPM 3124
Applied Pest Control (Lab)

Course Description: Advanced concepts and techniques used in modern pest control practices and the chemistry and environmental fate of pesticides. Prerequisites: AGPS 1003, AGPM 3104, AGPS 3053, Junior standing or consent of instructor.

Course Objectives: Students should have working knowledge of the following concepts:
1. Small plot experimental design
2. Sprayer calibration
3. Identification of herbicide injury to plants
4. Insect sampling / treatment techniques

Textbooks:
None

Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Insect collection / sampling techniques</td>
</tr>
<tr>
<td>2.</td>
<td>Insecticide efficacy experiments</td>
</tr>
<tr>
<td>3.</td>
<td>Insecticide efficacy experiments</td>
</tr>
<tr>
<td>4.</td>
<td>Insecticide efficacy experiments</td>
</tr>
<tr>
<td>5.</td>
<td>Experiment results / presentation</td>
</tr>
<tr>
<td>6.</td>
<td>Sprayer calibration</td>
</tr>
<tr>
<td>7.</td>
<td>Small plot experimental design</td>
</tr>
<tr>
<td>8.</td>
<td>Plot lay-out and weed identification</td>
</tr>
<tr>
<td>9.</td>
<td>Herbicide selection</td>
</tr>
<tr>
<td>10.</td>
<td>Broadleaf vs. grass herbicides</td>
</tr>
<tr>
<td>11.</td>
<td>Herbicide application in small plots</td>
</tr>
<tr>
<td>12.</td>
<td>Data collection from small plots</td>
</tr>
<tr>
<td>13.</td>
<td>Experiment results and presentations</td>
</tr>
<tr>
<td>14.</td>
<td>Environmental fate of pesticides</td>
</tr>
<tr>
<td>15.</td>
<td>Pesticide effects on non-target species</td>
</tr>
<tr>
<td>16.</td>
<td>Final exam</td>
</tr>
</tbody>
</table>
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Agriculture Department

Date submitted: November 2, 2007

Request for: Course change X  Course deletion  Course addition
(Excluding course credit hour changes)

Submitted by: Mike W. Fairbanks

Approved by: Department Head: [Signature]
Dean of School: [Signature]

Reviewed by: Registrar: [Signature]
Vice President:

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

1. Catalog description: A systematic approach utilizing biological, cultural and genetic control methods to suppress pest numbers in agroecosystems. Prerequisite: AGPS 1003, Junior standing or consent of instructor.

Number: AGPM 4103

Title for Catalog: Integrated Pest Management

*Title for Course Inventory (24 characters):

Description: Integrated Pest Management is an effective and environmentally sensitive approach to pest management that relies on a combination of common-sense practices. IPM programs use current, comprehensive information on the life cycles of pests and their interaction with the environment. This information, in combination with available pest control methods, is used to manage pest damage by the most economical means, and with the least possible hazard to people, property, and the environment.

Effective date or term: Spring 2009

*Course fees: None

App CC 11/19/07
App FS 12/3/07
II. Justification and feasibility of course:

A. What is the need for this course? Agricultural resources are becoming constrained by pests that are increasingly becoming resistant to pesticides, the increasing cost of production, increasing human population and the dwindling amount of arable land. With these constraints comes a need to train pest management professionals that understand pest dynamics and their interaction with agroecosystems. This will only serve to meet the evolving needs of farmers and ranchers and will add value to the entire agriculture production system as a whole.

Who will take it? Primarily agricultural business majors seeking an emphasis in pest management and turf grass management students.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This is a new course that will be part of the pest management emphasis in the Department of Agriculture. This course will serve to anchor concepts learned in Weed Ecology, Plant Pathology, Entomology and Weed/Insect control.

C. Is this course part of any general plan of development within your department? Explain. This course will be part of the general plan to develop a pest management option to go along with the Agricultural Business degree to help prepare our students for job opportunities in the area of agricultural pest management.

How often will the course be offered? It is anticipated that this course will be initially be taught every spring semester.

D. How will the course be staffed? With current personnel.

E. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/Program Director Consulted: (Add to list as needed)

1. Dr. Theresa Herrick

Indicate Support for Proposal (yes/no)

Date: 11-8-09
If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

This program will fit the department’s assessment process by addressing the following objectives:

- Understand basic micro and macro principles as they relate to agriculture.

- Understand the basic principles of agricultural marketing and finance.

- Understand basic agri-business management principles and techniques of the agri-business industry.

- Understand the basic principles in agricultural pest management

- Understand basic principles of soils and waste management in production agriculture.

- Have a basic knowledge of computer technology.
Course Description: A systematic approach utilizing biological, cultural and genetic control methods to suppress pest numbers in agroecosystems. Prerequisite: AGPS 1003, Junior standing or consent of instructor.

Course Objectives: Students should have working knowledge of the following concepts:
1. The role that ecology plays in the development of rational and sustainable pest management.
2. Ecologies of natural enemies and their usefulness in IPM
3. Application of integrated management strategies to solve complex pest problems.
4. Genetically modified crop plants and their role in agroecosystems.

Textbooks:


Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sustainable agriculture</td>
</tr>
<tr>
<td>2.</td>
<td>Concept of integrated pest management</td>
</tr>
<tr>
<td>3.</td>
<td>Arthropod pest behavior and IPM</td>
</tr>
<tr>
<td>4.</td>
<td>Plant-insect interactions</td>
</tr>
<tr>
<td>5.</td>
<td>Conservation, biodiversity and IPM</td>
</tr>
<tr>
<td>6.</td>
<td>Ecological risks of biological control agents</td>
</tr>
<tr>
<td>7.</td>
<td>Ecology of natural enemies</td>
</tr>
<tr>
<td>8.</td>
<td>Genetically engineered crop plants</td>
</tr>
<tr>
<td>9.</td>
<td>Host-plant resistance</td>
</tr>
<tr>
<td>10.</td>
<td>Chemical control of pests</td>
</tr>
<tr>
<td>11.</td>
<td>Ecotoxicology and the fate of pesticides</td>
</tr>
<tr>
<td>12.</td>
<td>Ecotoxicology and the fate of pesticides</td>
</tr>
<tr>
<td>13.</td>
<td>Agroecology: a renewed ecological foundation for pest</td>
</tr>
<tr>
<td></td>
<td>management</td>
</tr>
<tr>
<td>14.</td>
<td>Emerging trends in IPM</td>
</tr>
<tr>
<td>15.</td>
<td>Presentations</td>
</tr>
<tr>
<td>16.</td>
<td>Final Exams</td>
</tr>
</tbody>
</table>
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Agriculture Department

Date submitted: October 2, 2007

Request for: Course change X Course deletion Course addition
(Excluding course credit hour changes)

Submitted by: Molly Brant

Approved by: Department Head: [Signature]
Dean of School

Reviewed by: Registrar: [Signature]
Vice President:

If this is a deletion or other minor change, describe and give rationale.

The departmental consensus indicated that our students needed the application of accounting to the agricultural realm. In doing so, we adjusted our degree requirements to replace ACCT 2013 with AGBU 4023. The prerequisite portion of the description needs to reflect the expectations that the students will have completed ACCT 2003 before taking AGBU 4023.

Old Description:

Prerequisite: AGBU 2063 and 2073, or consent of instructor. Designed as an economic and accounting study of the processes in agricultural businesses. Manufacturing costs, income tax, managerial reports, cash flow, and statement analysis of agricultural businesses along with capital allocation and the purpose and efficiency of agricultural lending institutions are analyzed.

New Description:

Prerequisite: AGBU 2063 and 2073/ACCT 2003, or consent of instructor. Designed as an economic and accounting study of the processes in agricultural businesses. Manufacturing costs, income tax, managerial reports, cash flow, and statement analysis of agricultural businesses along with capital allocation and the purpose and efficiency of agricultural lending institutions are analyzed.

Number: AGBU 4023
Title for Catalog: Agricultural Finance
Effective date or term: Fall 2008
Course fees: None

Per Telephone: [Signature] 11/14/07

app ca 11/19/07
app FS 12/3/07
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Agriculture Department

Date Submitted: November 2, 2007

Request for: Course change X Course deletion Course addition
(Excluding course credit hour changes)

Submitted by: Mike W. Fairbanks

Approved by: Department Head: [Signature]
Dean of School: [Signature]

Reviewed by: Registrar: [Signature]
Vice President: [Signature]

If this is a deletion or other minor change, describe and give rationale.

It is proposed that AGPS 3053 Weeds and Weed Control be changed to AGPS 3053 Weed Ecology. The course will remain functionally similar in relation to weed demography and population dynamics, competition, interference, and soil seed bank concepts. However, the weed control aspect (herbicides, spray calibrations, etc.) will be covered in a new course, AGPM 3124 Applied Pest Control.

Catalog description:

The principles of weed ecology including weed demography and population dynamics, competition, interference, soil seed bank concept and systematic approaches to weed management. Prerequisite: AGPS 1003, Junior standing or consent of instructor.

Number: AGPS 3053

Title for Catalog: Weed Ecology

Effective date or term: Fall 2008

Course fees: None
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee or Graduate Council (as appropriate)

From: Department of Agriculture

Date Submitted: November 2, 2007

Type of Curriculum Change Requested: X (*Addition of new program, option, or minor) 
(*Program, option, or minor deletion)
(*Program, option, or minor modification)
(Course credit hour change)
(Miscellaneous change)

Submitted By: Willy Hoefler

Approved By: Department Head: Willy Hoefler
Dean of School: 

Reviewed By: Registrar: 

Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog.
(see page 3 of this Attachment)

II. Course Information

A. Rationale for the requested change.

Each year as part of the Department of Agriculture's assessment process, a survey is sent to employers who have hired our graduates as well as those students who graduated three years from the date the survey is sent out. Based on responses to the survey, one area that both employers and former students felt they were lacking is in the area of agricultural pest management. In addition, as a result of environmental concerns, the Environmental Protection Agency is really beginning to restrict the use of various insecticides and pesticides by agricultural producers. As a result, jobs related to alternative methods of agricultural pest management are becoming more available each day. With this in mind, the general consensus of the agricultural department is to develop a pest management option to go along with the Agricultural Business degree to help prepare our students for job opportunities in the area of agricultural pest management.

App CA 11/19/07
App FS 12/3/12
B. What impact will the change have on staffing, on other programs, and space allocation?

1. Within the department requesting the change.

This fall a faculty member was hired by the Department of Agriculture with a background in pest management to help teach the agronomy courses offered by the department. Therefore, there should not be a need to hire any additional faculty. The addition of a pest management option should not have a negative impact on any other departmental programs or budget. Arrangements have already been made to accommodate additional space required for the pest management program both in Dean Hall and at the University Farm.

2. Outside the department.

There should be no negative effects on programs outside the department. Students enrolled in either the Turf Management Program in Parks, Reaction and Hospitality or Biology may benefit by taking some of the proposed courses for the pest management program.

C. Effective date or term.

Summer 2008

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/Program Director Consulted: (Add to list as needed)

1. Dr. Theresa Herrick

Indicate Support for Proposal (yes/no)

Date: 11-8-07

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

Note: A syllabus should accompany each course proposal. The syllabus should contain the objectives of the course, a summary of course content, and bibliography of resources.

*Each new program proposal must include an assessment plan using the approved University Assessment Form.*
This program will fit the department’s assessment process by addressing the following objectives:

- Understand basic micro and macro principles as they relate to agriculture.

- Understand the basic principles of agricultural marketing and finance.

- Understand basic agri-business management principles and techniques of the agri-business industry.

- Understand the basic principles in agricultural pest management

- Understand basic principles of soils and waste management in production agriculture.

- Have a basic knowledge of computer technology.

- Have a basic knowledge of written and oral communication skills.
## Curriculum in Agribusiness (Pest Management Option)

### Bachelor of Science

#### Degree Completion Plan Beginning in Fall Semester

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>AGAS 1014✓</td>
<td>4</td>
</tr>
<tr>
<td>AGPS 1003✓</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1014✓</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 1013†</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1113✓</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 17  
**Total Hours** 14  
**Total Hours** 16  
**Total Hours** 16

<table>
<thead>
<tr>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>AGBU 3213✓</td>
<td>3</td>
</tr>
<tr>
<td>AGEG 3413✓</td>
<td>3</td>
</tr>
<tr>
<td>AGPS 3244✓</td>
<td>4</td>
</tr>
<tr>
<td>AGPM 3104✓</td>
<td>4</td>
</tr>
<tr>
<td>Humanities†</td>
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</table>

**Total Hours** 17  
**Total Hours** 14  
**Total Hours** 15  
**Total Hours** 15

### Degree Completion Plan Beginning in Spring Semester

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
</tr>
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<tbody>
<tr>
<td><strong>Spring</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>AGPS 1024✓</td>
<td>4</td>
</tr>
<tr>
<td>AGBU 1013✓</td>
<td>3</td>
</tr>
<tr>
<td>COMS 1003✓</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1013†</td>
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</tr>
<tr>
<td>Physical Activity†</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Hours** 14  
**Total Hours** 17  
**Total Hours** 16  
**Total Hours** 16

<table>
<thead>
<tr>
<th>Junior</th>
<th>Senior</th>
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<td>Social Science†</td>
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<tr>
<td>Physical Activity†</td>
<td>1</td>
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<tr>
<td>AGPM 3104✓</td>
<td>3124✓</td>
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</tbody>
</table>

**Total Hours** 14  
**Total Hours** 17  
**Total Hours** 15  
**Total Hours** 15

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1. See appropriate alternatives or substitutions in "General Education Requirements" on page (Except ECON 2003)
2. Recommended electives are SPAN 1014 and SPAN 1024
3. Must be 3000-4000 level.
Agricultural Business (Pest Management Option)

Courses Added

AGFM 3104 Introduction to Entomology
AGFM 3214 Applied Pest Control
AGFM 4103 Integrated Pest Management
AGPS 3053 Weed Ecology
AGPS 4103 Crop and Garden Insects
PROPOSAL FOR COURSE CHANGE
RP 3763 Introduction to Turfgrass Management

To: Curriculum Committee
From: Parks, Recreation, and Hospitality Administration
Date submitted: September 17, 2007
Request for: Course change ___ Course deletion ___ Course addition ___ X
(Excluding course credit hour changes)

Submitted by: Glen Bishop

Approved by: Department Head: Dean of School: 

Reviewed by: Registrar: Vice President: 

If this is a deletion or other minor change, describe and give rationale.

This proposal is to add a course to the Turf Management Emphasis in the Recreation and Park Administration Program. The purpose of the new course is to serve as an entry course upon which to build more detailed study of turfgrass management as students move through the curriculum.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description:

Number: RP 3763

Title for Catalog: Introduction to Turfgrass Management

Description: Pre or Co-requisite: BIOL 2134 and CHEM 1114. An introduction to turf management emphasizing structure, growth, adaptation, and management of turfgrass. Methods for establishment, fertilization, mowing, cultivation, irrigation and pest management.

Effective date or term: Fall 2008

II. Justification and feasibility of course:
A. What is the need for this course? Who will take it? This course will serve as the entry course into the Turf Management Emphasis in the Recreation and Park Administration Program. This course will replace RP 4773 Turfgrass Management: Climatic Regions and Cultivars. The Turf Management Emphasis needs a clear entry course of general turfgrass study upon which to build more detailed scholarship with additional courses. This course will serve that purpose. Because the course should serve as a gateway to specialized study of turfgrass, it
should be no higher than the Junior level. The course it replaces is at the Senior level. Students in the Turf Management Emphasis will be the primary target for this course. Agriculture students may also find this course to be of interest.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This course will be part of a revised Turf Management Emphasis curriculum. All courses in this emphasis are designed to overlap slightly with each other and also to explore in more detail particular topics that do not overlap the other courses. This course will provide an introduction to areas discussed in more depth in Turf Management courses that should be taken later in the curriculum.

C. Is this course part of any general plan of development within your department? Explain. This course is part of a redesign of the Turf Management Emphasis in the Recreation and Park Administration Program.

D. How often will the course be offered? It is anticipated that the course will be offered every other year. The course may be offered more often based on demand.

E. How will the course be staffed? The course will be staffed with existing personnel.

F. When applicable, state with which departments you have specifically coordinated this change? It is anticipated that this change will not affect other departments. Agriculture students may find this course of interest. This proposal has been circulated to the Department of Agriculture.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

ASSESSMENT:

Because the assessment process of the Recreation and Park Administration Program is guided by the standards of its accrediting body and those standards are addressed in other courses, this course will have little affect on the department’s assessment process.
Course Description: Pre or Co-requisite: BIOL 2134 and CHEM 1114. An introduction to turf management emphasizing structure, growth, adaptation, and management of turfgrass. Methods for establishment, fertilization, mowing, cultivation, irrigation and pest management.

Course Objectives: During this course, students will:

1. Understand basic structure and physiology of turfgrass plants.
2. Know characteristics of the climatic zones of grass adaptation for the United States.
3. Know characteristics key turfgrass species for each climatic zone.
4. Understand key cultural practices.

Textbook:


Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Careers in the Turfgrass Industry</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to the Grasses</td>
</tr>
<tr>
<td>3</td>
<td>Cool-Season Grasses</td>
</tr>
<tr>
<td>4</td>
<td>Warm-Season Grasses</td>
</tr>
<tr>
<td>5</td>
<td>Establishment</td>
</tr>
<tr>
<td>6</td>
<td>Soil Testing and Soil Amendment</td>
</tr>
<tr>
<td>7</td>
<td>Fertilization</td>
</tr>
<tr>
<td>8</td>
<td>Mowing</td>
</tr>
<tr>
<td>9</td>
<td>Irrigation</td>
</tr>
<tr>
<td>10</td>
<td>Thatch, Cultivation, and Topdressing</td>
</tr>
<tr>
<td>11</td>
<td>Weed Control</td>
</tr>
<tr>
<td>12</td>
<td>Turf Insects</td>
</tr>
<tr>
<td>13</td>
<td>Turfgrass Diseases</td>
</tr>
<tr>
<td>14</td>
<td>Sports Field Management and Sod Production</td>
</tr>
<tr>
<td>15</td>
<td>Lawn Care and Golf Course Maintenance</td>
</tr>
<tr>
<td></td>
<td>Finals</td>
</tr>
</tbody>
</table>
PROPOSAL FOR COURSE CHANGE

RP 4763 Golf Course Operations and Design

To: Curriculum Committee or Graduate Council (as appropriate)

From: Parks, Recreation, and Hospitality Administration

Date submitted: September 17, 2007

Request for: Course change __________ Course deletion __________ Course addition ___
(Excluding course credit hour changes)

Submitted by: Glen Bishop

Approved by: Department Head: Physica Hare
Dean of School

Reviewed by: Registrar: /s/ 
Vice President:

If this is a deletion or other minor change, describe and give rationale.

This proposal is add a course to the Turf Management Emphasis in the Recreation and Park Administration Program. The purpose of the new course is to serve as a capstone course requiring the use of knowledge and understanding developed from other courses in the curriculum and deepening the understanding of turfgrass management as it pertains to golf courses. A $25.00 fee is requested to cover expenses associated with travel to golf courses to observe operations and design characteristics first hand.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

Number: RP 4763

Title for Catalog: Golf Course Operations and Design

*Title for Course Inventory (24 characters):

Description: Pre or Co-requisite: RP 3034, 3763, and 3793. Golf course turfgrass management as influenced by golf course design, including operations, financial analysis, personnel, and environment. $25.00 fee required.

Effective date or term: Fall 2008

*Course fees: $25.00
II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? Golf courses provide a major source of employment for students in the Turf Management Emphasis. A detailed understanding of golf course operations as affected by design will be helpful for students desiring to enter this industry. For those turf students not planning to work in the golf industry, knowledge of the complex nature of turfgrass culture involved in golf course management will provide valuable knowledge in any area of the turfgrass industry. A $25.00 fee is requested to cover expenses associated with travel to golf courses to observe operations and design characteristics first hand.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This course is part of a revised Turf Management Emphasis in the Recreation and Park Administration Program in the Department of Parks, Recreation, and Hospitality Administration. There will be slight overlap with other courses in the Emphasis. This course will apply and deepen understanding of content introduced in other Turf Management courses.

C. Is this course part of any general plan of development within your department? Explain. This course is part of a revised Turf Management Emphasis in the Recreation and Park Administration Program in the Department of Parks, Recreation, and Hospitality Administration.

D. How often will the course be offered? It is anticipated that this course will be offered every other year.

E. How will the course be staffed? This course will be staffed with current personnel.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.) It is anticipated that this change will not affect other depar.ts. This course may be of interest to agriculture students. This proposal has been circulated to the Agriculture Department.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

ASSESSMENT:

Because the assessment process of the Recreation and Park Administration Program is guided by the standards of its accrediting body and those standards are addressed in other courses, this course will have little effect on the department's assessment process.

*Updated 8/1/04
**Updated 9/1/05
Course Description: Pre or Co-requisite: RP 3034, 3763, and 3793. Golf course turfgrass management as influenced by golf course design, including operations, financial analysis, personnel, and environment. $25.00 fee required.

Course Objectives: During this course, students will:
1. Know golf course design and construction principles.
2. Understand golf course cultural practices.
3. Understand golf course operations

Textbooks:


Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Designing and Building a Golf Course</td>
</tr>
<tr>
<td>3</td>
<td>The Putting Green</td>
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<tr>
<td>4</td>
<td>The Tee</td>
</tr>
<tr>
<td>5</td>
<td>Fairway and Rough</td>
</tr>
<tr>
<td>6</td>
<td>Bunkers</td>
</tr>
<tr>
<td>7</td>
<td>Equipment and Facilities</td>
</tr>
<tr>
<td>8</td>
<td>Irrigation</td>
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<tr>
<td>9</td>
<td>Pests</td>
</tr>
<tr>
<td>10</td>
<td>Fertilization</td>
</tr>
<tr>
<td>11</td>
<td>Irrigation</td>
</tr>
<tr>
<td>12</td>
<td>Golf Course Management</td>
</tr>
<tr>
<td>13</td>
<td>Golf Course Management</td>
</tr>
<tr>
<td>14</td>
<td>Golf Course Management</td>
</tr>
<tr>
<td>15</td>
<td>Golf Course Management</td>
</tr>
<tr>
<td></td>
<td>Finals</td>
</tr>
</tbody>
</table>
PROPOSAL FOR COURSE CHANGE
RP 3791 Turfgrass Management: Equipment

To: Curriculum Committee
From: Parks, Recreation, and Hospitality Administration

Date submitted: September 17, 2007

Request for: Course change X Course deletion Course addition
(Excluding course credit hour changes)

Submitted by: Glen Bishop

Approved by: Department Head: Dean of School

Reviewed by: Registrar: Vice President:

If this is a deletion or other minor change, describe and give rationale.

This proposal is to modify RP 4783 Turfgrass Management: Equipment. This change is part of a revision of the Turf Management Emphasis in the Recreation and Park Administration Program. The manner in which the course has been taught over the past few years no longer matches the course description in the catalog. This proposal is to reduce the credit hours to one, changing the course number to RP 3791. In addition, a course fee is proposed to help defray expected travel expenses.

I. Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

Number: RP 3791

Title for Catalog: Turfgrass Management: Equipment

*Title for Course Inventory (24 characters):

Catalog description: An introduction to turfgrass equipment. Visits to golf course or other turfgrass sites where students will examine and operate various types of turf equipment. Equipment maintenance discussed. Equipment design and selection discussed. 

Effective date or term: Fall 2008

*Course fees: $25.00

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ATTACHMENT A

PROPOSAL FOR COURSE CHANGE
RP 3793 Turfgrass Pest Control

To: Curriculum Committee

From: Parks, Recreation, and Hospitality Administration

Date submitted: September 17, 2007

Request for: Course change  X  Course deletion  Course addition
(Excluding course credit hour changes)

Submitted by: Glen Bishop

Approved by: Department Head: Dean of School

Reviewed by: Registrar: Vice President:

If this is a deletion or other minor change, describe and give rationale.

This proposal is to make a minor change in the course number, course description and course title to emphasize the turfgrass content of the course. The change in the course number is to differentiate this course from the previous version of the course which emphasized chemical safety rather than turfgrass pest control. The old course number is RP 3783. The new course number is RP 3793. In addition the proposed new turf management entry course (RP 3763) will be a pre or co-requisite for this course.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description:

Number: RP 3793

Title for Catalog: Turfgrass Pest Control

*Title for Course Inventory (24 characters):

Description: Pre or Co-requisite: RP 3763. An introduction to the integrated management of pests affecting turfgrass. Maintenance practices related to pest and abiotic turfgrass problems, safety, and materials.

Effective date or term: Fall 2008
PROPOSAL FOR COURSE CHANGE

RP 4753 Sports Field Management and Design

To: Curriculum Committee
From: Parks, Recreation, and Hospitality Administration

Date submitted: July 27, 2007

Request for: Course change X Course deletion Course addition
(Excluding course credit hour changes)

Submitted by: Glen Bishop

Approved by: Department Head: 
Dean of School

Reviewed by: Registrar: 
Vice President:

If this is a deletion or other minor change, describe and give rationale.

This proposal is to make a minor change in the course number, course description and course title to emphasize the turfgrass content of the course. The change in the course number is to indicate that this should be a senior level course. The old course number is RP 3773. The new course number is RP 4753. In addition the proposed new turf management entry course (RP 3763) will be a pre or corequisite for this course as will RP 3034 Site Planning and Design. This proposal also asks that a course fee be added to cover expenses associated with field trips to sports fields that provide good examples of design and cultural practices.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description

Number: RP 4753

Title for Catalog: Sports Field Management and Design.

*Title for Course Inventory (24 characters):

Description: Pre or co-requisite: RP 3034, RP 3763, and RP 3793. A survey of design and management practices for turfgrass sports fields. Personnel and budgeting requirements for operations and maintenance. $25.00 fee required.

Effective date or term: Fall 2008

*Course fees: $25.00
ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

RP 4773 Turfgrass Management: Climatic Regions and Cultivars

To: Curriculum Committee or Graduate Council (as appropriate)

From: Parks, Recreation and Hospitality Administration

Date submitted: September 17, 2007

Request for: Course change ________ Course deletion ________ Course addition ________
(Excluding course credit hour changes)

Submitted by: Glen Bishop

Approved by: Department Head: Thayer
Dean of School:

Reviewed by: Registrar: Hallada
Vice President: 

If this is a deletion or other minor change, describe and give rationale.

This proposal is to delete RP 4773 Turfgrass Management: Climatic Regions and Cultivars from the catalog. It is to be replaced by a new junior level course that will serve as the initial course in a series of courses in the Turf Management Emphasis in the Recreation and Park Administration Program. RP 4773 should not be deleted if the proposed course, RP 3673, is not approved.

This deletion should have little to no affect on other departments.
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Parks, Recreation and Hospitality Administration

Date Submitted: September 17, 2007

Type of Curriculum Change Requested: (*Addition of new program, option, or minor)
(*Program, option, or minor deletion)
(*Program, option, or minor modification)
(Course credit hour change)
(Miscellaneous change)

Submitted By: Glen Bishop

Approved By: Department Head: 
Dean of School:

Reviewed By: Registrar: Sammy Rude
Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog.
(see page 3 of this Attachment)

II. Course Information

A. Rationale for the requested change. This proposed change is part of an effort
begun in 2005 to better align and integrate the Turf Management Emphasis in
the Recreation and Park Administration Program. In the 2006—2007 catalog,
new supporting courses in Agriculture were added to the curriculum. In the
2007—2008 catalog, prerequisites were added to existing turf management
courses. The current proposal is to restructure the core Turf Management
Emphasis courses so that students will be able to build on and deepen
understanding of turf management as they move through the emphasis.
Specifically, this proposal changes the course number, title and course
description for RP 3773 Sports Fields, the title and course description for RP
3783 Chemicals; adds a course to serve as an entry to the Turf Management
Emphasis; adds a course to focus on golf course operations; drops RP 4773
Climatic Regions and Cultivars; and modifies RP 4783 Equipment. In addition
some additional prerequisites are required for some of the reconfigured turf
management courses.

Delete 1 the approved elective

app 03/06/07
app 05/12/07
app 07/31/07
B. What impact will the change have on staffing, on other programs, budget, and space allocation? It is anticipated that the proposed changes will require no changes within or outside the department in above areas.

1. Within the department requesting the change.

2. Outside the department.

C. Effective date or term. Fall 2008

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that the change affects, Academic Affairs can offer assistance in identifying course use.) It is anticipated that the proposed changes will have little if any impact on other departments.

The proposed course changes have been reviewed by the Turf Management Advisory Committee, the Recreation and Park Administration Advisory Committee, and presented to a group of interested students for comments.

<table>
<thead>
<tr>
<th>List Department Head/ Program Director Consulted:</th>
<th>Indicate Support for Proposal (yes/no)</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dr. William Hoepler (Agriculture)</td>
<td>Yes</td>
<td>9-21-07</td>
</tr>
</tbody>
</table>

2.

3.

4.

5.

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

Note: A syllabus should accompany each course proposal. The syllabus should contain the objectives of the course, a summary of course content, and bibliography of resources.

*Each new program proposal must include an assessment plan using the approved University Assessment Form.

This is a revision of an existing emphasis and not a new program.

*Updated 8/1/04
**Updated 9/1/05
Outline in specific detail how your proposal will alter the program (include course number and title):

<table>
<thead>
<tr>
<th>Fall Start</th>
<th>Spring Start (If applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Fall Semester</td>
<td>Freshman Spring Semester</td>
</tr>
<tr>
<td>Add/Change:</td>
<td>Add/Change:</td>
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<td>Delete:</td>
<td>Delete:</td>
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<tr>
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<td>Total Hours:</td>
</tr>
<tr>
<td>Sophomore Fall Semester</td>
<td>Sophomore Spring Semester</td>
</tr>
<tr>
<td>Add/Change:</td>
<td>Add/Change:</td>
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<tr>
<td>Delete:</td>
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</tr>
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<td>Total Hours:</td>
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<tr>
<td>Junior Fall Semester</td>
<td>Junior Spring Semester</td>
</tr>
<tr>
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<td>Add/Change: RP 3793</td>
</tr>
<tr>
<td>Delete: RP 3773 ✓</td>
<td>Delete: RP 3783 ✓</td>
</tr>
<tr>
<td>Total Hours: 16 ✓</td>
<td>Total Hours:</td>
</tr>
<tr>
<td>Senior Fall Semester</td>
<td>Senior Spring Semester</td>
</tr>
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<td>Add/Change: RP 4753 ✓</td>
<td>Add/Change: RP 4763; RP 3791</td>
</tr>
<tr>
<td>Delete: RP 4773 ✓</td>
<td>Delete: RP 4783; 1 Hour Approved Elective</td>
</tr>
<tr>
<td>Total Hours: 13 ✓</td>
<td>Total Hours: 13</td>
</tr>
</tbody>
</table>

| 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: | Add/Change: |
| Delete: | Delete: |
| Total Hours: | Total Hours: |
| Junior Spring Semester | Junior Fall Semester |
| Add/Change: RP 3793 | Add/Change: RP 3763 |
| Delete: RP 3783 | Delete: RP 3773 |
| Total Hours: | Total Hours: 16 |
| Senior Spring Semester | Senior Fall Semester |
| Add/Change: RP 4763; RP 3791 | Add/Change: RP 4753 |
| Delete: RP 4783; 1 Hour Approved Elective | Delete: RP 4773 |
| Total Hours: 13 | Total Hours: 13 |

Total Program Hours 124