AGENDA
FACULTY SENATE
Wednesday, October 8, 2008
4:00 p.m., Pendergraft 325

I. Call to Order
   A. Approval of the minutes of the September 10, 2008, meeting

II. Old Business
   A. Exam Week Schedule
   B. Free Speech Policy (Student Handbook)
   C. Campus Security Symposium

III. New Business
    A. Curricular Items
       1. Department of Professional Studies
          (a) add PS 3001, Portfolio Development for Prior Learning Assessment, to the
              course descriptions; and
          (b) add PS 4201-12, Prior Learning Assessment Credit, to the course descriptions.
       2. Department of Parks, Recreation, and Hospitality Administration
          (a) add the following courses to the course descriptions:
              HA 2003, Cost Controls;
              HA 2023, Hospitality Supervision and Leadership;
              HA 2053, Work Experience;
              HA (RP) 2133, Introduction to Travel and Tourism;
              HA 3143, Executive Housekeeping;
              HA 4203, Hospitality Operational Problem Solving;
              HA 4253, Club Management; and
              HA 4983, Advanced Food Production;
          (b) change the title of HA 2043, Lodging Operations, to HA 2043, Front Office
              Management, and modify the course description; *no change in description*
          (c) change the title of HA 2063, Dining Service Management, to HA 2063, Guest
              Services Management; modify the course description; and delete the corequisite:
              HA 1013, Sanitation Safety, and add the prerequisite: HA 1063, Hospitality
              Technology;
          (d) modify the course description for HA 2913, Principles of Food Preparation, and
              delete the prerequisite: HA 1013, Sanitation Safety, and add the prerequisite: HA
              1923, Introduction to Food and Beverage Management;
          (e) modify the course description for HA 4033, Legal Aspects of Hospitality
              Administration, and delete the prerequisite: BUAD 2033, Legal Environment of
              Business;
          (f) change the course number for RP 4033, Tourism Planning, to RP 3133, Tourism
              Planning and cross list the course with HA;
          (g) delete the following courses from the course descriptions:
              HA 3043, Work Experience (RP 3043 crosslisting will remain in the course
              descriptions);
HA 4043, Menu Analysis and Purchasing; and
HA 4074, Quantity Food Production; and
(h) modify the Curriculum in Hospitality Administration as follows: delete the
current curriculum and add the emphasis areas Lodging and Club Management
Emphasis, Tourism and Event Management Emphasis, and Food and Beverage
Management Emphasis as outlined in the proposal.

B. Criteria for Promotion (Scholarly/Creative Activity)
C. Job Placement for Work Study Students
D. Faculty Members and Advising
E. General Education Committee (distribution only at meeting)
F. Curriculum Proposal Forms (distribution only)

IV. Open Forum

V. Announcements and Information Items

VI. Adjournment
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Professional Studies Department; School of Community Education
Date submitted: August 28, 2008
Request for: Course change ___ Course deletion ___ Course addition X PS 3001
(Excluding course credit hour changes)
Submitted by: Annette Stuckey, Instructor Annette Stuckey
Approved by: Department Head: N/A
Dean of School: Dr. Mary Ann Rollans Mary Ann Rollans
Reviewed by: Registrar: Tammy Ruedis Tammy Ruedis
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).

The basis for requesting credit for prior learning is the development of a portfolio with assistance from a faculty advisor. Every student requesting credit for prior learning must enroll in this course and complete a portfolio which demonstrates the college-level learning that has resulted from experiences outside a formal academic framework. The student utilizes this method to document knowledge acquired which is equivalent to upper-division college-level credit. Prerequisite: the student must have successfully completed 60 hours of credit which includes all general education requirements and 12 hours of coursework after being admitted to the Professional Studies degree. Credit for PS 3001 applies only to the Bachelor of Professional Studies degree and cannot be applied toward any other program. Grading is on a Pass/Fail basis.

(Syllabus provided as ATTACHMENT C)

Number: PS 3001

Title for Catalog:
PORTFOLIO DEVELOPMENT FOR PRIOR LEARNING ASSESSMENT

*Title for Course Inventory (24 characters): PORTFOLIO DEV FOR PLA

app CC 9/19/08
app FS 10/8/08
Description:

The portfolio process will utilize standardized assessment programs for determining equivalent credit toward a bachelor’s degree, such as the following:

ACE (American Council on Education/National Program on Noncollegiate Sponsored Instruction),
PONSI (Recommendations on Corporate Education and Training Programs)
DANTES (Defense Activity for Non-Traditional Education Support),
CAEL (Council for Adult and Experiential Learning),
SOCAT (Student Occupational Competency Achievement Test)

A review committee comprised of the course instructor/BPS Director, the dean of the School of Community Education, and the Registrar will approve an assessment form outlining the number of PLA credits which can be awarded up to a maximum of 12 hours which will be the basis for determining the number of credit hours in which the student can enroll when registering for PS 4201-12. The credits will be posted on the transcript on a Pass/Fail basis.

The ADP guidelines as listed in ATTACHMENT B are designed to comply with the “Principles of Good Practice in Adult Degree Completion Program to be Observed by NCA Institutions and Reviewed for Patterns of Evidence by Consultant-Evaluators” and additional guidelines based on the policy statement, Assessing Prior Learning for Credit approved by the Middle States Commission on Higher Education, will also be followed (Attachment D).

Effective date or term: Spring 2009

*Course fees: No additional fee will be assessed. Regular tuition will apply.

II. Justification and feasibility of course:

As higher education continues to attract an increasing number of adult students, many colleges and universities are developing programs to meet their distinctive needs. These students, age twenty-five and over, comprise approximately 40 percent of the undergraduate population and bring with them rich clusters of college-level knowledge gleaned from a variety of sources. They provide challenges to higher education not seen with traditional-age college students, including financial concerns, time constraints, and a distinct desire not to repeat learning they have already gained.

**Arkansas Tech University is aware of the need to establish competitive programs for this targeted adult market. The Arkansas Department of Higher Education is currently encouraging colleges and universities to develop programs that address the needs of the adult learner.**

The Arkansas Department of Higher Education has received a grant from Western Interstate Commission for Higher Education to develop an Arkansas Work Plan with the goal of implementing policy solutions for adult learners. The following information is taken from a synopsis of the Work Plan including project goals for “Non-traditional No More: Policy Solutions for Adult Learners.” This initiative targets the 1,728,976 working age adults (18-64)
with no college degree. Included in this figure are 409,324 who have completed some college, but have no degree. Working-age residents with college degrees are 43 percent more likely to participate in the workforce than those with less than a high school diploma, and their earnings over a lifetime are twice as much. With increased emphasis on economic development in the state, the outcomes of meeting this challenge will result in a substantial personal benefit to the individuals earning a degree as well as a benefit to the state with respect to more taxable resources, fewer health problems, lower rates of crime, and greater levels of civic engagement. By developing a "best practices" approach to appeal to this target group, Arkansas Tech can clearly address two of the goals for Arkansas by providing credit for prior learning:

"Identify state- and institutional-level practices and policies that will facilitate the target group of students to earn their degrees. Develop a plan of action with short-term and long-term objectives that will increase the number of 'Ready Adults' that complete baccalaureate and associate degrees."

The granting of college credit for prior learning is not a new practice and is currently utilized in a number of degree programs at Arkansas Tech. Institutional credit is currently awarded by several departments as listed in the current catalog (page 89): Computer Science, Engineering, Foreign Language, Health Information Management, and Nursing (Advanced Placement also noted on pp. 190-193). Emergency Administration and Management offers a non-graded externship course which requires a portfolio assessment of prior learning.

Findings from research related to other institutions offering credit for prior learning revealed a long list of colleges and universities not only in Arkansas but also across the nation which has a system in place for awarding credit for prior learning. There is a representative list in ATTACHMENT E which briefly describes the type of assessment and number of hours each institution allows (ATTACHMENT E).

As early as 1942 the American Council on Education (ACE) worked with branches of the military to evaluate service members' learning through military education. The resulting Guide to the Evaluation of Educational Experiences in the Armed Services documents secondary and postsecondary credit equivalencies, and has grown from one volume in its first printing in 1946 to three volumes covering all branches of the military and the U.S. Department of Defense in 2000.

A program to evaluate the in-house training that was sponsored by business and industry was begun in 1974. The Program on Noncollegiate Sponsored Instruction (PONSI) began by evaluating courses offered by eight major corporations and recommending college credit when the learning experiences were found to be at the college level. In the process, a model-reviewing system was designed, which resulted in the publication of A Guide to Educational Programs in Noncollegiate Organizations. Replaced in 1985 by College Credit Recommendations, the 2000 edition serves nearly 300 organizations across the nation and evaluates more than 5,000 courses.

At about the same time, the Educational Testing Service (ETS) began a research and development project designed to establish procedures for academic recognition of non-college learning. Known in 1974 as the Cooperative Assessment of Experiential Learning (CAEL), the project focused on gathering data about prior learning assessment practices throughout the country. As a result, faculty and student handbooks were published for the first time that documented the practice of portfolio assessment. By 1979 ACE, the Council on Postsecondary Accreditation (COPA), and the American Association of College Registrars and Admissions Officers (AACRAO) endorsed the assessment of prior learning with the understanding that it would be conducted according to CAEL standards. Now known as the Council for Adult and Experiential Learning, CAEL is an independent organization recognized as a premier authority in the field. CAEL has established standards for the awarding of credit for prior learning, training faculty evaluators, and implementing research on the outcomes of these efforts. The organization maintains a quality assurance program to monitor and evaluate current assessment programs throughout the nation. Arkansas Tech will adhere to the guidelines and standards of CAEL, and plans are in place
for the instructor of this course, Annette Stuckey, to participate in the training and be certified in prior learning assessment.

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

The School of Community Education has been offering the Bachelor of Professional Studies Degree since 2004. Since its inception, the program has graduated 35 students with an additional 25 scheduled to graduate in December, and currently has approximately 90 majors. A survey was completed during the Spring 2008 semester which indicated an interest in Arkansas Tech University offering a bachelor’s degree in an accelerated format. 71.88% of the 71 working adults who completed the survey indicated a strong desire to enroll in this type of program which would enable them to complete a bachelor’s degree in approximately 18 months. Of the 71 who completed the survey, 61.40% indicated that some means of awarding credit for prior learning would be considered a critical factor in their decision to enroll in a bachelor’s program.

By providing a means to award credit for prior learning, students enrolled in this degree program may receive up to 12 hours of credit toward degree completion. The Accelerated Degree Program (ADP) approach for the Bachelor of Professional Studies will target primarily adult students who wish to complete a degree while working in their careers or raising a family. The typical student enrolling in this program is generally 25 years or older with at least five years of work experience and meet the general admission requirements of the University. Students who enter the program with 60 earned credit hours and have completed all of the general education requirements should be able to complete the remainder of the degree requirements within an 18-month period.

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

The Bachelor of Professional Studies Degree is well-suited to serve as a capstone program for students who have completed a minimum of 60 transferable credits in that the degree is designed to enhance workplace skills such as planning, organizational behavior, ethics, needs assessment, problem solving, communications, human resources, and technology applications. This course must be completed before any hours of credit for prior learning can be determined. PS 3001 is a prerequisite for PS 4201-12 which is the variable credit course in which hours for prior learning are actually awarded after being determined through the portfolio process. This course will be one of the hours included in the Professional Core (Curriculum Summary: ATTACHMENT A).

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

Yes. This course fits well into the mission of the School: “The School of Community Education and Professional Development offers a broad range of credit, non-credit, special interest, professional development, management, leadership, and leisure-learning courses. The School is responsive to the needs of the area and strives to offer programs and services which support a diverse target audience including business and industry, educational and government agencies, professional groups and associations, and the general community.”

D. How often will the course be offered?

The course will be offered as an independent study course on an as-needed basis.
E. How will the course be staffed?

Annette Stuckey is the instructor for all PS courses and this course will be part of her regular instructional load.

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.)

This course should not affect any other department in that the credit determined through this portfolio process applies only to the Bachelor of Professional Studies degree and cannot be accepted toward any other degree. Each dean was consulted with a request to share the proposal with their department heads and faculty as deemed feasible. The deans were provided a copy of this proposal to ensure that this understanding regarding the application of credit was clearly understood by every department. In addition to the deans, the proposal was reviewed by Shauna Donnell and Linda Clarke who have provided documentation of their support.

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

No comments were received indicating lack of support for the proposal since no other departments would be affected by the addition of this course which applies only to the BPS degree.

*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 Plan:
The major outcome for assessing this course will be the quality of the learning experiences in relation to the standards established by the agencies providing the equivalencies. The ratio of credit requested to the credit actually approved will be noted for each student enrolled in the course and will serve as the assessment measure. The eight-semester guaranteed degree plan will not apply to this program since students must have 60 hours of credit prior to enrollment in this program.

*Updated 8/1/04
**Updated 9/1/05
Attachment A: Curriculum Summary

Bachelor of Professional Studies Degree
Accelerated Degree Program
(proposed changes underlined)

| Transfer Courses and ATU coursework accepted toward the degree
| 37 hours of General Education courses or enrollment in courses as needed |
| Up to 60 hours (no change) |

| Recommended Professional Core |
| PS 3001 Portfolio Development for PLA (proposed) |
| PS 3023 Professional Communications |
| PS 3003 Capstone |
| PS 4006 Capstone |
| EAM 3133 Applied Principles of Personnel Management |
| COMS 1003 Intro to Computer-Based Systems |
| ENGL 2053 Technical Writing |
| SPH 2003 Public Speaking |
| JOUR 4033 Community Journalism |
| (Substitutions may be recommended by the advisor.) |
| 28 hours (Proposed change) |
| (Currently 27 hours) |

| Courses recommended in the Individual Plan of Study |
| Courses meeting interests/career needs of students (footnoted as Specialty Course in Degree Completion Plan) |
| 18 hours (no change) |

| PS 4201-12 Prior Learning Assessment Credit (proposed) |
| 12 hours maximum (counted toward 40 hours of upper division credit required for bachelor's degree) |

| Balance of electives needed to meet upper division total |
| Hours needed to meet 40-hour requirement (no change) |

| TOTAL HOURS |
| 124 hours |
Attachment B: Guidelines for Assessing Prior Learning

Recommended Procedures for Awarding Credit for Prior Learning Assessment (PLA)

The main intent of implementing a Prior Learning Assessment (PLA) program as part of the BPS Accelerated Degree Program is to develop a system for granting credit for demonstrated learning rather than credit for experience only. The following steps are recommended in order to initiate this program.

1. Develop guidelines for student eligibility.
2. Establish policies and procedures for the PLA program, i.e.,
   - Credits being requested may not be the balance of credits required to graduate
   - A minimum of 12 hours of credit must be earned before PLA credits are posted to the transcript
   - General Education credit not applicable
   - Steps in the process along with the policies and procedures governing the program are thoroughly explained to the student with an acknowledgement form signed by the student.
3. A one-hour portfolio development course will be required as the process for the student to request credit. The Director of the BPS degree program will be the instructor for the course which will be designed as an independent study. A review committee comprised of the course instructor/BPS Director, the dean of the School of Community Education, and the Registrar will approve an assessment form outlining the number of PLA credits which can be awarded up to a maximum of 12 hours which will be posted on a Pass/Fail basis. Students will complete a variable course (one hour up to 12 hours) in order to have the PLA credits posted to their transcripts. The student will enroll in the number of hours which were previously approved through the portfolio assessment. Regular tuition fees will apply to this variable credit course.
4. Credits earned in the PS 3001 and PS 4201-12 courses will apply only toward hours earned for the BPS Degree.
5. Standards of Assessment: The portfolio development may include other means for the student to submit justification for credit for prior learning if the following resources are not applicable.
   - ACE
   - PONSI
   - CAEL
   - DANTES
   - SOCAT
ATTACHMENT C: SYLLABUS: PS 3001
Portfolio Development for Assessing Prior Learning Experience
Bachelor of Professional Studies Degree

COURSE NUMBER: PS 3001-01

COURSE TITLE: Portfolio Development for Prior Learning Assessment

INSTRUCTOR: Annette Stuckey, M.Ed.
61 Lake Point Conference Center
Office Hours: Tuesday, Wednesday, Thursday 2:00 p.m. – 5:30 p.m.
Office Phone: (479) 356-2095
Office FAX: (479) 968-0205
Email: astuckey@atu.edu

BLACKBOARD TECHNICAL:

Blackboard will be used in this course to facilitate student participation, communication, and collaboration.

Blackboard Help Desk – RPL 328
479-964-0577 or 1-866-400-8022
Elarning: http://etech.atu.edu/student.html
Email: bbsystem@atu.edu or astuckey@atu.edu

COURSE TIME: Independent Study using Blackboard

CATALOG DESCRIPTION:

The basis for requesting credit for prior learning is the development of a portfolio with assistance from a faculty advisor. Every student requesting credit for prior learning must enroll in this course and complete a portfolio which demonstrates the college-level learning that has resulted from experiences outside a formal academic framework. The student utilizes this method to document knowledge acquired which is equivalent to upper-division college-level credit.

Requisite: the student must have successfully completed 60 hours of credit which includes all general education requirements and 12 hours of coursework after being admitted to the Professional Studies degree. Credit for PS 3001 applies only to the Bachelor of Professional Studies degree and cannot be applied toward any other program. Grading is on a Pass/Fail basis.

REQUIRED TEXT:
No text is required. The advisor will post a template to the Blackboard course site as an example of the recommended format for the portfolio. The portfolio process will utilize standardized assessment programs for determining equivalent credit toward a bachelor’s degree such as the following:
ACE (American Council on Education/National Program on Noncollegiate Sponsored Instruction),
PONSI (Recommendations on Corporate Education and Training Programs)
DANTES (Defense Activity for Non-Traditional Education Support),
CAEL (Council for Adult and Experiential Learning),
SOCAT (Student Occupational Competency Achievement Test)

JUSTIFICATION:

By providing a means to award credit for prior learning, students enrolled in this degree program may receive up to 12 hours of credit toward degree completion. The Accelerated Degree Program (ADP) approach for the Bachelor of Professional Studies will target primarily adult students who wish to complete a degree while working in their careers or raising a family. The typical student enrolling in this program is generally 25 years or older with at least five years of work experience and meets the general admission requirements of the University. Students, who enter the program with 60 earned credit hours and have completed all of the general education requirements, should be able to complete the remainder of the degree requirements within an 18-month period.

COURSE OBJECTIVE/GOAL:
Most of the students who enroll in this degree already possess workplace skills such as planning, organizational behavior, ethics, needs assessment, problem solving, communications, human resources, and technology applications. The goal of developing the portfolio is to document these competencies which can be assessed for college credit based on standards established by agencies which provide equivalencies for prior learning.

HOW COURSE MEETS GENERAL EDUCATION REQUIREMENTS:

This course addresses the following Arkansas Tech University general education requirements:

- Communicate effectively
- Think critically
- Develop ethical perspectives

COURSE POLICIES:
See the Recommended Procedures for Awarding Credit for Prior Learning Assessment (attached and posted on Blackboard).

Documentation
Students are responsible for maintaining their own documentation and providing supporting explanation to justify consideration of their prior learning for upper division credit. Documentation must meet the guidelines for acceptance as outlined for portfolio development.

Portfolio Submission
The advisor will establish a deadline for submission of the portfolio which is to be submitted electronically according to instructions provided with the sample portfolio and tutorial posted to the Blackboard site. Each student is required to have an informational session with the advisor. A website similar to the one established for the EAM Externship will be developed: http://eam.atu.edu/portfolio/.
COURSE CONTENT:

Course Credit Requirements
This course is treated as an independent study course under the instructor’s direction and is not considered a web course even though it is on the Blackboard system and the instructor may communicate with students via Blackboard. This course is a prerequisite for PS 4201-12 and can only be taken after completing 12 hours following acceptance into the BPS degree program.

COURSE ASSESSMENT:

Grading System: Pass/Fail

To pass the Portfolio Development Course YOU MUST:
1. Attend a required informational session. The session will cover the process and procedures for creating, maintaining and submitting your portfolio.
2. Submit your portfolio by the due date specified by your advisor.
3. Clearly describe and document your experiences for which you are requesting credit. Writing and presentation style will be critically analyzed.
4. Submit your portfolio in the required format (See the portfolio example posted on Blackboard and at: http://eam.atu.edu/portfolio/).

Critical Dates

You must confirm that you are enrolled in the course prior to the eleventh class day or you will be asked to withdraw from the course. If your portfolio is not received by date established by your advisor, you will receive a failing grade for the course.

BLACKBOARD TECHNICAL ASSISTANCE:

For help using Blackboard go to http://etech.atu.edu/ and click on “Help Desk” then “FAQs – Students” or go to http://elearn.atu.edu/ for further information call 479-964-0546 or toll free at 866-400-8022.
Or email astuckey@atu.edu for help with Blackboard
PRINCIPLES OF GOOD PRACTICE IN ADULT DEGREE COMPLETION PROGRAMS TO BE OBSERVED BY NCA INSTITUTIONS AND REVIEWED FOR PATTERNS OF EVIDENCE BY CONSULTANT-EVALUATORS

Mission

The adult degree completion programs are consistent with and integral to the institution’s mission.

Resources

Faculty members share a commitment to serve adult learners, bring appropriate credentials to their work assignments, and participate in determining policies that govern adult degree completion programs.

Full-time and part-time faculty members who work in adult degree completion programs participate in professional development activities that focus on the needs of adult learners.

The institution provides an adequate organizational structure, administrative support, and financial resources to ensure the effectiveness of adult degree completion programs.

Adequate institutional resources are committed to the adult degree completion programs to ensure quality and appropriate student services.

The institution provides timely and adequate access to the range of student services—including admissions, financial aid, academic advising, delivery of course materials, and counseling and placement services—needed to ensure academic success.

The institution ensures access to learning resources, technology, and facilities to support its adult degree completion programs.

Educational Programs and Other Services

The adult degree completion programs that the institution offers are in subject areas that are consistent with the institution’s mission.

The adult degree completion programs have clearly stated requirements and outcomes in the areas of the major and general education.

Adult degree completion programs and courses that are offered in distance delivery modalities are consistent with the Guidelines for Distance Education published by the NCA Commission on Institutions of Higher Education.
The assessment of student learning outcomes is a standard practice in all adult degree completion programs and is linked to program improvement.

The institution uses a variety of acceptable methodologies [e.g., examinations in subject areas; assessment of prior learning using principles advocated by organizations such as the Council for Adult and Experiential Learning (CAEL), the American Council on Education (ACE) and the Adult Higher Education Alliance, and the Middle States Commission on Higher Education (MSA/CHE)], and its faculty is trained in how to use and apply these methods.

Multiple measures (portfolio assessment, capstone courses, oral examinations, juried examinations, standardized national exams, locally developed tests, performance on licensure, certification or professional exams) are used to assess the learning outcomes of students enrolled in adult degree completion programs.

Adult degree completion programs address students' education and career goals at the time of re-entry and throughout the degree completion process in order to assess the learning they will need and to help them reach their goals.

Planning

Consideration of adult degree completion programs is integrated into the institution's planning and evaluation processes in order to ensure continuous improvement in the offerings.

Integrity

The institution has processes in place to ensure that the adult degree completion programs it sponsors are offered with integrity and are responsive to learners and the community.

The institution that partners with another organization to deliver an adult degree completion program is knowledgeable of the “Good Practices in Contractual Arrangements Involving Courses and Programs” published by the NCA Commission on Institutions of Higher Education and uses the document as a guide in ensuring the integrity of its program.
ASSESSING PRIOR LEARNING FOR CREDIT*

1. Make clear basic principles and values held by the institution regarding credit for prior learning.

2. Provide explicit guidelines as to what is considered college-level learning.

3. Make clear that credit can be awarded only for demonstrated college-level learning, nor for experience per se.

4. Specify, as clearly and unambiguously as possible, the standards of acceptable performance in each academic area.

5. Specify what form the claim for credit should take, e.g., course equivalent, competency list.

6. Insure that evaluation of learning is undertaken by appropriately qualified persons.

7. Indicate the appropriate form such as semester hours, course units, etc., the evaluator’s credit recommendation should take.

8. Specify which degree requirements may be met by prior learning.

9. Specify how credit for prior learning will be recorded.

10. Define and articulate roles and responsibilities of all persons connected with the assessment process.

11. Develop procedures to monitor and assure fair and consistent treatment of students.

12. Develop clearly stated assessment policies and descriptive information for students, faculty, administrators and external sources.

13. Include provisions for periodic re-evaluation of policies and procedures for assessing learning and awarding credit.

14. Advise students that the institution cannot guarantee the transferability of prior learning credits to another institution.

15. Develop evaluation procedures of overall prior learning assessment program to ensure quality.

*These guidelines were taken from the policy statement, Assessing Prior Learning for Credit approved by the Middle States Commission on Higher Education. They are used with that Commission’s permission.
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<td>Final Exam</td>
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</table>
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Professional Studies Department; School of Community Education
Date submitted: August 28, 2008

Request for: Course change [ ] Course deletion [ ] Course addition [X] PS 4201-12
(Excluding course credit hour changes)

Submitted by: Annette Stuckey, Instructor
Approved by: Department Head: N/A
Dean of School: Dr. Mary Ann Rollans

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, 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).

Prerequisite: PS 3001. Based on a recommendation from the BPS Director/instructor and reviewed by the dean of Community Education and the Registrar, the portfolio assessment completed in PS 3001 will determine the number of hours that can be awarded for prior learning. This variable-credit course provides the opportunity for the student to enroll in the number of hours that were approved through the portfolio up to a maximum of 12 hours. Regular tuition charges will be applied. **Credit for PS 4201-12 applies only to the Bachelor of Professional Studies degree and cannot be applied toward any other program.** Grading is on a Pass/Fail basis.

(Syllabus provided as ATTACHMENT B)

Number: PS 4201-12

Title for Catalog:

PRIOR LEARNING ASSESSMENT CREDIT
*Title for Course Inventory (24 characters): PLA CREDIT

Description:

The portfolio process completed by the student in PS 3001 will utilize standardized assessment programs for determining equivalent credit toward a bachelor's degree. The number of hours recommended through the portfolio assessment will be the number of hours in which the student will enroll for a maximum of 12 hours of eligible credit in PS 4201-12. The same ADP guidelines for assessing prior learning as described in the proposal for PS 3001 will apply to the administration of PS 4201-12.

Effective date or term: Spring 2009

*Course fees: No additional fee will be assessed. Regular tuition will apply.

II. Justification and feasibility of course:

Same justification as provided in the proposal for PS 3001 applies to PS 4201-12. The particular focus of PS 4201-12 is to provide a means for placing the hours of credit assessed in PS 3001 for prior learning on the students' transcripts and having a basis for determining the rate of tuition to be charged. The students will enroll in the number of hours assessed and pay the regular in-state or out-of-state tuition per credit hour.

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

The same statement of need applies to PS 4201-12 as described in the proposal for PS 3001. By providing a means to award credit for prior learning, students enrolled in this course may receive up to 12 hours of credit toward degree completion. No more than 12 hours of credit for prior learning can be applied toward the degree.

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

The Bachelor of Professional Studies Degree is well-suited to serve as a capstone program for students who have completed a minimum of 60 transferable credits in that the degree is designed to enhance workplace skills such as planning, organizational behavior, ethics, needs assessment, problem solving, communications, human resources, and technology applications. Enrollment in this course enables the student to receive credit for the number of hours recommended through the portfolio process completed in PS 3001, up to a maximum of 12 hours. The hours in this course will be counted as 12 hours of the 40 hours of upper division coursework required for a bachelor's degree (Curriculum Summary: ATTACHMENT A).

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

Yes. This course fits well into the mission of the School: "The School of Community Education and Professional Development offers a broad range of credit, non-credit, special interest, professional development, management, leadership, and leisure-learning courses. The School is responsive to the needs of the area and strives to offer programs
and services which support a diverse target audience including business and industry, educational and government agencies, professional groups and associations, and the general community."

D. How often will the course be offered?

The course will be offered as an independent study course on an as-needed basis.

E. How will the course be staffed?

Annette Stuckey is the instructor for all PS courses and this course will be part of her instructional load.

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.)

This course should not affect any other department in that the credit awarded applies only to the Bachelor of Professional Studies degree and cannot be accepted toward any other degree. Each dean was consulted with a request to share the proposal with their department heads as deemed feasible. The deans were provided a copy of this proposal to ensure that this understanding regarding the application of credit was clearly understood by every department. In addition to the deans, the proposal was reviewed by Shauna Donnell and Linda Clarke who have documented their support.

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

**No comments were received indicating lack of support for the proposal since no other departments would be affected by the addition of these two courses which apply only to the BPS degree.**

*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 Plan:
One of the outcomes for assessing this course will be the total number of hours actually awarded for prior learning for each student with a second outcome being the cumulative total number of hours awarded for prior learning by all students completing the degree. The eight-semester guaranteed degree plan will not apply to this program since the student must have 60 hours of credit prior to enrollment in this program.

*Updated 8/1/04
**Updated 9/1/05
### Attachment A: Curriculum Summary

**Bachelor of Professional Studies Degree**

**Accelerated Degree Program**

*(proposed changes underlined)*

<table>
<thead>
<tr>
<th>Description</th>
<th>Hours/Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Courses and ATU coursework accepted toward the degree</td>
<td>Up to 60 hours (no change)</td>
</tr>
<tr>
<td>37 hours of General Education courses or enrollment in courses as needed</td>
<td></td>
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<tr>
<td><strong>Recommended Professional Core</strong></td>
<td></td>
</tr>
<tr>
<td>PS 3001 Portfolio Development for PLA <em>(proposed)</em></td>
<td>28 hours <em>(Proposed change)</em></td>
</tr>
<tr>
<td>PS 3023 Professional Communications</td>
<td><em>(Currently 27 hours)</em></td>
</tr>
<tr>
<td>PS 3003 Capstone</td>
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<tr>
<td>PS 4006 Capstone</td>
<td></td>
</tr>
<tr>
<td>EAM 3133 Applied Principles of Personnel Management</td>
<td></td>
</tr>
<tr>
<td>COMS 1003 Intro to Computer-Based Systems</td>
<td></td>
</tr>
<tr>
<td>ENGL 2053 Technical Writing</td>
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</tr>
<tr>
<td>SPH 2003 Public Speaking</td>
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</tr>
<tr>
<td>JOUR 4033 Community Journalism</td>
<td></td>
</tr>
<tr>
<td><em>(Substitutions may be recommended by the advisor.)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Courses recommended in the Individual Plan of Study</strong></td>
<td>18 hours (no change)</td>
</tr>
<tr>
<td><em>(Courses meeting interests/career needs of students footnoted as Specialty Course in Degree Completion Plan)</em></td>
<td></td>
</tr>
<tr>
<td><strong>PS 4201-12 Prior Learning Assessment Credit</strong> <em>(proposed)</em></td>
<td>12 hours maximum</td>
</tr>
<tr>
<td><em>(counted toward 40 hours of upper division credit required for bachelor’s degree)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Balance of electives needed to meet upper division total</strong></td>
<td>Hours needed to meet 40-hour requirement (no change)</td>
</tr>
<tr>
<td><strong>TOTAL HOURS</strong></td>
<td>124 hours</td>
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</table>
ATTACHMENT B: SYLLABUS: PS 4201-12

PRIOR LEARNING ASSESSMENT CREDIT
Bachelor of Professional Studies Degree

COURSE NUMBER: PS 4201-12 (01)
(variable credit with maximum of 12 hours allowed)

COURSE TITLE: Prior Learning Assessment Credit

INSTRUCTOR: Annette Stuckey, M.Ed.
61 Lake Point Conference Center
Office Hours: Tuesday, Wednesday, Thursday
2:00 p.m. – 5:30 p.m.
Office Phone: (479) 356-2095
Office FAX: (479) 968-0205
Email: astuckey@atu.edu

BLACKBOARD TECHNICAL:

Blackboard will be used in this course to facilitate student participation, communication, and collaboration.

Blackboard Help Desk – RPL 328
479-964-0577 or 1-866-400-8022
Elearning: http://etech.atu.edu/student.html
Email: bbsystem@atu.edu or astuckey@atu.edu

COURSE TIME: Independent Study using Blackboard

CATALOG DESCRIPTION:

Prerequisite: PS 3001. Based on a recommendation from the BPS advisor and approved by the dean of Community Education, the portfolio assessment completed in PS 3001 will determine the number of hours that can be awarded for prior learning. This variable-credit course provides the opportunity for the student to enroll in the number of hours that were approved through the portfolio up to a maximum of 12 hours. Regular tuition charges will be applied. Credit for PS 4201-12 applies only to the Bachelor of Professional Studies degree and cannot be applied toward any other program. Grading is on a Pass/Fail basis.

REQUIRED TEXT:

No text is required. The advisor will enroll the student in the number of hours of credit assessed for the portfolio which was completed in PS 3001 based on standardized
assessment programs for determining equivalent credit toward a bachelor’s degree. These will include the following:

ACE (American Council on Education/National Program on Noncollegiate Sponsored Instruction),
PONSI (Recommendations on Corporate Education and Training Programs),
CLEP (College-Level Examination Program),
DANTES (Defense Activity for Non-Traditional Education Support),
CAEL (Council for Adult and Experiential Learning),
SOCAT (Student Occupational Competency Achievement Test)

JUSTIFICATION:

By providing a means to award credit for prior learning experiences, students enrolled in this degree program may receive up to 12 hours of credit toward degree completion. The Accelerated Degree Program (ADP) approach for the Bachelor of Professional Studies will target primarily adult students who wish to complete a degree while working in their careers or raising a family. The typical student enrolling in this program is generally 25 years or older with at least five years of work experience and meet the general admission requirements of the University. Students, who enter the program with 60 earned credit hours and have completed all of the general education requirements, should be able to complete the remainder of the degree requirements within an 18-month period.

COURSE OBJECTIVE/GOAL:
Most of the students who enroll in this degree already possess workplace skills such as planning, organizational behavior, ethics, needs assessment, problem solving, communications, human resources, and technology applications. The goal of this course is to award credit for documented competencies and learning outcomes which have been assessed for college credit based on standards established by agencies which provide equivalencies for prior learning.

HOW COURSE MEETS GENERAL EDUCATION REQUIREMENTS:

This course addresses the following Arkansas Tech University general education requirements:

- Communicate effectively
- Think critically
- Develop ethical perspectives

COURSE POLICIES:

Students are responsible for paying the regular tuition charges based on the number of hours in which they are enrolled. Failure to submit payment according to established guidelines will result in the student being administratively withdrawn for lack of payment. Grading will be on a Pass/Fail basis. See the Recommended Procedures for Awarding Credit for Prior Learning Assessment (attached and posted on Blackboard).
COURSE CONTENT:

**Course Credit Requirements**
This course is treated as an independent study course under the instructor’s direction and is not considered a web course even though it is on the Blackboard system and the Instructor may communicate with students via Blackboard. This course can only be taken after completing PS 3001.

COURSE ASSESSMENT:

**Grading System:** Pass/Fail

**Critical Dates:** You must confirm that you are enrolled in the course prior to the eleventh class day or you will be asked to withdraw from the course.

BLACKBOARD TECHNICAL ASSISTANCE:

**For help using Blackboard** go to [http://etech.atu.edu/](http://etech.atu.edu/) and click on “Help Desk” then “FAQs – Students” or go to [http://elearn.atu.edu/](http://elearn.atu.edu/) for further information call 479-964-0546 or toll free at 866-400-8022. 
Or email [astuckey@atu.edu](mailto:astuckey@atu.edu) for help with Blackboard issues.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Parks, Recreation and Hospitality Administration (PRHA)
Date submitted: August 18, 2008
Request for: Course addition
Submitted by: Theresa Herrick
Approved by: Department Head: 
Dean of School: 
Reviewed by: Registrar: 
Vice President: 

I. Catalog description: This course will study the role of cost control management on overall profitability of hospitality entities. Basic principles of purchasing food, beverage, and non-food items with regards to maintaining an operation's competitive advantage within the industry will be covered

Number: HA 2003

Title for Catalog: Cost Controls
Title for Inventory: Cost Controls
Effective date or term: Spring 2009

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?
1. Students will learn to recognize the importance of purchasing and cost controls on profitability, and will explain management's role in cost control.
2. Students will differentiate among various formulas used for cost control management and will interpret the methods used to efficiently and effectively control costs within the hospitality industry.

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 a new required core course for all hospitality majors. Cost control has not been emphasized in previous food, beverage or lodging courses to the extent it should have been because of other priorities that needed to be emphasized. Therefore, the HA faculty have found that many hospitality majors do not have a good understanding of the role of cost controls in the profitability of hospitality entities, especially in food, beverage, and lodging management. There is no overlap with other courses in the department.

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

This Hospitality Administration Program was recently accredited. During the accreditation visit, the visiting team felt there were too many required core courses and not enough options for the students to select areas of specialization within the hospitality curriculum. The HA Program is preparing to divide the curriculum into 3 emphases; food and beverage management; lodging and club management; and tourism and event management. The HA Faculty and the HA Advisory board felt all Hospitality students, regardless of emphasis area, needed a specific course in cost controls. This course is part of a new curriculum proposal for Hospitality Administration. One important course that needed to be added to the hospitality core was the Cost Control course at the sophomore level. This course will also serve as the financial course for the proposed new associate of science degree in culinary which has yet to be approved.
D. How often will the course be offered.

Once each academic year.

E. How will the course be staffed?

Current faculty or adjunct professor.

F. When applicable, state with which departments you have specifically coordinated this change?

None. This course affects only the hospitality students.

G. How does this course integrate with the assessment process of the department?

This course will help students in their knowledge and understanding of the ACPHA accreditation standards listed below which are part of the Hospitality Administration Assessment Plan:

- financial management of hospitality goods and services
- administrative processes, including the integration of analysis and policy determination at the overall management level

Learning outcomes will be measured through exams, comprehensive final and special projects.
Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
GUL/HA 2003 Cost Controls
Fall 2009

Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: This course will study the role of cost control management on the overall profitability of hospitality entities. Basic principles of purchasing food, beverage, and non-food items with regards to maintaining an operation’s competitive advantage within the industry will be covered.

<table>
<thead>
<tr>
<th>HA Course Number</th>
<th>HA Course Title</th>
<th>ACPHA Standard(s)</th>
<th>Learning Outcome(s)</th>
<th>Artifact(s)</th>
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<td>HA 2003</td>
<td>Cost Controls</td>
<td>Financial management of hospitality goods and services;</td>
<td>The student will recognize the importance of purchasing and cost controls on profitability, and will explain management’s role in cost control.</td>
<td>Exams, Comprehensive Final and Special Projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administrative processes, including the integration of analysis and policy</td>
<td>The student will differentiate among various formulas used for cost control.</td>
<td>Exams, Comprehensive Final and Special Projects</td>
</tr>
</tbody>
</table>
Instructor: Ray Moll, MBA  
105 Williamson  
479-968-0607 Office  
501-977-4258 Cell  
Email: rmoll@atu.edu

Office Hours: By Appointment

Class Times: TBA

Location of Class: TBA


Student Accommodations: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty: You are expected to be honest and truthful in and out of the classroom. You will be required to submit your own original work. You will be expected to:

- Present written work that is yours alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or materials for an examination and no copying from other student’s papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one’s own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports may be
reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

**Classroom Procedure:** Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

**Field Trips:** It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip. Please see “Alternative Assignments” for the requirements of the project/paper. The instructor will determine the length of the paper and the topic of the paper.

**Field Trip Etiquette:** The instructor expects you to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be cleaned and polished. Please note personal hygiene guidelines on separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get one chance to make a good first impression.

**Course Requirements:** The following are course requirements for Cost Controls:

- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned readings. You are required to take exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam. You will also be responsible for the timely completion of a special project(s).
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.
- No food or beverage consumption during lectures (unless you share with me).

**Exams:** There are four (4) exams for this course and one (1) comprehensive final exam. The exams will each weigh 100 points. The final will be comprehensive and weigh 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.

**ATU Attendance Policy:** 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of “FE.” A student who is dropped from
three courses in a semester for unsatisfactory class attendance may be immediately suspended. **NOTE:** points will be given for class attendance.

**Extra Credit:** The instructor may offer extra credit or bonus points throughout the semester. Methods of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.

**Alternate Assignments:** The instructor reserves the right to add and/or delete assignments from this syllabus. For projects/papers the following guidelines shall be adhered to: cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled spaced.

**Methods of Evaluation:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exams @ 100 points</td>
<td>400</td>
</tr>
<tr>
<td>Homework/Projects</td>
<td>200</td>
</tr>
<tr>
<td>2 Special Projects @ 100</td>
<td>200</td>
</tr>
<tr>
<td>Comprehensive Final</td>
<td>200</td>
</tr>
<tr>
<td>Total Points</td>
<td>1000</td>
</tr>
</tbody>
</table>

**Grading Scale:**

- A = 90% or above
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% or below
Week By Week Breakout

Week 1  Managing Revenue & Expenses
Week 2  Determining Sales Forecasts
Week 3  Managing the Cost of Food
Week 4  Managing the Cost of Beverage
Week 5  Managing the Cost of Furniture, Fixtures & Sundries
Week 6  Managing the Food & Beverage Production Process
Week 7  Managing Food, Beverage & Rooms Pricing
Week 8  Managing the Cost of Labor
Week 9  Controlling Other Expenses
Week 10 Analyzing Results using the Income Statement
Week 11 Planning for Profits
Week 12 Maintaining & Improving the Revenue Control System
Week 13 Global Dimensions of Management & the Role of Technology
Week 14 Managing Payables & Receivables
Week 15 The Capital Budget

Comprehensive Final To Be Announced
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Parks, Recreation and Hospitality Administration (PRHA)
Date submitted: August 18, 2008
Request for: Course addition
Submitted by: Theresa Herrick
Approved by: Department Head: [Signature]
Dean of School: [Signature]
Reviewed by: Registrar: [Signature]
Vice President: 

I. Catalog description: This course provides comprehensive coverage of the principles, theories, human-relations techniques, leadership styles, and decision-making skills that are required to manage a team to profitable results in the food service and lodging industries.

Number: HA 2013 9023

Title for Catalog: Hospitality Supervision and Leadership

Title for Inventory: Hospitality Supervision

Effective date or term: Fall 2009

II. Justification and feasibility of course:

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

1. Students will identify and demonstrate leadership characteristics relevant to the hospitality industry.
2. Students will differentiate supervision methods and their overall relevance to the hospitality industry.
3. Students will appraise the relationship that exists between supervision and leadership styles within the hospitality industry.

The evaluation of student internship’s found a need for a supervisory/leadership course to better prepare students for management positions in the hospitality industry. Hospitality students will be the primary consumers. There are no prerequisites for this course. Other majors may take it for elective credit.

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 a new required core course for all hospitality majors. This is the only course in leadership and supervision in the Hospitality curriculum. One area of weakness in the current Hospitality curriculum is the lack of understanding of supervision/leadership and the utilization and management of personnel. Students need to learn how to supervise a team and the leadership techniques that can be used to provide successful supervision. Most of the hospitality graduates will be in supervisory/leadership positions before or shortly after graduation. This course should help prepare them for the role of supervisor and leader.

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

The Hospitality Administration Program was recently accredited. During the accreditation visit, the visiting team felt there were too many required core courses and not enough options for the students to select areas of specialization within the hospitality curriculum. The HA Program is preparing to divide the curriculum into 3 emphases; food and beverage management; lodging and club management; and tourism and event management. The HA Faculty and the HA Advisory board felt all Hospitality students, regardless of emphasis area, needed a course in supervision/leadership to learn techniques to better lead, motivate, and supervise employees. Most HA majors will
be in leadership positions before or shortly after graduation. Previous Hospitality graduates indicated this was an area where they wished they had been introduced to leadership techniques and taught more about supervising employees in a variety of hospitality situations. External internship supervisors also expressed a deficiency in supervision/leadership skills among our program’s students. This course will also serve as the supervision/leadership course for the proposed new associate of science degree in culinary which has yet to be approved.

D. How often will the course be offered.

Once each academic year.

E. How will the course be staffed?

Current full time faculty or adjunct professor.

F. When applicable, state with which departments you have specifically coordinated this change?

None. This course affects only the hospitality students.

G. How does this course integrate with the assessment process of the department?

This course will help students in their knowledge and understanding of the ACPHA accreditation standards listed below which are part of the Hospitality Administration Assessment Plan:

- the planning for and utilization and management of personnel, including the improvement of student understanding of human behavior;
- organization theory, behavior, and interpersonal communication.

Artifacts to be used to measure student outcomes will include role playing exercises, exams and a comprehensive final.
Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:

- Providing knowledge, skills and abilities through a comprehensive academic curriculum.
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: This course provides comprehensive coverage of the principles, theories, human-relations techniques, leadership styles, and decision-making skills that are required to manage a team to profitable results in the foodservice and lodging industries.

<table>
<thead>
<tr>
<th>HA Course Number</th>
<th>HA Course Title</th>
<th>ACPHA Standard(s)</th>
<th>Learning Outcome(s)</th>
<th>Artifact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 2013</td>
<td>Hospitality Supervision and Leadership</td>
<td>The planning for and utilization and management of personnel; including the improvement of student understanding of human behavior;</td>
<td><em>Identify and demonstrate leadership characteristics relevant to the hospitality industry.</em></td>
<td>Exams, Comprehensive Final, Role Playing Exercises</td>
</tr>
<tr>
<td>Organization theory, behavior, and interpersonal communication;</td>
<td>Differentiate supervision methods and their overall relevance to the hospitality industry. Appraise the relationship that exists between supervision and leadership styles within the hospitality industry.</td>
<td>Exams, Comprehensive Final, Role Playing Exercises</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructor:** Ray Moll, MBA  
105 Williamson  
479-968-0607 Office  
501-977-4258 Cell  
Email: rmoll@atu.edu

**Office Hours:** By Appointment

**Class Times:** TBA

**Location of Class:** TBA


**Student Accommodations:** Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.
Academic Honesty: You are expected to be honest and truthful in and out of the classroom. You will be required to submit your own original work. You will be expected to:

- Present work that is yours alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or material for an examination and no copying from other student’s papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one’s own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including paper/reports may be reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

Classroom Procedure: Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip. Please see “Alternate Assignments” for the requirements of the project/paper. The instructor will determine the length of the paper and the topic of the paper.

Field Trip Etiquette: The instructor expects all students to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be clean and polished. Please note personal hygiene guidelines on separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get one chance to make a good first impression.

Course Requirements: The following are course requirements for Hospitality Supervision and Leadership:

- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned readings. You are required to take exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.
- No food or beverage consumption during lectures (unless you share with me).
Exams: There are four (4) exams for this course and one (1) comprehensive final exam. The exams will each weigh 100 points. The final will be comprehensive and weigh 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.

ATU Attendance Policy: 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of “FE.” A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. NOTE: points will be given for class attendance.

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For projects/papers the following guidelines shall be adhered too: cover page, references listed on reference page, typed in 12 point Time Roman font, with 1-inch margins and doubled-spaced.

Methods of Evaluation:

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<table>
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<tbody>
<tr>
<td>4 Exams @ 100 points</td>
<td>= 400 points</td>
</tr>
<tr>
<td>Homework/Role Playing exercises</td>
<td>= 400 points</td>
</tr>
<tr>
<td>Comprehensive Final</td>
<td>= 200 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>=1000 points</td>
</tr>
</tbody>
</table>

Grading Scale:  

A = 90% and above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or below

Extra Credit: The instructor may offer extra credit on bonus points throughout the semester. Methods of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.
Week By Week Breakout

Week 1  The Supervisor as a Manager
Week 2  The Supervisor as a Leader
Week 3  Equal Opportunity in the Workplace
Week 4  Creating a Positive Work Climate
Week 5  Developing Performance Standards
Week 6  Recruiting and Selecting Applicants
Week 7  Teamwork and Teambuilding
Week 8  Employee Training and Development
Week 9  Evaluating Performance
Week 10 Discipline and Employee Assistance Programs
Week 11 Planning and Organizing
Week 12 Communicating Effectively
Week 13 Delegating
Week 14 Decision Making and Control
Week 15 Private Communications

Comprehensive Final To Be Announced
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Parks, Recreation and Hospitality Administration (PRHA)

Date submitted: August 18, 2008

Request for: Course addition

Submitted by: Brenda Montgomery

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

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

I. Catalog description: Pre-requisites: HA major or minor and culinary students. Sophomore standing or permission of instructor. Placement in selected hospitality settings as a student worker under professional guidance of both agency and faculty. Students are given the opportunity to take part in meaningful work experiences in actual work situations and managerial observation. Minimum of 200 clock hours of work experience

II. Number: HA 2053

Title for Catalog: Work Experience

Title for Inventory: Work Experience

Effective date or term: Fall 2009

APP CC 9/19/08
APP FS 8/7/08 with working changes above.
III. Justification and feasibility of course:

A. What is the need for this course? Who will take it?
   1. Students will participate in a pre-professional hospitality or culinary work environment that may be either be paid or volunteer 200 hours of work. Hospitality students will be the primary consumers. There are no prerequisites for this course. Other majors may take it for elective credit.

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 has received feedback from surveys and written comments from internship and work experience agency supervisors telling us that hospitality students need more experience in the field of hospitality and a wider range of experiences. Therefore the faculty felt that a pre-professional experience would assist in this request from the industry.
   Our department has an 2008 survey results in additional to the advisory committee reports that has given us feedback concerning the pre-professional hours needed by our students.

C. Is this course part of any general plan of development within your department? Explain.
   The Hospitality Administration Program was recently accredited. During the accreditation visit, the visiting team felt there were too many required core courses and not enough options for the students to select areas of specialization within the hospitality curriculum. The HA Program is preparing to divide the curriculum into 3 emphases; food and beverage management; lodging and club management; and tourism and event management. The HA faculty and industry felt all hospitality and culinary students, needed more work experience in a supervised environment beginning the sophomore year in the work world or agency. Supervising employers indicated that 200 hours would be enough time for a person to discover if they were meant for the field of hospitality, in a variety of hospitality settings.
D. How often will the course be offered.

Every semester

E. How will the course be staffed?

Current full time faculty

F. When applicable, state with which departments you have specifically coordinated this change?

None. This course affects only the hospitality students.

G. How does this course integrate with the assessment process of the department?

This course will help students in their knowledge and understanding of the ACPHA accreditation standards listed below which are part of the Hospitality Administration Assessment Plan:

- A provision of sufficient areas of specialization to allow students to develop a depth of knowledge and/or a broad exposure to the diverse segments of the industry;
- Relevant operational and management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic program;
- Ethical considerations and social-political influences affecting organizations;

Artifacts to be used to measure student outcomes will include student agency evaluation, participation in events, and the final student evaluation.
ARKitANS TECH UNIVERSITY
HOSPITALITY ADMINISTRATION and CULINARY
HA/GX 2053 WORK EXPERIENCE
FALL 2009

HOSPITALITY ADMINISTRATION MISSION STATEMENT:
The mission of the Hospitality Administration Program is to provide quality
education in hospitality administration and provide a foundation for
professional growth and development. This is achieved by:
• Providing knowledge and skills through a comprehensive academic
curriculum;
• Demonstrating professionalism, leadership, and high ethical
standards by a competent faculty and administration;
• Promoting community service and outreach;
• Emphasizing the importance of research and continuing education;
and
• Encouraging life-long learning.

CATALOG DESCRIPTION: Pre-requisites: HA Major, HA Minor or Culinary student.
Sophomore standing or permission of instructor. Placement in selected hospitality
settings as a student worker under professional guidance of both agency and faculty.
Students are given the opportunity to participate in meaningful work experiences in
actual work situations and managerial observation. Minimum of 200 clock hours of work
experience.

<table>
<thead>
<tr>
<th>HA Number</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HA/GX 2053</td>
<td>Work Experience</td>
<td>Student will have relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic program.</td>
<td>The student will participate in a pre-professional hospitality or culinary working environment.</td>
<td>Student Agency Evaluation, Participation in events, Final Student Evaluations</td>
</tr>
</tbody>
</table>
PROFESSOR: Brenda G. Montgomery, Ph.D.
OFFICE: 100 Williamson, 1205 North El Paso Avenue
TELEPHONE: 479-964-0893 Fax: 479-968-0600
E-MAIL: bmontgomery@atu.edu
OFFICE HOURS: MWF 1-4 PM; TR 9:30-11:30 AM
CLASS TIME: Web-based course
LOCATION: One-Tech Student Email Account @ blackboard
Final Oral presentation and papers announced two weeks before Finals Week.

REQUIRED TEXTS: "HA/CUL Work Experience Manual". This manual is available on blackboard and should be copied by the student for the site supervisor and himself.

GRADING SCALE IN PERCENTAGE OF TOTAL POINTS:
100-90 A
89-80 B
79-70 C
69-60 D
59↓ F

Reading Assignments:
Each student is expected to read the assigned information before it is discussed in class.

Class Communications:
The class will interact with the instructor primarily via Arkansas Tech's Blackboard web site. There are specific times when you should be logged into the site. If you will not have regular access to a computer at the location where you will be completing the requirements for this class, you may submit assignments by regular mail or fax. Students are welcome to contact the instructor through (1) email, (2) phone, (3) fax, (4) regular mail etc. to turn in assignments. The student needs to contact the professor and decide the best mode of delivery of the weekly reports. In addition, on the course Blackboard web site, there will be a forum set up in the Discussion Board area for comments and questions. Web address is http://onetech.atu.edu.

Late Work Policy: Late work will be reduced by a letter grade for each day (24 hours), it is late by ten percent (10%).

ACADEMIC DISHONESTY: Academic dishonesty or misconduct is not condoned nor tolerated at Arkansas Tech University. Unless stated otherwise all assignments for this course are to be completed independently without assistance from or in collaboration with others. Please refer to the Regulations and Procedures Section in the 2007-08 ATU (Tech) Undergraduate Catalog.

PLAGARISM: In the event that the professor believes that the work you submit is not your own, ATU has authorized any professor permission to utilize the website
www.turnitin.com be so advised, permission is not needed from the student if there is a questionable document.

"Plagiarism is using the thoughts or words of somebody else and claiming them as your own" (T. Herrick, personal communication, August 16, 2002).

SPECIAL SERVICES: Any student with a disability whose special accommodations are registered with the ATU Learning Assistance and Testing Center {Student Services} in the 2008-09 Catalog. Please advise the professor if accommodations are needed as soon as possible.

Final's Class Etiquette Requests:
- Please be on time for class and avoid leaving class if possible for the final.
- When the professor is talking, it is the student's turn to listen – then the professor will do so in kind when questions are asked or discussions.
- Please turn off any and all electrical advices while in class.
- If you need to leave class for a reason, please sit in the back of room to avoid disturbing others.

HA/HS 2053 WORK EXPERIENCE DOCUMENTS AND FORMS

Students are required to turn in the forms listed below in a timely manner. You can download these forms under assignment menu on blackboard found in http://onetech.atu.edu

(1) Memorandum of Understanding
Students should turn in the Memorandum of Understanding before beginning their "Work Experience."

Hours cannot begin until the Memo of Understanding and the Student's Initial Report has been turned into the professor on record.

(2) Student's Initial Report
Students should turn in the initial report the day after beginning their "Work Experience."

(3) Weekly Reports
Students should turn in a report of their week's activities immediately following the week for which the report is being made.

(4) Final Student Evaluation and Counseling
Students should complete with their work supervisor the Final Student Evaluation and Counseling near the end of their “Work Experience.” The evaluation form should be turned in immediately following completion of the “Work Experience.”

**Class Objectives:** Completing this course will allow students to participate in a “pre-professional” activity, which will:

1. Give the student opportunities for correlating theory and practice.

2. Introduce the student by direct experience to:
   a. Aspects of leadership, responsibility, purpose, organization, and operation of hospitality and/or parks, and recreation organizations.
   b. Procedures for planning, organizing, and directing hospitality or recreation organizations.
   c. Motivation, behavior, and interpersonal relations of people at play and in professional settings.

3. Test the student’s hospitality or culinary professionalism.

**Evaluation Methods**

Students can check their grades and class progress under grade book on ATU blackboard.

**Resume**

Students are required to submit a well-thought-out, error free resume. Advice on writing good resumes can be found at Career Services, on numerous websites, and in books available in libraries and bookstores. You may choose to utilize the Resume Wizard in the “other word documents” as well. Most employers take the presence of errors in your resume as an indication of the care with which you would approach your work if they were to hire you.

**Weekly Report**

Students are required to submit weekly reports on their work experience. **Your supervisor’s signature is required.** These reports may be faxed or traditionally mailed, or dropped off at the office. Weekly reports need to be timely and turned in on a weekly basis. You are strongly encouraged to keep copies of all weekly reports sent to the instructor in case they are lost or misplaced. Weekly reports should provide a brief synopsis of your work related activities for each day of the week. Work hours reflected by your weekly reports must total a minimum of 200 hours.
Please be sure to make several copies before filling out the first one out, because more than one Weekly Report is needed.

Agency Grade
Agency grade will be the grade recommended by your agency supervisor. In the event your agency supervisor does not recommend a grade, the agency grade will be based on the average rating of the items in the final evaluation of the student by the agency.

Daily Journal (10%)
Students have the opportunity to keep a journal during their work experience describing in detail the work being carried out each day. Entries should be made on a daily basis immediately after ending work for the day. Descriptions should include the activities conducted that day, memorable people, unusual occurrences, your activities and investigations related to preparing to write and writing the final report. In addition reflect on the experiences you are having and how they may relate to your future as a recreation and park professional. Include thoughts of how you could improve your performance at work and back at school and how Tech could improve the educational experiences it provides. Record your thoughts in the journal about the agency or organization with which you are working. Reflection is thinking about your work experience in order to draw deeper personal meaning and value from the experiences you encounter. At the end of each week, complete the weekly report in the “Work Experience Manual,” with your supervisor’s signature before turning it in.

DELIVERY: The department secretary, Ms. Vicki Duvall, may receive faxes if you send them to our department at (479) 968-0600 or make sure your documents have arrived safely. If you would like to call our departmental office, the telephone number is 479-968-0378. Please make these to the addition of the supervising professor.

Final Written Report
This paper is to examine the agency or organization with which you are completing your field experience. The report is to be typed, double-spaced, and a minimum of 10-pages long. The report will be evaluated on both content and format. Format includes proper report writing style, grammar, and spelling. The report should conform to the recommendations found in the Publication Manual of the American Psychological Association, 5th edition (APA). Copies of this book can be purchased at the Tech Bookstore, the Ross Pendergraft Library Tech libraries, and on the APA website a link to which can be found on the Tech library website (www.library.atu.edu) or www.APA.org.
Please remember to include a title page, to title your paper, and to use headings and subheadings. References from which you have drawn ideas or information should be cited in your paper as well as listed in a “References” section at the end of the paper. References should be formatted according to APA style. You must include a minimum of three references in your reference list. You may wish to schedule some time with your agency/organization supervisor or other knowledgeable person to learn information which you will then be able to include in your report.

**Work Completion Date:** The 200 work hours must be completed by 5:00 pm, December 15, 2009. Final grades will be based on the weighting percentage points received of the total points. The scale is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Weight</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume</td>
<td>5%</td>
<td>Weighted average between 90 - 100% = A (4.0)</td>
</tr>
<tr>
<td>Journal</td>
<td>10%</td>
<td>Weighted average between 80 - 89% = B (3.0)</td>
</tr>
<tr>
<td>Weekly Reports</td>
<td>10%</td>
<td>Weighted average between 70 - 79% = C (2.0)</td>
</tr>
<tr>
<td>Agency Grade</td>
<td>45%</td>
<td>Weighted average between 60 - 69% = D (1.0)</td>
</tr>
<tr>
<td>Final Written Report</td>
<td>20%</td>
<td>Weighted average between 0 - 59% = F (0.0)</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Total Percent</td>
<td>100%</td>
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</tbody>
</table>

An outline for a supervisor-student conference is included in the HA/EUL 2053 Work Experience Manual. When in doubt, include more rather than less information.
FINAL REPORT

☐ Title Page (Does not count towards 10 pages.)

☐ Table of contents (including page numbers) (Does not count towards 10 pages.)

☐ Chapter I
  o Introduction to the agency and the field experience, one or two paragraphs.

☐ Chapter II
  o History and background of the agency or organization, including administration, organizational design and structure including an organizational chart, budget, sources of funding, legal basis for the agency, organization philosophy, goals, and objectives, planning systems, policy and procedure formulation, governance and oversight, program planning, ethical philosophy or code of conduct, resources available for professional development, professional development practices, information technology management, etc.

☐ Chapter III
  o Summary of daily work experiences; a short paragraph for each work period. Include a synopsis of a particular program, project, or problem.

☐ Chapter IV
  o Conclusion; summarize the field experience and include your personal views and reflections about the experience and the agency.

☐ References
  o Use at least three (3) references such as professional journals, agency manuals, brochures, personal interviews, etc. Cite these sources of information according to APA format in the body of the paper and at the end in a "References" section. The "References" section does not count toward your 10 pages. Although you may include more, only one personal interview will count towards the minimum number of references.

☐ Appendices
  o Reports, commendations, charts, maps, and other supplemental information referred to in the body of your paper. To be included in the appendices, you must mention that item in the report. Appendices do not count towards your 10 pages.

POCKET FOLDER

The instructor strongly recommends placing the “Final Written Report” in a folder or binder with pockets to hold materials that are not easily placed with the body of the paper. The body of the paper should be bound in a three ring binder. The instructor also strongly recommends submitting your final report in electronic form.*
**Final Report - PowerPoint Presentation**

Put together a PowerPoint presentation that illustrates the organization with which you worked, the work you performed, and the meaning of this experience to you. There will be a 10 slide limit. Incorporate pictures and diagrams where appropriate. Turn in a paper and an electronic version of this assignment.

**Grading** of the "Final Written Report." The final written report should reflect professional quality preparation.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>Description</th>
</tr>
</thead>
</table>
| Proper format, length, spelling, organization, grammar, professional writing style reference list format, etc. | 20%    | 3 = No typographical or grammatical errors. Above outline followed. References cited APA style. 
2 = No more than an average of 1 error per page. Above outline followed. References cited APA style.  
1 = More errors or outline not followed. |
| Minimum Number of References                  | 10%    | 3 = At least 6 references, 3 of which are books or journal articles.  
2 = At least 3 references.  
1 = Fewer than 3 references. |
| Appendices                                    | 10%    | 3 = At least 3 appendices with material pertinent to the work experience.  
2 = At least 2 appendices  
1 = At least 1 appendix |
| Content and organization of Chapters I through IV | 60%    | 3 = Exceeds expectations  
2 = Meets expectations  
1 = Does not meet expectations |
<p>| Total                                         | 100%   |                                                                             |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Required Forms to Turn In</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td></td>
<td>(1) Memo of Understanding between Arkansas Tech University and Hospitality Property or organization</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(2) Student's Initial Report</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>(1) Resume – September 28, 2009</td>
<td>(1) Daily Journal (2) Resume</td>
</tr>
<tr>
<td>6-8</td>
<td></td>
<td>(1) Weekly report</td>
<td>(1) Daily Journal</td>
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<td></td>
<td>(2) Mid-Term Evaluation</td>
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<td>15-16</td>
<td></td>
<td>(1) Finalize 200 work hours (2) Final Student Evaluation (3) Final Agency Report</td>
<td>(1) Daily Journal (2) Final Written Report (3) Oral Report 5-7 minutes with (4) PowerPoint Presentation – 10 slides</td>
</tr>
</tbody>
</table>

Oral reports will be given Friday afternoon, on December 15, 2009 at 3:00 pm. All written work must be completed and turned in by 5:00 pm, December 05, 2009.

*The more assignments you have in electronic form, the easier it will be to put your portfolio together in HA4001, Internship Preparation if you are majoring in hospitality.
Introduction

Direct experience in the field as a volunteer or a paid employee is the best way to understand the practical realities of professional work. This course is required of all students who chose to minor in Hospitality Administration. “Work Experience” is offered as a 3 credit course in cooperation with selected hospitality administration agencies and organizations. Because students are expected to apply knowledge gained from courses in their major to the work setting, students are encouraged to enroll in “Work Experience” during the second semester of the junior year, during the senior year or during the summer between the junior and senior years.

In order to complete the requirements for the course in a timely manner, students should find an acceptable site for their “Work Experience” and seek the approval of the course instructor early in the semester. At this point, students should complete the “Memorandum of Understanding between Arkansas Tech University and Agency” found in the “Work Experience Manual” and obtain the required signatures. Students are largely responsible for finding an acceptable work experience site with the advice of faculty. Students should explain to their work supervisor what will be required of them.

If it is determined by the student’s advisor and department head that the student has a broad experience and background in hospitality administration; an agency or organization active in a related area may be substituted. This related area is chosen jointly by the student and the course instructor, within the prescribed limits of the curriculum. This will rarely be the case for most students.

The Purpose of Hospitality Administration Work Experience

Field work in the Hospitality Administration Program is to be a pre-professional experience which will:

1. Give the student opportunities for correlating theory and practice.

2. Introduce the student, by direct experience to:

   a. Aspects of leadership, responsibility, purpose, organization and operation of agencies and organizations serving hospitality administration needs.
   b. Procedures for planning, organizing and directing hospitality administration experiences.
   c. Use of resources in the agency or organization, neighborhood and community.
   d. Motivation, behavior and inter-personal relations of people in hospitality administration settings.

3. Test the student’s professional abilities in supervised situations before becoming a hospitality administration professional.
4. Provide field experience prior to internship.

Objectives of Hospitality Administration Work Experience

Upon completion of the course, the student will:

1. Have work experience within a hospitality administration agency as a professional under field conditions.

2. Have described the purpose, legal basis, structure, planning programming and budgeting of a hospitality administration agency.

3. Have documented daily work experiences in the form of weekly reports and a daily journal.

4. Have developed a presentation which describes the agency and the experiences of the student.

5. Have written a report that describes the agency and the experiences of the student.

6. Will have read a book and answered questions based on the reading about how to be an effective hospitality administration employee.

7. Have developed a resume.

Responsibilities of the Agency or Organization Supervisor

1. To come to an understanding with the student and Arkansas Tech University about “Work Experience” in regards to:
   a. Objectives of “Work Experience” for the student.
   b. Number of working hours for the student.
   c. Remuneration for the student.
   d. Student’s time off.
   e. Reports by the agency or organization to the university.
   f. Reports by the student to the university.
   g. The evaluation of the student by the agency or organization.
   h. Additional items that may be of importance in particular situations.

2. To implement the understandings listed above or to modify the agreements in cooperation with the student and Arkansas Tech University.

3. To inform agency staff about the arrival of the student.

4. To confer with the student to determine a course of actions during the “Work Experience” period and to provide and overview of the agency’s purposes, policies, administration, program and facilities.
5. To inform the student of all regulations which apply to the student’s work assignments.

6. To present the student to the agency staff as a co-worker and in a manner to insure his professional status and acceptance.

7. To orient the student to the agency.

8. To gradually induct the student into field work, beginning with observation and small responsibilities adding more as the student’s ability permits.

9. To encourage the highest of standards by praising the student for work well done.

10. To provide the student opportunities for growth, achievement, and success.

11. To provide constructive, objective, helpful, and tactful criticism and evaluation.

12. To encourage student self-evaluation.

13. To have regularly scheduled periodic conferences with the student.

14. To keep continuous objective records of the student’s progress to facilitate the final evaluation report.

15. To complete, share with the student, and send to the Arkansas Tech University Instructor an evaluation of the student’s performance during “Work Experience.”

Responsibilities and Conduct of Student

1. To be familiar with the regulations and philosophies of the agency or organization.

2. To plan thoroughly and in advance for all assignments.

3. To be well groomed, appropriately dressed, and on time for all assignments.

4. To notify the agency supervisor well in advance in cases of absence.

5. To be tactful, courteous and respectful to all personnel involved.

6. To consult with the agency supervisor and/or the instructor when confronted with problems.

7. To be the best example of a representative of Arkansas Tech University.

8. To keep the Course Instructor informed of all work conducted for the agency during “Work Experience.”
The Grade for the Course Will Be Determined in the Following Way:

<table>
<thead>
<tr>
<th>Item</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Agency Grade</td>
<td>50</td>
</tr>
<tr>
<td>2. Final Written Report</td>
<td>20</td>
</tr>
<tr>
<td>3. Presentation</td>
<td>15</td>
</tr>
<tr>
<td>4. Journal</td>
<td>10 BONUS</td>
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<tr>
<td>5. Resume</td>
<td>5</td>
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<tr>
<td>6. Weekly Reports</td>
<td>10</td>
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<tr>
<td>Total</td>
<td>100</td>
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</table>

Each of the above assignments will be given a one of the following scores:
0 = Assignment not turned in on time.
1 = Work did not meet all of the requirements for the assignment.
2 = Work met the requirements for the assignment.
3 = Work surpassed the requirements for the assignment or was exceptionally high quality.

Your grade will be determined by taking a weighted average (based on the percentage of the total grade) of the scores you earn with your work.

A weighted average of 2.5 to 3 will earn an “A.”
A weighted average of 2 to 2.4 will earn a “B.”
A weighted average of 1.5 to 1.9 will earn a “C.”
A weighted average of 1.0 to 1.4 will earn a “D.”
A weighted average of less than 1 will result in an “F.”

Suggestions for a Supervisor – Work Experience Student Conference

In order for the student to feel comfortable and quickly become a valued, productive, and efficient employee, and to provide the student an opportunity to gather information which will be needed in writing the “Final Written Report,” the Course Instructor strongly encourages the student and the agency supervisor to set aside some time early in the “Work Experience” for a conference and tour of the agency. What follows are some suggestions for areas to cover and materials to make available to the student if the agency has them or similar materials on hand.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Possible Materials</th>
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</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td></td>
</tr>
<tr>
<td>1) General information about community and agency</td>
<td>1) Agency syllabus or notebook.</td>
</tr>
<tr>
<td>2) Agency organization</td>
<td>2) Program schedules</td>
</tr>
<tr>
<td>3) Organization philosophy, goals and objectives</td>
<td>3) Maps and diagrams</td>
</tr>
<tr>
<td>4) Introduction to agency personnel</td>
<td>4) Brochures</td>
</tr>
<tr>
<td>5) Job orientation</td>
<td>5) Manuals</td>
</tr>
<tr>
<td>6) Tour of agency areas and facilities</td>
<td>6) Mission and Vision Statements</td>
</tr>
<tr>
<td></td>
<td>7) Organizational Charts</td>
</tr>
</tbody>
</table>
| **Legal Status of the Agency** | 1) Laws or ordinances pertaining to hospitality administration programming and operations  
2) Directives, policies, by-laws, constitutions, and similar materials  
3) Documentation or regulatory compliance  
4) Written materials on liability  
5) Practical suggestions on legal matters |
|---|---|
| 1) Brief history of the agency  
2) Legal basis of the agency  
3) Creation of the agency – referendum, organic act, legislation, etc.  
4) Laws governing the agency  
5) Regulations and compliance  
6) Liability, including insurance and liability problems. | 1) Statements of policy and board-superintendent relations  
2) Agency publications  
3) Board agenda  
4) Board minutes or other records  
5) Observe a board, city council, or similar meeting  
6) Examples from superintendent manuals  
7) Job descriptions or announcements  
8) Personnel procedures  
9) Artifacts from recent marketing campaigns  
10) Accounting forms  
11) Budget documents |
| **General Administration** | **Being a Hospitality Administration Professional** |
| 1) Organization of board or governing authority  
2) Agency policies and operational procedures  
3) Governance and oversight  
4) Relationships with other departments and organizations  
5) Detailed procedures; vouchers, purchase order, approval of expenditures, bids, work orders etc.  
6) Leading hospitality administration personnel  
7) Marketing the agency  
8) Budgeting and financial management | 1) The importance of a professional philosophy in guiding professional decisions  
2) The importance of following a professional code of ethics and standards of conduct  
3) Professional behavior and appearance  
4) The importance of maintaining professional competence  
5) Resources for professional development  
6) Professional background and preparation  
7) Current issues and trends that are affecting the agency or the population served |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Program and Event Planning</strong></td>
<td><strong>Planning and Development of Areas and Facilities</strong></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>1) Assessment of needs</td>
<td>1) Needs assessment techniques employed by the agency</td>
</tr>
<tr>
<td>2) Development of outcome goals and objectives</td>
<td>2) Needs assessment documents</td>
</tr>
<tr>
<td>3) Selection and coordination of programs, events, and resources</td>
<td>3) Examples of goals and objectives derived from needs assessment activities</td>
</tr>
<tr>
<td>4) Marketing programs/events</td>
<td>4) Examples of program promotion materials and activities</td>
</tr>
<tr>
<td>5) Preparation, operation, and maintenance of venues</td>
<td>5) Sample schedules</td>
</tr>
<tr>
<td>6) Implementation of programs/events including leadership techniques, registration</td>
<td>6) Program planning procedure documents</td>
</tr>
<tr>
<td>7) Evaluation of programs and events</td>
<td>7) Documentation of well-planned, successful programs.</td>
</tr>
<tr>
<td>8) Safety and risk management</td>
<td>8) Program assessment and evaluation documents</td>
</tr>
<tr>
<td>9) Programming budgets</td>
<td>9) Budget documents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Area and Facilities Operations and Maintenance</strong></th>
<th><strong>Maps</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Goals and objectives for operations and maintenance</td>
<td>1) Maps</td>
</tr>
<tr>
<td>2) Operation and maintenance standards</td>
<td>2) Schedules</td>
</tr>
<tr>
<td>3) Types and functions of recreation areas and facilities</td>
<td>3) Manuals</td>
</tr>
<tr>
<td>4) Facility and area staffing</td>
<td>4) Inspection tours</td>
</tr>
<tr>
<td>5) Maintenance and operation procedures</td>
<td>5) Work order process</td>
</tr>
<tr>
<td>6) Maintenance and operation organization</td>
<td>6) Plans, designs, pictures and related documents</td>
</tr>
<tr>
<td>7) Maintenance and operations scheduling</td>
<td>7) Equipment and machinery manuals or other information</td>
</tr>
<tr>
<td>8) Maintenance and operations equipment</td>
<td>8) Budget documents</td>
</tr>
<tr>
<td>9) Safety and risk management</td>
<td></td>
</tr>
<tr>
<td>10) Maintenance and operation budgets</td>
<td></td>
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</tbody>
</table>
MEMO OF UNDERSTANDING BETWEEN
ARKANSAS TECH UNIVERSITY AND AGENCY, INSTITUTION OR ORGANIZATION

Student: ___________________________ Phone: __________________ email: __________________

Agency/Organization/Institution: _____________________________________________________

Address: ___________________________________________________________________________

Supervisor of Student: ___________________________ email: __________________

Title: ___________________________ Phone: ______________ Fax: ______________

This agency/organization/institution agrees to supervise and evaluate the above student while enrolled in “Work Experience” at Arkansas Tech University. The University agrees to provide appropriate academic and assessment information through periodic consultation with the agency/institution/organization supervisor and the student.

The Agency will schedule a minimum of 100 clock-hours of supervised work experience and
( ) will provide the student with liability insurance.
( ) will not provide the student with liability insurance.

Stipend or Pay provided to the student by the agency/institution/organization will be __________________ (specify) for the duration of this work experience agreement.

This agreement is effective from _______________ to _______________.

General description of student work responsibilities:

Anticipated Work Schedule (Including beginning and ending dates and anticipated hours of work).

Signed:

Agency/Institution/Organization:

_________________________________________ (Signature) ___________________________ (Print)

Arkansas Tech University:

_________________________________________ (Signature) ___________________________ (Print)

Student:

_________________________________________ (Signature) ___________________________ (Print)
Arkansas Tech University
Department of Park, Recreation, and Hospitality Administration
Work Experience

Student’s Initial Report

The purpose of this report is for the student to report any changes that have occurred since the Memorandum of Understanding was completed and to clear up any misunderstandings. The student should be sure to report here the address, phone, and email that should be used to contact the student during their work experience. Please also provide the name, phone number, and email of at least one close relative or friend to be contacted in case of emergency. Also be sure to note any changes in supervisor or company/institution/agency information.

Date: __________________________

Name of Student: __________________________ Phone: __________________________ email: __________________________

Address: ____________________________________________________________

Company/Institution/Agency: ____________________________________________________________

Address: ____________________________________________________________

Supervisor: __________________________________ Phone: __________________________ email: __________________________

Person to contact in case of emergency: Name: __________________________ Relationship: __________________________

Phone: __________________________ email: __________________________

Second Person to contact in case of emergency: Name: __________________________ Relationship: __________________________

Phone: __________________________ email: __________________________

Brief description of activities and/or philosophy of the company/institution/agency:

Tentative Work Schedule:

Specific Duties and Responsibilities:
(Attach additional pages if necessary)

WEEKLY REPORT

Instructions: To be completed by the student at the end of each week and returned to the university supervisor. Reports should be reviewed and signed by the agency supervisor. Students are encouraged to discuss experiences and problems with agency supervisor and incorporate any suggestions offered.

NAME: _____________________ REPORT NUMBER: __________________

DATES: _____________________ HOURS: __________________

ASSIGNMENT: __________________

DAILY EXPERIENCES

SUNDAY: __________________

MONDAY: __________________

TUESDAY: __________________

WEDNESDAY: __________________

THURSDAY: __________________

FRIDAY: __________________

SATURDAY: __________________

COMMENTS: __________________

Signature of Agency Supervisor: ____________________________ Date: __________
FINAL STUDENT EVALUATION AND COUNSELING

Instructions: To be completed by the Agency Supervisor, reviewed by the student, and returned to the University Supervisor near the end of the work experience period. This Final Student Evaluation should be returned to the University Supervisor no later than two days after completion of the work experience period.

Please use the accompanying rating scale to help the student understand his strengths and needs for improvement, and to assist the University in finding appropriate placement for the student after graduation.

STUDENT'S NAME:______________________________________________

RATING PERIOD: FROM: __________________ TO: __________________

AGENCY:_______________________________________________________

AGENCY'S ADDRESS:____________________________________________

AGENCY SUPERVISOR(S):_________________________________________

DATE OF EVALUATION:___________________________________________

SIGNATURE:_____________________________________________________

Please evaluate the student by circling the appropriate position on each scale. If you do not know, please check the "Do Not Know" column.

<table>
<thead>
<tr>
<th>(5) Superior</th>
<th>Few other students equal</th>
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</thead>
<tbody>
<tr>
<td>(4) Good</td>
<td>Above most other students</td>
</tr>
<tr>
<td>(3) Average</td>
<td>As expected for age and experience</td>
</tr>
<tr>
<td>(2) Below Average</td>
<td>Below average for age and experience</td>
</tr>
<tr>
<td>(1) Poor</td>
<td>Inferior</td>
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<tr>
<td>DK</td>
<td>Don't Know</td>
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</tbody>
</table>

Has a sincere interest in his/her profession | 5  4  3  2  1  DK

Strongly identifies with the ideals of the hospitality movement | 5  4  3  2  1  DK

Exhibits awareness of the roles of various hospitality agencies in providing goods and services. | 5  4  3  2  1  DK
<table>
<thead>
<tr>
<th>skill description</th>
<th>rating</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>DK</th>
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<tbody>
<tr>
<td>Takes work assignments seriously and completes them efficiently</td>
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<tr>
<td>Exhibits awareness of the importance of providing hospitality administration services to all types of people</td>
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<td>Exhibits awareness of current issues and trends as they affect hospitality industry</td>
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<td>Exhibits awareness of the importance of hospitality to the social and economic welfare of the surrounding community</td>
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<td>Exhibits awareness of the importance of the role that hospitality play in providing a healthy environment</td>
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<td>Exhibits the ability to make sound professional judgments</td>
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<td>Is on time for work</td>
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<td>Arrives at work appropriately dressed and groomed</td>
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<td>Assignments are completed in a timely fashion</td>
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<td>Completed assignments are of high quality</td>
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<td>Evaluates own work and sets goals for improvement</td>
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<td>Accepts suggestions and criticisms favorably</td>
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<td>Exhibits effective professional communication</td>
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<td>Shows imagination and creative thinking</td>
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<td>Promotes effective relationships with coworkers and/or program participants</td>
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<tr>
<td>Understands behavior in self and others</td>
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<td>Produces effective solutions to problems</td>
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<tr>
<td>Task Description</td>
<td>Score</td>
<td>Grade</td>
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<td>Is able to work independently with a minimum of supervision</td>
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<td>Analyzes administrative situations and suggest solutions</td>
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<td>Able to recognize a problem and proceed on own initiative</td>
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<tr>
<td>Delegates responsibilities effectively</td>
<td>5</td>
<td>4</td>
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<tr>
<td>Makes good use of time</td>
<td>5</td>
<td>4</td>
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<tr>
<td>Exhibits the ability to plan programs</td>
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<td>4</td>
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<tr>
<td>Exhibits the ability to implement programs</td>
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<td>4</td>
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<tr>
<td>Provides leadership through a variety of behaviors</td>
<td>5</td>
<td>4</td>
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</tbody>
</table>

**Recommended Grade:**

(A = Excellent; B = Good; C = Fair; D = Poor; F = Failure)

Hospitality positions for which you would consider the student qualified upon graduation:

Suggestions to the student:

Suggestions to the University:
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Parks, Recreation and Hospitality Administration (PRHA)
Date submitted: August 18, 2008
Request for: Course addition
Submitted by: Theresa Herrick
Approved by: Department Head: [Signature]
Dean of School: [Signature]
Reviewed by: Registrar: [Signature]
Vice President: 

I. Catalog description: An introduction to travel and tourism, its components and relationship to the hospitality industry. The course will explore the current and future trends in travel and tourism and the effects on the economy, as well as the social and political impacts of travel and tourism.

Number: HA/RP 2133

Title for Catalog: Introduction to Travel and Tourism

Title for Inventory: Travel and Tourism

Effective date or term: Fall 2009

II. Justification and feasibility of course:

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

1. Students will demonstrate knowledge of the history of travel and tourism.

APCOA 9/19/08
APCO F5 18/9/08
2. Students will recognize the role of marketing in the travel and tourism industry.
3. Students will identify the social and political components of the travel and tourism industry.
4. Students will recognize the role of travel and tourism in the hospitality industry.

Hospitality students will be the primary consumers. However, this class would be an excellent elective for other 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 is the introductory course to travel and tourism which is an important component of the hospitality industry. Tourism is the second largest industry in Arkansas and there is a growing market for graduates with knowledge and expertise in the travel and tourism business. This is the first of only two courses in tourism in the hospitality curriculum. Although travel and tourism is identified as a career path for hospitality majors in HA 1043 Introduction to Hospitality Management there is not overlap with the content of other courses.

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

This course is part of a new emphasis being proposed in Tourism and Event Management. The Hospitality Administration Program recently became accredited. During the accreditation process, members of the visiting team indicated there were too many required core courses in the degree program and not enough flexibility for the students to choose career areas of interest within the degree program. Following that advice, the HA Program is preparing to divide the curriculum into 3 emphases.
D. **How often will the course be offered.** Once each academic year.

E. **How will the course be staffed?** Current Parks, Recreation and Hospitality faculty.

F. **When applicable, state with which departments you have specifically coordinated this change?** None, but there are no prerequisites and the hospitality faculty would welcome other majors desiring to take the course as an elective.

G. **How does this course integrate with the assessment process of the department?**

This course will cover the following standards adopted by the Accreditation Commission for Programs in Hospitality Administration listed in the Hospitality Administration Assessment Plan. Students will have “knowledge and understanding of the general principles of the following areas and specific applications in hospitality management:

- historical overview of the hospitality industry and the profession,
- marketing of hospitality goods and services,
- ethical considerations and socio-political influences affecting organizations,
- provision of sufficient areas of specialization to allow student to develop individual interests and talents.

Learning outcomes will be measured through exams questions, case study and paper.
HA/RP 2133 Introduction to Travel and Tourism

Hospitality Mission Statement

The mission of the Hospitality Administration Program is to provide quality education in hospitality administration and provide a foundation for professional growth and development. This is achieved by:

- Providing knowledge and skills through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education encouraging lifelong learning.

Recreation and Park Administration Mission Statement

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

Catalog Description:
An introduction to travel and tourism, its components and relationship to the hospitality and recreation industries. The course will explore the current and future trends in travel and tourism and the effects on the economy as well as the social and political impacts of travel and tourism.
Learning Outcomes and Assessment Methods

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>ACPHA Standards</th>
<th>Learning Outcomes</th>
<th>Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA/RP 2133</td>
<td>Introduction to Travel and Tourism</td>
<td>Historical overview of the hospitality industry and the profession.</td>
<td>Students will demonstrate knowledge of the history of travel and tourism.</td>
<td>Exam questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marketing of hospitality goods and services.</td>
<td>Students will recognize the role of marketing in the travel and tourism industry.</td>
<td>Exam questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethical considerations and socio-political influences affecting organizations</td>
<td>Students will identify the social and political components of the travel and tourism industry.</td>
<td>Case study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provision of sufficient areas of specialization to allow student to develop individual interests and talents.</td>
<td>Students will recognize the role of travel and tourism in the hospitality industry.</td>
<td>Paper.</td>
</tr>
</tbody>
</table>

Text:
Note: The 11th edition is due out October 2008.
## Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Tourism overview and careers</td>
<td>Chapter 1 – 3</td>
<td></td>
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<tr>
<td>2</td>
<td>Tourism history</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Test 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tourism organization</td>
<td>Chapters 4 – 5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Tourism organization</td>
<td>Chapters 6 – 8</td>
<td></td>
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<tr>
<td>6</td>
<td>Test 2</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>Understanding travel behavior</td>
<td>Chapters 9 – 10</td>
<td></td>
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<tr>
<td>8</td>
<td>Understanding travel behavior</td>
<td>Chapter 11</td>
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<td>9</td>
<td>Test 3</td>
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<td>10</td>
<td>Tourism supply and demand</td>
<td>Chapters 12 – 13</td>
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<tr>
<td>11</td>
<td>Economic impact and policy</td>
<td>Chapters 14 – 15</td>
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<td>12</td>
<td>Tourism Planning and the environment</td>
<td>Chapters 16 – 17</td>
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<td>13</td>
<td>Test 4</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>Travel Research and Marketing</td>
<td>Chapters 18 – 19</td>
<td></td>
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<tr>
<td>15</td>
<td>The future of tourism and course overview.</td>
<td>Chapter 20</td>
<td></td>
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<tr>
<td>16</td>
<td><strong>Final Exam Week</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Parks, Recreation and Hospitality Administration (PRHA)
Date submitted: August 18, 2008
Request for: Course addition
Submitted by: Theresa Herrick
Approved by: Department Head: Signature
Dean of School: Signature
Reviewed by: Registrar: Signature
Vice President: Signature

Catalog description: Pre-requisite HA 2043. This course evaluates the role of housekeeping, the planning and organization of various organizing tasks, and the importance of maintaining and training quality housekeeping staff. This course will evaluate managing inventories, controlling expenses and monitoring safety and security functions. This class is 2 hour lecture and 1 hour lab and will require student to have a minimum of 15 contact hours throughout the semester under supervision in a hotel housekeeping environment.

Number: HA 3143
Title for Catalog: Executive Housekeeping
Title for Inventory: Executive Housekeeping
Effective date or term: Fall 2009

I. Justification and feasibility of course:

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

Approved 9/19/08
Approved 7/18/08
1. Students will recognize the operation relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services.

2. Students will develop administrative processes, including the integration of analysis and policy determination at the overall management level.

3. Students will apply relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic program.

Hospitality students will be the primary consumers.

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 required for the Lodging and Club Management emphasis and will allow students to develop scientific management skills necessary to organize lodging or resort facility. There is no overlap with other HA courses.

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

This course is part of a new emphasis to be proposed in Lodging and Club Management. The Hospitality Administration Program recently became accredited. During the accreditation visit, the visitors indicated there were too many required core courses in the degree program and not enough flexibility for the students to choose areas of interest within the degree program. The HA Program is preparing to divide the curriculum into 3 emphases.
D. How often will the course be offered? Once each academic year.

E. How will the course be staffed? Current Hospitality faculty.

F. When applicable, state with which departments you have specifically coordinated this change? None. It will be difficult for other majors to take this course as an elective because of the prerequisites.

G. How does this course integrate with the assessment process of the department?

This course will cover the following ACPHA accreditation standards listed in the Hospitality Administration Assessment Plan. Students will have "knowledge and understanding of the general principles of the following areas and specific applications in hospitality management:

- quantitative methods and management information systems, including computer applications
- operations relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services
- Administrative processes, including the integration of analysis and policy determination at the overall management level.
- Relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic program. Learning outcomes will be measured through, exams, projects and a lab environment at a hotel.
Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
HA 3143 Executive Housekeeping
Fall 2009

Hospitality Administration Mission Statement

The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: Pre-requisite HA 2043. This course evaluates the role of housekeeping, the planning and organization of various organizing tasks, and the importance of maintaining and training quality housekeeping staff. This course will evaluate managing inventories, controlling expenses and monitoring safety and security functions. This class is 2 hour lecture and 1 hour lab and will require student to have a minimum of 15 contact hours throughout the semester under supervision in a hotel housekeeping environment

Class Times TBA

Location of Class: Room 125

Instructor  Susan West
            106 Williamson
            479-356-6205 Office
            Email: swest7@atu.edu

Office Hours: By appointment

Course Materials:
### Required Text:

<table>
<thead>
<tr>
<th>HA Course Number</th>
<th>HA Course Title</th>
<th>ACPHA Standard(s)</th>
<th>Learning Outcome(s)</th>
<th>Artifact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 3143</td>
<td>Executive Housekeeping</td>
<td>The operation relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services</td>
<td>Recognize the role of housekeeping services as a scientific method and describe the role housekeeping has in hotel and food operations</td>
<td>Exams-case studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administrative processes, including the integration of analysis and policy determination at the overall management level</td>
<td>Develop a method of policy implementation for an efficient housekeeping staff</td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic program</td>
<td>Apply understanding of organization of housekeeping procedure</td>
<td>Lab environment at local hotels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective communication including both oral and written form</td>
<td>Identify behaviors for establishing a multi-cultural and nonnative speaking staff</td>
<td>Role play</td>
</tr>
</tbody>
</table>
Extra Credit
I may offer extra credit or bonus points throughout the semester. Including, but not limited to, assistance with special events, papers, newscasts and other opportunities that will arise throughout the semester.

CLASS POLICIES

Field Trips
It is Arkansas Tech University policy that students are NOT required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip.

Field Trip Etiquette
I expect you to dress in a professional manner and carry yourself as professionals. No shorts or tank tops will be accepted. Shoes must be cleaned and polished. You are representing Arkansas Tech University, the Hospitality Department and yourself.

Course Requirements
The following are course requirements for Introduction to Hospitality Management:
- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams as well as assigned readings. You will also be responsible for journals and readings.
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- Please turn cell phones to VIBRATE or SILENT-phones are a great tool for communication, but within a class environment, it is extremely disrespectful to me and your peers to have your phones ring during class time. Please do not text during lecture or group work.

Special Needs
Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with special needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty
Academic dishonesty or misconduct is not condoned nor tolerated at Arkansas Tech University. Unless stated otherwise all assignments for this course are to be completed independently without assistance from or in collaboration with others. Please refer to the Regulations and Procedures Section in the 2008-09 ATU (Tech) Undergraduate Catalog.
Be advised that any of your work including papers/reports may be reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

**ATU Attendance Policy**
2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of “FE.” A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. Therefore, I will give 1 (one) point per class that the student is present.

**Your Role as a Student**
I request that you not come in late as it is disruptive to me as well as your peers. If you leave class before time is up and have not informed me, I will count it as an absence. Discussions will be held periodically in class and I encourage all to participate. However, I will not tolerate inappropriate language including negative terms regarding ones ethnicity, gender, sexual preference or physical difference. I will expect you to keep up with the readings, assignments, quizzes and test dates. In return for your cooperation, I will treat you with mutual respect, try to help and encourage you in any way possible and together we can have a wonderful semester!! Welcome to the Hospitality Industry!!!

**Schedule**

**Subject to change if needed**

<table>
<thead>
<tr>
<th>Chapter 1 Executive Housekeeper and Scientific Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 2 Conceptual Planning</td>
</tr>
<tr>
<td>Chapter 3 Planning to Schedule Workers: A Major Advantage of a Housekeeper Team</td>
</tr>
<tr>
<td>Chapter 4 Material Planning: Administration of Equipment and Supplies</td>
</tr>
<tr>
<td>Chapter 5 Material Planning: Floors, Walls, and Windows</td>
</tr>
<tr>
<td>Chapter 6 Material Planning: Suppliers and Equipment</td>
</tr>
<tr>
<td>Chapter 7 Material Planning: Bedding, Linens and Uniforms</td>
</tr>
<tr>
<td>Chapter 8 Staffing for Housekeeping Operations</td>
</tr>
<tr>
<td>Chapter 9 Operational Planning</td>
</tr>
<tr>
<td>Chapter 10 The Hotel Housekeeping Daily Routine of Department Management</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Chapter 11 Hotel Housekeeping Sub-routines</td>
</tr>
<tr>
<td>Chapter 12 Swimming Pool Operations and Management</td>
</tr>
<tr>
<td>Chapter 13 Housekeeping in other Venues</td>
</tr>
<tr>
<td>Chapter 14 The Safeguarding of Assets: Concerns for Safety and Security in Housekeeping Operations</td>
</tr>
</tbody>
</table>
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Parks, Recreation and Hospitality Administration (PRHA)
Date submitted: August 18, 2008
Request for: Course addition
Submitted by: Theresa Herrick
Approved by: Department Head: [Signature]
Dean of School: [Signature]
Reviewed by: Registrar: [Signature]
Vice President: [Signature]

I. Catalog description: Prerequisites: Senior standing, MGMT 3003, HA 4013. Solving practical hospitality and tourism management problems through planning, establishment of policy, analysis and application of qualitative and/or quantitative methods.

Number: HA 4203

Title for Catalog: Hospitality Operational Problem Solving
Title for Inventory: Hospitality Problem Solving
Effective date or term: Fall 2009

II. Justification and feasibility of course:

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

1. Students will assess decision making models and adapt them to critical thinking skills.
2. Students will analyze ethical issues in hospitality settings.

app Ce 9/19/08
app Fs 8/28/08
3. Students will demonstrate quantitative and qualitative methods of problem solving.

4. Students will analyze administrative processes in hospitality setting.

_Hospitality students (majors and minors) will be the primary consumers._

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 the primary course in the hospitality curriculum which will emphasize critical thinking and problem solving. Other courses may touch on critical thinking and problem solving, but they will be the primary purpose for HA 4203. There is no overlap with other HA courses.

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

This course will be part of the 43 credit hours of core requirements for all Hospitality Administration majors.

D. **How often will the course be offered.** Once each academic year.

E. **How will the course be staffed?** Current Hospitality faculty.

F. **When applicable, state with which departments you have specifically coordinated this change?** None. It will be difficult for other majors to take this course as an elective because of the prerequisites. Hospitality majors are required to take both MGMT 3003 and HA 4013. Management and Marketing majors may also meet the prerequisite requirements.
G. How does this course integrate with the assessment process of the department?

This course will cover the following standards adopted by the Accreditation Commission for Programs in Hospitality Administration listed in the Hospitality Administration Assessment Plan. Students will have "knowledge and understanding of the general principles of the following areas and specific applications in hospitality management:

- ethical considerations and socio-political influences affecting organizations
- quantitative methods and management information systems, including computer applications
- administrative processes, including the integration of analysis and policy determination at the overall management level
- organizational theory, foundations of management, leadership theory, strategic management, and exposure to critical thinking skills.

Learning outcomes will be measured through exam questions, case studies, and role playing.
HA 4203. Hospitality Operational Problem Solving.

Hospitality Mission Statement

The mission of the Hospitality Administration Program is to provide quality education in hospitality administration and provide a foundation for professional growth and development. This is achieved by:

- Providing knowledge and skills through a comprehensive academic curriculum.
- Demonstrating professionalism, leadership, and high ethical standards by a competent faculty and administration.
- Promoting community service and outreach.
- Emphasizing the importance of research and continuing education.
- Encouraging life-long learning.

Catalog Description

HA 4203 Hospitality Operational Problem Solving. Prerequisites: Senior standing, MGMT 3003, HA 4013. Solving practical hospitality and tourism management problems through planning, establishment of policy, analysis and application of qualitative and/or quantitative methods.

Texts:


## Learning Outcomes and Assessment Methods

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course title</th>
<th>ACPHA Standards</th>
<th>Learning Outcomes</th>
<th>Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 4203</td>
<td>Hospitality Operational Problem Solving</td>
<td>Knowledge of ethical considerations and socio-political influences affecting organizations.</td>
<td>Student will analyze ethical issues in hospitality settings.</td>
<td>Exam questions; case study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge of organizational theory, foundations of management, leadership theory, strategic management, and exposure to critical thinking skills</td>
<td>Student will assess decision making models and adapt them to critical thinking skills.</td>
<td>Exam questions; case studies; role playing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge of quantitative methods and management information systems, including computer applications.</td>
<td>Student will demonstrate quantitative and qualitative methods of problem solving.</td>
<td>Case studies; problem solutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge of administrative processes, including the integration of analysis and policy determination at the overall management level.</td>
<td>Student will analyze administrative processes in hospitality setting.</td>
<td>Exam questions; case studies</td>
</tr>
</tbody>
</table>

## HA 4203 COURSE OUTLINE

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Subject</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction; The Pain, The Problem, The Solution</td>
<td>Covey Chap 1 - 3</td>
</tr>
<tr>
<td></td>
<td>Decision Making and Problem Solving</td>
<td>Edginton Chap 8</td>
</tr>
<tr>
<td></td>
<td>Find Your Voice</td>
<td>Covey Chap 4, 5</td>
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<tr>
<td>Week 3</td>
<td>Inspire Others to Find Their Voice</td>
<td>Covey Chap 6</td>
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<tr>
<td></td>
<td>Case Study # 1</td>
<td>Fisher, Part I Leadership</td>
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<td>Week 4</td>
<td>Modeling and Pathfinding</td>
<td>Covey Chap 7 - 11</td>
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<td></td>
<td>Management Theory and Practice</td>
<td>Edginton, Chap 2</td>
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<td>Week 5</td>
<td>Execution – Aligning and Empowering</td>
<td>Covey Chap 12, 13</td>
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<td>Week 6</td>
<td>The Age of Wisdom; Case Study #2</td>
<td>Covey Chap 14, 15</td>
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<tr>
<td>Week 7</td>
<td>Twenty Most Commonly Asked</td>
<td>Covey App 2, pp 318 – 319</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Reference</td>
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<tr>
<td>8</td>
<td>Leadership and Management</td>
<td>Covey App 1, 3, 4, 5</td>
</tr>
<tr>
<td>9</td>
<td>Ethics in Hotel Operations</td>
<td>Fisher, Part II Ethics</td>
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<td></td>
<td>Case Study #3</td>
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<td>10</td>
<td>Ethics (cont'd)</td>
<td>Fisher, Part II Ethics</td>
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<td>11</td>
<td>Employee Relations</td>
<td>Fisher, Part III Employee Relations</td>
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<td>12</td>
<td>Hotel Information Technology</td>
<td>Fisher, Part I Leadership</td>
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<tr>
<td>13</td>
<td>Legal Issues in Hospitality (Case Study #4)</td>
<td>Fisher, Part I Leadership</td>
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<tr>
<td>14</td>
<td>Multi-Cultural Management</td>
<td>Fisher, Part I Leadership</td>
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<td>15</td>
<td>Overview and Wrap</td>
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<td>Final Exam</td>
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<tr>
<td></td>
<td>Questions, Leadership Theories Mid-term Exam</td>
<td>328.</td>
</tr>
</tbody>
</table>
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Parks, Recreation and Hospitality Administration (PRHA)
Date submitted: August 18, 2008
Request for: Course addition
Submitted by: Brenda Montgomery
Approved by: Department Head: 
Dean of School: 
Reviewed by: Registrar: 
Vice President:

I. Catalog description: Pre-requisites; Junior standing and nine hours of HA courses, or permission of instructor. This course analyzes the organizational diversity of clubs exploring governance, management and operations of profit and non-profit clubs.

II. Number: HA 4253

Title for Catalog: Club Management
Title for Inventory: Club management
Effective date or term: Fall 2009

III. Justification and feasibility of course:

A. What is the need for this course? Who will take it?
   1. Students will discover the contributions of the club market on the hospitality industry.
   2. The student will analyze and contrast the establishment, hierarchy, governance and management of clubs.
Hospitality students will be the primary consumers.

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 the only course in club management emphasizing profit and non-profit organizations in the Hospitality curriculum. One area of weakness in the current Hospitality curriculum is the lack of understanding of leadership and the utilization and management of profit and non-profit organizations. Students in the lodging emphasis need to learn how to run the different types of clubs that are in the industry. It is extremely important to understand the governance, and the hierarchy that is in this entity. This course should help prepare them for the role of supervisor and manager in this specialization.

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

The Hospitality Administration Program was recently accredited. During the accreditation visit, the visiting team felt there were too many required core courses and not enough options for the students to select areas of specialization within the hospitality curriculum. The HA Program is preparing to divide the curriculum into 3 emphases; food and beverage management; lodging and club management; and tourism and event management. The HA Faculty felt all Hospitality students in the lodging and club management emphasis needed a course in managing clubs. Supervising employees is specialized in this field of hospitality situations.

D. How often will the course be offered.

Once each academic year.

E. How will the course be staffed?
Current full time faculty or adjunct professor.

F. When applicable, state with which departments you have specifically coordinated this change?

None. This course affects only the hospitality students.

G. How does this course integrate with the assessment process of the department?

This course will help students in their knowledge and understanding of the ACPHA accreditation standards listed below which are part of the Hospitality Administration Assessment Plan:
- The marketing of hospitality goods and services;
- The economic environment of profit and non-profit organizations;

Artifacts to be used to measure student outcomes will include special event critiques, property evaluations, attending board meetings and to critique organizational charts and exam questions.
ARAKANSAS TECH UNIVERSITY
DEPARTMENT OF PARKS, RECREATION AND HOSPITALITY ADMINISTRATION
HA 4253 CLUB MANAGEMENT

Hospitality Administration Mission Statement
The mission of the Hospitality Administration Program is to provide quality education in hospitality administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge and skills through a comprehensive academic curriculum;
- Demonstrating professionalism, leadership, and high ethical standards by a competent faculty and administration;
- Promoting community service and outreach;
- Emphasizing the importance of research and continuing education;
- Encouraging life-long learning.

CATALOG DESCRIPTION: Pre-requisites: Junior standing and nine hours of HA courses, or permission of instructor. This course analyzes the organizational diversity of clubs exploring governance, management and operations of profit and non-profit clubs.

<table>
<thead>
<tr>
<th>HA Number</th>
<th>HA Title</th>
<th>ACPHA Standards</th>
<th>Learning Outcomes</th>
<th>Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 4253</td>
<td>Club Management Operations</td>
<td>The marketing of hospitality goods and services;</td>
<td>The student will discover the contributions of the club market on the hospitality industry.</td>
<td>Exams, Property Evaluations, Special Event Critiques,</td>
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<tr>
<td></td>
<td></td>
<td>The economic environment of profit and non-profit organizations;</td>
<td>The student will analyze and contrast the establishment, hierarchy, governance and management of clubs</td>
<td>Attend board meetings and critique organizational charts</td>
</tr>
</tbody>
</table>
PROFESSOR: Brenda G. Montgomery, Ph.D.
OFFICE: 100 Williamson, 1205 North El Paso Avenue
TELEPHONE: 479-964-0893
E-MAIL: bmontgomery@atu.edu
OFFICE HOURS: MWF 1-4 PM; TR 9:30-11:30 AM
CLASS TIME: MWF 9:00-9:50 am
LOCATION: 125 Williamson

TEXT:
Contemporary Club Management: American Hotel & Lodging Association Educational Institute, American Hotel & Motel Educational Institute, Joe Perdue. 2007


SUPPLEMENTARY TEXT:


An Anthology on Club Management. Michael Byrne (2001)

GRADING SCALE IN PERCENTAGE OF TOTAL POINTS:
100-90 A
89-80 B
79-70 C
69-60 D
59↓ F

Reading Assignments:
Each student is expected to read the assigned information before it is discussed in class.

Exams
There will be four exams including the final. Exams will include multiple choices, true/false, matching, and/or open-ended questions. The final exam will a normal exam.

Student Aides Online Power Points and Lecture Notes: There will be power point presentations covering one chapter lecture in the textbook. The students will have access to these on Blackboard in "Information".
Outside Assignments:

Special Events:
This class will be actively attending events and Board Meetings of various clubs. Twenty-five percent of your grade is based on events outside of the classroom. Participation is expected and attendance to these events is required. Attendance and written critiques will be equal to an exam grade. The written portion of the events is just as important as the attendance. A student cannot pass this class without participation in these events. Events must be approved by the instructor.

Blackboard Assignment Guidelines:
- Any assignments submitted and uploaded as an attachment, be sure to place your name and the contents of the attachment on the subject line.
- When assignments are turned in on Blackboard, use the Digital Drop Box (in Course Information) and upload the attachment document in Microsoft Word.
- On the first page of all documents, be sure to place your full name and the date it is turned in to the professor.

In-Class Assignment:
Students may not make up any points that are earned in-class. The amount of points will vary.

Late Work Policy: Late work will be reduced by a 10% grade for each day (24 hours), it is late.

Class Etiquette Requests:
- Please be on time for class and avoid leaving class if possible.
- When the professor is talking, it is the student’s turn to listen – then the professor will do so in kind when questions are asked.
- Please turn off all electrical advices while in class.
- If you need to leave class for a reason, please sit in the back of room to avoid disturbing others.

Field Trip Policy: It is the Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a research project may be required to be completed by the student not attending the field trip. Please see “Alternate Assignments” for the requirements of the paper. The instructor will determine the length of the paper and the topic of the paper.

ACADEMIC DISHONESTY: Academic dishonesty or misconduct is not condoned nor tolerated at Arkansas Tech University. Unless stated otherwise all assignments for this course are to be completed independently without assistance from or in collaboration with others. Please refer to the Regulations and Procedures Section in the 2007-08 ATU (Tech) Undergraduate Catalog.
**PLAGARISM:** In the event that the professor believes that the work you submit is not your own, ATU has authorized any professor permission to utilize the website [www.turnitin.com](http://www.turnitin.com) be so advised, permission is not needed from the student if there is a questionable document.

**SPECIAL SERVICES:** Any student with a disability whose special accommodations are registered with the ATU Learning Assistance and Testing Center {Student Services} in the 2007-08 Catalog. Please advise the professor if accommodations are needed as soon as possible.

*The professor reserves the right to make changes to the course outline and syllabus as needed.*

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**HA 4253 CLUB MANAGEMENT COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Week 01: The Organization and Different Designs</td>
</tr>
<tr>
<td>2.</td>
<td>Week 02: Managing the Private Club</td>
</tr>
<tr>
<td>3.</td>
<td>Week 03: Private Club Operations</td>
</tr>
<tr>
<td>4.</td>
<td>Week 04: Facilities Planning and Design &amp; Equipment and Furnishings</td>
</tr>
<tr>
<td>5.</td>
<td>Week 05: The Menu with Purchasing, Receiving, Storage, Inventory</td>
</tr>
<tr>
<td>6.</td>
<td>Week 06: Plan a Class Club Event</td>
</tr>
<tr>
<td>7.</td>
<td>Week 07: Membership and Financing The Organization</td>
</tr>
<tr>
<td>8.</td>
<td>Week 08: Performance Enhancement Techniques</td>
</tr>
<tr>
<td>9.</td>
<td>Week 09: Services in the Club Management Environment</td>
</tr>
<tr>
<td>10.</td>
<td>Week 10: Motivation at Work</td>
</tr>
<tr>
<td>11.</td>
<td>Week 11: Motivation at Work and Quality Management</td>
</tr>
<tr>
<td>12.</td>
<td>Week 12: A Profitable Managed Club</td>
</tr>
<tr>
<td>13.</td>
<td>Week 13: Fitness or Health Club and Running a Gold Club</td>
</tr>
<tr>
<td>14.</td>
<td>Week 14: Execute a Class Club Event</td>
</tr>
<tr>
<td>15.</td>
<td>Week 15: Club Management Trends</td>
</tr>
<tr>
<td>16.</td>
<td>Final’s Week</td>
</tr>
</tbody>
</table>
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Parks, Recreation and Hospitality Administration (PRHA)
Date submitted: August 18, 2008
Request for: Course addition
Submitted by: Theresa Herrick
Approved by: Department Head: [Signature]
Dean of School: [Signature]
Reviewed by: Registrar: [Signature]
Vice President: [Signature]

I. Catalog description: Prerequisite: HA 2913. Upon completion of this course the student should be able to demonstrate advanced level cooking techniques and methods, recipe conversion, and professional food preparation and handling as well as managerial competencies. This course is one hour lecture and a minimum five hour lab depending on the event requirements. Advanced preparation may be required the day before or the day of an event. $100 lab fee required which helps to cover your meal costs.

   Number: HA 4983

   Title for Catalog: Advanced Food Production

   Title for Inventory: Advanced Food Production

   Effective date or term: Fall 2009

II. Justification and feasibility of course:

   A. What is the need for this course? Who will take it?
1. The student will create and execute a meal(s) from menu conception, recipe conversion and costing through marketing, production, personnel management and evaluation
2. The student will plan and produce meals and/or special events using effective planning, implementation and management skills

This course was formerly HA 4074 Quantity Food Production and is being renamed, reduced in credit hours and refocused and expanded into a capstone food and beverage course for the food and beverage emphasis to aid students in the application of knowledge and skills acquired in lower level coursework. Hospitality students will be the primary consumers.

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 a capstone requirement for the food and beverage emphasis. The text used for this course is also used in the lower level HA 2913 Principles of Food Preparations with this course implementing more advanced methods and incorporating knowledge and skills acquired in other related coursework to make this a capstone course.

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

The Hospitality Administration Program was recently accredited. During the accreditation visit, the visiting team felt there were too many required core courses and not enough options for the students to select areas of specialization within the hospitality curriculum. The HA program is preparing to divide the curriculum into 3 emphases; food and beverage management; lodging and club management; and tourism and event management. The HA faculty and the HA Advisory board felt the need for a name change and a change in the credit hours for this course.
D. **How often will the course be offered.**

The course will be offered once each semester.

E. **How will the course be staffed?**

Current full time or adjunct faculty will teach the course.

F. **When applicable, state with which departments you have specifically coordinated this change?**

None. This course affects only the hospitality students.

G. **How does this course integrate with the assessment process of the department?**

This course will help students in their knowledge and understanding of the ACPHA accreditation standards listed below which are part of the Hospitality Administration Assessment Plan:

- The operation relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services
- Relevant operational and/or management experience in some facet of the hospitality industry

Assessment methods will include special project, special events, meals and/or event preparation, menu, and costing spreadsheet.
Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
HA 4983 Advanced Food Production
Fall 2009

Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: Prerequisite: HA 2913. Upon completion of this course the student should be able to demonstrate advanced level cooking techniques and methods, recipe conversion, and professional food preparation and handling as well as managerial competencies. This course is one hour lecture and a minimum five hour lab depending on the event requirements. Advanced preparation may be required the day before or the day of an event. $100 lab fee required which helps to cover your meal costs.

<table>
<thead>
<tr>
<th>HA Course Number</th>
<th>HA Course Title</th>
<th>ACPHA Standard(s)</th>
<th>Learning Outcome(s)</th>
<th>Artifact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 4983</td>
<td>Advanced Food Production</td>
<td>The operation relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services;</td>
<td>The student will create and execute a meal(s) from menu conception, recipe conversion and costing, through marketing, production, personnel management</td>
<td>Special project, special events, meals and/or event preparation, menu, costing spreadsheet</td>
</tr>
</tbody>
</table>
Relevant operational and/or management experience in some facet of the hospitality industry;

The student will plan and produce meals and/or special events using effective planning, implementation and management skills

Special project, special events, meals and/or event preparation, menu, costing spreadsheet

<table>
<thead>
<tr>
<th>Instructor: Donna Mitchell</th>
</tr>
</thead>
<tbody>
<tr>
<td>968-5422 Area Vo-Tech Center</td>
</tr>
<tr>
<td>968-0378 PRHA Office</td>
</tr>
<tr>
<td><a href="mailto:donna.mitchell@rsdmall.k12.ar.us">donna.mitchell@rsdmall.k12.ar.us</a></td>
</tr>
</tbody>
</table>

Office Hours: By Appointment

Class Times: Section 01
Lecture Tuesday 4:00-5:00
Lab Thursday 3:30 – 8:50
See attached schedule
Managers’ pre-event meetings Monday 3:30
Alternate Labs/Extra Credit Labs TBA

Location of Class: Williamson Dining Room and kitchen


Required Uniforms: Professional uniforms, appropriate head wear and safe shoes will be required for the lab portion of this class (available at the ATU Bookstore). A strict uniform policy will be observed. Improper dress can endanger the safety of others and is disrespectful of the profession. Anyone who does not arrive in the proper uniform will lose points and may be asked to leave. Personal hygiene is critical. Painted and/or acrylic nails must be gloved, and loose jewelry removed. A professional knife kit will be required for this course (available at the ATU Bookstore).

Special Needs: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises.
**Academic Honesty:** Students are expected to be honest and truthful in and out of the classroom. Students will be required to submit their own original work. Students will be expected to:

- Present written work that is theirs alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or material for an examination and no copying from other student's papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one's own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports identified as plagiarism will be reported. Any student found cheating will receive severe penalty, including expulsion from the University.

**Classroom Procedure:** Classroom procedure for this class may include all of the following formats. Lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

**Field Trips:** It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a research project may be required to be completed by the student not attending the field trip. Please see "Alternate Assignments" for the requirements of the paper. The instructor will determine the length of the paper and the topic of the paper.

**Alternate Assignments:** The instructor reserves the right to add and/or delete assignments from this syllabus. For reports/papers the following guidelines shall be adhered too: Cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled-spaced.

**Field Trip Etiquette:** The instructor expects all students to dress in a professional manner. Proper undergarments must be worn on all field trips. No shorts or tank tops will be accepted. Shoes must be clean and polished. Please note personal hygiene guidelines on page 213 of your text for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourselves; you only get one chance to make a first impression.

**Attitude:** Since this is a service course, each student must administer a professional attitude at all times. At the discretion of the instructor, a student may be asked to leave the kitchen and return at a later date. The instructor has the right to deduct points (up to 50 per lab) as deemed appropriate for disciplinary reasons. Attitude and appearance are both reasons for point deductions.
ATU Attendance Policy: 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of “FE.” A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. NOTE: points will be given for class attendance.

Course Requirements: The following are course requirements for Quantity Food Production

- Attendance and participation in each class lecture and lab meeting. Students are required to participate in all labs and be present and prepared at the required time. Since this is a performance-based class, no make-ups will be allowed. Be prompt for lectures and labs, includes having reviewed assigned materials and being properly attired as outlined previously.
- Each student is expected to take ownership for learning. This is required for true learning to take place in this performance based experience.
- Rotate through various positions in the kitchen.
- Each student will have the opportunity to manage one complete event from conception to production. A written write up format will be provided.
- Completion of all assignments in a timely manner. All late work will decrease in value by 10% each day the assignment is late. Management reports are due on the next class meeting following the food service lab.
- Completion of exams and final over all materials covered in class as well as assigned readings and lab, independent and group work. Students are required to take the exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified before the exam.
- It may be necessary to require all students be present at a mandatory pre-planning conference with the BOH/FOH managers and faculty. This is unlikely, but not impossible.
- No smoking during class times or during breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.
- Food or beverage consumption during lectures, food and beverage consumption during labs will take place at the discretion of the instructor and/or the dining room manager. NOTE: STUDENTS ENROLLED AND WORKING IN THIS CLASS ARE ENTITLED TO ONE FREE MEAL OR PRODUCT FROM EACH CLASS. ANY LEFT OVER FOOD FROM CLASSES MUST BE PURCHASED AT THE GOING PER MEAL RATE FOR EACH FOOD CARTON PURCHASED. SEE MEMO ON BULLETIN BOARD IN KITCHEN.
- **CELL PHONES WILL BE TURNED OFF DURING LECTURES OR LABS.** Failure to do so may result in a deduction or points for that event.

Exams: Test material will cover assigned text materials, lecture information, and information learned in labs. Possible points will be unique to each test.
**Lab Reports:** Members will turn in a report at the end of each lab. A formatted form will be provided. This report is part of the lab grade.

**Lab Reflections or Critiques:** Written reflection after each lab provides an opportunity for you to think about the process, your learning’s, and thoughts about the experience. These will be placed in a “Reflections” section in your course notebook. Industry tells us managers need more practice with this thought process.

**Inspections:** There will be an inspection of staff before each lab or food service event. The inspection may be performed by the Fellowship Scholar, dining room manager(s), and/or the instructor, prior to the beginning of work or food service. A strict code of cleanliness, neatness and overall appearance will be adhered too. Failure to respect these requests may result in loss of lab points or denial to participate. Furthermore, it is disrespectful of the profession, your guests, colleagues, and an embarrassment to the department.

**Meal and/or Event Preparation:** Since we may have a limited time frame to prepare for a meal or event, some prep duties may need to be performed on the day prior to service. You will receive a separate pre-service responsibilities handout which will outline prep duties.

**Methods of Evaluation:**

- Exam points to vary
- Course notebook
- Labs 50 points, rubric
- Bonus for events other than Thursday labs

**Total Points = Cumulative during semester** Students will be provided a running tally of points throughout the semester.

**Grading Scale:**

- A = 90% or above
- B = 80-89% C =
- 70-79% D = 60-
- 69% F = 59% or below

**Remember:** Culinary Students, Dining Service Management class and Quantity Food Production classes work together as a team. FOH and BOH together make a successful dining experience. These classes are unique and challenging. These classes may require you to attend at times not listed on the following schedule of classes. It is sometimes necessary to accept dining reservations on dates other than Thursday nights. It is my sincere hope you will be receptive to this need and be flexible. Bonus points will be given for your volunteer work on dates to be
announced later. Please note that signing up for volunteer work and then not showing up will cause you to lose the same number of points that are being offered to those who do show up. This schedule is subject to change without prior written notice from the instructor.

“Every project is a self-portrait of the person who did it.”—Norman Rockwell
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Parks, Recreation and Hospitality Administration (PRHA)
Date submitted: August 18, 2008
Request for: Course change
Submitted by: Theresa Herrick
Approved by: Department Head: 
Dean of School: 
Reviewed by: Registrar: 
Vice President: 

I. Catalog description: A survey of the lodging industry to include its history, growth and development, and future direction. Emphasis on front office procedures and interpersonal dynamics from reservations through the night audit.

Number: HA 2043

Title for Catalog: Front Office Management

Title for Inventory: Front Office Management

Description: This is a request for approval to change the name of the course from “Lodging Operations” to “Front Office Management” and also make some changes to the current course description for HA 2043. The Hospitality curriculum is being reorganized into 3 emphases rather than one core curriculum based on a recommendation by the Accreditation Commission for Program in Hospitality Administration during accreditation review in 2006. This course will be the one of six courses in Lodging and Club Management emphasis. It will also be the introductory course to lodging operations.

app Ce 9/19/08
app Fs 10/8/08
II. Justification and feasibility of course:

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

1. Students will analyze the organizational structure of various hotel and lodging segments
2. Students will demonstrate computer applications relevant to lodging operations
3. Students will evaluate human resource management, financial management, front office management and housekeeping management issues as well as sales and marketing and facility engineering and maintenance issues.

Hospitality students will be the primary consumers.

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 the first course in lodging operations which is will lead up to Advanced Lodging HA 4243. It is a more general overview of the front office area of a hotel. There is no overlap with other HA courses.

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

This course is part of a new emphasis to be proposed in Lodging and Club Management. The Hospitality Administration Program recently became accredited. During the accreditation visit, the visitors indicated there were too many required core courses in the degree program and not enough flexibility for the students to choose areas of interest within the degree program. The HA Program is preparing to divide the curriculum into 3 emphases.
D. **How often will the course be offered.** Once each academic year.

E. **How will the course be staffed?** Current Hospitality faculty.

F. **When applicable, state with which departments you have specifically coordinated this change?** None. It will be difficult for other majors to take this course as an elective because of the prerequisites.

G. **How does this course integrate with the assessment process of the department?**

This course will cover the following ACPHA accreditation standards listed in the Hospitality Administration Assessment Plan. Students will have "knowledge and understanding of the general principles of the following areas and specific applications in hospitality management:

- quantitative methods and management information systems, including computer applications
- accounting procedures/practices
- operations relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services
- Organization theory, behavior and interpersonal communication

Learning outcomes will be measured through, exams, computer lab exercises, and role playing.
Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
HA 2043 Front Office Management
Spring 2009

Hospitality Administration Mission Statement

The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:

- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: HA 2043 Front Office Management
A survey of the lodging industry to include its history, growth and development, and future direction. Emphasis on front office procedures and interpersonal dynamics from reservations through the night audit.

Class Times TBA

Location of Class: Room 125

Instructor  Susan West
106 Williamson
479-356-6205 Office
Email: swest7@atu.edu

Office Hours  TBA


**Course Materials**

**Required Text:**

*Check-In Check-out* Gary K. Vallen and Jerome J. Vallen 8th Edition  
ISBN: 978-0-13-205967-1  
*Front Office Management Simulation* Hayes/Miller  
ISBN: 9780131352315

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**Learning Outcomes and Artifact**

<table>
<thead>
<tr>
<th>HA Course</th>
<th>HA Course Title</th>
<th>ACPHA Standards</th>
<th>Learning Outcomes</th>
<th>Artifact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 2043</td>
<td>Lodging Operations</td>
<td>The operations relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services</td>
<td><em>Analyze</em> lodging operations and related services</td>
<td>Exam questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quantitative methods and management information systems, including computer applications</td>
<td><em>Demonstrate</em> computer applications relevant to lodging operations</td>
<td>Computer lab exercises</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organization theory, behavior, and interpersonal communication</td>
<td><em>Differentiate</em> organization theory, behavior, and interpersonal communication needed for lodging operations</td>
<td>Role playing, exam questions</td>
</tr>
</tbody>
</table>

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**Course Format**

Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.
EVALUATION AND GRADING

Methods of Evaluation:

- 5 Exams @ 100 points = 500 points
- Quizzes/Reading = 100 points
- Group = 100 points
- Lab Assignments = 400 points
- Total Points = 1100 points

Grading Scale:
- A = 90% and above
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% or below

Exams
There will be 5 exams worth 100 points given in this course, including the final. They will be taken from your text as well as discussion and lecture. If you miss a test, you will need to contact me BEFORE the next class to schedule a time to take the test during my office hours. The exams will include: multiple choice, true/false, fill-in-the-blank, short answer or essay. Total available points will be 500.

Lab Assignments
There are many software programs that are in the industry, and you will have the opportunity to work with several. You will be expected to purchase the text/software as listed and the other programs will be operated from our labs.

Quizzes/Additional Reading
Additional reading assignments will be counted as a quiz grade. They will vary in scope and will come from hand-outs or texts that will be provided for you. Total points available are 100.

Group Work
I will also have you work in groups occasionally. Learning to work together as a team is a valuable tool that will be used beyond this class. There will be assignments given in these groups and the points given will go to the entire group. Total points available from group and films are 100 points.

Extra Credit
I may offer extra credit or bonus points throughout the semester. Including, but not limited to, assistance with special events, papers, newscasts and other opportunities that will arise throughout the semester.
CLASS POLICIES

Field Trips
It is Arkansas Tech University policy that students are NOT required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip.

Field Trip Etiquette
I expect you to dress in a professional manner and carry yourself as professionals. No shorts or tank tops will be accepted. Shoes must be cleaned and polished. You are representing Arkansas Tech University, the Hospitality Department and yourself.

Course Requirements
The following are course requirements for Introduction to Hospitality Management:
- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four exams as well as assigned readings and lab assignments.
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- Please turn cell phones to VIBRATE or SILENT phones are a great tool for communication, but within a class environment, it is extremely disrespectful to me and your peers to have your phones ring during class time. Please do not text during lecture or group work.

Student Accommodations
Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodations needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty
Academic dishonesty or misconduct is not condoned nor tolerated at Arkansas Tech University. Unless stated otherwise all assignments for this course are to be completed independently without assistance from or in collaboration with others. Please refer to the Regulations and Procedures Section in the 2008-09 ATU (Tech) Undergraduate Catalog. Be advised that any of your work including papers/reports may be reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.
ATU Attendance Policy
2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of “FE.” A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. Therefore, I will give 1 (one) point per class that the student is present. In addition, it will be your responsibility to sign in each day you are present.

Your Role as a Student
I request that you not come in late as it is disruptive to me as well as your peers. If you leave class before time is up and have not informed me, I will count it as an absence. Discussions will be held periodically in class and I encourage all to participate. However, I will not tolerate inappropriate language including negative terms regarding ones ethnicity, gender, sexual preference or physical difference. I will expect you to keep up with the readings, assignments, quizzes and test dates. In return for your cooperation, I will treat you with mutual respect, try to help and encourage you in any way possible and together we can have a wonderful semester!! Welcome to the Hospitality Industry!!!

Schedule**Subject to change if needed**

<table>
<thead>
<tr>
<th>First Day of Classes-Introductions and Goals for semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1 The Traditional Hotel Industry</td>
</tr>
<tr>
<td>Martin Luther King/Lee Holiday NO CLASS</td>
</tr>
<tr>
<td>Chapter 2 The Modern Hotel Industry</td>
</tr>
<tr>
<td>Chapter 3 The Structures of the Hotel Industry</td>
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<tr>
<td>Chapter reviews</td>
</tr>
<tr>
<td><strong>Exam 1 over Chapters 1-2 and 3</strong></td>
</tr>
<tr>
<td>Chapter 4 Forecasting Availability and Overbooking</td>
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<tr>
<td>Chapter 5 Global Reservations Technologies</td>
</tr>
<tr>
<td>Chapter 6 Individual Reservations and Group Bookings</td>
</tr>
<tr>
<td><strong>Exam 2 over 4-5 and 6</strong></td>
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<tr>
<td>Chapter 7 Managing Guest Services</td>
</tr>
<tr>
<td>Chapter 8 Arrival, Registration, Assignment and Rooming</td>
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<tr>
<td>Chapter 9 The Role of the Room Rate</td>
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</tbody>
</table>

5
<table>
<thead>
<tr>
<th>Exam 3 over Chapters 7, 8 and 9</th>
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<tbody>
<tr>
<td>Chapter 10 Billing the Guest Folio</td>
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<tr>
<td>Chapter 11 Credit and the City Ledger</td>
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<td>Chapter 12 Cash Transactions</td>
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<thead>
<tr>
<th>Exam 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 13 Night Audit</td>
</tr>
<tr>
<td>Chapter 14 Hotel Technologies</td>
</tr>
</tbody>
</table>

| FINAL TBA |
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Parks, Recreation and Hospitality Administration (PRHA)
Date submitted: August 18, 2008
Request for: Name change/description change
Submitted by: Theresa Herrick
Approved by: Department Head: [Signature]
Dean of School: [Signature]
Reviewed by: Registrar: [Signature]
Vice President: [Signature]

I. **Catalog description**: Prerequisite: HA 1063. The analysis and development of guest services management skills including leadership behavior, motivation, communication, training, staffing, etiquette and professional service. Lecture two hours, lab minimum of three hours depending on the special event requirements. $100 lab fee which helps to cover your meal costs and/or travel.

   Number: HA 2063

   Title for Catalog: Guest Services Management

   Title for Inventory: Guest Services

   Effective date or term: Fall 2009

II. Justification and feasibility of course:

   A. **What is the need for this course? Who will take it?**
      1. The students will identify and implement professional service and etiquette as they relate to the hospitality industry.
2. The students will assess the quantitative implication of poor guest service on establishment profitability.
3. The students will incorporate "people skills" and communication skills to help prepare them to be an effective hospitality professional.

This course was formerly Dining Service Management and is being renamed and refocused to include all areas of hospitality including lodging and tourism. Hospitality students will be the primary consumers.

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 a required core course for all hospitality majors. This course is being refocused and expanded to incorporate guest services not only in dining situations but also in lodging and tourism areas to address the new emphases within the program. There is no overlap with other courses in the department.

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

The Hospitality Administration Program was recently accredited. During the accreditation visit, the visiting team felt there were too many required core courses and not enough options for the students to select areas of specialization within the hospitality curriculum. The HA program is preparing to divide the curriculum into 3 emphases; food and beverage management; lodging and club management; and tourism and event management. The HA Faculty and the HA Advisory board felt all Hospitality students, regardless of emphasis area, needed a specific course in guest services. The dining service management course was already refocusing on broader guest services so became the logical choice for the expanded course. This course will also serve as the guest services course for the proposed new associate of science degree in culinary which has yet to be approved.
D. How often will the course be offered.

Once each semester.

E. How will the course be staffed?

Current full time or adjunct faculty will teach this course.

F. When applicable, state with which departments you have specifically coordinated this change?

None. This course affects only the hospitality students.

G. How does this course integrate with the assessment process of the department?

This course will help students in their knowledge and understanding of the ACPHA accreditation standards listed below which are part of the Hospitality Administration Assessment Plan:

- the planning for an utilization and management of personnel, including the improvement of student understanding of human behavior
- quantitative methods and management information systems, including computer applications
- organization theory, behavior, and interpersonal communication

Assessment methods will include exams, comprehensive final, practical applications during labs/special events.
Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
CUE/HA 2063 Guest Services Management
Fall 2009

Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:

- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: Prerequisite: HA1063. The analysis and development of guest services management skills including leadership behavior, motivation, communication, training, staffing, etiquette, and professional service. Lecture two hours, lab minimum of three hours depending on the special event requirements. $100 lab fee which helps to cover your meal costs and/or travel.

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**Instructor:** Ray Moll, MBA  
105 Williamson  
479-968-0607 Office  
501-977-4258 Cell  
Email: rmoll@atu.edu

**Office Hours:** By Appointment

**Class Time(s):** TBA

**Location of Class:** TBA


**Required Uniforms:** Uniforms will be required for the lab portion of this class. The dining service staff will be required to obtain and wear a black shirt, black pants or skirt, black socks, black belt, and black non-skid shoes. Shoes for this class must not expose the toes. For the front desk staff will be required to dress professionally for all labs. It is not my desire to burden you with more than deemed necessary; however, a strict uniform policy will be adhered to in this class. All garments must be cleaned and pressed. Bistro-style aprons will be provided for your use during the dining service labs and will be washed and cared for by the manager for each event. Anyone that does not present oneself in the proper uniform will not receive points for that lab/meal. Uniforms will only be required attire when meals are being served or when we are conducting labs at hotel front desks. A separate detailed handout will be presented at a later date with information regarding uniforms and personal hygiene.
**Student Accommodations:** Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

**Academic Honesty:** Students are expected to be honest and truthful in and out of the classroom. Students will be required to submit their own original work. Students will be expected to:
- Present written work that is theirs alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or material for examinations and no copying from other student’s papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one’s own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports may be reported to [www.turnitin.com](http://www.turnitin.com) for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

**Classroom Procedure:** Classroom procedure for this class may include all of the following formats: Lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, varying lab formats, and/or guest speakers.

**Field Trips:** It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip. Please see “Alternate Assignments” for the project/paper. The instructor will determine the length of the paper and the topic of the paper.

**Field Trip Etiquette:** The instructor expects all students to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be clean and polished. Please note personal hygiene guidelines indicated on a separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get once chance to make a “good” first impression.

**Course Requirements:** The following are course requirements for Guest Services Management:
- Attendance and participation in each class lecture and lab meeting. You are required to participate in all labs and be present and prepared at the required time. Since this is a performance-based class no make-ups will be permitted. Be prompt for lectures and labs, this includes begin properly attired as outlined previously.
- Rotate through various positions in the dining room and lodging facilities during labs, including but not limited to dining room manager, host/hostess, beverage manager, server, expediter, front desk, night audit, housekeeping.
- Completion of all assignments in a timely manner. All late work will decrease in value by 10% each day the assignment is late. Management reports are due on the next class meeting following the food service lab or the lodging lab.
- Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned outside readings and labs. You are required to take exams at the designated time and will only be allowed to make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.
- No smoking during class times or during breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.
- No food or beverage consumption during lectures, food and beverage consumption during labs will take place at the discretion of the instructor and/or the dining room manager. **NOTE: STUDENTS ENROLLED AND WORKING IN THIS CLASS ARE ENTITLED TO ONE FREE MEAL OR PRODUCT FROM EACH CLASS. ANY LEFT OVER FOOD FROM CLASSES MUST BE PURCHASED AT THE GOING PER MEAL RATE FOR EACH FOOD CARTON PURCHASED. SEE MEMO ON BULLETIN BOARD IN KITCHEN.**
- **ALL CELL PHONES WILL BE TURNED OFF DURING LECTURES AND LABS.**
- One lab requirement must be from outside this class and in the area of banquet service or catering. The instructor will provide additional details of this requirement at a later date.

**Exams:** There are four (4) exams for this course and one (1) comprehensive final exam. Three of the exams will cover three (3) chapters and related topics and one will cover four (4) chapters and related topics. The exams will each weight 100 points. The final will be comprehensive and weight 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse.

**Banquet/Catering Service:** You will be required to perform one outside service event dealing with banquet service or catering. You will be required to submit a two page paper on the event. The report will be worth 50 points. See “Alternate Assignments” for specific requirements of the paper.

**Inspections:** There will be an inspection of staff before each food service event and each lodging lab. The inspection will be performed by the dining room manager(s) and/or the instructor prior to the beginning of lab. A strict code of cleanliness, neatness and overall appearance will be adhered too. Refer to “Required Uniform” section of this syllabus and to the handout for personal hygiene expectations.
Management and Service Preparation: Since we may have a limited time frame to ready the Williamson Dining Room for service, some pre-service duties may need to be performed on the day prior to service. You will receive a separate pre-service responsibilities handout will outline pre-service duties and responsibilities. This class will require more involvement than other classes and may require you to do work outside the hours listed in this syllabus.

Attitude: Since this is a service course, you must administer a professional look and attitude at all times. At the discretion of the instructor, you may be asked to leave the dining room or lodging lab facility and return at a later date for improper attitude. The instructor reserves the right to deduct points (up to 50 per lab) as deemed appropriate for disciplinary reasons. Attitude and appearance are both reasons for point deductions. Positive attitudes are contagious..............catch one!

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For projects/papers the following guidelines shall be adhered too: Cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled spaced.

Methods of Evaluations:

- 4 Exams @ 100 points = 400 points
- Lab Reports 10 @ 50 points each = 500 points
- Management Reports 1 @ 50 points = 50 points
- Banquet/Catering Report 1 @ 50 points = 50 points
- Inspections 10 @ 50 points each = 500 points
- Comprehensive Final Exam = 200 points
- Total Points = 1700 points

Grading Scale:  
A = 90% or above  
B = 80-89%  
C = 70-79%  
D = 60-69%  
F = 595 or below

Remember: The Guest Services Management class and the Quantity Food Production class will work together as a team. Front of the House (FOH) and Back of the House (BOH) together make a successful dining experience. This class will be unique and challenging. This class may require you to attend at times not listed on the following schedule of classes. Bonus points will be given for your volunteer work on dates to be announced later. Please note that signing up for volunteer work and then not showing up will cause you to lose the same number of points that are being offered to those who do show up. This schedule is subject to change without prior written notice from the instructor.
TEAM = Together Everyone Accomplishes More

**ATU Attendance Policy:** 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. **NOTE: points will be given for class attendance.**  

**NOTE:** Points are given for attendance on lecture dates and lab dates are mandatory attendance with no make-ups allowed.

**Extra Credit:** The instructor will offer extra credit or bonus points throughout the semester. Methods and point valuation of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.
Week By Week Breakout

Week 1  A Historical Overview of Service
Week 2  The Importance of Guest Service to Your Business
Week 3  Basic Concepts for High-Quality Guest Service
Week 4  Identifying Guest Expectations
Week 5  Ensuring Consistent Guest Service Value
Week 6  Exceeding People’s Needs
Week 7  Service in Various Industry Segments
Week 8  The Legacy of Table Service
Week 9  Methods of Table Service
Week 10  Guest Relations & “People Skill” Techniques
Week 11  The Dynamics of Leadership
Week 12  Legal Issues in Service
Week 13  Bar & Beverage Service
Week 14  Service in Various Industry Segments
Week 15  Management’s Role in Service

Comprehensive Final To Be Announced
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Parks, Recreation and Hospitality Administration (PRHA)
Date submitted: August 18, 2008
Request for: Catalog description change
Submitted by: Theresa Herrick
Approved by: Department Head: [Signature]
Dean of School: [Signature]
Reviewed by: Registrar: [Signature]
Vice President: [Signature]

I. Catalog description: Prerequisite: HA 1923. Corequisite(s) HA 2813 and CHEM 1114. Upon completion of this course the student will be able to demonstrate skills in basic cooking techniques and methods, recipe conversion, and professional food preparation and handling. Additionally, the student will be able to recognize and safely operate common foodservice equipment used in commercial kitchens and demonstrate proficient culinary knife skills. This course is two hour lecture and a minimum three hour lab depending upon special event requirement(s). $100 lab fee required. Additional costs: professional uniforms and knives are required and are to be considered additional out-of-pocket expenses to the student.

Number: HA 2913
Title for Catalog: Principles of Food Preparations
Title for Inventory: Food Preparation
Effective date or term: Fall 2009

审批: 9/19/08
[Stamp]
II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?
   1. The student will demonstrate fundamental cooking techniques and methods and proficient knife skills. The student will adapt an understanding of diversity and teamwork within the hospitality work environment.
   2. The student will adapt to varied food production settings and build on areas of personal interests.

   After initiating HA 1923, Intro to Food and Beverage there was a need to change the focus of this class to reflect new learning outcomes within the course. The addition of knife skills as a learning outcome was seen as a missing element in the learning outcomes for this course. Hospitality students will be the primary consumers.

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 a requirement for the food and beverage emphasis. The text that will be used for this course will also be used in HA 4983 Advanced Food Production. This course will be the second of three courses in the food and beverage emphasis area which focuses on food and beverage preparation and production.

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

   The Hospitality Administration Program was recently accredited. During the accreditation visit, the visiting team felt there were too many required core courses and not enough options for the students to select areas of specialization within the hospitality curriculum. The HA program is preparing to divide the curriculum into 3 emphases; food and beverage management; lodging and club management; and tourism and event management. The HA faculty and the HA Advisory
board felt the need for a catalog change to reflect the new learning outcome associated with this course.

D. **How often will the course be offered.**

This course will be offered once each semester.

E. **How will the course be staffed?**

Current full time or adjunct faculty will teach the course.

F. **When applicable, state with which departments you have specifically coordinated this change?**

None. This course affects only the hospitality students.

G. **How does this course integrate with the assessment process of the department?**

This course will help students in their knowledge and understanding of the ACPHA accreditation standards listed below which are part of the Hospitality Administration Assessment Plan:

- The operation relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services
- Provision of sufficient areas of specialization to allow students to develop individual interests and talents

Assessment methods will include special projects, special events, meals and/or event preparation, lab reports/reflections and exams.
Arkansas Tech University  
Department of Parks, Recreation and Hospitality Administration  
CUL/HA 2913 Principles of Food Preparations  
Fall 2009

**Hospitality Administration Mission Statement:**  
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

**Catalog Description: Prerequisite:** HA 1923. Corequisite(s) HA 2813 and CHEM 1114. Upon completion of this course the student will be able to demonstrate skills in basic cooking techniques and methods, recipe conversion, and professional food preparation and handling. Additionally, the student will be able to recognize and safely operate common foodservice equipment used in commercial kitchens and demonstrate proficient culinary knife skills. This course is two hour lecture and a minimum three hour lab depending upon special event requirement(s). $100 lab fee required. Additional Costs: professional uniforms and knives are required and are to be considered additional out-of-pocket expenses to the student.

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**Instructor:** Donna Mitchell  
968-5422 Area Career and Technical Center  
968-0378 PRHA Office  
donna.mitchell@rdsrmail.k12.ar.us

**Office Hours:** By Appointment

**Class Times:** **Section 01**  
Lecture Monday 4:00-5:30  
Section 01 Lab Tuesday 4:00 – 7:00  
Section 02 Lab Wednesday 4:00-7:00  
Event assignments included in this document

**Location of Class:** Williamson Dining Room and kitchen

*Knife Skills for Chefs*, 2007, Pearson Prentice Hall, Christopher P. Day with Brenda R. Carlet

**Required Uniforms:** Professional uniforms, appropriate head wear and safe shoes will be required for the lab portion of this class (available at the ATU Bookstore). A strict uniform policy will be observed. Improper dress can endanger the safety of others and is disrespectful of the profession. Anyone who does not arrive in the proper uniform will lose points and may be asked to leave. Personal hygiene is critical. Painted and/or acrylic nails must be gloved, and loose jewelry removed. A professional knife kit will be required for this course (available at the ATU Bookstore).
Special Needs: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises.

Academic Honesty: Students are expected to be honest and truthful in and out of the classroom. Students will be required to submit their own original work. Students will be expected to:
- Present written work that is theirs alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or material for an examination and no copying from other student's papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one's own ideas or words those of another.
Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports identified as plagiarism will be reported. Any student found cheating would receive severe penalty, including expulsion from the University.

Classroom Procedure: Classroom procedure for this class may include all of the following formats. Lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a research project may be required to be completed by the student not attending the field trip. Please see "Alternate Assignments" for the requirements of the paper. The instructor will determine the length of the paper and the topic of the paper.

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For reports/papers the following guidelines shall be adhered to: Cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled-spaced.

Field Trip Etiquette: The instructor expects all students to dress in a professional manner. Proper undergarments must be worn on all field trips. No shorts or tank tops will be accepted. Shoes must be clean and polished. Please note personal hygiene guidelines on page 213 of your text for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourselves; you only get one chance to make a first impression.
Attitude: Since this is a service course, each student must administer a professional attitude at all times. At the discretion of the instructor, a student may be asked to leave the kitchen and return at a later date. The instructor has the right to deduct points (up to 50 per lab) as deemed appropriate for disciplinary reasons. Attitude and appearance are both reasons for point deductions.

Course Requirements: The following are course requirements for Principles of Food Preparations:
- Attendance and participation in each class lecture and lab meeting. Students are required to participate in all labs and be present and prepared at the required time. Since this is a performance-based class, no make-ups will be allowed. Be prompt for lectures and labs, includes having reviewed assigned materials and being properly attired as outlined previously.
- Rotate through various positions in the kitchen.
- Completion of all assignments in a timely manner. All late work will decrease in value by 10% each day the assignment is late. Management reports are due on the next class meeting following the food service lab.
- Completion of exams and final over all materials covered in class as well as assigned readings and lab, independent and group work. Students are required to take the exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified before the exam.
- It may be necessary to require all students be present at a mandatory pre-planning conference with the BOH/FOH managers and faculty. This is unlikely, but not impossible.
- No smoking during class times or during breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.
- Food or beverage consumption during lectures, food and beverage consumption during labs will take place at the discretion of the instructor and/or the dining room manager. NOTE: STUDENTS ENROLLED AND WORKING IN THIS CLASS ARE ENTITLED TO ONE FREE MEAL OR PRODUCT FROM EACH CLASS. ANY LEFT OVER FOOD FROM CLASSES MUST BE PURCHASED AT THE GOING PER MEAL RATE FOR EACH FOOD CARTON PURCHASED. SEE MEMO ON BULLETIN BOARD IN KITCHEN.
- CELL PHONES WILL BE TURNED OFF DURING LECTURES OR LABS.
- Failure to do so may result in a deduction or points for that event.
- Participate in assigned special events.

ATU Attendance Policy: 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of “FE.” A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. NOTE: points will be given for class attendance.
**Exams:** Test material will cover assigned text materials, lecture information, and information learned in labs. Possible points will be unique to each test.

**Special Projects:** Special projects will be used to allow students to demonstrate understanding. Students will be given ample time and support to complete these assignments. Written projects will be presented in a professional manner, typed, include a cover page, table of contents where applicable, and appendix of materials necessary to support written work.

**Lab Reports:** Students will turn in a report at the end of each lab. A formatted form will be provided. This report is part of the lab grade. No make up work for missed labs.

**Lab Reflections:** Written reflection after each lab provides an opportunity for you to think about the process, your learning’s, and thoughts about the experience. These will be placed in a “Reflections” section in your course notebook.

**Inspections:** There will be an inspection of staff before each lab or food service event. The inspection may be performed by the Fellowship Scholar, dining room manager(s), and/or the instructor, prior to the beginning of work or food service. A strict code of cleanliness, neatness and overall appearance will be adhered too, as will beginning and ending on time.

**Meal and/or Event Preparation:** Since we may have a limited time frame to prepare for a meal or event, some prep duties may need to be performed on the day prior to service. You will receive a separate pre-service responsibilities handout which will outline prep duties.

**Methods of Evaluation:**

- Attendance will be recorded at each lecture and lab. Being tardy will be noted.

- Appropriate dress, possessing necessary materials for work.

- Homework assignments will have an assigned grade known to all students.

- Exam points value will be indicated on each exam.

- Special projects, rubric provided.

- Course notebook, rubric provided.

- Labs 50 points, rubric provided.

- Bonus credit for work performed outside of assignments.
Assigned Event Dates:

Sign up on event sheet for one the week of September 24, 27, and one September 28 or November 12.

1. September 24, Monday, Agriculture Etiquette Dinner, need 15, 4 p.m.,
2. September 27, Thursday, Lions Club, 70 guests, need 17 students, 4 p.m.
3. September 28, Tuesday, Luncheon for 30, need 12 students, 9:30 a.m (See Mr. Moll) LABS this week
   September 24 and 27 are your lecture and labs this week NO LABS
   Complete homework assignment for this week to turn in Oct. 8
4. November 12, Monday, Norman Career Center Etiquette Dinner, need 17, 4 p.m.

Work will be weighted:

55% Assignments, labs, attendance, attitude, safety, professionalism

45% Exams and projects, test weeks on provided schedule.

Grading Scale:

A = 90% or above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% or below
Remember: Culinary Students, Dining Service Management class and Quantity Food Production classes work together as a team. FOH and BOH together make a successful dining experience. These classes are unique and challenging. These classes may require you to attend at times not listed on the following schedule of classes. Bonus points will be given for your volunteer work on dates to be announced later. Please note that signing up for volunteer work and then not showing up will cause you to lose the same number of points that are being offered to those who do show up. This schedule is subject to change without prior written notice from the instructor.

“Every project is a self-portrait of the person who did it.”—Norman Rockwell
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Department of Parks, Recreation & Hospitality Administration

Date submitted: August 18, 2008

Request for: Course change X Course deletion Course addition

(Excluding course credit hour changes)

Submitted by: Theresa Herrick

Approved by: Dean of School

Reviewed by: Registrar

Vice President:

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

I. Catalog description: Prerequisites: Senior standing or permission of instructor. Examination of the laws regulating the hospitality industry. Development of an appreciation of the interrelationship between the law and the hospitality industry. Exploration of how legal principles apply in the global environment of the hospitality industry.

Number: HA 4033

Title for Catalog: Legal Aspects of Hospitality Administration

*Title for Course Inventory (24 characters): Legal Aspects of HA

Description: Drop prerequisite "BUAD 2033."

Accreditation Commission for Hospitality Administration Programs (ACPHA) indicated that two law courses in the core curriculum were not needed, much of the content was redundant. Recommended dropping Legal Environment of Business (BUAD 2033) and keeping HA 4033 Legal Aspects of Hospitality Administration.

Effective date or term: Fall 2009

*Course fees: None

app Ce 9/19/08
app Fs 10/8/08
List Department Head/ Program Director Consulted: (Add to list as needed)

1. Dr Kevin Mason
   Management/Marketing
   Yes

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: Parks, Recreation and Hospitality Administration (PRHA)
Date submitted: August 18, 2008
Request for: Course addition
Submitted by: Theresa Herrick
Approved by: Department Head: [Signature]
Dean of School: [Signature]
Reviewed by: Registrar: [Signature]
Vice President: [Signature]

I. Catalog description: An examination of the tourism planning process and techniques. Topics include tourism as a system, levels of planning, environmental, cultural and economic components, attractions, transportation, infrastructure and marketing.

This course currently exists as RP 4033 Tourism Planning with the current catalog description for RP 4033. However, the PRHA faculty wanted to cross list the course with Hospitality Administration and renumber it to fit a series of courses in the new Tourism and Event Management emphasis in Hospitality Administration. Hospitality already had a course with the number HA 4033 Legal Aspects of Hospitality Administration.

Number: HA/RP 3133

Title for Catalog: Tourism Planning

Title for Inventory: Tourism Planning

Effective date or term: Fall 2009

[Signatures]

[Signatures]
II. Justification and feasibility of course:

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

1. Students will describe the tourism resources of a region or destination.
2. Students will define a market for a region or destination.
3. Students will plan a regional destination tourism model.
4. Students will define a tourism system.

Hospitality students will be the primary consumers. However, this class would be an excellent elective for other 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 is the second of two tourism courses offered to majors in Parks, Recreation and Hospitality Administration. Tourism is an important component of the recreation and hospitality industries. Tourism is the second largest industry in Arkansas and there is a growing market for graduates with knowledge and expertise in the tourism business. Tourism is identified as a career path for Parks, Recreation and Hospitality majors in their introductory courses and the department offers several planning courses, but there is no other course with this specific content.

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

This course is part of a new emphasis being proposed in Tourism and Event Management. The Hospitality Administration Program recently became accredited. During the accreditation process, members of the visiting team indicated there were too many required core courses in the degree program and not enough flexibility for the students to choose career areas of interest within the degree program. Following their recommendation, the HA Program is
preparing to divide the curriculum into 3 emphases to offer hospitality students some options in their major.

D. **How often will the course be offered.** Once each academic year.

E. **How will the course be staffed?** Current Parks, Recreation and Hospitality faculty.

F. **When applicable, state with which departments you have specifically coordinated this change?** None, but there are no prerequisites and the Parks, Recreation and Hospitality faculty would welcome other majors desiring to take the course as an elective.

G. **How does this course integrate with the assessment process of the department?**

This course will cover the following standards adopted by the Accreditation Commission for Programs in Hospitality Administration listed in the Hospitality Administration Assessment Plan. Students will have “knowledge and understanding of the general principles of the following areas and specific applications in hospitality management:

- marketing of hospitality goods and services,
- administrative processes, including the integration of analysis and policy determination at the overall management level,
- provision of sufficient areas of specialization to allow student to develop individual interests and talents.

Learning outcomes will be measured through exams questions, class projects and case study.
HA/RP 3133 Tourism Planning

Hospitality Mission Statement

The mission of the Hospitality Administration Program is to provide quality education in hospitality administration and provide a foundation for professional growth and development. This is achieved by:

- Providing knowledge and skills through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education encouraging lifelong learning.

Recreation and Park Administration Mission Statement

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

Catalog Description

An examination of the tourism planning process and techniques. Topics include tourism as a system, levels of planning, environmental, cultural and economic components, attractions, transportation, infrastructure and marketing.
# Learning Outcomes and Assessment Methods

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<thead>
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<th>Course title</th>
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<th>Learning Outcomes</th>
<th>Artifacts</th>
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<td>Student will define a market for a region or destination.</td>
<td>Class project</td>
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<td></td>
<td>Administrative processes, including the integration of analysis and policy determination at the overall management level.</td>
<td>Students will plan a regional destination tourism model.</td>
<td>Class project</td>
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<td></td>
<td>Provision of sufficient areas of specialization to allow student to develop individual interests and talents.</td>
<td>Students will define a tourism system.</td>
<td>Exam questions</td>
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## Text

## Course Outline

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<th>Assignment</th>
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<td>Chapter 1</td>
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<td><strong>The Tourism System and Ecotourism</strong></td>
<td>Chapters 2 and 3</td>
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<td>3</td>
<td>Policy</td>
<td>Chapter 4</td>
<td>Test 1</td>
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<td><strong>Regional Planning Concepts</strong></td>
<td>Chapter 5</td>
<td>Study region chosen</td>
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<td>Regional Tourism Factor Paper Assigned</td>
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<td>6</td>
<td>Destination Planning Concepts</td>
<td>Chapter 7</td>
<td>Destination Zone Paper Assigned.</td>
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<td>7</td>
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<td>Chapter 7 and 8</td>
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<td>8</td>
<td><strong>Site Planning Concepts</strong></td>
<td>Chapter 9 and 10</td>
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<td><strong>Field Trips</strong></td>
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<td>Test 2</td>
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<td>10</td>
<td><strong>Field Trips</strong></td>
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<td>Regional Tourism Factor Paper Due.</td>
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<td><strong>Region or Destination Presentations</strong></td>
<td></td>
<td>Regional Tourism Plan Assigned.</td>
</tr>
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<td>13</td>
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<td>Work on Tourism Plans</td>
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<td>Tourism Plans Due</td>
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PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Department of Parks, Recreation & Hospitality Administration

Date submitted: August 18, 2008

Request for: Course change _______ Course deletion _______ X _______ Course addition _______

(Excluding course credit hour changes)

Submitted by: Theresa Herrick

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

Reviewed by: Registrar:
Vice President: [Signature]

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

I. Catalog description:

Number: HA 3043

Title for Catalog: Work Experience

The cross listing RP3043 will remain in the course descriptions.

*Title for Course Inventory (24 characters): Menu Analysis and Purchasing

Description: Delete the course. The Hospitality curriculum is being reorganized. Course content will be covered in new course HA 2053.

Effective date or term: Fall 2009

*Course fees: None

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. None

Indicate Support for Proposal (yes/no)

Date:

APR CC 9/19/08

APR TS 8/28/08
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Department of Parks, Recreation & Hospitality Administration

Date submitted: August 18, 2008

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

Submitted by: Theresa Herrick

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:

If [ ] Number: HA 4043

Title for Catalog: Menu Analysis and Purchasing

*Title for Course Inventory (24 characters): Menu Analysis and Purchasing

Description: Drop course from curriculum. The Hospitality curriculum is being reorganized. Course content will be covered in several courses related to food and beverage and cost controls.

Effective date or term: Fall 2009

*Course fees: None

A. 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: [List as needed]
(Add to list as needed)

Indicate Support for Proposal (yes/no)

Date:

1. None

app CE 9/19/08
app FS 8/8/08
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Department of Parks, Recreation & Hospitality Administration

Date submitted: August 18, 2008

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

Submitted by: Theresa Herrick

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.

I. Catalog description:

Number: HA 4074

Title for Catalog: Quantity Food Production

*Title for Course Inventory (24 characters): Quantity Food Production

Description: Delete the course. The Hospitality curriculum is being reorganized. Most of the content will be covered in HA 4983 Advanced Food Production.

Effective date or term: Fall 2009

*Course fees: $100 lab

A. 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. None

2. [Signatures and dates]

[App CC 9/19/08]
[App FS 10/8/08]
PROPOSAL FOR CURRICULUM CHANGE

To: Curriculum Committee

From: Department of Parks, Recreation & Hospitality Administration

Date Submitted: August 18, 2008

Type of Curriculum Change Requested:

- Addition of new program, option, or major
- Program or option deletion
- Program or option modification
- Miscellaneous change

Approved by: Dr. Theresa Herrick, Department Head

Reviewed by: Ms. Tammy Rhodes, Registrar

Dr. John Watson, Vice President-Academic Affairs

I. Describe and give rationale for the requested change:

The Hospitality Program was granted discipline accreditation in 2007 by the Accreditation Commission for Programs in Hospitality Administration (ACPHA). During the accreditation process the ACPHA team indicated to the Hospitality faculty that there were too many required core courses in the curriculum and not enough flexibility for Hospitality majors to choose areas of interest within the curriculum.

In order to respond to this concern by ACPHA the Hospitality faculty are proposing to reduce the number of required core courses from 17 (54 credit hours) to 14 (43 credit hours) and add three (3) emphases of 18 credit hours each: Food and Beverage Management; Tourism and Event Management; Lodging and Club Management.

Ago CC 9/19/08
Ago FS 10/8/08
The ACPHA team also felt there were some deficits in the Hospitality curriculum in cost management and controls. So the Hospitality faculty are proposing to add a new course to the core curriculum HA 2003 Cost Controls.

Another deficit area in the Hospitality curriculum that the ACPHA felt needed to be addressed was supervision and leadership of employees and team members so the Hospitality faculty are proposing to add a new course to the core curriculum HA 2013 Hospitality Supervision and Leadership to address this concern.

The Hospitality faculty are also proposing to delete BUAD 2033 Legal Environment of Business and BUAD 2053 Business Statistics from the list of required support courses for Hospitality baccalaureate degree program. The ACPHA team felt requiring two law courses (BUAD 2033 and HA 4033 Legal Aspects of Hospitality Administration) was redundant. What legal issues must be addressed in the HA curriculum could be covered in one law course HA 4033. The HA faculty felt BUAD 2053 Business Statistics did not provide the foundation for problem solving and critical thinking needed for degree program and elected to add HA 4203 Hospitality Operational Problem Solving to better address this area of the curriculum.

The HA faculty are also proposing to delete SPH 2003 Public Speaking as a required support course and add SPH 2173 Business and Professional Speaking to the list of required courses for the Hospitality baccalaureate degree program.

The HA faculty would also propose to add GEOG 2103 Regional Geography of the World as a required course for all Hospitality majors. Tourism and Event Management is a new emphasis and students need working knowledge of geography to understand issues in travel and tourism from an international perspective.

II. Program or curriculum change as it appears in the catalog:

See three (3) attached 9-semester curricula.
The *Lodging and Club Management Emphasis* prepares students for management careers in hotels, lodging, resorts, and public and private clubs. This emphasis will analyze competitive strategies, leadership styles, teamwork, and technology in this dynamic and ever-changing hospitality industry.

### Lodging and Club Management Emphasis

#### Suggested Sequence of Courses

<table>
<thead>
<tr>
<th>Freshman</th>
<th></th>
<th>Sophomore</th>
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<td>HA 1041</td>
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<td>Approved Electives&lt;sup&gt;2&lt;/sup&gt;</td>
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<td>GEOG 2015</td>
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| Senior 9<sup>th</sup> Semester | |
| --- | |
| HA 4115 | 6 |

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<sup>1</sup> See appropriate alternatives or substitutions in “General Education Requirements” on page 83.

<sup>2</sup> See Department Advisor.

<sup>3</sup> Internship must be completed in last semester after all course work has been completed.
The *Tourism and Event Management Emphasis* prepares students for careers in tourism, convention and visitors bureaus and sport and event management. This emphasis will provide a background in commercial recreation, recreational sport and event management in Arkansas’ second leading industry and the world’s largest industry. Tourism and Event Management is a collection of industries under the larger umbrella of hospitality management.

### Tourism and Event Management Emphasis

#### Suggested Sequence of Courses

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<thead>
<tr>
<th></th>
<th>Freshman</th>
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#### Senior 9th Semester

|          | HA 4116 | 6 |

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1. See appropriate alternatives or substitutions in “General Education Requirements” on page 83.
2. See Department Advisor.
3. Internship must be completed in last semester after all coursework has been completed.
The Food and Beverage Management Emphasis prepares students for management careers in the food and beverage industries as well as managed foodservice. This emphasis will provide the knowledge and skills necessary for a comprehensive management background in this dynamic and ever-changing hospitality industry. Restaurants are the nation's largest private-sector employer.

### Food and Beverage Management Emphasis

#### Suggested Sequence of Courses

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<thead>
<tr>
<th>Freshman</th>
<th>Spring</th>
<th>Fall</th>
<th>Sophomore</th>
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**Senior 9th Semester**

| HA 4113 | 3 |

---

1. See appropriate alternatives or substitutions in "General Education Requirements" on page 83.
2. See Department Advisor.
3. Internship must be completed in last semester after all coursework has been completed.
III. Justification and feasibility of the requested change:

A. What is the purpose of the change?

Responding to recommendations by the ACPHA accreditation team and suggestions from hospitality majors who wanted more flexibility in the curriculum. Hospitality faculty also felt a course in supervision, cost controls and problem solving/critical thinking were needed based on surveys of graduates, internship supervisors, advisory committee members and industry representatives.

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

1. Within the department requesting the change

PRHA will need another ½ FTE faculty to cover additional courses. No additional supplies and services, capital outlay or space allocation needed at this time.

2. Outside the department.

No change. Additional electives for non-majors and minors.

C. Effective date or term. Fall 2009

D. With which departments have you specifically coordinated this change?

<table>
<thead>
<tr>
<th>List Department Head/Program Director Consulted</th>
<th>Indicate Support for Proposal</th>
<th>Date</th>
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<tbody>
<tr>
<td>1. Dr. Kevin Mason</td>
<td>Yes</td>
<td>Aug 17, 2008</td>
</tr>
<tr>
<td>2. Dr. Donna Vocate</td>
<td>Yes</td>
<td>Aug 22, 2008</td>
</tr>
<tr>
<td>3. Dr. Michael Tarver</td>
<td>Yes</td>
<td>Aug 18, 2008</td>
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Outline in specific detail how your proposal will alter the program (include course number and title):

**Lodging and Club Management Emphasis**

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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Fall Semester</th>
<th>Sophomore Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add/Change: HA 2003 Cost Controls; HA 2043 Front Office Management</td>
<td>Add/Change: HA 2013 Hospitality Supervision and Leadership; HA 3143 Executive Housekeeping; SPH 2173 Business and Professional Speaking</td>
</tr>
<tr>
<td>Delete: HA 2813 Basic Human Nutrition in HA; HA 2913 Principles of Food Preparation;</td>
<td>Delete: HA 2043 Front Office Management; BUAD 2033 Legal Environment of Business; SPH 2003 Public Speaking</td>
</tr>
<tr>
<td>Total Hours: 15</td>
<td>Total Hours: 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Fall Semester</th>
<th>Junior Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add/Change: Approved Electives 3; HA 2053 Work Experience</td>
<td>Add/Change: GEOG 2013 Regional Geography; HA 4033 Legal Aspects of Hospitality Administration; HA 4093 Resort Management</td>
</tr>
<tr>
<td>Delete: HA 4043 Menu Analysis/Purchasing; HA 4073 Hospitality Financial Analysis</td>
<td>Delete: BUAD 2053 Business Statistics; Social Sciences 3; Elective 3</td>
</tr>
<tr>
<td>Total Hours: 15</td>
<td>Total Hours: 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Fall Semester</th>
<th>Senior Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add/Change: HA 4073 Hospitality Financial Analysis; HA 4063 Beverage Management; Approved Electives 3</td>
<td>Add/Change: HA 4243 Advanced Lodging Operations; HA 4203 Hospitality Operational Problem Solving; HA 4001 Internship Preparation; HA 4253 Club Management</td>
</tr>
<tr>
<td>Delete: HA 4001 Internship Preparation; Elective 2; Elective 3</td>
<td>Delete: HA 4074 Quantity Food Production; HA 4033 Legal Aspects of Hospitality Administration; HA 4053 Meetings and Conventions Management; HA 4093 Resort Management</td>
</tr>
<tr>
<td>Total Hours: 15</td>
<td>Total Hours: 13</td>
</tr>
</tbody>
</table>

| Senior 9th Semester Fall | |
|--------------------------||
| HA 4116 | |
Outline in specific detail how your proposal will alter the program (include course number and title):

**Tourism and Event Management Emphasis**

<table>
<thead>
<tr>
<th>Fall Start</th>
<th>Fall Start</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Fall Semester</strong></td>
<td><strong>Freshman Spring Semester</strong></td>
</tr>
<tr>
<td>Add/Change: Physical Activity 2</td>
<td>Add/Change: HA 1063 Hospitality Technology</td>
</tr>
<tr>
<td>Delete: Physical Activity 1</td>
<td>Approved Electives 2</td>
</tr>
<tr>
<td>Total Hours: 15</td>
<td>Delete: HA 1013 Sanitation Safety</td>
</tr>
<tr>
<td></td>
<td>Elective 2; Physical Activity 1</td>
</tr>
<tr>
<td></td>
<td>Total Hours: 15</td>
</tr>
<tr>
<td><strong>Sophomore Fall Semester</strong></td>
<td><strong>Sophomore Spring Semester</strong></td>
</tr>
<tr>
<td>Add/Change: HA 2003 Cost Controls; HA 2133</td>
<td>Add/Change: HA 2013 Hospitality Supervision and Leadership; HA 3133</td>
</tr>
<tr>
<td>Introduction to Travel and Tourism</td>
<td>Tourism Planning; SPH 2173</td>
</tr>
<tr>
<td>Delete: HA 2813 Basic Human Nutrition in HA;</td>
<td>Business and Professional Speaking</td>
</tr>
<tr>
<td>HA 2913 Principles of Food Preparation;</td>
<td></td>
</tr>
<tr>
<td>Total Hours: 15</td>
<td>Delete: HA 2043 Front Office Management; BUAD 2033 Legal Environment of</td>
</tr>
<tr>
<td></td>
<td>Business; SPH 2003 Public Speaking</td>
</tr>
<tr>
<td></td>
<td>Total Hours: 15</td>
</tr>
<tr>
<td><strong>Junior Fall Semester</strong></td>
<td><strong>Junior Spring Semester</strong></td>
</tr>
<tr>
<td>Add/Change: RP 3033 Commercial Recreation; HA 2053 Work Experience</td>
<td>Add/Change: GEOG 2013 Regional Geography; HA 4033 Legal Aspects of</td>
</tr>
<tr>
<td></td>
<td>Hospitality Administration; RP 3503 Recreational Sport Management</td>
</tr>
<tr>
<td>Delete: HA 4043 Menu Analysis/Purchasing; HA 4073 Hospitality Financial</td>
<td>Delete: BUAD 2053 Business Statistics; Social Sciences 3; Elective 3</td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
</tr>
<tr>
<td>Total Hours: 15</td>
<td>Total Hours: 15</td>
</tr>
<tr>
<td><strong>Senior Fall Semester</strong></td>
<td><strong>Senior Spring Semester</strong></td>
</tr>
<tr>
<td>Add/Change: HA 4023 Hospitality Facilities Management and Design; HA</td>
<td>Add/Change: Approved Electives 3; HA 4203</td>
</tr>
<tr>
<td>4073 Hospitality Financial Analysis; Approved Electives 3</td>
<td>Hospitality Operational Problem Solving; HA 4001 Internship Preparation;</td>
</tr>
<tr>
<td>Delete: HA 4001 Internship Preparation; Elective 2; Elective 3</td>
<td>Delete: HA 4074 Quantity Food Production; HA 4033 Legal Aspects of</td>
</tr>
<tr>
<td>Total Hours: 15</td>
<td>Hospitality Administration</td>
</tr>
<tr>
<td></td>
<td>Total Hours: 13</td>
</tr>
<tr>
<td><strong>Senior 9th Semester Fall</strong></td>
<td></td>
</tr>
<tr>
<td>HA 4116</td>
<td></td>
</tr>
</tbody>
</table>
Outline in specific detail how your proposal will alter the program (include course number and title):

**Food and Beverage Management Emphasis**

<table>
<thead>
<tr>
<th>Fall Start</th>
<th>Fall Start</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Fall Semester</strong>&lt;br&gt;Add/Change: Physical Activity 2&lt;br&gt;Delete: Physical Activity 1</td>
<td><strong>Freshman Spring Semester</strong>&lt;br&gt;Add/Change: HA 1063 Hospitality Technology&lt;br&gt;Delete: Elective 2; Physical Activity 1</td>
</tr>
<tr>
<td><strong>Total Hours: 15</strong></td>
<td><strong>Total Hours: 16</strong></td>
</tr>
<tr>
<td><strong>Sophomore Fall Semester</strong>&lt;br&gt;Add/Change: HA 2003 Cost Controls; HA 2013 Hospitality Supervision and Leadership;&lt;br&gt;Delete: HA 2813 Basic Human Nutrition in HA; HA 2913 Principles of Food Preparation;</td>
<td><strong>Sophomore Spring Semester</strong>&lt;br&gt;Add/Change: HA 2053 Work Experience; HA 1923 Introduction to Food and Beverage Management; SPH 2173 Business and Professional Speaking&lt;br&gt;Delete: HA 2043 Front Office Management; BUAD 2033 Legal Environment of Business; SPH 2003 Public Speaking</td>
</tr>
<tr>
<td><strong>Total Hours: 15</strong></td>
<td><strong>Total Hours: 15</strong></td>
</tr>
<tr>
<td><strong>Junior Fall Semester</strong>&lt;br&gt;Add/Change: HA 2813 Basic Human Nutrition in HA; HA 2913 Principles of Food Preparations;</td>
<td><strong>Junior Spring Semester</strong>&lt;br&gt;Add/Change: GEOG 2013 Regional Geography; Approved Electives 2&lt;br&gt;Delete: BUAD 2053 Business Statistics; Social Sciences 3; Elective 3</td>
</tr>
<tr>
<td>Delete: HA 4043 Menu Analysis/Purchasing; HA 4073 Hospitality Financial Analysis</td>
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</tr>
<tr>
<td><strong>Total Hours: 15</strong></td>
<td><strong>Total Hours: 14</strong></td>
</tr>
<tr>
<td><strong>Senior Fall Semester</strong>&lt;br&gt;Add/Change: HA 4023 Hospitality Facilities Management and Design; HA 4073 Hospitality Financial Analysis; HA 4063 Beverage Management; HA 4983 Advanced Food Production&lt;br&gt;Delete: HA 4001 Internship Preparation; Elective 2; Elective 3; HA 4113 Personnel Management</td>
<td><strong>Senior Spring Semester</strong>&lt;br&gt;Add/Change: Approved Electives 3; HA 4203 Hospitality Operational Problem Solving; HA 4001 Internship Preparation; HA 4113 Personnel Management&lt;br&gt;Delete: HA 4074 Quantity Food Production; HA 4023 Hospitality Facilities Management and Design; HA 4053 Meetings and Conventions Management; HA 4093 Resort Management</td>
</tr>
<tr>
<td><strong>Total Hours: 15</strong></td>
<td><strong>Total Hours: 13</strong></td>
</tr>
<tr>
<td><strong>Senior 9th Semester Fall</strong>&lt;br&gt;HA 4116</td>
<td></td>
</tr>
</tbody>
</table>
Theresa Herrick

From: kmason [kmason@atu.edu]
Sent: Monday, August 18, 2008 3:35 PM
To: 'Theresa Herrick'
Cc: 'tom tyler'
Subject: RE: Curriculum Changes for Hospitality Administration

Theresa;

In terms of our course offerings, that would not be a problem. BUAD 2053 and BUAD 2033 are part of the business core and we will need to offer multiple sections each semester regardless of whether HA students take the courses or not. However, if HA students are planning to take UD business classes (e.g., Mgmt 3003, Mkt 3043, etc.) we may have an issue with whether HA students have the necessary background to take those UD courses.

Kevin

---

From: Theresa Herrick [mailto:therrick@atu.edu]
Sent: Monday, August 18, 2008 2:56 PM
To: kmason@atu.edu
Subject: Curriculum Changes for Hospitality Administration

Kevin,

We have totally reorganized the hospitality curriculum. In the process, we are proposing dropping BUAD 2053 Business Statistics and BUAD 2033 Legal Environment of Business. Let me know if this poses a problem.

Theresa Herrick Ph.D.
Professor & Department Head
Department of Parks, Recreation & Hospitality Administration
Arkansas Tech University
1205 N. El Paso
Russellville, AR 72801
479-968-0386 office
479-968-0600 fax
Theresa Herrick

From: Donna Vocate [dvocate@atu.edu]
Sent: Friday, August 22, 2008 3:01 PM
To: Theresa Herrick
Subject: RE: Curriculum Changes for Hospitality Administration

Theresa—

I think you will find that SPH 2173-Business & Professional Speaking will be a better fit for your majors. The emphasis is upon presentations, interviewing, and effective communication with superiors and subordinates in an organizational/business setting. Consequently, it seems like it would be more helpful for your students than the traditional Public Speaking course.

Let me know if you need any further information.

Donna

From: Theresa Herrick [mailto:therrick@atu.edu]
Sent: Monday, August 18, 2008 3:36 PM
To: dvocate@atu.edu
Subject: Curriculum Changes for Hospitality Administration

Donna,

I am sending you the proposed curriculum changes for your comment. Hospitality will now require SPH 2173 Business and Professional Speaking rather than SPH 2003.

Let know your thoughts.

Theresa Herrick Ph.D.
Professor & Department Head
Department of Parks, Recreation & Hospitality Administration
Arkansas Tech University
1205 N. El Paso
Russellville, AR 72801
479-968-0386 office
479-968-0600 fax
Theresa Herrick

From: Dr. H. Micheal Tarver [mtarver@atu.edu]
Sent: Monday, August 18, 2008 3:44 PM
To: Theresa Herrick
Subject: Re: Curriculum Changes for Hospitality Administration

Theresa,

The proposed plan looks fine to me. Please list my name as supporting your proposal.

Micheal

Dr. H. Micheal Tarver
Professor of History & 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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LETTER OF NOTIFICATION – 3

NEW EMPHASIS

(Maximum 18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request: Arkansas Tech University

2. Contact person/title: Dr. Theresa Herrick, Head, Department of Parks, Recreation and Hospitality Administration

3. Phone number/e-mail address: 479-968-0386, therrick@atu.edu

4. Proposed effective date: Fall 2009

5. Title of degree program: Hospitality Administration

6. CIP Code: 52.0901

7. Degree Code: 2760

8. Proposed emphasis name: Tourism and Event Management Emphasis

9. Reason for proposed action: Give students more flexibility in hospitality curriculum. Hospitality is a broad industry with various areas of expertise. Rather than all hospitality majors taking the same curriculum, students can select an emphasis of study within hospitality administration. Recommended by Accreditation Commission for Programs in Hospitality Administration (ACPHA) during the accreditation review in 2007.

10. New emphasis objective: Provide a curriculum in Tourism and Event Management for those hospitality majors desiring an emphasis in this area of the hospitality industry.

11. Provide the following:

a. List of required courses

   HA/RP 2133 Introduction to Travel and Tourism
   HA/RP 3133 Tourism Planning
   HA 4053 Meeting and Event Management
b. New course descriptions

c. **HA/RP 2133. Introduction to Travel and Tourism.** A thorough overview of the travel and tourism industry, the social, cultural, political, environmental, and economic impacts and implications of travel and tourism.  
(New name and course number for an existing course HA/RP 4003)

**HA/RP 3133. Tourism Planning.** An examination of the tourism planning process and techniques. Topics include tourism as a system, levels of planning, environmental, cultural and economic components, attractions, transportation, infrastructure and marketing.  
(New number for existing course in Recreation and Park Administration RP 4033 and cross list with HA)

**HA 4053. Meeting and Event Management.** Prerequisites: Junior standing plus nine hours of HA courses or by permission. Planning, managing, and executing meetings and events in the hospitality industry.  
(Change the title of course to "Meeting and Event Management" rather than "Meetings and Conventions Management.")

d. Program goals and objectives

<table>
<thead>
<tr>
<th>Hospitality Administration Program Goals</th>
<th>Expected Student Learning Outcomes for Tourism and Event Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have an historical overview of the hospitality industry and the profession.</td>
<td>Students will identify and compare the role history plays in the development of meetings, conventions and event planning (HA 4053 Meeting and Event Management).</td>
</tr>
<tr>
<td>Students will learn the marketing of hospitality goods and services.</td>
<td>Students will relate the historical development of resorts from past to present (HA/RP 4093 Resort Management).</td>
</tr>
<tr>
<td>Students will analyze marketing principles as they relate to a commercial recreation or hospitality business concept (RP 3033</td>
<td></td>
</tr>
<tr>
<td>Students will develop knowledge and understanding of the provision of sufficient areas of specialization to allow student to develop individual interests and talents.</td>
<td>Students will analyze the components of the travel and tourism systems (HA/RP 2133 Introduction to Travel and Tourism). Students will analyze the basic concepts of tourism planning for public and private sector community and regional tourism development, with an emphasis on ecotourism and nature-based tourism (HA/RP 3133 Tourism Planning). Students will evaluate the issues and concerns of travel and tourism development in Arkansas, the United States, and the world (HA/RP 2133 Introduction to Travel and Tourism). Students will incorporate planning, organizing and scheduling sporting events in collegiate, public and private settings (RP 3503 Recreational Sport Management). Students will critique resorts with respect to their organization, management, target markets, visitor characteristics, and niches (HA/RP 4093 Resort Management). Students will develop knowledge and understanding of the operations relative to provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services. Student will understand the organization of the travel and tourism industry and how services are administered statewide, nationally, and internationally (HA/RP 2133 Introduction to Travel and Tourism). Students will analyze the interrelationships between resource management and tourism planning and development (HA/RP 3133 Tourism Planning). Students will analyze the interrelationships between economic, social, and environmental considerations in the planning and development of resorts (HA/RP 4093 Resort Management). Students will conceptualize the ability to think critically and problem solve by executing events (HA 4053 Meeting and...</td>
</tr>
<tr>
<td>Event Management</td>
<td></td>
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<tr>
<td>------------------</td>
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</tr>
<tr>
<td>Students will <em>apply</em> management concepts in developing a commercial recreation or hospitality business concept (RP 3033 Commercial Recreation).</td>
<td>Students will <em>assess</em> the nature, scope and importance of recreational sports in the total recreation program and hospitality services (RP 3503 Recreational Sport Management).</td>
</tr>
<tr>
<td>Students will acquire knowledge of accounting procedures/practices.</td>
<td></td>
</tr>
<tr>
<td>Students will develop knowledge of quantitative methods and management information systems, including computer applications.</td>
<td>Students will <em>demonstrate</em> professional communication skills (RP 3033 Commercial Recreation).</td>
</tr>
<tr>
<td>Student will develop an understanding of organization theory, behavior, and interpersonal communication.</td>
<td>Students will <em>relate</em> basic sports terminology, the theories of competitive and cooperative play and <em>recognize</em> the philosophical basis and values of recreational sports to the individual and industries (RP 3503 Recreational Sport Management).</td>
</tr>
<tr>
<td>Students will learn how to plan for, utilize and manage personnel, including the improvement of student understanding of human behavior.</td>
<td></td>
</tr>
<tr>
<td>Students will develop an understanding of financial management of hospitality goods and services.</td>
<td></td>
</tr>
<tr>
<td>Students will acquire knowledge of the economic environment of profit and non-profit organizations.</td>
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</tr>
<tr>
<td>Students will understand the ethical considerations and socio-political influences affecting organizations.</td>
<td>Students will evaluate the behavioral foundations, motivations, and constraints affecting tourism behavior (HA/RP 2133 Introduction to Travel and Tourism).</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>Student will understand administrative processes, including the integration of analysis and policy determination at the overall management level.</td>
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</tr>
<tr>
<td>Students will develop knowledge and understanding of the legal environment of profit and non-profit organizations.</td>
<td></td>
</tr>
<tr>
<td>Students will have relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic program.</td>
<td></td>
</tr>
</tbody>
</table>

12. Will the new emphasis be offered via distance delivery? **No**

13. Mode of delivery to be used: **Classroom lecture and laboratories**

14. Explain in detail the distance delivery procedures to be used: **None**

15. Is the degree approved for distance delivery? **No**

16. List the courses in the emphasis. Include course descriptions for new courses. See #11 above

17. Specify the amount of the additional costs required, the source of funds, and how funds will be used. **All of the courses in the proposed Tourism and Event Management Emphasis are currently being taught by full time or adjunct faculty.**

Board of Trustees Approval Date:

Chief Academic Officer:
LETTER OF NOTIFICATION – 3

NEW EMPHASIS

(Maximum 18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request: Arkansas Tech University

2. Contact person/title: Dr. Theresa Herrick, Head, Department of Parks, Recreation and Hospitality Administration

3. Phone number/e-mail address: 479-968-0386, therrick@atu.edu

4. Proposed effective date: Fall 2009

5. Title of degree program: Hospitality Administration

6. CIP Code: 52.0901

7. Degree Code: 2760

8. Proposed emphasis name: Lodging and Club Management Emphasis

9. Reason for proposed action: Give students more flexibility in hospitality curriculum. Hospitality is a broad industry with various areas of expertise. Rather than all hospitality majors taking the same curriculum, students can select an emphasis of study within hospitality administration. Recommended by Accreditation Commission for Programs in Hospitality Administration (ACPHA) during the accreditation review in 2007.

10. New emphasis objective: Provide a curriculum in Lodging and Club Management for those hospitality majors desiring an emphasis in this area of the hospitality industry.

11. Provide the following:

   a. List of required courses

   HA 2043 Front Office Management
   HA 3143 Executive Housekeeping
   HA 4063 Beverage Management
b. New course descriptions

**HA 3143 Executive Housekeeping.** Prerequisite HA 2043. This course evaluates the role of housekeeping, the planning and organization of various organizing tasks, and the importance of maintaining and training quality housekeeping staff. This course will evaluate managing inventories, controlling expenses and monitoring safety and security functions. This class is 2 hour lecture and 1 hour lab and will require student to have a minimum of 15 contact hours throughout the semester under supervision in a hotel housekeeping environment.

**HA 4253. Club Management.** Prerequisites: Junior standing and nine hours of HA courses, or permission of instructor. This course analyzes the organizational diversity of clubs exploring governance, management and operations of profit and non-profit clubs.

c. Program goals and objectives

<table>
<thead>
<tr>
<th>Hospitality Administration Program Goals</th>
<th>Expected Student Learning Outcomes for Lodging and Club Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have an historical overview of the hospitality industry and the profession.</td>
<td>Students will relate the historical development of resorts from past to present (HA/RP 4093 Resort Management).</td>
</tr>
<tr>
<td>Students will learn the marketing of hospitality goods and services.</td>
<td>The student will discover the contributions of the club market on the hospitality industry (HA 4253 Club Management)</td>
</tr>
<tr>
<td>Students will develop knowledge and understanding of the provision of sufficient areas of specialization to allow student to develop individual interests and talents.</td>
<td>Students will critique resorts with respect to their organization, management, target markets, visitor characteristics and niches (HA/RP 4093 Resort Management).</td>
</tr>
<tr>
<td>Students will develop knowledge and understanding of the operations relative to provision of hospitality goods and/or services, including foodservice</td>
<td>Students will analyze lodging operations and related services (HA 2043 Front Office Management).</td>
</tr>
<tr>
<td>Management and/or lodging management and related services.</td>
<td>Students will analyze the interrelationships between economic, social, and environmental considerations in the planning and development of resorts (HA/RP 4093 Resort Management).</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Students will acquire knowledge of accounting procedures/practices.</td>
<td>Students will demonstrate computer applications relevant to lodging operations (HA 2043 Front Office Management).</td>
</tr>
<tr>
<td>Students will develop knowledge of quantitative methods and management information systems, including computer applications.</td>
<td>Students will differentiate organization theory, behavior, and interpersonal communication needed for lodging operations (HA 2043 Front Office Management).</td>
</tr>
<tr>
<td>Student will develop an understanding of organization theory, behavior, and interpersonal communication.</td>
<td>Students will identify behaviors for establishing a multi-cultural and nonnative speaking staff (HA 3143 Executive Housekeeping).</td>
</tr>
<tr>
<td>Students will learn how to plan for, utilize and manage personnel, including the improvement of student understanding of human behavior.</td>
<td>Students will incorporate &quot;people skills&quot; and communication skills to help prepare them to be an effective beverage manager (HA 4063 Beverage Management).</td>
</tr>
<tr>
<td>Students will develop an understanding of financial management of hospitality goods and services.</td>
<td>Students will demonstrate computer applications relevant to lodging operations (HA 4243 Advanced Lodging Operations).</td>
</tr>
<tr>
<td></td>
<td>Students will identify the basics of mixing cocktails and the importance of standard recipes and measurements to an establishment's profitability (HA 4063 Beverage Management).</td>
</tr>
<tr>
<td></td>
<td>Students will assess why and how beverages are a major profit center for most food and beverage operations (HA 4063 Beverage Management).</td>
</tr>
<tr>
<td>Students will acquire knowledge of the economic environment of profit and non-profit organizations.</td>
<td>The student will analyze and contrast the establishment, hierarchy, governance and management of clubs (HA 4253 Club Management).</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Students will understand the ethical considerations and socio-political influences affecting organizations.</td>
<td>Students will evaluate lodging industry theory relative to factors in &quot;real world&quot; business (HA 4243 Advanced Lodging Operations).</td>
</tr>
<tr>
<td>Student will understand administrative processes, including the integration of analysis and policy determination at the overall management level.</td>
<td>Students will assess the tools needed in the lodging industry to become an effective leader (HA 4243 Advanced Lodging Operations).</td>
</tr>
<tr>
<td>Students will develop knowledge and understanding of the legal environment of profit and non-profit organizations.</td>
<td>Students will differentiate local, state, and federal laws regarding alcohol service and how they affect an establishment (HA 4063 Beverage Management).</td>
</tr>
<tr>
<td>Students will have relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic program.</td>
<td>Students will apply understanding of organization of housekeeping procedure (HA 3143 Executive Housekeeping).</td>
</tr>
</tbody>
</table>

12. Will the new emphasis be offered via distance delivery? **No**

13. Mode of delivery to be used: **Classroom lecture and laboratories**

14. Explain in detail the distance delivery procedures to be used: **None**
15. Is the degree approved for distance delivery? No

16. List the courses in the emphasis. Include course descriptions for new courses. See #11 above

17. Specify the amount of the additional costs required, the source of funds, and how funds will be used. Another ½ time faculty member ($25,000) or 2 adjunct faculty ($3,600) will be needed. Source of funds: base budget.

Board of Trustees Approval Date:

Chief Academic Officer:
LETTER OF NOTIFICATION – 3

NEW EMPHASIS

(Maximum 18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request: Arkansas Tech University

2. Contact person/title: Dr. Theresa Herrick, Head, Department of Parks, Recreation and Hospitality Administration

3. Phone number/e-mail address: 479-968-0386, therrick@atu.edu

4. Proposed effective date: Fall 2009

5. Title of degree program: Hospitality Administration

6. CIP Code: 52.0901

7. Degree Code: 2760

8. Proposed emphasis name: Food and Beverage Management Emphasis

9. Reason for proposed action: Give students more flexibility in hospitality curriculum. Hospitality is a broad industry with various areas of expertise. Rather than all hospitality majors taking the same curriculum, students can select an emphasis of study within hospitality administration. Recommended by Accreditation Commission for Programs in Hospitality Administration (ACPHA) during the accreditation review in 2007.

10. New emphasis objective: Provide a curriculum in Food and Beverage Management for those hospitality majors desiring a emphasis in this area of the hospitality industry.

11. Provide the following:

a. List of required courses

   HA 1013 Sanitation Safety
   HA 1923 Introduction to Food and Beverage Management
   HA 2813 Basic Human Nutrition in Hospitality Administration
b. New course descriptions

HA 4983. Advanced Food Production. Prerequisites: HA 2913. Standards, techniques and practices that include organizing, purchasing, costing, preparing and serving of food in a quantity food production setting. Menu development and marketing applications are utilized in lab. Three hours lecture and four hour lab. $100 lab fee required.

This is a reorganization of an existing course HA 4074 Quantity Food Production. Changes include new course name, change in number of credit hours from 4 to 3 and some changes in the course description.

c. Program goals and objectives:

<table>
<thead>
<tr>
<th>Hospitality Administration Program Goals</th>
<th>Expected Student Learning Outcomes For Food and Beverage Courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop knowledge and understanding of the historical overview of the hospitality industry and the profession.</td>
<td>Students will <strong>identify</strong> the role history has played in food and beverage development (HA 1923 Introduction to Food and Beverage Management).</td>
</tr>
<tr>
<td></td>
<td>Students will <strong>identify</strong> the basic components associated with Front-of-the-House operations (HA 1923 Introduction to Food and Beverage Management).</td>
</tr>
<tr>
<td>Students will develop knowledge about the marketing of hospitality goods and services.</td>
<td>Students will <strong>distinguish</strong> how nutritional food values impact market choices (HA 2813 Basic Human Nutrition in Hospitality Administration).</td>
</tr>
<tr>
<td>Students will acquire knowledge of accounting procedures/practices.</td>
<td></td>
</tr>
<tr>
<td>Students will develop knowledge and understanding of the provision of sufficient areas of specialization to allow students to</td>
<td>Students will <strong>discover</strong> particular areas of the food and beverage industry which hold an interest to the student (HA 1923 Introduction to Food and Beverage</td>
</tr>
</tbody>
</table>

2
<table>
<thead>
<tr>
<th>Develop individual interests and talents.</th>
<th>Management.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will adapt to varied food production settings and build on areas of personal interests (HA 2913 Principles of Food Preparations).</td>
<td></td>
</tr>
<tr>
<td>Students will identify the impact of nutrition on a healthy lifestyle (HA 2813 Basic Human Nutrition in Hospitality Administration).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will acquire knowledge of financial management of hospitality goods and services.</th>
<th>Student will identify the basics of mixing cocktails and the importance of standard recipes and measurements to an establishment's profitability (HA 4063 Beverage Management).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will assess why and how beverages are a major profit center for most food and beverage operations (HA 4063 Beverage Management).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will develop knowledge and understanding of the operations relative to the provision of hospitality goods and/or services, including foodservice management.</th>
<th>Students will demonstrate fundamental cooking techniques and methods and proficient knife skills (HA 2913 Principles of Food Preparations).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will adapt an understanding of diversity and teamwork within the hospitality work environment (HA 2913 Principles of Food Preparations).</td>
<td></td>
</tr>
<tr>
<td>Students will create and execute a meal(es) from menu conception, recipe conversion and costing, through marketing, production, personnel management and evaluation (HA 4983 Advanced Food Production).</td>
<td></td>
</tr>
</tbody>
</table>

| Students will develop knowledge of relevant operational and/or management experience in some facet of the hospitality industry. | Students will plan and produce meals and/or special events using effective planning, implementation and management skills (HA 4983 Advanced Food Production). |
| Students will develop knowledge and understanding of the legal environment of profit and non-profit organizations. | The student will *utilize* and manage personnel in a foodservice operation (HA 4983 Advanced Food Production). |
| Students will develop knowledge and understanding of the ethical considerations and socio-political influences affecting organizations. | The student will *identify and demonstrate* critical food safety knowledge and risk management associated with safe food handling and storage (HA 1013 Sanitation Safety). |
| Students will develop knowledge and understanding of the ethical considerations and socio-political influences affecting organizations. | The student will *differentiate* local, state, and federal laws regarding alcohol service and how they affect an establishment (HA 4063 Beverage Management). |
| Students will develop knowledge and understanding of the ethical considerations and socio-political influences affecting organizations. | The student will *analyze* how alcohol works; the effects on the human body (HA 4063 Beverage Management). |
| Students will acquire knowledge of the economic environment of profit and non-profit organizations. | The student will *illustrate and contrast* ethical issues related to food safety and risk management (HA 1013 Sanitation Safety). |
| Students will acquire knowledge of quantitative methods and management information systems, including computer applications. | Students will *analyze* the impact of food choices on lifestyles, which affect societal issues and health costs (HA 2813 Basic Human Nutrition in Hospitality Administration). |
| Students will learn how to plan for, utilize and manage personnel, including the improvement of student understanding of human behavior. |  |
Students will learn organizational theory, behavior, and interpersonal communication. | Student will incorporate "people skills" and communication skills to help prepare he/she be an effective beverage manager (HA 4063 Beverage Management).

Students will become acquainted with the administrative processes, including the integration of analysis and policy determination at the overall management level.

12. Will the new emphasis be offered via distance delivery? **No**

13. Mode of delivery to be used: **Classroom lecture and laboratories**

14. Explain in detail the distance delivery procedures to be used: **None**

15. Is the degree approved for distance delivery? **No**

16. List courses in emphasis. Include course descriptions for new courses. **See #11 above**

17. Specify the amount of the additional costs required, the source of funds, and how funds will be used. **All of the courses in the proposed Food and Beverage Management Emphasis are currently being taught by full time or adjunct faculty.**

Board of Trustees Approval Date:

Chief Academic Officer:
AGENDA
FACULTY SENATE
Wednesday, November 12, 2008
4:00 p.m., Pendergraft 325

I. Call to Order
   A. Approval of the minutes of the October 8, 2008, meeting

II. Old Business
   A. Free Speech Policy (Student Handbook)
   B. Campus Security Symposium/Security Issues
   C. Criteria for Promotion (Scholarly/Creative Activity)

III. New Business
   A. Curricular Items
      1. Undergraduate Research
         (a) add EAM and PS 4951-4, Undergraduate Research, to the course descriptions;
         add ANTH, ART, CJ, ENGL, FR, GEOG, GER, HIST, JOUR, MUSM, MUS, PHIL, POLS, PSY, RS, SOC, SPAN, SPH, and TH 4951-4, Undergraduate Research, to the course descriptions; add AGBU, COMS, ELEG, HA, MATH, and RP 4951-4, Undergraduate Research, to the course descriptions; and add BIOL, CHEM, FW, GEOL, HIM, NUR, and PHYS 4951-4, Undergraduate Research, to the course descriptions.

      2. Department of Social Sciences and Philosophy
         (a) add HIST 3803, History of the Middle East, to the course descriptions;
         (b) change the title for HIST 3603, The Modern Far East, to HIST 3603, History of Modern East Asia, and modify the course description;
         (c) modify the course description for PHIL 2003, Introduction to Philosophy;
         (d) add the cross-listing of PHIL to POLS 3253, Classical Political Thought;
         (e) delete PHIL 4053, Social Philosophy, from the course descriptions; and
         (f) add PHIL 3253, Classical Political Thought, to the list of course options for the Minor in Philosophy.

      3. Department of Speech, Theatre and Journalism
         (a) modify the prerequisite for JOUR (ART) 4163, Advanced Photography and Video, from prerequisite: JOUR (ART) 1163, Basic Photography, or JOUR 3163, News Photography, or consent of instructor, to JOUR (ART) 1163, Basic Photography, or consent of instructor, and modify the course description.

      4. Department of Agriculture
         (a) change the title for AGPS 1003, Principles of Crop Science, to AGPS 1003, Introduction to Agronomy; and modify the course description; and
         (b) modify the Curriculum in Agriculture Business Horticulture Option as follows: delete BIOL 4044, Dendrology, and add AGPM 3104, Introduction to Entomology, OR AGPS 3053, Weed Ecology, and AGBU 4991, Special Problems in Agriculture.
5. Department of Computer and Information Science (b - y: one proposal)
(a) add COMS 4710, Heterogeneous Networks Lab, to the course descriptions;
(b) modify the course description for COMS 1003, Introduction to Computer Based Systems;
(c) add the prerequisite: COMS 1003, Introduction to Computer Based Systems, or BUAD 2003, Business Information Systems, to COMS 1333, Web Publishing I, and modify the course description;
(d) modify the prerequisite for COMS 2003, Microcomputer Applications, as follows: change prerequisite: COMS 1003, Introduction to Computer Based Systems, or pass entrance exam, to prerequisite: COMS 1003, Introduction to Computer Based Systems, or BUAD 2003, Business Information Systems, and modify the course description;
(e) modify the prerequisite for COMS 2104, Foundations of Computer Programming I, as follows: change prerequisite: COMS 1403, Orientation to Computing, Information, and Technology; COMS 1411, Computer and Information Science Lab; or consent of instructor; and corequisite: MATH 1113, College Algebra, to prerequisite: either COMS 1403, Orientation to Computing, Information, and Technology; and COMS 1411, Computer and Information Science Lab; or consent of instructor; and prerequisite: MATH 1113, College Algebra; and modify the course description;
(f) modify the course description for COMS 2203, Foundations of Computer Programming II;
(g) modify the prerequisite for COMS 2213, Data Structures, as follows: change prerequisite: COMS 2203, Foundations of Computer Programming II, and either COMS 2903, Discrete Structures for Technical Majors, or MATH 2703, Discrete Mathematics, to prerequisite: COMS 2203, Foundations of Computer Programming II, and COMS 2903, Discrete Structures for Technical Majors;
(i) modify the course description for COMS 2803, Programming in C;
(j) change the title of COMS 2853, File Processing in COBOL, to Business Application Programming using COBOL, and modify the course description;
(k) modify the prerequisite for COMS 3603, Principles of Management Science, as follows: prerequisite: MATH 4003, Linear Algebra I, or equivalent, to prerequisite: BUAD 2053, Business Statistics, and junior standing, and modify the course description;
(l) add the prerequisite: COMS 2703, Computer and Networks and Architecture, and junior standing, to COMS 3903, Systems Software and Architecture, and modify the course description;
(m) change the title for COMS 4013, Operations Research, to COMS 4013, Quality Management in Information Technology; change the prerequisite: MATH 3153, Applied Statistics I, as follows: prerequisite: BUAD 2053, Business Statistics, and COMS 4203, Database Concepts; and modify the course description;
(n) change the co-requisite for COMS 4033, Systems Analysis and Design I, from co-requisite: COMS 4203, Database Concepts, to prerequisite: COMS 4203, Database Concepts; and modify the course description;
(o) change the prerequisite for COMS 4043, Systems Analysis and Design II, from prerequisite: COMS 4033, Systems Analysis and Design I, and COMS 4133,
Application Program Development, to prerequisites: COMS 4033, Systems Analysis and Design I, and either COMS 4133, Application Program Development, COMS 4163, Personal Software Engineering, or COMS 4313, Web Server Administration; and modify the course description;

(p) change the prerequisite for COMS 4053, Information Systems Resource Management, from prerequisite: COMS 3803, Computer Applications in Accounting and Business, and junior standing in information science or business, to prerequisite: junior standing in information systems, information technology, or computer science; and modify the course description;

(q) add the prerequisite: junior standing in information technology, information systems, or computer science, to COMS 4063, IT Project Administration; and modify the course description;

(r) change the prerequisite for COMS 4103, Organization of Programming Languages, from prerequisite: COMS 2213, Data Structures; COMS 2223, Computer Organization and Programming, or COMS 3903, Systems Software and Architecture, to prerequisites: COMS 2213, Data Structures, and COMS 2223, Computer Organization and Programming;

(s) modify the course description for COMS 4133, Application Program Development;

(t) add the prerequisite: COMS 3213, Advanced Data Structures and Algorithm Design, to COMS 4163, Personal Software Engineering;

(u) modify the prerequisite for COMS 4603, System Programming, from COMS 4033, Systems Analysis and Design I, and COMS 3703, Operating Systems, or COMS 3903, Systems Software and Architecture, to prerequisites: COMS 2213, Data Structures, and either COMS 3703, Operating Systems, or COMS 3903, Systems Software and Architecture;

(v) change the title for COMS 4700, Networking Laboratory, to COMS 4700, Data Communications and Networks Lab; change the co-requisite from upper-level networking course, to co-requisite: COMS 4703, Data Communications and Networks; and modify the course description;

(w) modify the co-requisite for COMS 4713, Heterogeneous Networks, from co-requisite: COMS 4700, Networking Laboratory, to co-requisite: COMS 4710, Heterogeneous Networks Lab; and modify the course description;

(x) change the title for COMS 4981-3, Seminar in Computer Science, to COMS 4981-3, Seminar in Computer and Information Science; and modify the course description;

(y) change the title for COMS 4991-4, Special Problems in Computer Science, to COMS 4991-4, Special Problems in Computer and Information Science; and modify the course description;

(z) modify the Curriculum in Information Systems as follows: replace three hour Elective 3000-4000 with COMS 3053, Implications of Technology on Society;

(aa) modify the Curriculum in Computer Science as follows: delete BUAD 1003, Introduction to Business Systems, and three hours Elective 3000-4000; add Management Elective and COMS 3053, Implications of Technology on Society; and add footnote; and

(ab) modify the Curriculum in Information Technology as follows: replace three hours of social science with ECON 2003, Principles of Economics I, and add COMS 4710, Heterogeneous Networks Lab.
6. Department of Electrical Engineering
   (a) modify the prerequisite and co-requisite for ELEG 3131, Electronics Laboratory, from prerequisite: ELEG 2111, Electric Circuits Laboratory, and co-requisite: ELEG 3103, Electronics I, to prerequisite: ELEG 2111, Electric Circuits Laboratory, and ELEG 3103, Electronics I;
   (b) modify the co-requisite for ELEG 3143, Electromagnetics, from co-requisite: ELEG 3123, Signals and Systems, to prerequisite or co-requisite: ELEG 3123, Signals and Systems;
   (c) modify the prerequisite for ELEG 4113, Digital Signal Processing, from prerequisite: ELEG 3123, Signals and Systems, and ELEG 3133, Microprocessor Systems Design, to prerequisite: ELEG 3123, Signals and Systems;
   (d) modify the course description for ELEG 4133, Advanced Digital Design; and
   (e) add a Computer Engineering Option to the Curriculum in Electrical Engineering.

7. Department of Recreation, Parks, and Hospitality (a -- c: one proposal)
   (a) add the Associate of Science Degree in Culinary;
   (b) add the following courses to the course descriptions:
       CUL 2903, Garde Manger;
       CUL 2923, Sauces, Stocks, and Soups;
       CUL 2933, Advanced Food Preparations;
       CUL 2943, Introduction to Baking and Pastry; and
       CUL 2996, Externship;
   (c) add the Culinary cross-listing to the following Hospitality courses:
       CUL (HA) 1013, Sanitation Safety;
       CUL (HA) 1923, Introduction to Food and Beverage Management;
       CUL (HA) 2003, Cost Controls;
       CUL (HA) 2023, Hospitality Supervision and Leadership;
       CUL (HA) 2053, Work Experience;
       CUL (HA) 2063, Guest Services Management;
       CUL (HA) 2813, Basic Human Nutrition in Hospitality Administration; and
       CUL (HA) 2913, Principles of Food Preparations;
   (d) modify the title for RP 1031, Introduction to Mountain Biking, to RP 1031, Introduction to Cycling, and modify the course description; and
   (e) modify the course description for RP 4042, Field Seminar in Interpretive Methods.

B. Job Placement for Work Study Students
C. General Education

IV. Open

V. Ann
   A. Same as CUL per Dr. Herrick

VI. Adjou
To: Curriculum Committee
From: Undergraduate Research Office
Date Submitted: August 15, 2008
Request for: Course Addition/change of title as indicated
Submitted by: Mostafa Hemmati, Director of Undergraduate Research Office
Approved by: Vice President for Academic Affairs
Reviewed by: Registrar: Sammy Lucido
Vice President:

I. Number: For the following the course number will be (dept prefix) 4951-4

School of Community Education: EAM, PS

School of Liberal and Fine Arts: ENGL, SOC, PSY, ANTH, CI, RS, SPH, JOUR, TH, MUS, SPAN, FR, GER, HIST, POLS, PHIL, GEOG, ART, MUSM

School of Systems Science: MATH, RP, RA, COMS, EE, AGBU

For the School of Physical and Life Sciences, the course number will be:

CHEM 4991-4
GEOL 4991-4
HUM 4991-4
NUR 4991-4
PHYS 4991-4

Title: Undergraduate Research in (respective area, e.g.: Undergraduate Research in Chemistry). This will constitute new courses in all areas with the exception of CHEM, GEOL, and PHYS where the existing title of “Special Problems in....” should be changed to “Undergraduate Research in....”

Catalog description: On demand. Requires departmental approval. Advanced students carry out independent research activity relating to a significant problem in a major field of study. Supervised by faculty member. Formal report and presentation required. One to four credits depending on problem selected and effort made.

Description: Varies with the research activity.
Sample course syllabus:

Phys 4991-4  4951-4
Undergraduate Research
Mostafa Hemmati

1. OFFICE HOURS: My office is in McEver 32 and the designated office hours are
   Monday: 8:00-10:00 and 2:00-5:00;
   Tuesday: 4:00-5:00;
   Wednesday: 8:00-10:00;
   Thursday: 2:00-5:00;
   Friday: 8:00-10:00
   Phone: (479) 968-0340;
   E-mail: mhemmati@atu.edu

2. CATALOG DESCRIPTION: Catalog description: On demand. Requires departmental
   approval. Advanced students carry out independent research activity relating to
   significant problems in physics and astronomy. Supervised by faculty member. Formal
   report and presentation required. One to four credits depending on problem selected and
   effort made.

3. COURSE MATERIALS: Journal articles

4. COURSE RATIONALE: This course is a graduation requirement for students enrolled in the
   Engineering Physics program and also two degree options in the physical science program.

5. COURSE OBJECTIVES: Upon completion of the course students will be able to collect
   information relevant to the research activity through a literature search; investigate different
   models, specially the fluid model; collect data; analyze data; prepare graphs; prepare research
   presentations; prepare reports, including a research article for publication; and make presentations
   in scientific conferences.

6. GENERAL EDUCATION OBJECTIVES: Students taking this course, will receive a more
   detailed coverage of some of the concepts in physics. This course will particularly help students
   to "show competence in reasoning and handling of abstract and quantitative ideas and be able to
   create mathematical models and use mathematical techniques to solve the problems which they
   encounter."

7. ASSIGNMENTS: Students will be required to complete an extensive literature search for
   relevant journal articles, read journal articles and make oral presentations on weekly basis, collect
   data, analyze data, prepare graphs, prepare a journal article for publication, and prepare research
   presentations.

8. ASSESSMENT: Students’ assessment will be based on the quality of their weekly reports,
   data collection, data analysis, preparation of research articles, and their research presentations.
9. GRADING: The grading criteria are as follows:

90% or better = A
80% or better = B
70% or better = C
60% or better = D

10. POLICY ON ABSENCES AND CHEATING: Students will be required not to miss more than three meetings/appointments during the semester. Those cheating will be reported to the appropriate university authorities.

**end of sample syllabus**

Effective date or terms: Fall 2009

Course fees: No additional fees will be required.

II. Justification and feasibility of course
Currently, all university departments have their own “Special Problems” courses. The proposed course will

1. More accurately reflect the nature of the course than the title “Special Topics” or “Independent Study”.
2. Reflect research accomplishments of our graduates in their transcripts and provide them better opportunities when applying to graduate schools or jobs requiring research background.
3. Provide additional strength to our accredited programs during their accreditation visits.
4. Make our programs more attractive to high school graduates wishing to attend college.
5. Reflect students’ work and also assessment of their activities as required by research grant proposals.
6. Make research activities uniform across the campus.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Social Sciences and Philosophy Department
Date submitted: 15 September 2008
Request for: Course Addition
Submitted by: Alexander Mirkovic, Assistant Professor of History
Approved by: 
   Department Head: [Signature]
   Dean of School: [Signature]
Reviewed by: Registrar: [Signature]
   Vice President: [Signature]

   11/14/08

I. Catalogue Description: Political, social, and cultural survey of the history of the Middle East from the rise of Islam to modern times.

II. Justification and feasibility of course:

   a. What is the need for this course? Who will take it?
      In the modern global world, especially after 9/11/2001, it has become necessary to know and understand the history of the Middle East and the role of Islam. A good part of the course, especially in the beginning is devoted to Islam and its ambitions to create a “community” of believers. This is particularly significant in the modern world, when Islamic societies are still struggling with this issue. The course was already offered as Social Science Seminar and it drew a considerable number of students. It is geared primarily to history majors, but there were couple of students from other related areas that enrolled and have been able to successfully complete the course.

   b. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?
      Social science and Philosophy department has been trying to develop a stronger curriculum in non-European (World History). Since there are very few courses in the catalogues that cover this area (World History) there is no overlap. Most other courses in the area of World History are offered by Dr. Micheal Tarver, who teaches Latin American and Asian history. Dr. Georgena Duncan offers course on Africa, which also do not overlap with the proposed course. There is nothing offered in the geographical area of the Middle East and the proposed course would be the first one.

   c. Is the course part of any general plan of development in your department?
The department is trying to strengthen the curriculum in World History and move beyond the traditional areas of US and European history. As a major center of activities of the World History Association, the department is ideally suited to achieve this goal. As mentioned before, Dr. Georgena Duncan already offers courses on Africa, and Dr. Micheal Tarver does so for Latin America. Because of their administrative obligations as dean and department head, there is a need to add to this part of the department’s curriculum.

d. How often will the course be offered?
   The course will be offered on bi-annual basis, following the usual course rotation within the department.

e. How will the course be staffed?
   The course will be taught by Dr. Alexander Mirkovic, who has already taught it as Social Science Seminar. Dr. Peter Dykema would also be able to teach this course in case of an unforeseen emergency.

f. When applicable, state with which departments you have specifically coordinated this change?
   I have worked with the department of Foreign Languages and International Studies.

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

| 1. Dr. Ramon Magrans | YES | Early September 2008 |

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.
History of the Middle East
SYLLABUS

History of the Middle East
Instructor: Dr. Alexander Mirkovic
Office: Witherspoon 263
Office Hours: M 10-12 and 2-4pm, W 10-12 and 2-4pm, R 2-4pm and also by appointment.
Phone: (479) 968-0455
Email: amirkovic@atu.edu

Course Objectives: This course covers social, cultural, and political history of Islamic societies, from the
beginning (Muhammad) to the modern times. The geographical focus is on the Near East. Chronologically, the
course is divided in four sections: 1) The Rise of Islam; 2) The Emergence of the Islamic World System 1000-
1500; 3) The Islamic World in the Age of European Expansion 1500-1800; and 4) The Islamic World in the Era
of Western Domination after 1800.

- Making students familiar with the main events and processes in the history of Islamic societies in the
  Middle East.
- Acquiring the knowledge of basic facts with regard to the emergence and development of Islamic
  societies,
- understanding the causes and effects of major changes,
- familiarizing students with the tools of historical research, especially reading and analyzing the primary
  sources (in translations).
- A more general goal is to help students acquire a historical understanding of the Islamic world, by
  emphasizing diversity, change, and continuity in human society, as well as understanding of how and
  why Islamic societies develop and change.

Rationale/Justification for the Course:

In the contemporary world as it is today, the course does not need much justification. Islamic and Arabic
speaking societies of the Middle East interacted with their neighbors in Africa and Asia for centuries and served
as a major cultural and economic link between them. The Middle East is located at the crossroads of three
continents, Europe, Africa, and Asia, and its role in World History is central. In the contemporary world, the
Middle East acquired even greater significance, first because of oil and second due to the creation of the state of
Israel in 1948 and the subsequent Arab-Israeli conflict, which marks the World history to this day.

Textbooks:


Bernard Lewis, A Middle East Mosaic: Fragments of Life, Letters and History (Modern Library; 2001) # ISBN-


Attendance: Regular attendance is expected and necessary for the successful completion of the course.
Attendance will be checked regularly. Absences can be justified and unjustified. Participation in regularly
Scheduled university events also justify an absence. In case of a missed exam (justified only), a make-up session will be organized at mid-term and at the end of the semester. There will be no make-up exams during the course of the semester, regardless of whether the absence is justified or unjustified.

**Evaluation:** Students' work is evaluated by three in-class exams, and three shorter papers (3-4 pages)
- Three in-class exams consist of identifications and an essay. The study guides will be distributed a week ahead of the exam
- The First Paper topic is "Caliph and Imam: the Understanding of the Concept among Various Islamic Groups"
- The Second Paper topic on the role of trade and commerce in the Islamic world. It must cover the era before 1800s and you will focus on a food item that originated or was widely used in the Islamic world. Possible choices include: apricots, arak, coffee, frankincense, hashish, sugar cane, cardamom, falafel, cinnamon, saffron, and so on. A good place to start your research is Kenneth F. Kiple, *The Cambridge World History of Food* (New York: Cambridge University Press, 2000).
- The Third Paper is on an issue or personality from the modern Middle East (after 1800s) and possible topic include: "Michel Aflaq: The Founder of the Baath Party", "Sykes-Picot Agreement", "Theodore Herzl", "The Founding of the Islamic Brotherhood", "The Assassination of King Abdullah I", "Camp David Accords", "Sharif Hussein bin Ali", and so on. This paper requires using primary sources.

Extra credit assignments are at the sole discretion of the instructor, but the students are encouraged to request extra credit assignments, having in mind that extra credit should represent an effort above and beyond the ordinary requirements of the class. The grades for extra credit are "merits extra credit" or "insufficient for extra credit."

Plagiarized work receives 0 points on the first offence. The second offense is punished with an F as a final grade. In addition the case will be reported to the university disciplinary committee.

**Other Issues:** Discrete use of tape-recorders is permitted. Cell-phone should be turned-off or put in the silent mode before the start of the class. In case of tardiness, students should proceed to the nearest available chair with least possible interruption of the class.

**University Calendar:**
- Last day to officially drop courses with full refund: August 23
- Labor Day: September 3
- Last day to drop course with 80% refund: September 26
- Mid-term: October 11
- Thanksgiving: November 21-26
- Last day to drop courses with a "W": November 26
- Last day of classes: Dec 6
- Final Examinations: December 10-14 (check university calendar for the schedule)

**Additional Readings:**

H. Inalcik, *The Ottoman Empire: The Classical Age 1300-1600* (London: 1973)

### Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Examination</th>
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<tbody>
<tr>
<td>Week 2: Aug 30, Sep 4</td>
<td><strong>The Rise of Islam: Prophet, Tradition (Hadith), and the Qur'an</strong>&lt;br&gt;Robinson, <em>The Cambridge Illustrated History</em>&lt;br&gt;<strong>Movie Analysis: The Messenger</strong></td>
<td></td>
</tr>
<tr>
<td>Week 3: Sep 6, 11</td>
<td><strong>The Rise of Islam: Development of the Umma and the Companions of the Prophet</strong>&lt;br&gt;Robinson, <em>The Cambridge Illustrated History</em>&lt;br&gt;<strong>Movie Analysis: The Messenger</strong></td>
<td></td>
</tr>
<tr>
<td>Week 5: Sep 20, 25</td>
<td><strong>1000-1500: Philosophers and (or) Sufis?</strong>&lt;br&gt;Read: Robinson, <em>Cambridge History: Chapter 2, The Emergence of the Islamic World System</em>&lt;br&gt;Read: Robinson, <em>Cambridge History: Chapter 7, Knowledge and its Transmission</em></td>
<td><strong>First Exam:</strong> September 20 The Rise of Islam** First Paper due:** September 20&lt;br&gt;Topic: Caliph and Imam</td>
</tr>
<tr>
<td>Week 6: Sep 27, Oct 2</td>
<td><strong>1000-1500 The Role of Trade and the Islamic World System</strong>&lt;br&gt;Read: Robinson, <em>Cambridge History: Chapter 5, The Economy in Muslim Societies</em></td>
<td></td>
</tr>
<tr>
<td>Week 7: Oct 4, 9</td>
<td><strong>1500-1800</strong>&lt;br&gt;Read: Robinson, <em>Cambridge History: Chapter 3, The Islamic World in the Age of European Expansion.</em></td>
<td></td>
</tr>
</tbody>
</table>
| Week 8: Oct 11, 16 | **1500-1800**  
The Islamic World in the Age of European Expansion  
Read: Robinson, *Cambridge History: The Ordering of Muslim Societies.* |
|-------------------|--------------------------------------------------|
| Week 9: Oct 18, 23 | **1500-1800**  
The Islamic World in the Age of European Expansion  
Read: Robinson, *Cambridge History: Artistic Expression of Muslim Societies* |
| Week 10: Oct 25, 30 | **1800 to the Present**  
The Islamic World in the Era of Western Domination  
Read: Robinson, *Cambridge History: The Islamic World in the Era of Western Domination*  
Second Paper due:  
October 25  
Topic: An Islamic Trading Post |
| Week 11: Nov 1, 6 | **1800 to the Present**  
The Islamic World in the Era of Western Domination  
Read: Pierre Bourdieu: Honor and Shame in Kabyle Society (will be provided!)  
Second Exam:  
October 30  
The Emergence of the Islamic World System |
| Week 12 Nov 8, 13 | **1800 to the Present**  
The Islamic World in the Era of Western Domination  
Read: Gelvin, *Modern Middle East*, Part II: The Question of Modernity |
| Week 13: Nov 15, 20 | **1800 to the Present**  
The Islamic World in the Era of Western Domination  
Read: Gelvin, *Modern Middle East*, Part III: World War I and the Middle East State System |
| **Thanksgiving: Nov 21-5** | | |
| Week 14: Nov 27, 29 | **1800 to the Present**  
The Islamic World in the Era of Western Domination  
Read: Gelvin, *Modern Middle East*, Part III: World War I and the Middle East State System |
| Week 15: Dec 4, 6 | **1800 to the Present**  
The Islamic World in the Era of Western Domination  
Read: Gelvin, *Modern Middle East*, Part IV: The Contemporary Era  
Third Paper Due:  
December 6th. Topic: A Contemporary Issue or Personality in the Middle East |
| **Final Exam Week:**  
December 10-14 | Final Exam (check the university calendar for the actually day, place, and time |
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Social Sciences and Philosophy Department
Date submitted: 15 September 2008
Request for: Course Change – Course Title and Description Modification
Submitted by: H. Micheal Tarver
Approved by: Department Head: [Signature]
Dean of School: [Signature]
Reviewed by: Registrar: [Signature]
Vice President:

This request is to have the Course Title and Course Description of HIST 3603 modified as follows:

Current: The Modern Far East. This course deals primarily with the history of Asia after 1800. The major stress is placed upon the history of China, India, and Japan.

Requested: History of Modern East Asia. This course deals with the history of East Asia after 1800. The major stress is placed upon the history of China, Korea, and Japan.

Rationale: The proposed course title would make the title more in line with similar Department course titles (History of Modern Africa, History of Middle East, History of Russia, etc.). The revised course description is to reflect the reality of the course content, as India is not in East Asia. The course has been taught for several years with the content correct (China, Korea, Japan) although the description has been in error.

App CC 10/24/08
App FS 11/12/08
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Social Sciences and Philosophy Department

Date submitted: 15 September 2008

Request for: Course Change – Minor Modification of Catalog Description

Submitted by: Jeff Mitchell, Professor of Philosophy

Approved by: [Signature] Department Head

[Signature] Dean of School

Reviewed by: [Signature] Registrar

Vice President:

This request is to have the Catalog description of PHIL 2003: Introduction to Philosophy modified as follows:

Current: A survey of basic problems in the major areas of epistemology, ethics, esthetics, philosophy of religion, and philosophical inquiry-metaphysics.

Requested: A survey of basic problems in the major areas of philosophical inquiry-metaphysics, epistemology, ethics, esthetics, and philosophy of religion.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Social Sciences and Philosophy Department
Date submitted: 15 September 2008
Request for: Course Change – Creation of Cross-Listing Only
Submitted by: Jeff Mitchell, Professor of Philosophy
Approved by: Department Head: [Signature]
Dean of School: Duncan
Reviewed by: Registrar: [Signature]
Vice President:

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

This request is to have \textit{POLS 3253}: Classical Political Thought cross-listed as \textit{PHIL 3253}. Political theory is a field shared by the disciplines of philosophy and political science, and the plan is for the class to be taught on an alternate basis by a Political Science faculty member and by a Philosophy faculty member. This action would be consistent with the cross-listing of Modern Political Thought (PHIL/POLS 3063).

I. Catalog description: An examination of the major contributions to political thought during the Classical Age, the Medieval Era, and the Renaissance. Completion of POLS 2253 recommended.
   \begin{itemize}
   \item \textit{PHIL 3253} \textit{POLS 3253}
   \end{itemize}

   Title for Catalog: Classical Political Thought

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

   Description: An examination of the major contributions to political thought during the Classical Age, the Medieval Era, and the Renaissance.

   Effective date or term: Summer I 2009

   *Course fees: None
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Social Sciences and Philosophy Department
Date submitted: 15 September 2008
Request for: Course Deletion
Submitted by: Jeff Mitchell, Professor of Philosophy
Approved by: Department Head: [Signature]
               Dean of School: [Signature]
Reviewed by: Registrar: [Signature]
Vice President: [Signature]

Course Deletion: PHIL 4053: Social Philosophy.

Rationale: The Philosophy faculty have recommended that the course be deleted as it has been years since the class was last offered, and there is currently no plan to offer it again anytime in the near future.

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

1.

2.

Indicate Support for Proposal (yes/no) Date:

app CO 15/9/08

app FS 11/12/08
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee
From: Social Sciences and Philosophy
Date Submitted: 15 September 2008
Type of Curriculum Change Requested: Minor Modification
Submitted By: H. Micheal Tarver
Approved By: Department Head: [Signature]
Dean of School: [Signature]
Reviewed By: Registrar: [Signature]
Vice-President for Academic Affairs

Add PHIL 3253 to list of course options for Philosophy Minor, as follows:

The minor in philosophy is designed for those students who wish to broaden their study of the nature of knowledge. This minor is particularly well suited for students who wish to prepare for graduate work or law school. In addition to the academic benefits, the study of philosophy can make an important contribution to the well-lived life. Students can tailor the curriculum of the minor to meet their specific interests. Students must have a minimum 2.00 grade point in their Philosophy courses to be eligible for a Philosophy minor. The minor in philosophy requires 18 hours of courses:

PHIL 3103 Logic

and 6 hours selected from the following:
PHIL 2013 Religions of the World
PHIL 3023 Ethics
PHIL 3033 Esthetics
PHIL 3053 Philosophy of Religion
PHIL 3063 Modern Political Thought
PHIL 3253 Classical Political Thought
PHIL 4103 Advanced Logic

and 6 hours selected from the following:
PHIL 3003 Ancient Philosophy
PHIL 3013 Modern Philosophy
PHIL 3113 Contemporary Philosophy
PHIL 3203 Medieval Philosophy
PHIL 4093 American Philosophy

and 3 hours in any additional Philosophy courses

Rationale: The creation of the cross-listing for POLS 3253 as PHIL 3253 offers the possibility of students taking the new PHIL class. As such, this course should be added to the possible courses applicable towards the Philosophy Minor.
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Speech, Theatre & Journalism

Date Submitted: Sept. 15, 2008

Type of Curriculum Change Requested: Miscellaneous change- Change in prerequisites and catalog description wording for JOUR/ART 4163.

Submitted By: Dr. Hanna E. Norton, Associate Professor of Journalism

Approved By: Dr. Donna Vocate, Department Head- Speech, Theatre & Journalism  
Dr. Georgena Duncan, Dean of School of Liberal and Fine Arts

Reviewed By: Ms. Tammy Rhodes, Registrar

Dr. John Watson, Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog.
Areas highlighted would be removed from the course description and prerequisites.

JOUR(ART) 4163 Advanced Photography and Video
Prerequisite: JOUR(ART) 1163 or JOUR 3163 or consent of instructor. An introduction to advanced photographic techniques including color film processing, digital photography and nonlinear editing. Various historic and current theories of visual journalism provide a substantive base for the application of techniques.

II. Course Information

A. Rational For the Requested Change
The Advanced Photography and Video course utilizes darkroom techniques in its exploration of mastering advanced photographic skills. In recent years the News Photography course (JOUR 3163) has switched to digital submissions for assignments as is the industry standard. Without darkroom experience gained in the Basic Photography class (JOUR/ART 1163), students are at a great disadvantage when attempting to take the Advanced Photography class. The overall quality of submitted work and discussions on darkroom techniques are also hampered by enrolling students without previous experience.

We will remove the mention of color film processing from the catalog description because we currently do not have the equipment, nor plans to purchase the equipment necessary for color film processing.
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 2009

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.)

<table>
<thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dr. Cathy Caldwell, Department Head- Art</td>
<td>Yes</td>
<td>9/11/08</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.

*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.

Denna R. Heseltine
Department Head

9/27/08
Date

*Added 9/1/05
JOUR-ART 4163/5163 - Advanced Photography & Video - Fall 2008
Dr. Hanna Norton
E-mail: hnorton@atu.edu
Office: T2A Phone: 498-6025
Office Hours: M 3-5; T 12:15--2:15; W 3-5; Th 4-6 (and by appointment)

Course Objectives: This course has been designed to advance your photographic knowledge to include the zone system, color photography, special effects, and digital photography. In addition, you will be learning about shooting and editing moving images both using non-linear methods.

We will be examining the work of traditional artistic photographers, photojournalists, and filmmakers to study the most effective visual element for various journalistic and artistic goals. To do this, you will learn about and experiment with various techniques and will be asked to share your observations both in class discussions and written observations.

Text:

Expectations: Because this class requires “hands-on” experience and meets only once a week, I expect you to come to class on time and be prepared to discuss readings or prepared for your presentations. Two absences will be allowed during the semester. After the second absence, your overall grade will automatically be lowered by half a letter grade.

Grading: Your grade will be based on your performance on assignments and class attendance/participation. Your grade on assignments will reflect your understanding of the course’s photographic topics and your ability to produce images (both moving and still) that are original, appealing, and of high quality. Completion of assignment criteria, effort of work, and neatness of presentation will also be counted toward your assignment grades. Failure to meet project deadlines will result in a one letter grade reduction per assignment. Grades will be based on:
A=90-100, B=80-89, C=70-79, D=60-69, F=59 or below.

Helpful Links: As you continue your exploration of photography, you might find these Internet Web sites of use for inspirational ideas.
- www.aphotoaday.org
- www.nyip.org (New York Institute of Photography)
- www.kodak.com
- www.ilfordphoto.com
- creative.gettyimages.com
Undergraduate Assignments:

Assignments 1, 2, 3, 4, 5  55%
Assignment 6 (Non-Linear ATU Video)  15%
Final Portfolio  20%
Class Attendance/Participation  5%
Mini Assignments  5%

Graduate Assignments:

Assignments 1, 2, 3, 4, 5  45%
Assignment 6 (Non-Linear ATU Video)  10%
Final Portfolio  15%
10 minute video  20%
Class Attendance/Participation  5%
Mini Assignments  5%

Requirements For All Assignments:

1. All assignments (both photographic and video) will require a short 1-page paper to accompany the visual work.
   a. This paper must be typed.
   b. It should discuss the thoughts you had going into the project and any problems you had during the project.
   c. The paper should also highlight what you learned as a photographer/videographer from the assignment.
   d. These papers should be concise but interesting, coherent, and without typographical or grammatical errors. Remember, as an artist you must be able to express your thoughts regarding your work.
   e. See assignments for more specific requirements of each paper.
Requirements For Video Assignments:

1. Assignments are to be turned in on VHS tapes.
   a. S-VHS and Mini-DV tapes can be purchased at the campus bookstore. For Mini-DV, use only Panasonic brand tapes.

2. For video assignments the procedure to check out cameras will be as follows:
   a. Cameras can be checked out from George Cotton in CRA 106 (968-0347)
      Monday – Friday 7 a.m. to 4 p.m. (Times are subject to change.)
   b. Cameras can be checked out for 2 hours at a time during the day. After 3 p.m. cameras can be checked out overnight. All cameras checked out overnight must be returned no later than 8:30 a.m. the next business day.

3. To check out a camera you must follow these procedures:
   a. Know when you will need the camera.
      i. Cameras must be reserved 24 hours in advance.
      ii. Check to see when the cameras are available.
      iii. Go to the Engineer's office (CRA 106) and look in the camera book on the counter.
      iv. Find the date you would like to check out a camera.
      v. If the camera is available, fill in the time slot for which you will need the camera.
         Cameras can be checked out overnight after 3 p.m. Cameras checked out overnight on Friday must be returned on Monday morning by 8:30 a.m.
      vi. Locate the clipboard and fill in the camera reservation form. Make sure you fill in all the information and that it is legible and correct.
      vii. Place the sheet in the red box.
   b. On the day you have reserved your camera for, be on time to pick it up. You will need to sign a form saying what you have picked up.
      i. Make sure you have everything you need/requested:
         1) Camera
         2) Tripod
         3) Batteries
         4) Microphone
   c. Be sure to return all equipment on time, failure to do so could result in your not being able to check out equipment in the future.

4. Do not leave the cameras or equipment in your vehicle overnight. Condensation develops causing the equipment to rust.

5. Do not smoke around the cameras or leave them in smoky environments.

6. If a piece of equipment fails to function properly or is damaged in your possession, it must be reported to Mr. Cotton, engineer, or Mr. Anthony Caton, director of broadcasting, upon its return.

7. Equipment must be returned at the scheduled time. If an individual returns equipment late, s/he may be unable to borrow equipment when s/he may need it again.

8. An authorized person must sign out all equipment before it is to be taken from TV6.
Requirements For Photo Assignments:
1. To complete some of your photo assignments you must have access to a manual 35mm single lens reflex (SLR) film camera. There are cameras that can be checked out from Tommy Mumert in T4A. His office number is 968-0284.
   a. The cameras require a 24 hour advance reservation.
   b. The cameras are available for 24 hours at a time, with the exception of a Friday afternoon check-out and Monday morning return.
   c. Cameras are to be returned to Mr. Mumert and not myself.
   d. Failure to return the cameras on time will result in a one letter grade reduction on the upcoming assignment.
2. Use an exposure log sheet to record the f stop, shutter speed, subject and any comments when you are taking your photographs. These will be provided.
3. If utilizing black and white film for the assignment, a contact sheet will be required along with the submission of your negatives.
4. If using color film, please provide an index print of the roll of film as well as your negatives.
5. If using a digital camera, please send me the original, uncropped and/or unedited image.
6. Turn in two 8x10 enlargements of your final selected images (unless otherwise noted).

Assignment #1

1. Select a famous photographer and present four photos of their work describing why you think it is important or significant to photography. I also want you to be familiar with how they achieved the “look” of their photography.
2. Now that you are familiar with the photographers' work, you are to create two 8x10 photographs in the style and manner matching your selected photographer.
   a. You can attempt to recreate specific pictures which you like or admire, create your own interpretation of selected photographs, or simply attempt to recreate the photographer's style.
      i. Regardless of your approach, the subject you select should be one that would also be of interest to your photographer.
      ii. You may shoot either film or digital for this assignment.
3. Your paper should discuss why you selected the original photographer, why each of the four photos was selected and why you think it is representative of the photographer's work. Additionally, you need to discuss your adaptation of the photographer's work including subject, lighting, and compositional considerations.
4. Due 9/4
Assignment #2

1. Using black and white film, I want you to capture three distinct emotions in whatever manner you select (11-12 shots).
   a. You want to go beyond a simple portrait with different facial expressions.
      i. Instead, think of objects, sensations, places, lighting, textures, patterns, that help to portray each selected mood.
      ii. The most creative attempts will present distinct “subjects” for each image.
   b. Keep in mind that when you are shooting this portion of the roll, the 8x10 you will print in the darkroom will need to demonstrate either high key or low key qualities in the enlargement. This means the enlargement should demonstrate contrast as presented in all levels of the Zone System.

2. On the remainder of the roll, you are to consider a landscape you are fond of.
   a. Present this landscape or portions of this landscape using extremes in depth of field.
   b. Create an 8x10 enlargement you have personally printed in the darkroom of your best landscape image.

3. Your paper should discuss all of the considerations you faced with both portions of the assignment, especially why you chose your emotions and landscape, how you visualized capturing each on film, and why you selected the shallow or deep depth of field for the landscape portion of your assignment.

4. Due 9/18

Assignment #3

1. Shoot a 12 exposure roll of color film of a single subject to create an essay “What Would Otherwise Go Unseen.”
   a. The idea is to invite the viewer to look more carefully and closely at the unique qualities of something.
   b. You must have accompanying captions/comments for each photo, discussing the unique quality captured in that particular photograph.
      i. By all means, you can be creative and write a poem or short story that is broken up and visually presented in the images.

2. Have the film C-41 processed at your photo development shop of choice and printed in a 4x6 size.

3. Mount the 12 exposures together with the associated comments below.

4. Your paper should include why the subject/object was selected, why each particular shot was included, and what you learned about the subject through the in-depth visual analysis.

5. Turn in your negatives with your enlargements and paper.

6. Due 10/9
Assignment #4

1. To expand your photographic “comfort zone,” you are to prepare two distinct photographic special techniques.
   a. Examples include pinhole photography, hand-tinting black/white photography, cropping images under the enlarger, double exposure, solarization.
      i. Many more ideas will be discussed in class.
2. Your written paper should explain why each technique was selected and the process used to create each print.
3. Due 10/30

Assignment #5

1. To tie into our photojournalism discussions, you will be asked to capture/document one event that could appear in The Courier.
   a. From a photographic and journalistic perspective you want your image to do your talking for you.
   b. You may shoot the event with either a film or digital camera.
2. Select six images that you would submit to the publisher.
   a. Submit those six images to hnorton@atu.edu by November 3.
3. Your paper should discuss the event(s), why it was selected, why each particular selected image represents the event, and technical or social issues you encounter while attempting to document the event.
4. Due 11/6

Portfolio

1. Select six prints to represent your work this semester.
   a. The selected prints can utilize any format or technique from the semester.
   b. These prints can be work you have already done for an assignment or can represent skills you have learned during the semester with new photographs.
2. These six photographs need to be mounted and/or matted.
3. A typed explanation of each individual image (including technical information and why it was selected to be part of your portfolio) should be secured to the back of each image.
4. Due 11/20
Assignment #6

1. Working with two other students (groups of three), check out an S-VHS or Digital Video camera from CRA 106 (detailed check out instructions given above) or use your own.
2. Your group has been “hired” to make a promotional video to entice high school seniors to attend Arkansas Tech University.
   a. The video needs to be two minutes long or less and present the best attributes of the university according to your artistic “vision.”
   b. You may choose to present this message in any manner you wish, including musical accompaniment, footage of campus activities and events, interviews with members of the Tech community, etc.
   c. Edit the material together using non-linear editing techniques. This can be either Adobe Premiere, AVID, or your personal non-linear editor (if applicable).
      i. If you are familiar with non-linear editing, please feel free to use special techniques to enhance your video as long as they are still meeting the needs of your client.
      ii. Transfer to a standard VHS tape.
3. Your individual paper should discuss your planning process, shooting and editing experiences and why you and your group chose to present the university in the manner you did.
4. Due Final Exam Period

Course Schedule:
(Subject to change)

Week of:

August 21: Course Introduction Group Photo Workshop/Discussion
(What do you see in these images?)

August 28: History of Photography Chapter 18 (Workshop)
**Hand out Zone System Readings
- Be prepared to turn in a one page typed paper on 9/4 that discusses specifically (subjects, composition, etc.) how you could or plan to use the Zone System in your photography.

September 4: Zone System Chapter 16, Outside Readings (Assignment #1)
**Hand out Photojournalism readings
- Be prepared to turn in a one page typed paper on 9/11 that discusses specifically what you learned as a photographer from the Photojournalism readings and how you could apply that knowledge to covering 9/11 as a photojournalist.

September 11: Video Equipment Check-Out Procedures Photojournalism Group Workshop/Discussion (Covering an event)
Pgs. 34-35, 64-65, 360-364, Outside Readings
- Be prepared to turn in a team paper that presents your group’s plans for the presented Workshop concept.

September 18: Color Chapter 7 (Assignment # 2)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Chapter/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 25</td>
<td>Non-Linear Editing</td>
<td>Outside Readings</td>
</tr>
<tr>
<td>October 2</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>October 9</td>
<td>Special Techniques</td>
<td>Chapter 14 (Assignment #3)</td>
</tr>
<tr>
<td>October 16</td>
<td>Guest Lecture</td>
<td>Photojournalism</td>
</tr>
<tr>
<td>October 23</td>
<td>Digital Darkroom Image Editing</td>
<td>Chapter 8</td>
</tr>
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<td></td>
<td></td>
<td>Chapter 9</td>
</tr>
<tr>
<td>October 30</td>
<td>Special Effects</td>
<td>(Assignment #4)</td>
</tr>
<tr>
<td>November 6</td>
<td>Photojournalism Due</td>
<td>(Assignment #5)</td>
</tr>
<tr>
<td>November 13</td>
<td>Photojournalism Cont’d</td>
<td>(Assignment #5)</td>
</tr>
<tr>
<td>November 20</td>
<td>Portfolios Due and Portfolio Presentations Begin</td>
<td></td>
</tr>
<tr>
<td>November 27</td>
<td>Thanksgiving Holiday</td>
<td></td>
</tr>
<tr>
<td>December 4</td>
<td>Complete Portfolio Presentations</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>Arkansas Tech Video Presentations (Assignment #6)</td>
<td>Graduate Film Presentations</td>
</tr>
</tbody>
</table>
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Agriculture Department

Date submitted: August 28, 2008

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 1003 Principles of Crop Science be changed to AGPS 1003 Introduction to Agronomy. The course will remain functionally identical as it is currently being taught. The change in title will better represent current agronomic principles (soil, crop management, cropping systems, tillage, harvesting etc...) without an emphasis given solely to crops.

Catalog description:

A study of important agronomic practices associated with crop production, including classification of crops, the role of soil and the environment, crop management, cropping systems, integrated pest management and harvest methods. Lecture three hours.

Number: AGPS 1003

Title for Catalog: Introduction to Agronomy

Effective date or term: Spring 2009

Course fees: None
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee or Graduate Council (as appropriate)

From: (Initiating Department) Agriculture Department

Date Submitted: September 26, 2008

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: James Collins

Approved By: Department Head: [Signature]

Dean of School: [Signature]

Reviewed By: Registrar: [Signature]

Vice-President for Academic Affairs: [Signature]

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. BIOL 4044 has BIOL 2134 as a prerequisite. The horticulture option does not have the ability to add the four hours without exceeding the 124 hour degree requirement. Allowing the student to take either (AGPM 3104) or (AGPS 3053 and AGBU 4991) will enable them to meet the 124 hour degree requirement, obtain the beneficial plant and science background, and have an option to focus their program to more hands-on learning.

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

1. Within the department requesting the change. AGPM 3104, which is taught by Mike Fairbanks, should have no change as it is already taught and is not currently at full capacity. AGPS 3053, taught by Mike Fairbanks, and AGBU 4991, taught by Molly Brant, are not at capacity and are already offered.

2. Outside the department. None

C. Effective date or term.

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.)

<table>
<thead>
<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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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):

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**Total Program Hours**
Curriculum in Agriculture Business
(Horticulture Business Option)
Degree Completion Plan Beginning in Fall Semester

Freshman

Fall
ENGL 10131 3  
BIOL 1014 4  
AGAS 1014 4  
MATH 1113 3  
AGPS 1003 3  
Total Hours 17

Junior
Fall
AGPS 3093 3  
AGPS 3244 4  
Elective3 3  
AGBU 3213 3  
Humanities1 3  
Total Hours 16

Spring
ENGL 10231 3  
AGPS 1024 4  
AGBU 1013 3  
Physical Activity1 1  
COMS 1003 3  
Total Hours 14

Sophomore

Fall
BUAD 2033 3  
AGBU 2063 3  
ACCT 2003 3  
SPH 2173 3  
Total Hours 16

Spring
AGBU 2073 3  
AGSS 2014 4  
MATH 2163 3  
Social Sciences1 3  
Fine Arts1 3  
Total Hours 16

Senior

Fall
AGBU 4003 3  
Social Sciences1 3  
AGPS 3074 4  
AGBU 4013 3  
Total Hours 17

Spring
AGBU 4033 3  
AGBU 4023 3  
AGPS 4103 3  
AGPS 3083 3  
Total Hours 12

Degree Completion Plan Beginning in Spring Semester

Freshman

Spring
ENGL 10131 3  
COMS 1003 3  
AGPS 1024 4  
Physical Activity1 1  
AGBU 1013 3  
Total Hours 14

Junior
Fall
AGPS 3093 3  
AGPS 3244 4  
Elective3 1  
AGBU 3064 4  
Social Sciences1 6  
Total Hours 16

Spring Fall Spring Fall
Elective3 1  
AGPS 3093 3  
AGPS 3244 4  
AGBU 3064 4  
AGBU 3213 3  
Total Hours 16

Sophomore

Spring
AGBU 2073 3  
AGSS 2014 4  
MATH 2163 3  
Fine Arts1 3  
Social Sciences1 3  
Total Hours 16

Fall
BUAD 2033 3  
AGBU 2063 3  
ACCT 2003 3  
SPH 2173 3  
Total Hours 16

Senior

Fall
AGBU 4003 3  
AGBU 4013 3  
AGPS 3074 4  
Social Sciences1 3  
Total Hours 17

1 See appropriate alternatives or substitutions in "General Education Requirements" on page 79 (Except ECON 2003).
2 Must be 3000 – 4000 level.
3 Recommended electives are SPAN 1014 and SPAN 1024.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Computer and Information Science

Date submitted: September 29, 2008

Request for: Course change____ Course deletion____ Course addition____ X____
(Excluding course credit hour changes)

Submitted by: Ron Robison

Approved by: Department Head: Ron Robison
Dean of School: Dr. Willy Hufeler

Reviewed by: Registrar: Yormmy Rhodes
Vice President: ____________________________

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

We are proposing the addition of an additional zero-credit lab (COMS 4710) for networking course COMS 4713. Right now, we only have one network lab course (COMS 4700) which is shared among multiple courses. Each semester, students and advisors are confused regarding which 4700 lab section is reserved for a given network course.

I. COMS 4710 Heterogeneous Networks Lab

   Proposed Course Description: Co-requisite: COMS 4713. Students will complete network lab exercises in support of COMS 4713.

   Effective date or term: Spring 2009

   *Course fees:

II. Justification and feasibility of the course:

   A. What is the need for this course? Who will take it?
      Students need hands-on experience with networking. Students co-enrolled in COMS 4713 will take the course.

   B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?
See above. No.

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

Yes. Stronger mix of theory and practice.

D. How often will the course be offered?

Fall semester.

E. How will the course be staffed?

Current 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.)

N/A

*Updated 8/1/04
**Updated 9/1/05
COMS 4713 01:
Heterogeneous Networks

Spring 2009

ARKANSAS TECH UNIVERSITY
Computer and Information Science Department

Instructor: Lucas Moody
Office Hours: Monday-Friday, 8:00-5:00 (By Appointment)
Office: Corley 115A
Phone: 692-9274
Email: lmoody@atu.edu

Textbook: NETWORK+ GUIDE TO NETWORKS

Software Requirements: All needed software will be provided through the Department’s MSDNAA membership program.

Course Description: Prerequisite: COMS 4703. Co-requisite: COMS 4710. The student will design, develop, implement, and manage numerous heterogeneous networking operating system environments. Required policies and procedures are examined and developed. Networking tools required for the development of a seamless heterogeneous networking environment are studied and applied.

Objectives: Students will, upon course completion, be able to design, implement, and administer a mixed-OS network.

General Education Requirements: This course is a required offering for IT majors.

Cheating Policy: Please refer to the Catalog for a list of possible disciplinary actions. All written assignments will be scanned through Turnitin.com for comparison purposes.

Assessment Method: Multiple exams based on topical progression. Homework/projects will be given per-topic, with a final project assigned. There will be 3 tests given, with the equivalent of a 4th test in lab work. This will be a combined 75% of your grade, and your final project will be the remaining 25%.
Obtaining Help: Students can request help via phone (692-9274), or Instant Messenger (lbmoody@hotmail.com is the appropriate contact e-mail through Messenger). Help is also available in-person at Corley 115A, or via e-mail (lmoody@atu.edu).
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Computer and Information Science
Date submitted: October 1, 2008

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

Submitted by: Ron Robison

Approved by: Department Head: Ron Robison
                Dean of School: Dr. Willy Hoefer

Reviewed by: Registrar: Sammy Andrews

Vice President:

I. These changes are being proposed in order to update the catalog so that it more accurately reflects the intentions and objectives of the department.

a. COMS 1003 Introduction to Computer-Based Systems

Proposed change: Rewrite last three sentences for clarification.

Old Description: Provides students with both computer concepts and hands-on applications. Although little or no prior computer experience is required for this course, keyboarding proficiency is assumed. Topics include PC basics, file maintenance, and hardware and software components. Students will also gain experience in the use of several popular software applications including Windows, e-mail, Internet, word processing, spreadsheets, databases, presentation packages, and integration of these applications. May not be taken for credit after completion of COMS 2003 or BUAD 2003. Advanced placement and credit by examination are available to students who have previously studied Computer Science. Students may sit for the exam a maximum of three times.

Proposed Catalog Description: Provides students with both computer concepts and hands-on applications. Although little or no prior computer experience is required for this course, keyboarding proficiency is assumed. Topics include PC basics, file maintenance, and hardware and software components. Students will gain experience in the use of Windows, e-mail, the Internet, word processing, spreadsheets, databases, and presentation packages. The integration of software packages will also be covered. This course may not be taken for credit after completion of COMS 2003 or BUAD 2003. Credit by examination is offered to students who have notable experience with computers and MS Office applications. Information regarding this examination can be found at cs.atu.edu/coms1003.

appcc 10/24/08
appcc FS 11/12/08
b. COMS 1333 Web Publishing I

Proposed change: Add prerequisite; Rewrite description for clarification.

Old Description: This course introduces the student to the World Wide Web and design and development of web pages. Topics covered include HTML, images, style sheets, multimedia, CGI and forms, and other topics as appropriate. The students will learn how to publish a web site to a server and maintain the site. This course will focus on design issues.

Proposed Catalog Description: Prerequisite: COMS 1003 or BUAD 2003. This course focuses on how to develop web pages for display on the World Wide Web. Topics covered include markup languages, style sheets, links, images, multimedia, tables, forms, design issues, and other topics as appropriate. Students will learn how to publish a web site to a server and maintain the site.

---

c. COMS 2003 Microcomputer Applications

Proposed change: Change prerequisite; Rewrite last sentence.

Old Description: Prerequisite: COMS 1003 or pass entrance exam. This course provides hands-on experience with several software applications. Topics include intermediate and advanced word processing and desktop publishing features; spreadsheet design, formulas, and charts; database design principles and implementation; presentation design and techniques; and integration among these applications. Students will be required to apply each package on a semester project related to their major.

Proposed Catalog Description: Prerequisite: COMS 1003 or BUAD 2003. This course provides hands-on experience with several software applications. Topics include intermediate and advanced word processing and desktop publishing features; spreadsheet design, formulas, and charts; database design principles and implementation; presentation design and techniques; and integration among these applications. Students will be required to apply each package on a semester project related to their major.

---

d. COMS 2104 Foundations of Computer Programming I

Proposed change: Change co-requisite to co/prerequisite; Rewrite description to clarify meaning.

Old Description: Prerequisite: COMS 1403, 1411 or consent of instructor. Corequisite: MATH 1113. An introduction to structured programming using C++. This is the beginning course in programming for majors in computer science, information systems and information technology. Programming principles taught in lecture are practiced in lab. Sequential, alternative, and iterative processing. Procedural abstraction and parameter mechanisms. Introduction to arrays, files, classes and records.
e. **COMS 2203  Foundations of Computer Programming II**

**Proposed change: Rewrite description for clarification.**

**Old Description:** Prerequisite: MATH 1113 and passed COMS 2104 with a C or better. Topics include multi-dimensional arrays, functions, string processing, and an introduction to object-oriented programming.

**Proposed Catalog Description:** Prerequisite: MATH 1113 and completion of COMS 2104 with a grade equal to or greater than a C. Topics include multi-dimensional arrays, functions, string processing, classes, and records. Students are introduced to object-oriented programming using C++.

f. **COMS 2213  Data Structures**

**Proposed change: Change prerequisite**

**Old Description:** Prerequisite: COMS 2203, and either COMS 2903 or MATH 2703. This course involves a study of abstract data structures and the implementation of these abstract concepts as computer algorithms.

**Proposed Catalog Description:** Prerequisite: COMS 2203 and COMS 2903. This course involves a study of abstract data structures and the implementation of these abstract concepts as computer algorithms.

g. **COMS 2223  Computer Organization and Programming**

**Proposed change: Update prerequisite**

**Old Description:** Prerequisite: COMS 2203 and ENGR 2134. Covers computer architecture and machine-level programming in assembly language. Considerable practical experience will be gained through programming projects. Topics include internal data representation and manipulation, physical, and logical level input-output macros.

**Proposed Catalog Description:** Prerequisite: COMS 2203 and ELEG 2134. This course covers computer architecture and machine-level programming in assembly language. Considerable practical experience will be gained through programming projects. Topics include internal data representation and manipulation as well as physical and logical level input-output macros.
h. COMS 2803  Programming in C

Proposed change: Rewrite description for clarification

Old Description: Corequisite: MATH 1113. Not for majors. Design, coding, debugging, and implementation of C programs. Introduction to the UNIX operating system.

Proposed Catalog Description: Co-requisite: MATH 1113. Not for majors. This course involves the design, coding, debugging, and implementation of programs using the C language. The UNIX operating system is introduced. May not be taken for credit after the successful completion of COMS 2104.

i. COMS 2853

Proposed change: Change title; Rewrite/update description

Old Title: COMS 2853 File Processing in COBOL
Old Description: Prerequisites: COMS 2203. Program design, development, testing, implementation, and maintenance in COBOL. Topics include file structures, batch file processing, and index file processing.

New Title: Business Application Programming using COBOL
Proposed Catalog Description: Prerequisite: COMS 2203. This course involves the analysis, design, development, testing, implementation, and maintenance of business application programs using the COBOL language. Topics include traditional data file organization, access, and processing methodologies. Additional topics include data validation, tables, sorting, searching, screen I/O, and report-based output. Programs are developed in PC and IBM mid-range computing environments.

j. COMS 3603  Principles of Management Science

Proposed change: Change prerequisite; Rewrite/update description

Old Description: Prerequisite: MATH 4003 or equivalent. Simplex method of linear programming, dual problem and sensitivity analysis, and integer programming. Emphasis is on application of these linear systems with case studies and examples from the areas of finance, marketing, and production. Large problem applications are run on the computer.

Proposed Catalog Description: Prerequisite: BUAD 2053 and junior standing. An introduction to management science analytical techniques, including such topics as the simplex method of linear programming, dual problem and sensitivity analysis, and integer programming. Emphasis is placed on the application of these methods using case studies and examples from the area of finance, marketing, and production. Applicable management science software will be used.
k. COMS 3903  Systems Software and Architecture

Proposed change:  Add prerequisite;
Rewrite description to clarify purpose

Old Description:  This course covers the implementation of production operating systems along with the fundamentals of digital logic and machine architecture.

Proposed Catalog Description:  Prerequisite: COMS 2703 and junior standing.  This course covers the implementation of production operating systems, the fundamentals of digital logic, and machine architecture.  This course does not count as credit toward a degree in Computer Science.

l. COMS 4013

Proposed change:  Change title;
Change prerequisite;
Change description to reflect different focus of course

Old Title:  Operations Research

Old Description:  Prerequisite: MATH 3153.  A general coverage of the field of operations with discussion of the planning and control aspects of an OR study.  Concentration of the basic models and analytical techniques of operations research, including mathematical programming and probabilistic models.

New Title: Quality Management in Information Technology

Proposed Catalog Description:  Prerequisites: BUAD 2053 and COMS 4203.  The study of quality management and quality assurance with regard to the analysis, design, development, and implementation of information systems and information technology.  Topics include measurement techniques and standards, including ISO 9001 and other associated best practices regarding process management and process improvement.

m. COMS 4033  Systems Analysis and Design I

Proposed change:  Rewrite description for readability

Old Description:  Corequisite: COMS 4203.  Students in this course will apply the concepts, tools, procedures, and techniques involved in the development of information systems.  Emphasis is placed on the systems approach to problem-solving, user involvement, the management of quality, project control, and teamwork.

Proposed Catalog Description:  Prerequisite: COMS 4203.  The application of concepts, tools, procedures, and techniques involved in the development of information systems.  Emphasis is placed on the systems approach to problem solving, user involvement, the management of quality, project control, and teamwork.
n. COMS 4043 Systems Analysis and Design II

Proposed change: Change prerequisite;
Rewrite description to clarify course focus

Old Description: Prerequisite: COMS 4033 and COMS 4133. A continuation of COMS 4033, with emphasis on the application of the theory and techniques of the previous course. Students will program, implement, and thoroughly document a complete system.

Proposed Catalog Description: Prerequisites: COMS 4033 and either COMS 4133, 4163, or 4313. A continuation of COMS 4033, with emphasis on the application of the theory and techniques covered in the previous course. Students will research, analyze, design, implement, test, and document a complete system. Students will complete and present their final system project as a team.

o. COMS 4053 Information Systems Resource Management

Proposed change: Change prerequisite;
Rewrite description for readability

Old Description: Prerequisite: COMS 3803 and Junior standing in Information Science or Business. A study of the principles and concepts involved in the management of organizational maintenance of all information resources, including hardware, software, and personnel. Includes coverage of departmental functions within computer/information services, as well as legal, ethical, and professional issues, quality management, and the strategic impact of information systems.

Proposed Catalog Description: Prerequisite: Junior standing in information systems, information technology, or computer science. A study of the principles and concepts involved in the management of organizational maintenance of all information resources, including hardware, software, and personnel. Includes coverage of departmental functions within computer services and information systems. Additional topics include legal, ethical, and professional issues, quality management, and the strategic impact of information systems.

p. COMS 4063 IT Project Administration

Proposed change: Add prerequisite;
Rewrite description to improve readability

Old Description: This course will provide a thorough introduction to the art and science of Project Management, as it is applied in the Information Technology industry. The course studies the theories and practices of project management, incorporating the practices used by the Information Technology Project Manager during the project life cycle, while exposing future analysts, developers, team leaders and IT managers to the needs and requirements of such functional areas of the organization as Finance, Marketing and Production.
Proposed Catalog Description: Prerequisite: Junior standing in information technology, information systems, or computer science. This course provides a thorough introduction to the art and science of project management, as applied in the domain of information technology. Theories, best practices, and tools of project management are studied in relation to the completion of a successful project life cycle.

q. COMS 4103 Organization of Programming Languages

Proposed change: Change prerequisite

Old Description: Prerequisite: COMS 2213; COMS 2223 or COMS 3903. This course emphasizes the comparative structures and capabilities of several programming languages. Major emphasis will be placed on language constructs and the run-time behavior of programs.

Proposed Catalog Description: Prerequisites: COMS 2213 and COMS 2223. This course emphasizes the comparative structures and capabilities of several programming languages. Major emphasis will be placed on language constructs and the run-time behavior of programs.

r. COMS 4133 Application Program Development

Proposed change: Rewrite description for clarification

Old Description: Prerequisite: COMS 2213 and COMS 2853. Methods for individual development of application programs. Metrics for measuring the quality of software products and processes. Verification of application programs.

Proposed Catalog Description: Prerequisites: COMS 2213 and COMS 2853. Object-oriented application development. Topics include OO Programming, three-tier design, and model-driven development. The course involves a major individual programming project. Students will develop and present their own large-scale application program.

s. COMS 4163 Personal Software Engineering

Proposed change: Add prerequisite


Proposed Catalog Description: Prerequisite: COMS 3213. Formal methods for software specification, program analysis, verification, and testing. Principles of software design are applied during the development and implementation of object-oriented programs. Topics include personal software process and product measurements, program documentation, and software tools. Each student will implement a large-scale application.
t. COMS 4603 System Programming

Proposed change: Change prerequisite

Old Description: Prerequisite: COMS 4033 and COMS 3703 or COMS 3903. This course is intended to give the student practical experience in the implementation, modification, and maintenance of system software.

Proposed Catalog Description: Prerequisites: COMS 2213 and either COMS 3703 or COMS 3903. This course is intended to give the student practical experience in the implementation, modification, and maintenance of system software.

u. COMS 4700

Proposed change: Change course title; Change description

Old Title for Catalog: COMS 4700 Networking Laboratory
Old Description: Corequisite: Upper-level networking course. Laboratory exercises configuring computer networks.

New Title for Catalog: Data Communications and Networks Lab
Proposed Catalog Description: Co-requisite: COMS 4703 Students will complete network lab exercises in support of COMS 4703.

v. COMS 4713 Heterogeneous Networks

Proposed change: Change co-requisite lab course
Rewrite description to improve readability

Old Description: Prerequisite: COMS 4703. Corequisite: COMS 4700. The student will design, develop, implement and manage numerous heterogeneous networking operating system environments. The evaluation and development of needed policies and procedures are examined and developed, including the networking tools required for the development of a seamless heterogeneous networking system and environment.

Proposed Catalog Description: Prerequisite: COMS 4703. Co-requisite: COMS 4710. The student will design, develop, implement, and manage numerous heterogeneous networking operating system environments. Required policies and procedures are examined and developed Networking tools required for the development of a seamless heterogeneous networking environment are studied and applied.
w. COMS 4981-3: Seminar in Computer and Information Science

Proposed change: Change course title;
Change description to reflect title change

Old Title: COMS 4981-3 Seminar in Computer Science
Old Description: Prerequisite: Permission of department. A directed seminar in an area of computer science. Seminars will focus on topics relating to emerging technologies which are beyond the scope of other computer science courses. This course may be repeated for credit if course content differs.

New Title: Seminar in Computer and Information Science
Proposed Catalog Description: Prerequisites: Permission of department. A directed seminar in an area of computer and information science. Seminars will focus on topics relating to emerging technologies which are beyond the scope of other computer and information science courses. This course may be repeated for credit if course content differs.

x. Number: COMS 4991-4

Proposed change: Change course title

Old Title: Special Problems in Computer Science
Old Description: Prerequisite: Permission of department. This course will allow the student to work individually or as part of a small team to study and design practical computerized systems to solve problems of particular interest to the student(s). This course may be used to offer a variety of computer science related course work to strengthen the student's knowledge in areas not covered in other course offerings.

New Title: Special Problems in Computer and Information Science
Proposed Catalog Description: Prerequisites: Permission of department. This course will allow the student to work individually or as part of a team to study and design practical computerized systems in order to solve problems of a particular interest. This course may be used to offer a variety of subjects that strengthen the student's knowledge in areas not covered by other course offerings.

Effective date or term: Spring 2009

*Course fees:

II. Justification and feasibility of course:

A. Completion of degree requirements? Who will take it?

To provide currency in the field of computer and information science. Students majoring in information systems, computer science, and information technology
will take these courses.

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

   All courses are intended to be part of an integrated curriculum. No overlap.

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

   All curriculum changes are part of a departmental plan to better communicate the objectives of the department.

D. How often will the course be offered?

   As needed

E. How will the course be staffed?

   Current 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.)

   N/A

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

To: Curriculum Committee

From: Computer and Information Science

Date Submitted: September 29, 2008

Type of Curriculum Change Requested: (*)Program, option, or minor modification

Changes to Bachelor of Science in Computer Science

Submitted By: Ron Robison

Approved By: Department Head: Ron Robison

Dean of School: Dr. Willy Hoeffler

Reviewed By: Registrar: Jamie Leong

Vice-President for Academic Affairs

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

a. Fall start: Delete BUAD 1003 in Freshman Fall.
Add Fine Arts to Freshman Fall.
Delete Fine Arts in Senior Spring.
Add “Management Elective” to Senior Spring.

Delete COMS (3000-4000) elective in Senior Fall.
Add COMS 3053 to Senior Fall.

Delete ENGL 2053 in Sophomore Fall.
Add ENGL 2053 to Sophomore Spring.
Delete ELEG 2134 in Sophomore Spring.
Add ELEG 2134 to Sophomore Fall.
Delete ELEG 2130 in Sophomore Spring.
Add ELEG 2130 to Sophomore Fall.

b. Spring start: Delete BUAD 1003 in Senior Fall.
Add Social Sciences in Senior Fall.
Delete Social Sciences in Senior Spring.
Add "Management Elective" in Senior Spring.

Delete COMS (3000-4000) Elective in Senior Fall.
Add COMS 3053 to Senior Fall.

c. Add Footnote # 4: This management elective is to be selected from COMS 4053, COMS 4063, or a MGMT course approved jointly by the Department of
Management and Marketing and the Department of Computer and Information Science.

II. Course Information

A. Rationale for the requested change.

Compliance with ABET accreditation and schedule alignment.

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

1. Within the department requesting the change.

Depending upon the elective chosen, the department is likely to experience an increase in enrollment in COMS 4053 and COMS 4063. There will also be an increase in the enrollment of COMS 3053.

2. Outside the department.

Computer Science majors will no longer enroll in BUAD 1003. Depending upon the course agreed upon by the two departments, the Department of Management and Marketing is likely to experience an increase in enrollment in the selected management course(s).

C. Effective date or term.

Spring 2009

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.)

<table>
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<th>List Department Head/ Program Director Consulted</th>
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<tbody>
<tr>
<td>1. Dr. Kevin Mason</td>
<td>yes</td>
<td>9/26/08</td>
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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
# Computer Science

## Fall Start

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<th>Semester</th>
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<th>Delete</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Fall Semester</td>
<td>Add/Change: Fine Arts ✓</td>
<td>Delete: BUAD 1003 ✓</td>
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<td>Delete: ENGL 2053 ✓</td>
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<td>Delete: COMS (3000-4000) Elective ✓</td>
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## Spring Start (If applicable)

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## Total Program Hours

127
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Computer and Information Science

Date Submitted: September 29, 2008

Type of Curriculum Change Requested: (*Program, option, or minor modification)

Changes to Bachelor of Science in Information Systems

Submitted By: Ron Robison

Approved By: Department Head: Ron Robison

Dean of School: Dr. Willy Hoefer

Reviewed By: Registrar: [Signature]

Vice-President for Academic Affairs

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

   a. Fall start: Replace Elective 3000-4000 level in Senior Fall with COMS 3053.
   b. Spring start: Replace Elective 3000-4000 level in Senior Fall with COMS 3053.

II. Course Information

   A. Rationale for the requested change.

      Compliance with ABET accreditation.

   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 an enrollment increase in COMS 3053.

      2. Outside the department.

         None to a specific department.

   C. Effective date or term.

      Spring 2009

app rc 16/01/08
dep ets 11/12/08
# Information Systems

## Fall Start

**Freshman Fall Semester**  
Add/Change:  
Delete:  
Total Hours: 16

**Sophomore Fall Semester**  
Add/Change:  
Delete:  
Total Hours: 16

**Junior Fall Semester**  
Add/Change:  
Delete:  
Total Hours: 15

**Senior Fall Semester**  
Add/Change: COMS 3053  
Delete: Elective 3000-4000 level  
Total Hours: 15

## Spring Start (If applicable)

**Freshman Spring Semester**  
Add/Change:  
Delete:  
Total Hours: 17

**Sophomore Spring Semester**  
Add/Change:  
Delete:  
Total Hours: 16

**Junior Spring Semester**  
Add/Change:  
Delete:  
Total Hours: 15

**Senior Spring Semester**  
Add/Change: COMS 3053  
Delete: Elective 3000-4000 level  
Total Hours: 16

Total Program Hours: 126
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Computer and Information Science

Date Submitted: September 29, 2008

Type of Curriculum Change Requested: (*)Program, option, or minor modification

Change to Bachelor of Science in Information Technology

Submitted By: Ron Robison

Approved By: Department Head: Ron Robison
Dean of School: Dr. Willy Hoefer
Reviewed By: Registrar: Seraphim
Vice-President for Academic Affairs

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

   a. Fall start: Delete Social Sciences in Freshman Spring.
      Add ECON 2003 to Freshman Spring.
      
      Add COMS 4710 as new course directly under COMS 4713 in Senior Fall.

   b. Spring start: Delete Social Sciences in Junior Spring.
      Add ECON 2003 to Junior Spring.
      
      Add COMS 4710 as new course directly under COMS 4713 in Junior Fall.

II. Course Information

   A. Rationale for the requested change.

      Make registration easier and prevent errors in scheduling.

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

      I. Within the department requesting the change.

      None
# Information Technology

## Fall Start

**Freshman Fall Semester**
- **Add/Change:**
- **Delete:**
- **Total Hours:** 16

**Sophomore Fall Semester**
- **Add/Change:**
- **Delete:**
- **Total Hours:** 15

**Junior Fall Semester**
- **Add/Change:**
- **Delete:**
- **Total Hours:** 15

**Senior Fall Semester**
- **Add/Change:** COMS 4710
- **Delete:**
- **Total Hours:** 15

**Freshman Spring Semester**
- **Add/Change:** Econ 2003
- **Delete:** Social Sciences
- **Total Hours:** 17

**Sophomore Spring Semester**
- **Add/Change:**
- **Delete:**
- **Total Hours:** 16

**Junior Spring Semester**
- **Add/Change:**
- **Delete:**
- **Total Hours:** 16

**Senior Spring Semester**
- **Add/Change:**
- **Delete:**
- **Total Hours:** 16

### Spring Start (if applicable)

**Freshman Spring Semester**
- **Add/Change:**
- **Delete:**
- **Total Hours:** 17

**Sophomore Spring Semester**
- **Add/Change:**
- **Delete:**
- **Total Hours:** 16

**Junior Spring Semester**
- **Add/Change:** Econ 2003
- **Delete:** Social Sciences
- **Total Hours:** 15

**Senior Spring Semester**
- **Add/Change:** COMS 4710
- **Delete:**
- **Total Hours:** 16

### Total Program Hours
- **126**
## Curriculum in Information Technology
### Degree Completion Plan Beginning in Spring Semester

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<td>COMS 2713</td>
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### Associate of Science in Information Technology

The Associate of Science in Information Technology program enables students to develop skills in the areas of web processing, databases, networking, programming, and various operating systems. These skills enable students to seek positions within the information technology industry.

## Curriculum in Information Technology Associate of Science Degree
### Suggested Sequence of Courses

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<tr>
<td>MATH 2243</td>
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<td>COMS 2713</td>
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<tr>
<td>Social Sciences</td>
<td>4</td>
<td>SPH 2173</td>
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<tr>
<td>ENGL 1023</td>
<td>3</td>
<td>ENGL 1023</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>16</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

*The Associate of Science in Information Technology program is designed for full-time students and takes four years to complete. It is not open to current online students.*

### Notes:
1. A student must complete at least 18 hours in the area of networking.
2. A student must complete 3 hours in "General Education Requirements" on page 63.
3. The mathematics requirement may be fulfilled by taking MATH 1113 or any higher level mathematics course.
4. 1000-level courses may not be used to satisfy this requirement.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Electrical Engineering

Date submitted: 09/25/2008

Request for: Course change – change of pre-requisite
(Excluding course credit hour changes)

Submitted by: Dr. Ronald E. Nelson

Approved by: Department Head: Ronald E. Nelson
Dean of School: W. Hoefler

Reviewed by: Registrar: Sammy Nodel
Vice President:

Elec 3131, Electronics Laboratory, allows the student to verify, in the laboratory, theory taught in
Elec 3103, Electronics I. The catalog description of Elec 3131 currently lists Elec 3103 as a co-
requisite. In order to provide the most useful educational experience, it is highly desirable for the
students to have covered all of the theory in Elec 3103 before seeing it in the laboratory. In order
to ensure that this happens, the Elec 3103 co-requisite for Elec 3131 will be changed to a pre-
requisite. This change will also require a change in the 8-semester sequence for students entering
the program in the fall semester. A request for this change is being submitted concurrently.

The catalog description for Elec 3131 will be changed to read:

Prerequisites: ELEG 2111, ELEG 3103. Experiments paralleling ELEG 3103 emphasizing the
applications and limitations of discrete electronic devices, circuit modeling, and applications of
integrated circuits. Laboratory three hours per week.

*Updated 8/1/04
**Updated 9/1/05

app cc 16/24/08
app fs 11/12/05
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Electrical Engineering

Date submitted: Sept. 30, 2008

Request for: Course change – change of pre-requisite
(Excluding course credit hour changes)

Submitted by: Ronald E. Nelson
Approved by: Department Head: [Signature]
Dean of School: [Signature]

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

Remove the requirement that ELEG 3123, Signals and Systems, be a co-requisite for ELEG 3143, Electromagnetics. Replace this requirement by the requirement that ELEG 3123 be either a prerequisite or co-requisite for ELEG 3143. The intent was always to allow ELEG 3123 to be taken before or concurrently with ELEG 3143. There is no need to take these two concurrently.

With this change, the catalog description will read:

ELEG 3143 Electromagnetics
Prerequisite or corequisite ELEG 3123. An introduction to static and dynamic electromagnetic fields using vector methods. Transmission lines, electrostatic fields, magnetostatic fields, Maxwell’s equations, plane electromagnetic wave propagation, reflection, refraction, attenuation, antennas, reciprocity and gain. Lecture 3 hours.

[Handwritten notes]
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Electrical Engineering

Date submitted: Sept. 30, 2008

Request for: Course change- change of pre-requisite
(Excluding course credit hour changes)

Submitted by: Ronald E. Nelson
Approved by: Department Head: [Signature]
Dean of School: [Signature]

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

Remove the requirement that ELEG 3133, Microprocessors, be a prerequisite for ELEG 4113, Digital Signal Processing. The material in ELEG 3133 is not needed as preparation for ELEG 4113.

With this change, the catalog description will read:

ELEG 4113 Digital Signal Processing
Prerequisite ELEG 3123. The study of discrete-time signals and systems, convolution, correlation, z-transform, discrete-time Fourier transform, analysis and design of digital filters. Lecture 3 hours.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Electrical Engineering
Date submitted: September 26, 2008

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

Submitted by: Carl Greco

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.

The existing course catalog description does not adequately reflect the course content. There is no change to the syllabus or assessment.

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: ELEG 2134. Principles of digital systems design and the use of hardware description languages (HDL) are targeted toward the development of programmable logic devices in this project oriented course. The basic tenets of HDL will be presented including design flow, structural and behavioral descriptions, data types, concurrent and sequential statements, processes, procedures, functions, and packages. Approximately one hour per week will be devoted to supervised project development.

Number: [ELEG 4133]

Title for Catalog: Advanced Digital Design

*Title for Course Inventory (24 characters): Advanced Digital Design

Description: See above.
Effective date or term: Fall 2009

*Course fees: None

II. Justification and feasibility of course:

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

Elective for electrical engineering majors.

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

Advanced digital design is an elective.

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

Explain.

Digital design course sequence.

D. How often will the course be offered?

Annually.

E. How will the course be staffed?

Departmental 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.)

None required.

*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 CHANGE PROPOSAL

To: Curriculum Committee

From: Department of Electrical Engineering

Date Submitted: September 30, 2008

Type of Curriculum Change Requested: Addition of new option

Submitted By: Carl Greco

Approved By: Department Head: [Signature] 10/1/08

Dean of School: Wally Hoyle

Reviewed By: Registrar: [Signature] Jimmy Giddie

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.

The Computer Engineering (CE) option in Electrical Engineering will provide the educational background for engineers to work in an integrated hardware and software design and development cycle in a variety of industries from aerospace to medical systems.

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

1. Within the department requesting the change. The Computer Engineering option will require minimal additional resources. There are no additional courses, space allocation nor additional staffing required. The anticipated increased number of engineering students will produce a minimal increase in the class sizes which would be expected to be adequately accommodated within existing courses without any additional sections. The additional overhead required to administer the CE option will not be excessive.

2. Outside the department. The Computer Engineering students will increase the class sizes in the Computer Science courses in common with the CE curriculum. These additional CE students are not anticipated to be sufficient to increase the staffing, space allocation nor number of sections offered in the required Computer Science courses within the CE curriculum.

appce 10/24/08
app FS 11/12/18
C. **Effective date or term.** Fall 2009.

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.)**

<table>
<thead>
<tr>
<th>List Department Head/Program Director Consulted:</th>
<th>Indicate Support for Proposal (yes/no)</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>Ron Robison, Computer and Information Science</td>
<td>yes</td>
<td>9/10/08</td>
</tr>
</tbody>
</table>

No new courses are required for the Computer Engineering option. The courses currently offered by the Electrical Engineering and the Computer and Information Science Departments meet the curriculum recommended by the Joint IEEE Computer Society / ACM Task Force [2].

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

A program outcomes and assessment plan is attached.

*Updated 8/1/04
**Updated 9/1/05*
Outline in specific detail how your proposal will alter the program (include course number and title). The proposed Computer Engineering curriculum will not alter the courses currently offered in Electrical Engineering or Computer Science.

Catalog Statement for Department of Electrical Engineering:

The Department of Electrical Engineering offers a four-year program leading to the Bachelor of Science in Electrical Engineering (BSEE) degree. This program is accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET). The computer engineering option was added in 2009-2010.

The mission of the Department of Electrical Engineering at Arkansas Tech University is to maintain an accredited program leading to the Bachelor of Science degree. The Department is committed to providing its students with a positive atmosphere in which to learn the fundamentals of engineering practice including engineering science and design. In order to fulfill its mission, the Department has established the following educational objectives.

Engineers who graduate from Arkansas Tech University with a BSEE degree will be:

1. Intellectuals - with a commitment to ethics, social and environmental responsibility, and lifelong learning.
2. Team Players - communicating, planning, coordinating, and managing projects and personnel with efficiency and effectiveness.
3. Problem solvers - learning new concepts, techniques, skills, and tools to aid in analyzing and designing electrical and computer engineering systems.
4. Professionals - trained and competent in the fundamentals of engineering science, applied mathematics, laboratory practice, and principles of electrical and computer engineering.

The first two years of curriculum contain the needed mathematics, science and engineering science basics to prepare the student for the upper level electrical and computer engineering courses. The junior and senior years include 12 hours of electives (6 for the computer engineering option) which allow students to concentrate their studies in an area of specialization such as electric power, computers, robotics, or communications.

Prior to enrolling in any 3000 or 4000-level engineering courses, students must successfully complete a pre-professional curriculum containing preparatory courses normally taken during the first three semesters. The pre-professional curriculum is composed of the following courses:

- ENGL 1013 and ENGL 1023 (or equivalent)
- MATH 2914 and 2924
- CHEM 2124
- PHYS 2114

Satisfactory completion of the pre-professional curriculum is defined as a grade of “C” or better in each course. Students should meet with their advisor during the semester in which they anticipate completing the pre-professional curriculum to complete the procedure for admittance to upper-level engineering courses.

The following curriculum represents the program of study and a suggested sequence for the Bachelor of Science in Electrical Engineering degree. The student should be aware that not all courses are offered each semester and that the ordering of courses is subject to change. In order to minimize scheduling difficulties, each student should schedule a special session with their advisor at the beginning of their junior year to plan the remaining coursework.
The existing Bachelor of Science in Electrical Engineering curricula for Fall and Spring admittance will remain unchanged. The proposed additional Computer Engineering option Fall/Spring curricula follow:

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<td>ELEG 3143</td>
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<td>Adv Digital Design</td>
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<tr>
<td><strong>Eighth Semester</strong></td>
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</tbody>
</table>

**Total** 131
1. Program Outcomes and Assessment

A joint task force formed by the IEEE Computer Society and the Association for Computing Machinery (ACM) defined Computer Engineering as follows:

Computer engineering is concerned with the design and construction of computers and computer-based systems. It involves the study of hardware, software, communications, and the interaction among them. Its curriculum focuses on the theories, principles, and practices of traditional electrical engineering and mathematics and applies them to the problems of designing computers and computer-based devices.

Computer engineering students study the design of digital hardware systems including communications systems, computers, and devices that contain computers. They study software development, focusing on software for digital devices and their interfaces with users and other devices. CE study may emphasize hardware more than software or there may be a balanced option. CE has a strong engineering flavor.

Currently, a dominant area within computing engineering is embedded systems, the development of devices that have software and hardware embedded in them. For example, devices such as cell phones, digital audio players, digital video recorders, alarm systems, x-ray machines, and laser surgical tools all require integration of hardware and embedded software and all are the result of computer engineering. [1]

The IEEE Computer Society is the largest the society within the Institute of Electrical and Electronic Engineers with 85,000 world wide members, and the ACM is an educational and scientific society for computer professionals with more than 82,000 member world wide.

The joint IEEE Computer Society/ACM task force developed a recommended curriculum [2] which became the model for the Computer Engineering option in Electrical Engineering at Arkansas Tech University.

The level of success in reaching the Program Objectives for the Computer Engineering option is measured in the attainment of a set of Program outcomes. These outcomes serve to satisfy and support the achievement of the Program Objectives. An assessment plan has been developed to measure the level of attainment of these outcomes and has provisions for utilizing the assessment results for further improvements to the program.

The program outcomes were derived from the required outcomes stipulated by the Accreditation Board for Engineering and Technology, ABET, and additional Electrical Engineering Program criteria. The program outcomes listed in Table 2 serve as the basis for the program educational objectives in Table 1. Each program outcome in Table 2 supports the achievement of two or more program objectives and each objective is supported by several outcomes. Table 1 shows the interrelationships between program outcomes and the program educational objectives.
Table 1: Program outcomes related to program educational objectives. Outcomes are listed in Table 2.

<table>
<thead>
<tr>
<th>Electrical and Computer Engineering Program Objectives</th>
<th>Outcomes</th>
<th>Outcome Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates from Arkansas Tech University with a BSEE degree will be:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1. Intellectuals – with a commitment to ethics, social and environmental responsibility, and lifelong learning. | (f), (h), (i), (j) | • Employer/alumni survey  
• Exit interview |
| 2. Team Players – communicating, planning, coordinating, and managing projects and personnel with efficiency and effectiveness. | (d), (g), (h), (i), (j) | • Capstone design course jury  
• Employer/alumni survey  
• Exit interview |
| 3. Problem solvers – learning new concepts, techniques, skills, and tools to aid in analyzing and designing electrical and computer engineering systems. | (a), (b), (c), (e), (g), (k), (l), (m), (n) | • Individual course assessments  
• Capstone design course jury  
• Employer/alumni survey |
| 4. Professionals – trained and competent in the fundamentals of engineering science, applied mathematics, laboratory practice, and principles of electrical and computer engineering. | (a), (b), (c), (e), (f), (k), (l), (m), (n) | • Individual course assessments  
• Professional Exam results  
• Employer/alumni survey |

The program outcomes were established by the faculty of the Electrical Engineering Department based on the program educational objectives and input from the Engineering Advisory Board\(^1\). The achievement of each outcome is assessed by multiple methods under the department's assessment plan. A total of nine assessment methods have been identified by the department and each outcome is assessed by multiple methods. Table 3 shows the relationship of the assessment methods currently used by the Department for the existing program outcomes and extended to include the Computer Engineering option. Table 3 was originally developed by a committee consisting of faculty members from the Electrical Engineering Department.

\(^1\) The Engineering Advisory Board has received a copy of the proposed Computer Engineering curriculum option.
Table 2: Electrical and Computer Engineering Program Outcomes

<table>
<thead>
<tr>
<th>Electrical and Computer Engineering Program Outcomes</th>
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<tbody>
<tr>
<td>The Electrical and Computer Engineering degree program will demonstrate that their graduates have:</td>
</tr>
<tr>
<td>a. An ability to apply knowledge of mathematics, science, and engineering.</td>
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<tr>
<td>b. An ability to design and conduct experiments, as well as to analyze and interpret data.</td>
</tr>
<tr>
<td>c. An ability to design a system, component, or process to meet desired needs including recognition of applicable codes and standards, economic and societal impact.</td>
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<tr>
<td>d. An ability to function on multidisciplinary teams.</td>
</tr>
<tr>
<td>e. An ability to identify, formulate, and solve engineering problems.</td>
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<tr>
<td>f. An understanding of professional and ethical responsibility, including professional licensure.</td>
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<tr>
<td>g. An ability to communicate effectively.</td>
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<tr>
<td>h. The broad education necessary to understand the impact of engineering solutions in a global and societal context.</td>
</tr>
<tr>
<td>i. A recognition of the need for, and an ability to engage in lifelong learning.</td>
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<tr>
<td>j. A knowledge of contemporary issues.</td>
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<tr>
<td>k. An ability to use the techniques, skills and modern engineering tools necessary for engineering practice.</td>
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<tr>
<td>l. A knowledge of probability and statistics.</td>
</tr>
<tr>
<td>m. A knowledge of basic sciences, computer science, and engineering sciences necessary for analysis and design of devices, software, and systems.</td>
</tr>
<tr>
<td>n. A knowledge of advanced mathematics, including differential equations, linear algebra, complex variables and discrete mathematics.</td>
</tr>
</tbody>
</table>

Assessment Metrics

For each of the program outcomes in Table 2 a set of metric goals was established to allow the department to measure the level of attainment of each of the outcomes by the department’s graduates. Not all assessment methods have metric goals for each outcome. The goals established are, primarily, external measures that are not directly related to a student’s grade in a particular course. External measures used in establishing these assessment goals include such items as student scores on a professional certification exam, exit interviews conducted with graduating seniors, alumni and employer surveys and other statistics related to the program’s graduates.

The computer engineering option students will be required to take the Fundamentals of Engineering practice exam which is administered by Professional Publications, Inc. (PPI) [3]. The content of the PPI exam is customizable and can be scheduled at any time during the year which is convenient for the student and the department. Students take the exam online with test results returned to the student and the department.
Exit interviews, conducted by the department head, are held with each graduating senior. These interviews take the form of a survey questionnaire, but are normally conducted orally with the student. In the past, greater than 90% participation rate has been achieved on the exit interviews.

Alumni and employer surveys are conducted on a regular basis in accordance with the assessment plan. The last such survey was mailed to students who had graduated since the establishment of concentration areas within the Bachelor of Science in Engineering degree.

Other internal measures used in establishing metric goals for the program outcomes include faculty ratings of achievement of course technical objectives and ratings on senior design project reports and presentations.

The achievement of these metric goals illustrates the level of attainment of the program educational objectives. Although a expected high success rate in achievement of the metric is the goal, it is realized that it may not be a practically obtainable result in any given year. However, setting the goals to this lofty level provides a target for improvement for the department and its programs.

Assessment Data

The assessment measures used by the department are listed in Table 3. Each of these measures is discussed together with the assessment data gained from each.

Fundamentals of Engineering (FE) Practice Exam – Unlike the Fundamentals of Engineering Exam administered biannually by the Arkansas Board of Registration for Professional Engineers and Land Surveyors, the FE Practice Exam from Professional Publications, Inc. [3] can be scheduled for the convenience of the student. The FE exam is voluntary and not all students choose to take it. The FE Practice exam administered by PPI will be required for all students in their senior year. The PPI exam results provide detailed performance scores for resolution down to the individual question level which are not available for the FE exam. In addition, the PPI exam content can be customized to include topics within a specific degree option. The target score for the assessment metric is 85 percent average exam score for all students with no individual student scores below 60%.

Coursework Technical Objectives – A list of technical objectives is maintained for each course taught in the Electrical Engineering and Computer and Information Science departments. At the end of each semester, faculty make an overall assessment of how well each class met the objectives for their individual courses. These scores, rated on a 1 (low) to 5 (high) scale, are recorded in a database for each course and semester. All course technical objectives are linked to departmental educational objectives. The target metric for assessment will be an average score of 4 for all courses with no individual course below a score of 3. As an example, see the objectives for ELEG 2134 and COMS 2213 in the appendices.

Team Projects – The assessment of student outcomes related to teamwork is carried out primarily by input from courses and projects that require teams of two or more students. The department continues to provide students with a number of team project opportunities. A project grade constitutes a major contribution to the overall course grade in a number of courses. The teamwork assessment will be developed at two levels. A comprehensive assessment will be comprised of both a self-assessment performed by each team member as well as a faculty supervisor assessment for each team. Since this level of assessment is not feasible or practical for each laboratory and project oriented course, it will be
applied to the senior design projects. The target metric will be an average rating of 4 for all teams. See attached self assessment teamwork questionnaire. Teamwork within other project and laboratory courses will be assessed under coursework objectives.

Laboratory Coursework – Assessment data from laboratory coursework is composed primarily of student performance in laboratory courses. Laboratory coursework will be assessed under the coursework objectives listed above.

Senior Design Projects – Assessment of Senior Design Projects is carried out in three levels. A committee composed of all available faculty members submits comments on project final reports and presentations to the faculty member assigned the Senior Design course. A Senior Design Committee reviews all projects and makes an assessment of the level of achievement of the technical objectives for each project. Finally, the faculty member responsible for the course assigns grades for the course, taking into account the above listed input from other faculty members. In addition to the assessment metrics already covered, the faculty review committee will find that 90% or greater of the projects met or exceeded their design goals.

Exit Interviews – The Electrical Engineering Department Head conducts Exit Interviews each semester with graduating seniors. These interviews are voluntary, but a 90% (or greater) participation rate has been achieved over the past several semesters in the electrical engineering program. A number of metric goals in the outcomes assessment (Table 3) are linked to this exit interview. Students are asked to rate the program and the knowledge they acquired on a scale of 1 to 5 where is strongly agree. The topic rated are listed in the appendices. The target metric for the exit interview is average rank of 4 for all students.

Enrollment in Graduate School – Enrollment in graduate school is another assessment method that is used sparingly as a metric goal. The department has established a goal that 10% of graduating students apply for graduate school and 100% of those applying will be accepted.

Alumni Surveys – Surveys will be sent to all program alumni who have graduated within the previous ten years. The assessment metric will be that 80% of the graduates will be employed in their discipline and of those graduates who are employed within their area of study 90% will indicate that their educational training provided the required training, information and knowledge for their jobs.

Employer Surveys – An employer survey will be included with each of the alumni surveys noted above. The assessment metric will be that 100% of all employers will, given the opportunity and need, hire another graduate from the computer engineering program.
Table 3: Methods used to assess student outcomes. The capital "X" represents a directly measurable results where the lower case "x" may be inferred.

<table>
<thead>
<tr>
<th>Methods Used to Assess Student Outcomes</th>
<th>Electrical and Computer Engineering Outcomes</th>
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<tr>
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<td>a</td>
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<tr>
<td>1 F.E. Practice Exam [3]</td>
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<tr>
<td>2 Coursework Technical Objectives</td>
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<td>3 Team Projects</td>
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<td>4 Laboratory Coursework</td>
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<td>6 Exit Interviews</td>
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<td>8 Alumni Surveys</td>
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<tr>
<td>9 Employer Surveys</td>
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2. Endorsement

Date: 9/11/08
From: Mike Hill (MikeHill@decraneaerospace.com)
Hello Carl,
Thank you for contacting me. I do see a need for this type of education and I encourage ATU to move forward with this degree. In my field of work, it would be very beneficial to have an engineer that could perform a design around a processor that can run open source Linux and allow development with the open source tools. ARM processors are the big thing now and many of the media processors are dual core with an ARM and a DSP. Most, if not all, of the processors from companies like Freescale, Texas Instruments, ADI, Atmel, etc. will have a Board Support Package for Linux.

uClinux has ports for Coldfire, DragonBall, Blackfin, ARM, etc. I can see these being very useful for a student design project. If you are interested, here is a link:

http://www.uclinux.org

I'm not just advocating Linux. Embedded platforms like WinCE, Windows Mobile, and Windows XP Embedded are also very pertinent to these applications, but these platforms can be cost prohibitive.

You can probably tell from my email that I'm focused mostly on Media processing and Operating Systems for smaller, mobile devices, but that is where processing is at in today's market. Ethernet, USB, and wireless interfaces are the big thing for portable media devices, and in the home, with the advent of digital television and shared media, media processing is huge. Consumers want to be able to take their media stored at a single location and distribute that to the whole house. Powerful processing, but small form factor is required.

I see us losing our competitive edge as a country, with a lot of engineering being outsourced to China and India. I would very much like to see this change and to see our students getting more involved in video processing, which is definitely an application related to computer engineering, because of the processors that must be used.

Please let me know if I can be of any assistance to you.

Best Regards,

Mike Hill
Electrical Engineering Group Leader
Decrane Aerospace - Audio International
501.801.8147 office
501.765.1120 cell
References:


Appendix:

ELEG 2134/2130 Digital Logic Design Technical Objectives and Assessment Criteria:

1. Ability to use and convert between different number systems including binary, hexadecimal and octal. [1]
2. Ability to apply Boolean algebra to digital system.
3. Development of combinational design techniques at the gate and medium-scale integration (MSI) level. [1,3]
4. Development of sequential logic design techniques at the gate and MSI level. [1,3]
5. Introduce the student to digital electronic hardware design at the medium and large scale integrated circuit level using a Hardware Description Language, for example VHDL or Verilog. [1, 3]
6. Preparation of formal written lab reports. [1,2,3]

COMS 2213 Data Structures
At the conclusion of the course the student will be able to:

1. Design, write and test programs using lists, stacks, queues, and binary search trees.
2. Employ advanced features of programming languages such as templates, classes, inheritance, polymorphism and operator/function overloading.
3. Analyze the running time of typical O(n) and O(n**2) algorithms.

Team self assessment topics rated from 1 to 5 with 1 – disagree and 5 – full agreement.

1. Team mission and purposes are clear and consistent; attainable.
2. Team mission addresses the customer's needs.
3. Respect has been built within the team for diverse points of view.
4. Team environment is characterized by honesty, trust, mutual respect, and team work.
5. Team objectives are challenging and the work is necessary.
6. Team climate is comfortable and relaxed; there are no obvious tensions or signs of boredom.
7. There is little evidence of conflict between team members.
8. Team treats every member's ideas as having potential value.
9. Team encourages individual differences.
10. Conflicts within the team are dealt with swiftly and resolved to satisfaction of those involved.
11. Team members are open and non-confrontational when communicating among themselves.
12. Team process stimulates creativity and brings fresh perspectives to problems.
13. Team takes time to develop consensus by discussing the concerns of all members to arrive at an acceptable solution.
14. Other class members (outside of my team) have a high level of trust and confidence in the team.
15. Team performance is evaluated fairly and on an ongoing timely basis.
16. Our team has a cooperative climate – team members supporting each other and working together to pursue mutual goals and also confident about speaking their minds and expressing opinions.
17. The Team Director provides clear roles and work assignments.
18. Team Director deals with dysfunctional behavior in an appropriate manner.

Exit interview questions used in assessment rated from 1 to 5 with 1 – strongly disagree and 5 – strongly agree:

1. I feel that my Tech education has been sufficiently broad to allow my understanding of the impact of engineering solutions on society.
2. I feel that I can design a component or system.
3. My engineering education has provided me an understanding of professional ethics and responsibility.

---

2 Refers to the number of the educational objective(s) of the program leading to the BSEE degree at Arkansas Tech University that applies to course objective.
4. As my career develops, I recognize a need to continue my education through professional development courses or advanced studies.
5. I feel that my education has given me an appreciation for contemporary issues.
6. I feel that my education has prepared me to be able to formulate and solve problems as needed for my job.
7. I am familiar with professional engineering registration (EIT and PE license).
8. Overall, I am pleased with the quality of education provided in Electrical Engineering.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Parks, Recreation & Hospitality Administration

Date submitted: Sept 29, 2008

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

Submitted by: Dr. Theresa Herrick

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.

Change in course name from RP 1031 Introductory Mountain Biking to RP 1031 Introduction to Cycling. Also, minor changes in the course description to reflect a change in course emphasis from mountain biking to cycling. Addition of a course fee of $50 per student to cover transportation to area trails.

I. Catalog description: Introduction to Cycling is designed to introduce the beginner biker to the basics needed for lifelong enjoyment of this recreation activity and sport. Students will be introduced to techniques of road cycling and off-road cycling. Emphasis on choosing clothing and equipment, maintenance, and riding skills. Students will have riding opportunities at area trails, as well as classroom instruction. Participants are expected to provide their own bikes and associated gear and equipment. $50 fee required to cover transportation to area trails.

Number: RP 1031

Title for Catalog: Introduction to Cycling

*Title for Course Inventory (24 characters): Introduction to Cycling

Effective date or term: Fall 2009

*Course fees: $50
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Parks, Recreation and Hospitality Administration

Date submitted: September 29, 2008

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

Submitted by: Dr. Theresa Herrick

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.

Some changes to the course description including "...conducted at recreation and park facilities in Arkansas and the nearby region." The fee for the class has been listed in the course description, but not specified at any given amount. The amount will now be specified at $100 per student. "The fee will be used for transportation, food and entry fees to some sites."

I. Catalog description: This off campus course will be of one-week duration conducted at recreation and park facilities in Arkansas and the nearby region. The course will center on discussion of interpretive facilities, techniques, problems and innovations with leading professionals on site. A fee of $100 will be assessed to cover transportation, food and entry fees for some sites. Lodging is usually provided by park agencies at the site free or at a very low cost.

Number: RP 4042

Title for Catalog: Field Seminar in Interpretive Methods

*Title for Course Inventory (24 characters): Interpretive Seminar

Effective date or term: Spring 2009

*Course fees: $100

[Signature]
RECEIVED OCT - 1 2008
ATTACHMENT A
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Parks, Recreation and Hospitality Administration

Date Submitted: October 10, 2008

Type of Curriculum Change Requested: Addition of new Associate of Science in Culinary

Submitted By: Theresa Herrick

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.
(see page 3 of this Attachment)

II. Course Information

A. Rationale for the requested change.

The Associate of Science degree in Culinary focuses on developing the skills and specialized study of the culinary arts. Students will gain hands-on experiences and field experiences for study and cooking in restaurants, clubs, hotel, and foodservice.

Culinary degree

Approved in 2010-2011

Catalog 2-23-10

The Associate of Science degree in Culinary Degree in the area hospitality in the Russellville region. The J.Q. Hall Center and Marriott hotel, built by property for their foodservice operations.
B. What impact will the change have on staffing, on other programs, budget, and space allocation?

1. Within the department requesting the change.
   Many of the required Culinary courses will be cross listed with Hospitality courses. Only 5 new culinary courses will be added to the required list of courses for the Associate’s degree. The existing fourth full time faculty position, to be filled in January 2009, will be dedicated to food, beverage and culinary. The HA faculty want to utilize chefs to teach as adjunct professors for the specialty courses in baking, pastry, sauces, soups, stocks, club and regional cuisine. There are a number of chefs from central Arkansas who serve on the Culinary Advisory Committee for the Program and have indicated an interest in teaching courses in the Program. The Associate degree will require 4 additional adjunct professors per year for various specialty courses.

   ATU is fortunate to have a commercial food lab in Williamson Hall and a full service dining facility, Lake Point Conference Center, which was added to the ATU campus in 2006, also has a full service kitchen and dining facility. These facilities can be more fully utilized by adding an Associate’s degree in Culinary. At the present time the Williamson Food Lab and Dining Room receive little use during the summer months. Most of the Hospitality students are enrolled in general education, web courses, work experience and internship. The Culinary Program will have students enrolled on campus during the summer and utilize the food lab and dining room for culinary classes and labs.

   There will be only a small addition to the department budget, mostly for additional pots, pans, bake ware and utensils. Culinary students will have course lab fees to cover food costs.

2. Outside the department.
   Students enrolled in the culinary program will also be enrolled in general education and support courses as part of the Associate of Science degree requirements which will run year round for two years (See Culinary Program on page 3).

C. Effective date or term. Fall 2009

D. This Program does not affect any other outside of the Hospitality Administration Program
built by J.Q. Hammons, will be completed in Russellville by spring 2010. These properties will need culinarians for their foodservice operations.

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

1. Within the department requesting the change.
   Many of the required Culinary courses will be cross listed with Hospitality courses. Only 5 new culinary courses will be added to the required list of courses for the Associate’s degree. The existing fourth full time faculty position, to be filled in January 2009, will be dedicated to food, beverage and culinary. The HA faculty want to utilize chefs to teach as adjunct professors for the specialty courses in baking, pastry, sauces, soups, stocks, club and regional cuisine. There are a number of chefs from central Arkansas who serve on the Culinary Advisory Committee for the Program and have indicated an interest in teaching courses in the Program. The Associate degree will require 4 additional adjunct professors per year for various specialty courses.

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C. Effective date or term. Fall 2009

D. This Program does not affect any other outside of the Hospitality Administration Program

E. Assessment Plan- This program will fit the department’s assessment process by addressing the following objectives:
1. Students will understand the historical overview of the hospitality industry and the culinary profession;
2. Students will be provided sufficient areas of specialization to allow them to develop individual interests and talents;
3. Students will be provided knowledge of operations relative to the provision of hospitality goods and/or services, including foodservice management and related services;
4. Students will learn to communicate effectively;
5. Students will learn to apply scientific and quantitative reasoning;
6. Students will develop ethical perspectives.
ASSOCIATE OF SCIENCE – CULINARY
CURRICULUM PROPOSAL

New Courses
CUL 2903 Garde Manger
CUL 2923 Sauces, Stocks and Soups
CUL 2933 Advanced Food Preparations
CUL 2943 Introduction to Baking and Pastry
CUL 2996 Externship

Existing Hospitality Courses Cross-Listed with Culinary
CUL/HA 1013 Sanitation Safety
CUL/HA 1923 Introduction to Food and Beverage Management
CUL/HA 2003 Cost Controls
CUL/HA 2023 Hospitality Supervision & Leadership
CUL/HA 2053 Work Experience
CUL/HA 2063 Guest Services Management
CUL/HA 2813 Basic Human Nutrition in Hospitality Administration
CUL/HA 2913 Principles of Food Preparations
Outline in specific detail how your proposal will alter the program (include course number and title):

<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>ENGL 1013</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 114</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1003</td>
<td>3</td>
</tr>
<tr>
<td>CUL 2913</td>
<td>3</td>
</tr>
<tr>
<td>CUL 1923</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUMMER BETWEEN 1st AND 2nd YEAR</strong></th>
<th><strong>SUMMER AFTER 2nd SPRING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CUL 2973</td>
<td>3</td>
</tr>
<tr>
<td>CUL 2986</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Program Hours 67**
Hospitality Administration Mission Statement:

The mission of the Hospitality Administration Program is to provide quality education in hospitality administration and provide a foundation for professional growth and development. This is achieved by:

- Providing knowledge and skills through a comprehensive academic curriculum;
- Demonstrating professionalism, leadership, and high ethical standards by a competent faculty and administration;
- Promoting community service and outreach;
- Emphasizing the importance of research and continuing education;
- Encouraging life-long learning.

CATALOG DESCRIPTION: This course provides knowledge of food safety, potable water, bioterrorism and risk management particularly in the areas of food service and storage. You will gain knowledge on safe food handling from; receiving and storage through preparing and serving foods. This course will also analyze ethical considerations with regards to food and water safety and food service. ServSafe certification from the NRAEF will result upon successful completion of standardized exam.

<table>
<thead>
<tr>
<th>HA Course Number</th>
<th>HA Course Title</th>
<th>ACPHA Standard(s)</th>
<th>Learning Outcome(s)</th>
<th>Artifact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 1013</td>
<td>Sanitation and Safety</td>
<td>The legal environment of profit and non-profit organizations;</td>
<td>The student will <strong>identify</strong> and <strong>demonstrate</strong> critical food safety knowledge and risk management associated with safe food handling and storage.</td>
<td>NRAEF, ServSafe Certification, unit exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethical considerations and socio-political influences affecting organizations;</td>
<td>The student will <strong>illustrate</strong> and <strong>contrast</strong> ethical issues related to food safety and risk management.</td>
<td>Case studies</td>
</tr>
</tbody>
</table>

**PROFESSOR:** Brenda G. Montgomery, Ph.D.
**OFFICE:** 100 Williamson
**CLASS:** Etech BLACKBOARD
**TELEPHONE:** 479-964-0893
**E-MAIL:** bmontgomery@atu.edu
**OFFICE HOURS:** MW 10-12 TTR 1:00-4:00 pm
**OTHER TIMES ARRANGEMENT BY APPOINTMENT**

SPECIAL NEEDS: Anyone who has documented special needs or assistance in the educational setting, please contact the professor as soon as possible. Confirmation of special needs are communicated and addressed by ATU Learning Assistance and Testing Center, Dr. Carolyn Crawford, at 479-968-0302.

GRADING SCALE IN PERCENTAGE OF TOTAL POINTS:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59↓</td>
<td>F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE EVALUATION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams 4 @ 100 percentage points</td>
<td>400</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
</tr>
<tr>
<td><strong>Final Exam (Certification Test – on Campus)</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Assignments</td>
<td>250</td>
</tr>
<tr>
<td>Plagiarism Paper</td>
<td>100</td>
</tr>
<tr>
<td>Written and Foodservice Communication</td>
<td>100</td>
</tr>
<tr>
<td>Personal Philosophy Paper</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>1,050</strong></td>
</tr>
</tbody>
</table>

COURSE OBJECTIVE: The student will comprehend the foundation for managing a sanitary and safe foodservice outlet and relate “reasonable care” of consumers to societal expectations, with ethical and monetary dimensions

DEADLINES:

- All work will be turned on the given due date by 11:55 pm CST.
- If an assignment is submitted after the allotted time it is due, even one minute then it is considered “late”, and 10% is deducted per every 24 hours after.
- If a student submits any materials for this course on Blackboard, please utilize the Digital Drop Box, and submit it as an attachment.
- Everything done on Blackboard is time and dated.

EVALUATION METHODS/ASSESSMENT TOOLS:

*Exams*
There will be four exams. Exams will include multiple choices, true/false, matching, and/or open-ended questions. The final exam will count as any other exam. You will have one chance to take the exam and it will be timed.
COMPREHENSIVE FINAL: The final exam will be comprehensive. The Servsafe Comprehensive Exam and will be given during assigned time during the finals schedule. In order to become certified the student must have a 75% on this exam, which is scored by the NRA in Illinois. Upon passing with a 75% a certificate will be awarded renewable every five years in the student’s name. If you are an HA major the certificate will be placed in your student folder in the office. The certificates normally arrive in four weeks after the exam is graded. 100 points

Quizzes: The professor may have quizzes that will contribute to the class grades. Quizzes cannot be made up if you miss the deadline. However, from time to time Blackboard is down, a power outage or a student gets locked out of the quiz before completion. Please contact the professor immediately by email, or phone. 100 percentage points.

Blackboard Assignment Guidelines:
- ON THE SUBJECT LINE, PLEASE PLACE YOUR NAME AND THE TOPIC ON THE LINE.
- Any assignments submitted and uploaded as an attachment, be sure to place your name and the contents of the attachment on the subject line.
- When assignments are turned in on Blackboard, use the Digital Drop Box (in Course Information) and upload the attachment document in Microsoft Word.
- On the first page of all documents, be sure to place your full name and the date it is turned in to the professor.

Paper/Reports: For reports/papers the following guidelines shall be adhered to:

Reading Assignments: It is expected that all students will read the assigned information. There will be lectures notes and power point visuals for each chapter in folders. Content Areas - Chapter materials are in “Documents” section on Blackboard.

PLAGARISM: Plagiarism is copying someone’s work and turning it in as your own. Appropriate actions will be taken if plagiarism or cheating is suspected. Doing one’s work is absolutely expected to pass this course. ATU allows professors to check student’s work under suspicion to turn-it-in.com

ACADEMIC DISHONESTY: Academic dishonesty or misconduct is not condoned nor tolerated at Arkansas Tech University. Unless stated otherwise all assignments for this course are to be completed independently without assistance from or in collaboration with others. Please refer to the Regulations and Procedures Section in the 2007-08 ATU (Tech) Undergraduate Catalog.
COURSE EXPECTATIONS:
- Be proficient in recognizing how to maintain human safety and accident prevention.
- Recognize how the HACCP (Hazard Analysis Critical Control Point) system effectively works.
- Synthesize critical food safety concepts with International Food Safety Icons.
- Create a personal hygiene philosophy with knowledge expectations of professionalism with realistic and acceptable procedures and practices.
- Evaluate a commercial foodservice outlet.
- Identify ethical issues.
- Recognize how dollars are lost.
- Distinguish contributions to failed businesses.

REFLECTIVE QUESTIONS WHILE STUDYING
1. Did I do my assigned reading?
2. Was I a good student today?
3. Did I learn relevant concepts and ideas today?
4. What talents did I observe in myself during today's experience?
5. Is there anything that I do not understand and need clarified?
6. What do I need to improve upon?

Developing professionalism and completing assigned tasks, papers, and assignments are an integral part of this course. A paper on plagiarism will be expected to be completed before you can begin with Chapter One.

PLEASE KEEP A COPY OF ALL WORK TURNED IN FOR THIS COURSE. YOU MAY USE IT IN YOUR SENIOR-YEAR PORTFOLIO.

IN ADDITION, IF THERE IS ANY DOUBT THAT YOU HAVE TURNED AN ASSIGNMENT IN YOU WILL HAVE A BACK-UP COPY FOR YOUR PROTECTION. ALL DOCUMENTS IN MICROSOFT "WORD" DOCUMENTS.

SPECIAL DATES IN HOSPITALITY:
1. Class Starts – January 14, 08
2. Martin Luther King Holiday – January 16, 08
3. Hospitality Days, February 17-19,08, OSU, Stillwater, Oklahoma
4. Career Opportunity Day, March 05, TECH campus
5. SPRING BREAK, March 24-28, 08
6. Reading Day, May 02, 08
7. FINALS WEEK, MAY 05-09, 2008
8. GRADUATION, MAY 10, 2008
Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
CUL/HA 1923 INTRODUCTION TO FOOD AND BEVERAGE MANAGEMENT
Fall 2008

Hospitality Administration Mission Statement

The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: Pre-requisite CUL/HA 1013. This course introduces the practical skills and knowledge necessary for the effective management of food and beverage operations encompassing the historical timeline of food & beverage, non-alcoholic beverages, the identification of meats, fishes, fruits, vegetables, dairy products and proteins. This course also introduces the front-of-the-house essentials for food and beverage operations encompassing glassware, service ware and other front-of-the-house equipment.

Class Times MWF 11:00-11:50 AM

Location of Class: Room 125 and Dining Hall

Instructor  Susan West
            106 Williamson
            479-356-6205 Office
            Email: swest7@atu.edu
Office Hours
Monday 8:30 am - 10:00 am
Tuesday 9:00 am - 12:00 pm
Wednesday 8:30 am - 10:00 am
Thursday 9:00 am - 12:00 pm
AND 3:30 pm - 5:30 pm
**or by appointment

Course Materials
Required Text:
- *Management of Food and Beverage Operations (4th Edition)*
- *Prentice Hall Dictionary of Culinary Arts, The (Trade Version), 2/E*
  Ingram, Labensky, Labensky; ISBN-10: 0131716735
- *Case Studies in Commercial Food Service Operations (1st Edition)* Fisher,
  Ashley ISBN: 978086612248

Learning Outcomes and Artifact

<table>
<thead>
<tr>
<th>CUL/HA Course Number</th>
<th>CUL/HA Course Title</th>
<th>ACPHA Standard(s)</th>
<th>Learning Outcome(s)</th>
<th>Artifact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUL/HA 1923</td>
<td>Introduction to Food &amp; Beverage Management</td>
<td>Historical overview of the hospitality industry and the profession</td>
<td>Identify the role history has played in Food &amp; Beverage development. Be able to identify the basic components associated with Front of House operations.</td>
<td>Exams, Paper, Oral Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Provision of sufficient areas of specialization to allow student to develop individual interests and talents</td>
<td>Discover particular areas of the food and beverage industry which hold an interest to the student.</td>
</tr>
</tbody>
</table>
Course Format
Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

EVALUATION AND GRADING

Methods of Evaluation:

- 2 Exams @ 100 points 200 points
- Case Studies 100 points
- Projects 200 points
- Vocabulary 200 points
- Participation 300 points

Total Points 1000 points

Grading Scale:
- A = 90% and above <920 points to 1000>
- B = 80-89% <840 points to 919>
- C = 70-79% <760 points to 839>
- D = 60-69% <680 points to 759>
- F = 59% or below <579 points and below>

Exams
There will be 2 exams worth 100 points given in this course, including the final which is cumulative. They will be taken from your text as well as discussion and lecture. The exams will include: multiple choice, true/false, fill-in-the-blank, short answer or essay. Total available points will be 200.

Case Studies
Additional reading assignments will be included as part of your grade. This will include case studies to be read and analyzed. You will answer discussion questions and turn in typed responses. Total points available are 100.

Vocabulary
Every Monday you will have a list of vocabulary terms, these will be due every Friday. They will be typed and either emailed to me or brought into class. Total points available are 200 points.

Projects
To be discussed worth 200 points
Participation
This class is unique in that it is very much hands-on, meaning you will be representing yourself and demonstrating knowledge as you move through the course. There will be special events that you will need to look professional. You will be required to purchase a pair of black pants, NOT jeans and either a black shirt, or a T-shirt with Williamson Hall logo on it. Shoes should be closed-toed and no flip-flops. I will send you home from class if you are not dressed appropriately.

Extra Credit
I may offer extra credit or bonus points throughout the semester. Including, but not limited to, assistance with special events, papers, newscasts and other opportunities that will arise throughout the semester.

CLASS POLICIES

Field Trips
It is Arkansas Tech University policy that students are NOT required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip.

Field Trip Etiquette
I expect you to dress in a professional manner and carry yourself as professionals. No shorts or tank tops will be accepted. Shoes must be cleaned and polished. You are representing Arkansas Tech University, the Hospitality Department and yourself.

Course Requirements
The following are course requirements for Introduction to Hospitality Management:
- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams as well as assigned readings. You will also be responsible for journals and readings.
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- Please turn cell phones to VIBRATE or SILENT-phones are a great tool for communication, but within a class environment, it is extremely disrespectful to me and your peers to have your phones ring during class time. Please do not text during lecture or group work.

Special Needs
Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with special needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.
**Academic Honesty**
Academic dishonesty or misconduct is not condoned nor tolerated at Arkansas Tech University. Unless stated otherwise all assignments for this course are to be completed independently without assistance from or in collaboration with others. Please refer to the Regulations and Procedures Section in the 2008-09 ATU (Tech) Undergraduate Catalog.

Be advised that any of your work including papers/reports may be reported to [www.turnitin.com](http://www.turnitin.com) for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

**ATU Attendance Policy**
2008-2009 Undergraduate Catalog, page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of “FE.” A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. Therefore, I will give 1 (one) point per class that the student is present.

**Your Role as a Student**
I request that you not come in late as it is disruptive to me as well as your peers. If you leave class before time is up and have not informed me, I will count it as an absence. Discussions will be held periodically in class and I encourage all to participate. However, I will not tolerate inappropriate language including negative terms regarding one's ethnicity, gender, sexual preference or physical difference. I will expect you to keep up with the readings, assignments, quizzes and test dates. In return for your cooperation, I will treat you with mutual respect, try to help and encourage you in any way possible and together we can have a wonderful semester!! Welcome to the Hospitality Industry!!

**Schedule**
**Subject to change if needed**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 20</td>
<td>Welcome and Expectations</td>
</tr>
<tr>
<td>August 22</td>
<td>Luncheon</td>
</tr>
<tr>
<td>August 25</td>
<td>Luncheon</td>
</tr>
<tr>
<td>August 27</td>
<td>Chapter 1 The Food Service Industry</td>
</tr>
<tr>
<td>August 29</td>
<td>Event</td>
</tr>
<tr>
<td>Sept 1</td>
<td>LABOR DAY NO CLASS</td>
</tr>
<tr>
<td>Sept 3</td>
<td>Chapter 2 Organization of Food and Beverage Operations</td>
</tr>
<tr>
<td>Sept 5</td>
<td>Chapter 3 Fundamentals of Management</td>
</tr>
<tr>
<td>Sept 8</td>
<td>Luncheon</td>
</tr>
<tr>
<td>Sept 10</td>
<td>LUNCH for public</td>
</tr>
</tbody>
</table>
Sept 12  Chapter 4 Food and Beverage Marketing
Sept 15  Chapter 5 Nutrition for Food Service Operations
Sept 17  LUNCH (Work with Ray-Susan out of town business)
Sept 19  Chapter 6 The Menu
Sept 22  Chapter 7 Standard Product Costs and Pricing Strategies
Sept 24  LUNCH
Sept 26  Exam 1 over Chapters 1 thru 7
Sept 29  Chapter 8 Preparing for Production
Oct  1  LUNCH
Oct  3  Chapter 9 Production
Oct  6  Chapter 10 Food and Beverage Service
Oct  8  LUNCH
Oct 10  Luncheon
Oct 13  Chapter 11 Sanitation and Safety
Oct 15  LUNCH
Oct 17  Review
Oct 20  Review
Oct 22  LUNCH
Oct 24  Chapter 12 Facility Design, Layout and Equipment
               Chapter 13 Financial Management
Oct 29  LUNCH
Oct 31  Case Studies
Nov  3  Vocabulary
Nov  5  LUNCH
Nov 12  LUNCH
Nov 19  LUNCH
Nov 21  Guest Speaker
Nov 24  Film
Nov 26  THANKSGIVING HOLIDAY **NO CLASS
Nov 28  THANKSGIVING HOLIDAY **NO CLASS
Dec 1     Review for final
Dec 3     LUNCH
Dec 5     Review for CUMULATIVE FINAL
Dec 8     Last Day of class
Dec 10-16 FINALS WEEK

***LUNCH donates regular Wednesdays in Williamson for the public
Luncheon is for outside venue
Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
CUL/HA 2003 Cost Controls
Fall 2009

Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: This course will study the role of cost control management on the overall profitability of hospitality entities. Basic principles of purchasing food, beverage, and non-food items with regards to maintaining an operation’s competitive advantage within the industry will be covered.

<table>
<thead>
<tr>
<th>CUL/HA Course Number</th>
<th>CUL/HA Course Title</th>
<th>ACPHA Standard(s)</th>
<th>Learning Outcome(s)</th>
<th>Artifact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUL/HA 2003</td>
<td>Cost Controls</td>
<td>Financial management of hospitality goods and services;</td>
<td>The student will recognize the importance of purchasing and cost controls on profitability, and will explain management’s role in cost control.</td>
<td>Exams, Comprehensive Final and Special Projects</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td></td>
<td>Administrative processes, including the integration of analysis and policy</td>
<td>The student will differentiate among various formulas used for cost control</td>
<td>Exams, Comprehensive Final and Special Projects</td>
</tr>
</tbody>
</table>


| determination at the overall management level; | management and will interpret the methods used to efficiently and effectively control costs within the hospitality industry. |

**Instructor:** Ray Moll, MBA  
105 Williamson  
479-968-0607 Office  
501-977-4258 Cell  
Email: rmoll@atu.edu

**Office Hours:** By Appointment

**Class Times:** TBA

**Location of Class:** TBA


**Student Accommodations:** Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

**Academic Honesty:** You are expected to be honest and truthful in and out of the classroom. You will be required to submit your own original work. You will be expected to:

- Present written work that is yours alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or materials for an examination and no copying from other student’s papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one’s own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports may be
reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

**Classroom Procedure:** Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

**Field Trips:** It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip. Please see “Alternative Assignments” for the requirements of the project/paper. The instructor will determine the length of the paper and the topic of the paper.

**Field Trip Etiquette:** The instructor expects you to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be cleaned and polished. Please note personal hygiene guidelines on separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get one chance to make a good first impression.

**Course Requirements:** The following are course requirements for Cost Controls:
- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned readings. You are required to take exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam. You will also be responsible for the timely completion of a special project(s).
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.
- No food or beverage consumption during lectures (unless you share with me).

**Exams:** There are four (4) exams for this course and one (1) comprehensive final exam. The exams will each weigh 100 points. The final will be comprehensive and weigh 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.

**ATU Attendance Policy:** 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of “FE.” A student who is dropped from
three courses in a semester for unsatisfactory class attendance may be immediately suspended. NOTE: points will be given for class attendance.

Extra Credit: The instructor may offer extra credit or bonus points throughout the semester. Methods of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For projects/papers the following guidelines shall be adhered to: cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled spaced.

Methods of Evaluation:

4 Exams @ 100 points = 400 points
Homework/Projects = 200 points
2 Special Projects @ 100 = 200 points
Comprehensive Final = 200 points
Total Points = 1000 points

Grading Scale:

A = 90% or above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or below
Week By Week Breakout

Week 1  Managing Revenue & Expenses
Week 2  Determining Sales Forecasts
Week 3  Managing the Cost of Food
Week 4  Managing the Cost of Beverage
Week 5  Managing the Cost of Furniture, Fixtures & Sundries
Week 6  Managing the Food & Beverage Production Process
Week 7  Managing Food, Beverage & Rooms Pricing
Week 8  Managing the Cost of Labor
Week 9  Controlling Other Expenses
Week 10 Analyzing Results using the Income Statement
Week 11 Planning for Profits
Week 12 Maintaining & Improving the Revenue Control System
Week 13 Global Dimensions of Management & the Role of Technology
Week 14 Managing Payables & Receivables
Week 15 The Capital Budget

Comprehensive Final To Be Announced
Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
CUL/HA 2023 Hospitality Supervision and Leadership
Fall 2009

Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills and abilities through a comprehensive academic curriculum.
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: This course provides comprehensive coverage of the principles, theories, human-relations techniques, leadership styles, and decision-making skills that are required to manage a team to profitable results in the foodservice and lodging industries.

<table>
<thead>
<tr>
<th>CUL/HA Course Number</th>
<th>CUL/HA Course Title</th>
<th>ACPHA Standard(s)</th>
<th>Learning Outcome(s)</th>
<th>Artifact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUL/HA 2023</td>
<td>Hospitality Supervision and Leadership</td>
<td>The planning for and utilization and management of personnel; including the improvement of student understanding of human behavior;</td>
<td>Identify and demonstrate leadership characteristics relevant to the hospitality industry.</td>
<td>Exams, Comprehensive Final, Role Playing Exercises</td>
</tr>
<tr>
<td>Organization theory, behavior, and interpersonal communication;</td>
<td>Differentiate supervision methods and their overall relevance to the hospitality industry. Appraise the relationship that exists between supervision and leadership styles within the hospitality industry.</td>
<td>Exams, Comprehensive Final, Role Playing Exercises</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructor:** Ray Moll, MBA  
105 Williamson  
479-968-0607 Office  
501-977-4258 Cell  
Email: rmoll@atu.edu

**Office Hours:** By Appointment

**Class Times:** TBA

**Location of Class:** TBA


**Student Accommodations:** Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.
Academic Honesty: You are expected to be honest and truthful in and out of the classroom. You will be required to submit your own original work. You will be expected to:

- Present work that is yours alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or material for an examination and no copying from other student’s papers or tests.
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Classroom Procedure: Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip. Please see “Alternate Assignments” for the requirements of the project/paper. The instructor will determine the length of the paper and the topic of the paper.

Field Trip Etiquette: The instructor expects all students to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be clean and polished. Please note personal hygiene guidelines on separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get one chance to make a good first impression.

Course Requirements: The following are course requirements for Hospitality Supervision and Leadership:

- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned readings. You are required to take exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.
- No food or beverage consumption during lectures (unless you share with me).
Exams: There are four (4) exams for this course and one (1) comprehensive final exam. The exams will each weigh 100 points. The final will be comprehensive and weigh 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.

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Methods of Evaluation:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exams @ 100 points</td>
<td>400</td>
</tr>
<tr>
<td>Homework/Role Playing exercises</td>
<td>400</td>
</tr>
<tr>
<td>Comprehensive Final</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Grading Scale:  
A = 90% and above  
B = 80-89%  
C = 70-79%  
D = 60-69%  
F = 59% or below

Extra Credit: The instructor may offer extra credit on bonus points throughout the semester. Methods of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.
## Week By Week Breakout

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Supervisor as a Manager</td>
</tr>
<tr>
<td>2</td>
<td>The Supervisor as a Leader</td>
</tr>
<tr>
<td>3</td>
<td>Equal Opportunity in the Workplace</td>
</tr>
<tr>
<td>4</td>
<td>Creating a Positive Work Climate</td>
</tr>
<tr>
<td>5</td>
<td>Developing Performance Standards</td>
</tr>
<tr>
<td>6</td>
<td>Recruiting and Selecting Applicants</td>
</tr>
<tr>
<td>7</td>
<td>Teamwork and Teambuilding</td>
</tr>
<tr>
<td>8</td>
<td>Employee Training and Development</td>
</tr>
<tr>
<td>9</td>
<td>Evaluating Performance</td>
</tr>
<tr>
<td>10</td>
<td>Discipline and Employee Assistance Programs</td>
</tr>
<tr>
<td>11</td>
<td>Planning and Organizing</td>
</tr>
<tr>
<td>12</td>
<td>Communicating Effectively</td>
</tr>
<tr>
<td>13</td>
<td>Delegating</td>
</tr>
<tr>
<td>14</td>
<td>Decision Making and Control</td>
</tr>
<tr>
<td>15</td>
<td>Private Communications</td>
</tr>
</tbody>
</table>

**Comprehensive Final To Be Announced**
ARKANSAS TECH UNIVERSITY
HOSPITALITY ADMINISTRATION and CULINARY
CUL/HA 2053 WORK EXPERIENCE
FALL 2009

HOSPITALITY ADMINISTRATION MISSION STATEMENT:
The mission of the Hospitality Administration Program is to provide quality education in hospitality administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge and skills through a comprehensive academic curriculum;
- Demonstrating professionalism, leadership, and high ethical standards by a competent faculty and administration;
- Promoting community service and outreach;
- Emphasizing the importance of research and continuing education; and
- Encouraging life-long learning.

CATALOG DESCRIPTION: Pre-requisites: HA Major, HA Minor or Culinary student. Sophomore standing or permission of instructor. Placement in selected hospitality settings as a student worker under professional guidance of both agency and faculty. Students are given the opportunity to take part in meaningful work experiences in actual work situations and managerial observation. Minimum of 200 clock hours of work experience.

<table>
<thead>
<tr>
<th>HA Number</th>
<th>HA Title</th>
<th>ACPHA Standards</th>
<th>Learning Outcomes</th>
<th>Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA/CUL 2053</td>
<td>Work Experience</td>
<td>Student will have relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic program.</td>
<td>The student will participate in a pre-professional hospitality or culinary working environment.</td>
<td>Student Agency Evaluation, Participation in events, Final Student Evaluations</td>
</tr>
</tbody>
</table>
PROFESSOR: Brenda G. Montgomery, Ph.D.
OFFICE: 100 Williamson, 1205 North El Paso Avenue
TELEPHONE: 479-964-0893 Fax: 479-968-0600
E-MAIL: bmontgomery@atu.edu
OFFICE HOURS: MWF 1-4 PM; TR 9:30-11:30 AM
CLASS TIME: Web-based course
LOCATION: One-Tech Student Email Account @ blackboard
Final Oral presentation and papers announced two weeks before Finals Week.

REQUIRED TEXTS: “HA/CUL Work Experience Manual”. This manual is available on
blackboard and should be copied by the student for the site supervisor and himself.

GRADING SCALE IN PERCENTAGE OF TOTAL POINTS:
100-90 A
89-80 B
79-70 C
69-60 D
59↓ F

Reading Assignments:
Each student is expected to read the assigned information before it is discussed in class.

Class Communications:
The class will interact with the instructor primarily via Arkansas Tech’s Blackboard web
site. There are specific times when you should be logged into the site. If you will not
have regular access to a computer at the location where you will be completing the
requirements for this class, you may submit assignments by regular mail or fax.
Students are welcome to contact the instructor through (1) email, (2) phone, (3) fax,
(4) regular mail etc. to turn in assignments. The student needs to contact the
professor and decide the best mode of delivery of the weekly reports. In addition, on
the course Blackboard web site, there will be a forum set up in the Discussion Board
area for comments and questions. Web address is http://onetech.atu.edu.

Late Work Policy: Late work will be reduced by a letter grade for each day (24 hours), it
is late by ten percent (10%).

ACADEMIC DISHONESTY: Academic dishonesty or misconduct is not condoned nor
tolerated at Arkansas Tech University. Unless stated otherwise all assignments for this
course are to be completed independently without assistance from or in collaboration
with others. Please refer to the Regulations and Procedures Section in the 2007-08
ATU (Tech) Undergraduate Catalog.

PLAGARISM: In the event that the professor believes that the work you submit is not your
own, ATU has authorized any professor permission to utilize the website
www.turnitin.com be so advised, permission is not needed from the student if there is a questionable document.

"Plagiarism is using the thoughts or words of somebody else and claiming them as your own" (T. Herrick, personal communication, August 16, 2002).

SPECIAL SERVICES: Any student with a disability whose special accommodations are registered with the ATU Learning Assistance and Testing Center {Student Services} in the 2008-09 Catalog. Please advise the professor if accommodations are needed as soon as possible.

Final’s Class Etiquette Requests:
- Please be on time for class and avoid leaving class if possible for the final.
- When the professor is talking, it is the student’s turn to listen – then the professor will do so in kind when questions are asked or discussions.
- Please turn off any and all electrical advices while in class.
- If you need to leave class for a reason, please sit in the back of room to avoid disturbing others.

CUL/HA 2053 WORK EXPERIENCE DOCUMENTS AND FORMS

Students are required to turn in the forms listed below in a timely manner. You can download these forms under assignment menu on blackboard found in http://onetech.atu.edu

(1) Memorandum of Understanding
Students should turn in the Memorandum of Understanding before beginning their “Work Experience.”

Hours cannot begin until the Memo of Understanding and the Student’s Initial Report has been turned into the professor on record.

(2) Student’s Initial Report
Students should turn in the initial report the day after beginning their “Work Experience.”

(3) Weekly Reports
Students should turn in a report of their week’s activities immediately following the week for which the report is being made.

(4) Final Student Evaluation and Counseling
Students should complete with their work supervisor the Final Student Evaluation and Counseling near the end of their “Work Experience.” The evaluation form should be turned in immediately following completion of the “Work Experience.”

**Class Objectives:** Completing this course will allow students to participate in a “pre-professional” activity, which will:

1. Give the student opportunities for correlating theory and practice.
2. Introduce the student by direct experience to:
   a. Aspects of leadership, responsibility, purpose, organization, and operation of hospitality and/or parks, and recreation organizations.
   b. Procedures for planning, organizing, and directing hospitality or recreation organizations.
   c. Motivation, behavior, and interpersonal relations of people at play and in professional settings.
3. Test the student’s hospitality or culinary professionalism.

**Evaluation Methods**

Students can check their grades and class progress under grade book on ATU blackboard.

**Resume**

Students are required to submit a well-thought-out, error free resume. Advice on writing good resumes can be found at Career Services, on numerous websites, and in books available in libraries and bookstores. You may choose to utilize the Resume Wizard in the “other word documents” as well. Most employers take the presence of errors in your resume as an indication of the care with which you would approach your work if they were to hire you.

**Weekly Report**

Students are required to submit weekly reports on their work experience. **Your supervisor’s signature is required.** These reports may be faxed or traditionally mailed, or dropped off at the office. Weekly reports need to be timely and turned in on a weekly basis. You are strongly encouraged to keep copies of all weekly reports sent to the instructor in case they are lost or misplaced. Weekly reports should provide a brief synopsis of your work related activities for each day of the week. Work hours reflected by your weekly reports must total a minimum of 200 hours.
Please be sure to make several copies before filling out the first one out, because more than one Weekly Report is needed.

Agency Grade
Agency grade will be the grade recommended by your agency supervisor. In the event your agency supervisor does not recommend a grade, the agency grade will be based on the average rating of the items in the final evaluation of the student by the agency.

Daily Journal (10%)
Students have the opportunity to keep a journal during their work experience describing in detail the work being carried out each day. Entries should be made on a daily basis immediately after ending work for the day. Descriptions should include the activities conducted that day, memorable people, unusual occurrences, your activities and investigations related to preparing to write and writing the final report. In addition reflect on the experiences you are having and how they may relate to your future as a recreation and park professional. Include thoughts of how you could improve your performance at work and back at school and how Tech could improve the educational experiences it provides. Record your thoughts in the journal about the agency or organization with which you are working. Reflection is thinking about your work experience in order to draw deeper personal meaning and value from the experiences you encounter. At the end of each week, complete the weekly report in the “Work Experience Manual,” with your supervisor’s signature before turning it in.

DELIVERY: The department secretary, Ms. Vicki Duvall, may receive faxes if you send them to our department at (479) 968-0600 or make sure your documents have arrived safely. If you would like to call our departmental office, the telephone number is 479-968-0378. Please make these to the addition of the supervising professor.

Final Written Report
This paper is to examine the agency or organization with which you are completing your field experience. The report is to be typed, double-spaced, and a minimum of 10-pages long. The report will be evaluated on both content and format. Format includes proper report writing style, grammar, and spelling. The report should conform to the recommendations found in the Publication Manual of the American Psychological Association, 5th edition (APA). Copies of this book can be purchased at the Tech Bookstore, the Ross Pendergraft Library Tech libraries, and on the APA website a link to which can be found on the Tech library website (www.library.atu.edu) or www.APA.org.
Please remember to include a title page, to title your paper, and to use headings and subheadings. References from which you have drawn ideas or information should be cited in your paper as well as listed in a “References” section at the end of the paper. References should be formatted according to APA style. You must include a minimum of three references in your reference list. You may wish to schedule some time with your agency/organization supervisor or other knowledgeable person to learn information which you will then be able to include in your report.

**Work Completion Date:** The 200 work hours must be completed by 5:00 pm, December 15, 2009. Final grades will be based on the weighting percentage points received of the total points. The scale is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Weight</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume</td>
<td>5%</td>
<td>Weighted average between 90 - 100% = A (4.0)</td>
</tr>
<tr>
<td>Journal</td>
<td>10%</td>
<td>Weighted average between 80 - 89% = B (3.0)</td>
</tr>
<tr>
<td>Weekly Reports</td>
<td>10%</td>
<td>Weighted average between 70 - 79% = C (2.0)</td>
</tr>
<tr>
<td>Agency Grade</td>
<td>45%</td>
<td>Weighted average between 60 - 69% = D (1.0)</td>
</tr>
<tr>
<td>Final Written Report</td>
<td>20%</td>
<td>Weighted average between 0 - 59% = F (0.0)</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Total Percent</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

An outline for a supervisor-student conference is included in the *HA/CUL 2053 Work Experience Manual*. When in doubt, include more rather than less information.
FINAL REPORT

☐ Title Page (Does not count towards 10 pages.)

☐ Table of contents (including page numbers) (Does not count towards 10 pages.)

☐ Chapter I
  o Introduction to the agency and the field experience, one or two paragraphs.

☐ Chapter II
  o History and background of the agency or organization, including administration, organizational design and structure including an organizational chart, budget, sources of funding, legal basis for the agency, organization philosophy, goals, and objectives, planning systems, policy and procedure formulation, governance and oversight, program planning, ethical philosophy or code of conduct, resources available for professional development, professional development practices, information technology management, etc.

☐ Chapter III
  o Summary of daily work experiences; a short paragraph for each work period. Include a synopsis of a particular program, project, or problem.

☐ Chapter IV
  o Conclusion; summarize the field experience and include your personal views and reflections about the experience and the agency.

☐ References
  o Use at least three (3) references such as professional journals, agency manuals, brochures, personal interviews, etc. Cite these sources of information according to APA format in the body of the paper and at the end in a "References" section. The "References" section does not count toward your 10 pages. Although you may include more, only one personal interview will count towards the minimum number of references.

☐ Appendices
  o Reports, commendations, charts, maps, and other supplemental information referred to in the body of your paper. To be included in the appendices, you must mention that item in the report. Appendices do not count towards your 10 pages.

POCKET FOLDER
The instructor strongly recommends placing the "Final Written Report" in a folder or binder with pockets to hold materials that are not easily placed with the body of the paper. The body of the paper should be bound in a three ring binder. The instructor also strongly recommends submitting your final report in electronic form.*
Final Report - PowerPoint Presentation

Put together a PowerPoint presentation that illustrates the organization with which you worked, the work you performed, and the meaning of this experience to you. There will be a 10 slide limit. Incorporate pictures and diagrams where appropriate. Turn in a paper and an electronic version of this assignment.

Grading of the “Final Written Report.” The final written report should reflect professional quality preparation.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper format, length, spelling, organization,</td>
<td>20%</td>
<td>3 = No typographical or grammatical errors. Above outline followed. References cited APA style.</td>
</tr>
<tr>
<td>grammar, professional writing style reference</td>
<td></td>
<td>2 = No more than an average of 1 error per page. Above outline followed.</td>
</tr>
<tr>
<td>list format, etc.</td>
<td></td>
<td>References cited APA style.</td>
</tr>
<tr>
<td>Minimum Number of References</td>
<td>10%</td>
<td>1 = More errors or outline not followed.</td>
</tr>
<tr>
<td>Appendices</td>
<td>10%</td>
<td>3 = At least 6 references, 3 of which are books or journal articles.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 = At least 3 references.</td>
</tr>
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<td></td>
<td></td>
<td>1 = Fewer than 3 references.</td>
</tr>
<tr>
<td>Content and organization of Chapters I through IV</td>
<td>60%</td>
<td>3 = Exceeds expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 = Meets expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 = Does not meet expectations</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
## CUL/HA 2053 COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Required Forms to Turn In</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 2-3  |      | (1) Memo of Understanding between Arkansas Tech University and Hospitality Property or organization  

(2) Student’s Initial Report |
| 4    |      | (1) Resume – September 28, 2009 |
|      |      | (1) Daily Journal  

(2) Resume |
| 6-8  |      | (1) Weekly report  

(2) Mid-Term Evaluation |
| 9-11 |      | (1) Weekly report |
|      |      | (1) Daily Journal |
| 12-14|      | (1) Weekly report |
|      |      | (1) Daily Journal |
| 15-16|      | (1) Finalize 200 work hours  

(2) Final Student Evaluation  

(3) Final Agency Report |
|      |      | (1) Daily Journal  

(2) Final Written Report  

(3) Oral Report 5-7 minutes with  

(4) PowerPoint Presentation – 10 slides |

**Oral reports will be given Friday afternoon, on December 15, 2009 at 3:00 pm.**

**All written work must be completed and turned in by 5:00 pm, December 05, 2009.**

*The more assignments you have in electronic form, the easier it will be to put your portfolio together in HA 4001, Internship Preparation if you are majoring in hospitality.*
Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
CUL/HA 2063 Guest Services Management
Fall 2009

Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: Prerequisite: CUL/HA1063. The analysis and development of guest services management skills including leadership behavior, motivation, communication, training, staffing, etiquette, and professional service. Lecture two hours, lab minimum of three hours depending on the special event requirements. $100 lab fee which helps to cover your meal costs and/or travel.

<table>
<thead>
<tr>
<th>CUL/HA Course Number</th>
<th>CUL/HA Course Title</th>
<th>ACPHA Standard(s)</th>
<th>Learning Outcome(s)</th>
<th>Artifact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUL/HA 2063</td>
<td>Guest Services Management</td>
<td>The planning for and utilization and management of personnel, including the improvement of student understanding of human behavior;</td>
<td>Identify and implement professional service and etiquette as they relate to the hospitality industry.</td>
<td>Exams, Comprehensive Final, Practical applications during labs/special events</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quantitative methods and management information</td>
<td>Assess the quantitative implications of poor guest</td>
<td>Exams, Comprehensive Final</td>
</tr>
<tr>
<td>systems, including computer applications;</td>
<td>service on establishment profitability;</td>
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<tr>
<td>Organization theory, behavior, and interpersonal communication;</td>
<td>Incorporate “people skills” and communication skills to help prepare you to be an effective hospitality professional;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exams, Comprehensive Final, Practical applications during labs/special events, role playing exercises</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructor:** Ray Moll, MBA
105 Williamson
479-968-0607 Office
501-977-4258 Cell
Email: rmoll@atu.edu

**Office Hours:** By Appointment

**Class Time(s):** TBA

**Location of Class:** TBA


**Required Uniforms:** Uniforms will be required for the lab portion of this class. The dining service staff will be required to obtain and wear a black shirt, black pants or skirt, black socks, black belt, and black non-skid shoes. Shoes for this class must not expose the toes. For the front desk staff will be required to dress professionally for all labs. It is not my desire to burden you with more than deemed necessary; however, a strict uniform policy will be adhered t in this class. A.. garments must be cleaned and pressed. Bistro-style aprons will be provided for your use during the dining service labs and will be washed and cared for by the manager for each event. Anyone that does not present oneself in the proper uniform will not receive points for that lab/meal. Uniforms will only be required attire when meals are being served or when we are conducting labs at hotel front desks. A separate detailed handout will be presented at a later date with information regarding uniforms and personal hygiene.
Student Accommodations: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty: Students are expected to be honest and truthful in and out of the classroom. Students will be required to submit their own original work. Students will be expected to:
- Present written work that is theirs alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or material for examinations and no copying from other student’s papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one’s own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports may be reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

Classroom Procedure: Classroom procedure for this class may include all of the following formats: Lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, varying lab formats, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip. Please see “Alternate Assignments” for the project/paper. The instructor will determine the length of the paper and the topic of the paper.

Field Trip Etiquette: The instructor expects all students to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be clean and polished. Please note personal hygiene guidelines indicated on a separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get one chance to make a “good” first impression.

Course Requirements: The following are course requirements for Guest Services Management:
- Attendance and participation in each class lecture and lab meeting. You are required to participate in all labs and be present and prepared at the required time. Since this is a performance-based class no make-ups will be permitted. Be prompt for lectures and labs, this includes begin properly attired as outlined previously.
• Rotate through various positions in the dining room and lodging facilities during labs, including but not limited to dining room manager, host/hostess, beverage manager, server, expediter, front desk, night audit, housekeeping.

• Completion of all assignments in a timely manner. All late work will decrease in value by 10% each day the assignment is late. Management reports are due on the next class meeting following the food service lab or the lodging lab.

• Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned outside readings and labs. You are required to take exams at the designated time and will only be allowed to make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.

• No smoking during class times or during breaks.

• No use of any other type of tobacco products.

• No chewing of gum or use of candy.

• No food or beverage consumption during lectures, food and beverage consumption during labs will take place at the discretion of the instructor and/or the dining room manager. NOTE: STUDENTS ENROLLED AND WORKING IN THIS CLASS ARE ENTITLED TO ONE FREE MEAL OR PRODUCT FROM EACH CLASS. ANY LEFT OVER FOOD FROM CLASSES MUST BE PURCHASED AT THE GOING PER MEAL RATE FOR EACH FOOD CARTON PURCHASED. SEE MEMO ON BULLENTIN BOARD IN KITCHEN.

• ALL CELL PHONES WILL BE TURNED OFF DURING LECTURES AND LABS.

• One lab requirement must be from outside this class and in the area of banquet service or catering. The instructor will provide additional details of this requirement at a later date.

Exams: There are four (4) exams for this course and one (1) comprehensive final exam. Three of the exams will cover three (3) chapters and related topics and one will cover four (4) chapters and related topics. The exams will each weight 100 points. The final will be comprehensive and weight 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse.

Banquet/Catering Service: You will be required to perform one outside service event dealing with banquet service or catering. You will be required to submit a two page paper on the event. The report will be worth 50 points. See “Alternate Assignments” for specific requirements of the paper.

Inspections: There will be an inspection of staff before each food service event and each lodging lab. The inspection will be performed by the dining room manger(s) and/or the instructor prior to the beginning of lab. A strict code of cleanliness, neatness and overall appearance will be adhered too. Refer to “Required Uniform” section of this syllabus and to the handout for personal hygiene expectations.
Management and Service Preparation: Since we may have a limited time frame to ready the Williamson Dining Room for service, some pre-service duties may need to be performed on the day prior to service. You will receive a separate pre-service responsibilities handout will outline pre-service duties and responsibilities. This class will require more involvement than other classes and may require you to do work outside the hours listed in this syllabus.

Attitude: Since this is a service course, you must administer a professional look and attitude at all times. At the discretion of the instructor, you may be asked to leave the dining room or lodging lab facility and return at a later date for improper attitude. The instructor reserves the right to deduct points (up to 50 per lab) as deemed appropriate for disciplinary reasons. Attitude and appearance are both reasons for point deductions. Positive attitudes are contagious........catch one!

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For projects/papers the following guidelines shall be adhered too: Cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled spaced.

Methods of Evaluations:

- 4 Exams @ 100 points = 400 points
- Lab Reports 10 @ 50 points each = 500 points
- Management Reports 1 @ 50 points = 50 points
- Banquet/Catering Report 1 @ 50 points = 50 points
- Inspections 10 @ 50 points each = 500 points
- Comprehensive Final Exam = 200 points
- Total Points = 1700 points

Grading Scale:  
A = 90% or above  
B = 80-89%  
C = 70-79%  
D = 60-69%  
F = 595 or below

Remember: The Guest Services Management class and the Quantity Food Production class will work together as a team. Front of the House (FOH) and Back of the House (BOH) together make a successful dining experience. This class will be unique and challenging. This class may require you to attend at times not listed on the following schedule of classes. Bonus points will be given for your volunteer work on dates to be announced later. Please note that signing up for volunteer work and then not showing up will cause you to lose the same number of points that are being offered to those who do show up. This schedule is subject to change without prior written notice from the instructor.
TEAM = Together Everyone Accomplishes More

**ATU Attendance Policy:** 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of “FE.” A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. **NOTE: points will be given for class attendance.**

**NOTE:** Points are given for attendance on lecture dates and lab dates are mandatory attendance with no make-ups allowed.

**Extra Credit:** The instructor will offer extra credit or bonus points throughout the semester. Methods and point valuation of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.
Week By Week Breakout

Week 1  A Historical Overview of Service
Week 2  The Importance of Guest Service to Your Business
Week 3  Basic Concepts for High-Quality Guest Service
Week 4  Identifying Guest Expectations
Week 5  Ensuring Consistent Guest Service Value
Week 6  Exceeding People’s Needs
Week 7  Service in Various Industry Segments
Week 8  The Legacy of Table Service
Week 9  Methods of Table Service
Week 10 Guest Relations & “People Skill” Techniques
Week 11 The Dynamics of Leadership
Week 12 Legal Issues in Service
Week 13 Bar & Beverage Service
Week 14 Service in Various Industry Segments
Week 15 Management’s Role in Service

Comprehensive Final To Be Announced
Hospitality Administration Mission Statement: The mission of the Hospitality Administration Program is to provide quality education in hospitality administration and provide a foundation for professional growth and development. This is achieved by:

- Providing knowledge and skills through a comprehensive academic curriculum;
- Demonstrating professionalism, leadership, and high ethical standards by a competent faculty and administration;
- Promoting community service and outreach;
- Emphasizing the importance of research and continuing education;
- Encouraging life-long learning.

COURSE DESCRIPTION: Study of the relationship between nutrition and health as a basis for food choices of all ages; the application of nutrient functions in human life processes and cycles; how balanced eating promotes healthy lifestyles. Current concepts and controversies are highlighted.

<table>
<thead>
<tr>
<th>CUL/HA Course</th>
<th>CUL/HA Course Title</th>
<th>ACPHA Standards</th>
<th>Learning Outcomes</th>
<th>Artifact(s) Methods student will synthesize learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUL/HA 2813</td>
<td>Basic Human Nutrition</td>
<td>Ethical considerations and socio-political influences affecting organizations</td>
<td>Analyze the impact of food choices on lifestyles, which affect societal issues and health costs.</td>
<td>Exam questions, personal dietary analysis, menu and recipe evaluations, food diet essays, and chronic disease research</td>
</tr>
</tbody>
</table>

PROFESSOR: Brenda Montgomery, Ph.D.
OFFICE: Williamson 100
PHONE: 479-964-0893
E-MAIL ADDRESS: bmontgomery@atu.edu
OFFICE HOURS: Summer I: 8:00 -12 noon MW; Tues 9:00 -11:00 am and arranged for additional appointment

PREREQUISITE: none


METHODS OF EVALUATION: Chapter power points and lecture notes, interactive web participation, exam questions, chapter media menu, and self-checks quizzes.
TOTAL POINTS:
Chapter Quizzes (10X50) 500
Chapter 01 worksheets 100
Research Paper 100
Discussion Paper 100
Assignments 200
1,000

GRADING SCALE IN PERCENTAGE OF TOTAL POINTS:
100-90- A
89-80 - B
79-70 - C
69-60 - D
59↓ - F

ASSESSMENT GUIDELINES

Quiz Expectations
• Quizzes are graded on number of points correct which then is graded on a percent of the total. Therefore, the total amount of points for the grading system may be altered accordingly.
• The only way an exam or quiz may be made up is with a doctor's note or judicial excuse. The professor needs to be notified before the exam. The professor's discretion will be used for the make-up work.
• Quizzes may be on-line or on Blackboard for this course.
  1. Late will NOT be accepted. Everything is graded according to Central Standard Time, CST.
  2. Please contact the professor by email immediately if there is a problem.
  3. Quizzes are timed; every minute you go over on your time, a percentage of total points will be deducted per quiz or exam.

Assignment Guidelines
On-line Assignments
• Any assignments submitted and uploaded an attachment; please place your name and the contents of the attachment on the subject line.
• When assignments are in please use the Digital Drop Box (under Course Information) and upload the attachment document in Microsoft
• On the first page of any document be sure to place your full name, date and course number, HA 2813.

Late Work Policy: Late work is reduced by ten percent 10% each day (24 hours); it is subtracted from the total points possible.

Reading Assignments: Each student is expected to read the assigned information. There will be in-depth power point visuals presenting chapter documents in folders Information on Blackboard and occasionally lecture notes in chapter information to assist students' understanding basic human nutrition.
MAKE SURE TO ALWAYS KEEP A COPY OF EVERYTHING YOU SEND IN THE EVENT IT GETS LOST OR NEVER ARRIVES.

THE PROFESSOR'S ADVICE IS TO KEEP EVERY ASSIGNMENT YOU SEND IN YOUR DIGITAL DROP BOX UNTIL THE GRADES ARE TURNED IN

IF YOU NEED CLARIFICATION ON ANY COURSE TOPIC PLEASE FEEL FREE TO COMMUNICATE THOSE NEEDS EMAIL OR WITH A SCHEDULED APPOINTMENT

ACADEMIC DISHONESTY: Academic dishonesty or misconduct is not condoned nor tolerated at Arkansas Tech University. Unless stated otherwise all assignments for this course are to be completed independently without assistance from or in collaboration with others. Please refer to the Regulations and Procedures Section in the 2008-09 Tech Undergraduate Catalog.

PLAGIARISM: In the event that the professor believes that the work you submit is not your own, ATU has authorized any professor permission to utilize the website www.turnitin.com be so advised, permission is not needed from the student if there is a questionable document.

SPECIAL SERVICES: Any student with a disability whose special accommodations are registered with the ATU Learning Assistance and Testing Center (Student Services) in the 2008-09 Catalog, pages 35-36. Please advise the professor if accommodations are needed as soon as possible.

The professor reserves the right to make changes to the class schedule.

IT IS A GIVEN THAT STUDENTS WILL READ THE ASSIGNED CHAPTERS. LECTURE NOTES AND POWER POINTS FOR EACH CHAPTER CAN BE FOUND IN THE COURSE INFORMATION SECTION OF BLACKBOARD

SUMMER 2008 CUL/HA 2813 BASIC NUTRITION CLASS SCHEDULE

Chapter 1 .................................................Food Choices and Human Health
Chapter 2 ..............................................Nutrition Tools—Standards and Guidelines
Chapter 3 ..................................................The Remarkable Body
Chapter 4 .............................................The Carbohydrates: Sugar, Starch, Glycogen, and Fiber
Chapter 5 ..............................................The Lipids: Fats, Oils, Phospholipids, and Sterols
Chapter 6 .................................................. The Proteins and Amino Acids
Chapter 7 .................................................. The Vitamins
Chapter 8 .................................................. Water and Minerals
Chapter 9 ................................................. Energy Balance and Healthy Body Weight
Chapter 11 .................................................. Diet and Health
Chapter 13 .............................................. Life Cycle Nutrition: Mother and Infant
Chapter 14 .............................................. Child, Teen, and Older Adult

Format will be in accordance with the Publication Manual of the American Psychological Association, Fifth Edition, ISBN 1-55798-241-4, available at the ATU bookstore and/or the ATU library. You may also pick up some reference materials at the TECH library.

PAPERS

CHAPTERS 11, 13, & 14 WILL BE A SOURCE USED TO FIND YOUR TOPIC FOR A RESEARCH PAPER THAT YOU MIGHT BE INTERESTED IN. FOR A DISCUSSION OR DEBATE PAPER. IT SHOULD BE DOUBLE SPACED, 12 FONT AND IT SHOULD BE FIVE FULL PAGES IN LENGTH. YOU WILL NEED TO HAVE A COVER PAGE AND A REFERENCE PAGE WITH AT SIX REFERENCES (ONE MAY BE YOUR TEXTBOOK).

Chapter 11 .................................................. Diet and Health
Chapter 13 .............................................. Life Cycle Nutrition: Mother and Infant
Chapter 14 .............................................. Child, Teen, and Older Adult

DISCUSSION PAPER - 100 points. For this particular paper, the student will be required to write on a topic that is included in chapters 11, 13, & 14. This paper should support an opinion based on six references that you find on internet websites. This paper should support an area on interest to you. This paper will need to be written in APA style and format. The introduction of the paper should explain why the interest in the topic you chose.

RESEARCH PAPER: Based on a topic that is covered in chapters 10, 12, or 15. It should include the following:
- A cover page,
- 12 font, double spaced, and APA format
- Why you chose your topic
- Six to eight pages in length and numbered.
- A reference page.
THE FOLLOWING CHAPTERS ARE TO BE USED TO FIND YOUR TOPIC FOR THE SECOND NUTRITION PAPER...

Chapter 10  Nutrients, Physical Activity, and the Body's Responses

Chapter 12  Food Safety and Food Technology

Chapter 15  Hunger and the Global Environment
<table>
<thead>
<tr>
<th>CHAPTERS</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>All assignments &amp; quizzes due:</td>
<td>11:55 PM CST</td>
</tr>
<tr>
<td>CLASS BEGINS</td>
<td>JUNE 02</td>
</tr>
<tr>
<td>Chapter 01 - Assignment in place of quiz</td>
<td>JUNE 02</td>
</tr>
<tr>
<td>Chapter 02 - Website on-line quiz</td>
<td>JUNE 10</td>
</tr>
<tr>
<td>Chapter 03 - Blackboard quiz</td>
<td>JUNE 17</td>
</tr>
<tr>
<td>Assignment 02 due</td>
<td>JUNE 23</td>
</tr>
<tr>
<td>Chapter 04 - Blackboard quiz</td>
<td>JUNE 25</td>
</tr>
<tr>
<td>Chapter 05 - Blackboard quiz</td>
<td>JUNE 27</td>
</tr>
<tr>
<td>Discussion Paper</td>
<td>JUNE 29</td>
</tr>
<tr>
<td>HOLIDAY - 4TH OF JULY CAMPUS CLOSED</td>
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</tr>
<tr>
<td>Chapter 06 - Web Quiz</td>
<td>JULY 07</td>
</tr>
<tr>
<td>Chapter 07 - Blackboard QUIZ</td>
<td>JULY 12</td>
</tr>
<tr>
<td>Assignment 03 due</td>
<td>JULY 15</td>
</tr>
<tr>
<td>Chapter 08 - Web Quiz</td>
<td>JULY 17</td>
</tr>
<tr>
<td>Chapter 09 - BLACKBOARD QUIZ</td>
<td>JULY 22</td>
</tr>
<tr>
<td>Assignment 04 due</td>
<td>JULY 25</td>
</tr>
<tr>
<td>Chapter 13 - Blackboard Quiz</td>
<td>JULY 28</td>
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<tr>
<td>Chapter 14 - Web Quiz</td>
<td>AUG 04</td>
</tr>
<tr>
<td>Chapter 15 - WEB QUIZ</td>
<td>AUG 06</td>
</tr>
</tbody>
</table>

Quizzes will be either marked on Blackboard or WEB
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- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: Prerequisite CUL/HA 1013: This course is an introduction to three main areas of the cold kitchen: reception foods, plated appetizer and buffet arrangements. Students will learn to prepare canapés, hot and cold hors d’oeuvre, appetizers, forcemeats, pates, galantines, terrines, roulades, salads and sausages. Curing and smoking techniques for meat, seafood and poultry items are all will be covered. Cheese identification, production, presentation and service will be studied. The student will also explore contemporary styles of presenting foods and buffet preparation. Lecture 1 hour, Lab 3 hour minimum. $100 lab fee required. Additional Costs: professional uniforms and knives are required and are to be considered additional out-of-pocket expenses to the student.

<table>
<thead>
<tr>
<th>Learning Outcome(s)</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will learn cold food preparations, including salads and salad dressings, cold appetizers, charcuterie items and similar dishes.</td>
<td>Class assignments, examinations and lab exercises</td>
</tr>
<tr>
<td>The student will prepare hot and cold appetizers and canapés, hors d’oeuvres.</td>
<td>Class assignments, examinations and lab exercises</td>
</tr>
</tbody>
</table>

Instructor: Ray Moll, MBA
105 Williamson
479-968-0607 Office
501-977-4258 Cell
Email: rmoll@atu.edu

Office Hours: By Appointment

Class Times: TBA
Location of Class: TBA


Required Uniform(s) and/or Other Material(s): Chef coat, chef pants, kitchen appropriate shoes, appropriate hair restraint and basic culinary knife and garnish kit.

Student Accommodations: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty: You are expected to be honest and truthful in and out of the classroom. You will be required to submit your own original work. You will be expected to:

- Present written work that is yours alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or materials for an examination and no copying from other student's papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one's own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports may be reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

Classroom Procedure: Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip. Please see "Alternative Assignments" for the requirements of the project/paper. The instructor will determine the length of the paper and the topic of the paper.
**Field Trip Etiquette:** The instructor expects you to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be cleaned and polished. Please note personal hygiene guidelines on separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get one chance to make a good first impression.

**Course Requirements:** The following are course requirements for Stocks, Sauces and Soups:

- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned readings. You are required to take exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam. You will also be responsible for the timely completion of a special project(s).
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.

**Exams:** There are four (4) exams for this course and one (1) comprehensive final exam. The exams will each weigh 100 points. The final will be comprehensive and weigh 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.

**ATU Attendance Policy:** 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of “FE.” A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. **NOTE:** points will be given for class attendance.

**Extra Credit:** The instructor may offer extra credit or bonus points throughout the semester. Methods of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.

**Alternate Assignments:** The instructor reserves the right to add and/or delete assignments from this syllabus. For projects/papers the following guidelines shall be adhered to: cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled spaced.
Methods of Evaluation:
4 Exams @ 100 points = 400 points
Homework/Projects = 200 points
2 Special Projects @ 100 = 200 points
Lab Reports 15 @ 50 points = 750 points
Comprehensive Final = 200 points
Total Points = 1750 points

Grading Scale:
A = 90% or above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or below
Arkansas Tech University
Parks, Recreation and Hospitality Administration
CUL/HA 2913 Principles of Food Preparations
Fall 2008

Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills, and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership, and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: Prerequisite: CUL/HA 1013. Corequisite(s) CUL/HA 2813 and CHEM 1114.
Upon completion of this course the student should be able to demonstrate skills in basic cooking techniques and methods, recipe conversion, and professional food preparation and handling. Additionally, the student should be able to recognize and safely operate common food service equipment used in commercial kitchens and demonstrate proficient culinary knife skills. This course is two hour lecture and a four hour lab depending upon special event requirement(s). $100 lab fee required. Additional Costs: Professional uniforms and knives are required and are to be considered additional out-of-pocket expenses to the student.

Instructional Philosophy: Every student is entitled to the best educational experience I have the ability to provide. Students should view my class as a safe, happy place where they are valued and respected. I will treat every student with dignity. I will facilitate learning so each student pursue activities which interests them while developing self confidence and the skills needed to be successful in the 21st Century.
<table>
<thead>
<tr>
<th>HA Course</th>
<th>HA Course</th>
<th>ACPHA Standard(s)</th>
<th>Learning Outcome(s)</th>
<th>Artifact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUL/H.A 2913</td>
<td>Principles of Food Preparations</td>
<td>The operation relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services;</td>
<td>The student will demonstrate fundamental cooking techniques and methods and proficient knife skills. The student will adapt an understanding of diversity and teamwork within the hospitality work environment.</td>
<td>Lab reports/ reflections, special projects, special events, exams, special projects, special events, meals and/or event preparation</td>
</tr>
<tr>
<td></td>
<td>Provision of sufficient areas of specialization to allow students to develop individual interests and talents;</td>
<td>The student will adapt to varied food production settings and build on areas of personal interests.</td>
<td>Lab reports/ reflections, special projects, special events, exams, special projects, special events, meals and/or event preparation</td>
<td></td>
</tr>
</tbody>
</table>

Instructor: Donna Mitchell  
968-5422 Area Career and Technical Center 968-0378  
PRHA Office donna.mitchell@rsmail.k12.ar.us

Office Hours: By Appointment

Class Times: Section 01  
Lecture Monday 4:00-5:30  
Lab Monday 5:30 - 8:00  
Beginning Thursday, September 18 lab will be held with Quantity 4074 3:30 until 8:50 Event assignments included in this document

Location of Class: Williamson Dining Room and kitchen

Required Text(s): Introduction to Culinary Arts, Culinary Institute of America, ISBN 0-13117140-2, Prentice Hall  
Knife Skills for Chefs, 2007, Pearson Prentice Hall, Christopher P. Day with Brenda R. Carlos,
Required Uniforms: Professional uniforms, appropriate head wear and safe shoes will be required for the lab portion of this class (available at the ATU Bookstore). A strict uniform policy will be observed. Improper dress can endanger the safety of others and is disrespectful of the profession. Anyone who does not arrive in the proper uniform will lose points and may be asked to leave. Personal hygiene is critical. Painted and/or acrylic nails must be gloved, and loose jewelry removed. A professional knife kit will be required for this course (available at the ATU Bookstore).

Special Needs: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises.

Academic Honesty: Students are expected to be honest and truthful in and out of the classroom.

Students will be required to submit their own original work. Students will be expected to:
- Present written work that is theirs alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or material for an examination and no copying from other student’s papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one’s own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports identified as plagiarism will be reported. Any student found cheating would receive severe penalty, including expulsion from the University.

Classroom Procedure: Classroom procedure for this class may include all of the following formats.

Lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a research project may be required to be completed by the student not attending the field trip. Please see "Alternate Assignments" for the requirements of the paper. The instructor will determine the length of the paper and the topic of the paper.

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For reports/papers the following guidelines shall be adhered too: Cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled-spaced.

Field Trip Etiquette: The instructor expects all students to dress in a professional manner. Proper undergarments must be worn on all field trips. No shorts or tank tops will be accepted. Shoes must be clean and polished. Please note personal hygiene guidelines on page 213 of your text for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourselves; you only get one chance to make a first impression.

Attitude: Since this is a service course, each student must administer a professional attitude at all times. At the discretion of the instructor, a student may be asked to leave the kitchen and return at a later date. The instructor has the right to deduct points (up to 50 per lab) as deemed appropriate for disciplinary reasons. Attitude and appearance are both reasons for point deductions.
Course Requirements: The following are course requirements for Principles of Food Preparations:

- Attendance and participation in each class lecture and lab meeting. Students are required to participate in all labs and be present and prepared at the required time. Since this is a performance-based class, no make-ups will be allowed. Be prompt for lectures and labs, includes having reviewed assigned materials and being properly attired as outlined previously.

- Rotate through various positions in the kitchen.

- Completion of all assignments in a timely manner. All late work will decrease in value by 10% each day the assignment is late. Management reports are due on the next class meeting following the food service lab.

- Completion of exams and final over all materials covered in class as well as assigned readings and lab, independent and group work. Students are required to take the exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified before the exam.

- It may be necessary to require all students be present at a mandatory pre-planning conference with the BOH/FOH managers and faculty. This is unlikely, but not impossible.

- No smoking during class times or during breaks.

- No use of any other type of tobacco products.

- No chewing of gum or use of candy.

- Food or beverage consumption during lectures, food and beverage consumption during labs will take place at the discretion of the instructor and/or the dining room manager. NOTE: STUDENTS ENROLLED AND WORKING IN THIS CLASS ARE ENTITLED TO ONE FREE MEAL OR PRODUCT FROM EACH CLASS. ANY LEFT OVER FOOD FROM CLASSES MUST BE PURCHASED AT THE GOING PER MEAL RATE FOR EACH FOOD CARTON PURCHASED. SEE MEMO ON BULLETIN BOARD IN KITCHEN.

- **CELL PHONES WILL BE TURNED OFF DURING LECTURES OR LABS.**

Failure to do so may result in a deduction or points for that event.

- Participate in assigned special events.

ATU Attendance Policy: 2008-2009 Undergraduate Catalog, page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "FE." A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. NOTE: points will be given for class attendance.

Exams: Test material will cover assigned text materials, lecture information, and information learned in labs. Possible points will be unique to each test.

Special Projects: Special projects will be used to allow students to demonstrate understanding. Students will be given ample time and support to complete these assignments. Written projects will be presented in a professional manner, typed, include a cover page, table of contents where applicable, and appendix of materials necessary to support written work.
Lab Reports: Students will turn in a report at the end of each lab. A formatted form will be provided. This report is part of the lab grade. No make up work for missed labs.

Lab Reflections: Written reflection after each lab provides an opportunity for you to think about the process, your learning's, and thoughts about the experience. These will be placed in a "Reflections" section in your course notebook.

Inspections: There will be an inspection of staff before each lab or food service event. The inspection may be performed by the Fellowship Scholar, dining room manager(s), and/or the instructor, prior to the beginning of work or food service. A strict code of cleanliness, neatness and overall appearance will be adhered too, as will beginning and ending on time.

Meal and/or Event Preparation: Since we may have a limited time frame to prepare for a meal or event, some prep duties may need to be performed on the day prior to service. You will receive a separate pre-service responsibilities handout which will outline prep duties.

Methods of Evaluation:

Attendance will be recorded at each lecture and lab. Being tardy will be noted.

Appropriate dress, possessing necessary materials for work.

Homework assignments will have an assigned grade known to all students.

Exam points value will be indicated on each exam.

Special projects, rubric provided.

Labs 50 points, rubric provided.

Bonus credit for work performed outside of assignments.

Work will be weighted:

55% Assignments, labs, attendance, attitude, safety, professionalism

45% Exams and projects, test weeks on provided schedule.

Grading Scale:

A = 90% or above      B = 80-89%  C = 70-79%  D = 60-69%  F = 59% or below
Assigned Event Dates:
* Denotes event/lab dates for 2913 Basic Food Preparation

Events listed are those scheduled at the time of this syllabus printing. Events will be added as reservations are made. Students are asked to understand.

*August 25  First class and lab
August 28  First TV home game. (1) Catering order to stadium for 50 (2)
Prep,are for 70 guests luncheon held Friday, Aug. 29. Make pasta salads, grill chicken, set up dining room Counselors meeting and luncheon our dining room.
August 29

* September 8  Class and Lab.
September 11  Second A TV home game. Catering order to stadium for 50
* September 15  Class Test - Identify kitchen equipment, smallwares, knives
*September 18 Management begins. 2913 students will join 4074 Quanti-class.
Beginning this date, 2913 labs will be Thursdays with 4074 labs. Class lecture will remain on Mondays at 4 p.m.
Some form of meal preparation as practice.
Kiwani's Civic Organization Awards Dinner.
Approximately 70 guests. Dining at 6:30
Menu not determined at this writing.

* September 25

* October 2  Lab
October 4  Third home A TV game. Catering to stadium for 50 game at 6 p.m.
Saturday event.
*October 9  Lab
*October 16  Class Test
October 16  Lab. National Boss'Day
October 23  Lab
October 25  Fourth home A TV game. Catering to stadium for 50, game @ 7
Saturday event
Lab

*November 6  Lab
November 8  Homecoming. Catering to stadium for 50. Game @ 3
Luncheon for PRHA Alums in Williamson Homecoming
November 17  Dinner at Lake Point for Alums Etiquette Dinner.
November 18  Monday
November 24  Etiquette Dinner. Tuesday
*November 20  Class Test
*November 25  Lab
PRHA Department Thanksgiving Dinner. Tuesday

* December 4  Lab. Probably CLL Dinner
*December 8 Cleaning Day. Managers responsible for cleaning.
Duties will be assigned to 4074 managers to direct 2913 students. Mrs.
Mitchell will provide supper.

Final Exam  Per A TV Final Schedule for Monday 4 p.m. Classes

* These day/dates/times may need to be adjusted throughout the semester. Lab dates may become special events or be open to the public for reservations.
Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
CUL 2923 Stocks, Sauces, and Soups
Fall 2009

Hospitality Administration Mission Statement:
The mission of the Hospitality Administration Program is to provide quality education in Hospitality Administration and provide a foundation for professional growth and development. This is achieved by:
- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: Corequisite: 2913 This course is an introduction to the basic stocks, sauces and soups and is based on the classical model by Escoffier. Fundamental elements covered include the entire classic French repertoire of hot sauces; the five leading sauces; béchamel, velouté, espagnole (also known as brown), tomato and hollandaise as well as small compound sauces, cold sauces, compound butter, court bouillon and marinades, roux and other thickening agents. Clear soups, thick soups and specialty soups will be introduced and expanded upon. Lecture 1 hour, Lab 3 hour minimum. $100 lab fee required. Additional Costs: professional uniforms and knives are required and are to be considered additional out-of-pocket expenses to the student.

<table>
<thead>
<tr>
<th>Learning Outcome(s)</th>
<th>Measurement</th>
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</thead>
<tbody>
<tr>
<td>Explain the functions of sauces and list five qualities that a sauce adds to food.</td>
<td>Class assignments, examinations and lab exercises</td>
</tr>
<tr>
<td>Prepare basic mirepoix. Identify and prepare the five mother or leading sauces.</td>
<td></td>
</tr>
<tr>
<td>Identify and prepare five simple butter sauces. Prepare compound butters and list</td>
<td></td>
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<tr>
<td>their uses. Prepare other miscellaneous hot and cold sauces and marinades.</td>
<td></td>
</tr>
<tr>
<td>Discuss and prepare the three basic categories of soups. Prepare clarified</td>
<td></td>
</tr>
<tr>
<td>consommé. Prepare vegetable and other clear soups, cream soups and purées.</td>
<td></td>
</tr>
<tr>
<td>Prepare bisques, chowders, specialty soups, and national soups.</td>
<td></td>
</tr>
</tbody>
</table>

Instructor: Ray Moll, MBA
105 Williamson
479-968-0607 Office
501-977-4258 Cell
Email: rmoll@atu.edu
Office Hours: By Appointment

Class Times: TBA

Location of Class: TBA


Required Uniform(s) and/or Other Material(s): Chef coat, chef pants, kitchen appropriate shoes, appropriate hair restraint and basic culinary knife and garnish kit.

Student Accommodations: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty: You are expected to be honest and truthful in and out of the classroom. You will be required to submit your own original work. You will be expected to:

- Present written work that is yours alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or materials for an examination and no copying from other student’s papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one’s own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports may be reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

Classroom Procedure: Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations outside readings, field trips, and/or guest speakers.

Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip. Please see “Alternative Assignments” for the requirements of the project/paper. The instructor will determine the length of the paper and the topic of the paper.
**Field Trip Etiquette:** The instructor expects you to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be cleaned and polished. Please note personal hygiene guidelines on separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get one chance to make a good first impression.

**Course Requirements:** The following are course requirements for Stocks, Sauces and Soups:
- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned readings. You are required to take exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam. You will also be responsible for the timely completion of a special project(s).
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.

**Exams:** There are four (4) exams for this course and one (1) comprehensive final exam. The exams will each weigh 100 points. The final will be comprehensive and weigh 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.

**ATU Attendance Policy:** 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of “FE.” A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. **NOTE:** points will be given for class attendance.

**Extra Credit:** The instructor may offer extra credit or bonus points throughout the semester. Methods of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.

**Alternate Assignments:** The instructor reserves the right to add and/or delete assignments from this syllabus. For projects/papers the following guidelines shall be adhered to: cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled spaced.
Methods of Evaluation:

4 Exams @ 100 points = 400 points
Homework/Projects = 200 points
2 Special Projects @ 100 = 200 points
Lab Reports 15 @ 50 points = 750 points
Comprehensive Final = 200 points
Total Points = 1750 points

Grading Scale: A = 90% or above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or below
Arkansas Tech University  
Department of Parks, Recreation and Hospitality Administration  
CUL 2933 Advanced Food Preparations  
Fall 2009

Hospitality Administration Mission Statement:  
The mission of the Hospitality Administration Program is to provide quality education in Hospitality  
Administration and provide a foundation for professional growth and development. This is achieved by:  
- Providing knowledge, skills and abilities through a comprehensive academic curriculum  
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and  
administration  
- Promoting community service and outreach  
- Emphasizing the importance of research and continuing education  
- Encouraging life-long learning

Catalog Description:  Prerequisite: HA/CUL 2913. This course reviews basic cooking  
methods and techniques and refines the understanding of and application of culinary  
terminology, proper care and use of tools and equipment as well as safety and sanitation  
techniques. Students will gain an advanced knowledge of the correct procedures for the  
following methods: poach, fry, bake, broil, boil, roast, stew, sauté, grill and steam.  
Students will gain an advanced knowledge of vegetable, pasta, grain, and potato cookery  
as well as preparation of game, fish, shellfish, lamb, and veal. Lecture 1 hour, Lab 3 hour  
minimum. $100 lab fee required. Additional Costs: professional uniforms and knives are  
required and are to be considered additional out-of-pocket expenses to the student.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>The student will select appropriate cooking methods for the most important meat cuts, based on the meat's tenderness and other characteristics. Identify the characteristics of game meats and select the appropriate cooking methods for each. Cook meats by roasting, baking, broiling, grilling, pan-broiling, sautéing, pan-frying, simmering, and braising.</td>
<td>Class assignments, examinations and lab exercises</td>
</tr>
<tr>
<td>Cook poultry by roasting, baking, broiling, grilling, sautéing, pan-frying and deep-frying, simmering, poaching and braising. Cook fish and shell fish by baking, broiling, sautéing pan-frying, deep-frying and poaching. Prepare and cook vegetables, pastas, grains and potatoes in a variety of ways. Prepare and cook game, lamb and veal.</td>
<td>Class assignments, examinations and lab exercises</td>
</tr>
</tbody>
</table>
Instructor: Ray Moll, MBA
105 Williamson
479-968-0607 Office
501-977-4258 Cell
Email: rmoll@atu.edu

Office Hours: By Appointment

Class Times: TBA

Location of Class: TBA


Required Uniform(s) and/or Other Material(s): Chef coat, chef pants, kitchen appropriate shoes, appropriate hair restraint and basic culinary knife and garnish kit.

Student Accommodations: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

Academic Honesty: You are expected to be honest and truthful in and out of the classroom. You will be required to submit your own original work. You will be expected to:

- Present written work that is yours alone.
- Correctly document any material from a textbook, pamphlet, journal, etc. that is used for an assignment.
- Only use authorized devices or materials for an examination and no copying from other student’s papers or tests.
- Document material correctly; as plagiarism is defined as stealing and presenting as one’s own ideas or words those of another.

Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports may be reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

Classroom Procedure: Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.
**Field Trips:** It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip. Please see "Alternative Assignments" for the requirements of the project/paper. The instructor will determine the length of the paper and the topic of the paper.

**Field Trip Etiquette:** The instructor expects you to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be cleaned and polished. Please note personal hygiene guidelines on separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department, and yourself. You only get one chance to make a good first impression.

**Course Requirements:** The following are course requirements for Stocks, Sauces and Soups:

- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned readings. You are required to take exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam. You will also be responsible for the timely completion of a special project(s).
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.

**Exams:** There are four (4) exams for this course and one (1) comprehensive final exam. The exams will each weigh 100 points. The final will be comprehensive and weigh 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.

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**Extra Credit:** The instructor may offer extra credit or bonus points throughout the semester. Methods of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.
Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For projects/papers the following guidelines shall be adhered too: cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled spaced.

Methods of Evaluation:

- 4 Exams @ 100 points = 400 points
- Homework/Projects = 200 points
- 2 Special Projects @ 100 = 200 points
- Lab Reports 15 @ 50 points = 750 points
- Comprehensive Final = 200 points
- **Total Points** = **1750 points**

Grading Scale:

- A = 90% or above
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% or below
Arkansas Tech University
Department of Parks, Recreation and Hospitality Administration
CUL 2943 Introduction to Baking & Pastry
Fall 2009

Hospitality Administration Mission Statement:
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- Providing knowledge, skills and abilities through a comprehensive academic curriculum
- Demonstrating professionalism, leadership and high ethical standards by a competent faculty and administration
- Promoting community service and outreach
- Emphasizing the importance of research and continuing education
- Encouraging life-long learning

Catalog Description: Prerequisite: CHEM 1114. This course introduces basic methods used in baking and pastry. Methods introduced include, creaming, thickening for custards, pre-cooked, foaming, cut-in/rubbing, straight dough, blending and lamination. This course will focus on the range of baking ingredients in original, modified, and prepared forms as well as the theory and operation of large and small equipment used in bakeries and pastry shops. Through preparing, tasting and testing, students will learn to identify and select quality grains, dairy products, baking spices, flours, chocolates, fats, and oils used in baking. Lecture 1 hour, Lab 3 hour minimum. $100 lab fee required. Additional Costs: professional uniforms and knives are required and are to be considered additional out-of-pocket expenses to the student.

<table>
<thead>
<tr>
<th>Learning Outcome(s)</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will examine the science of baking: ingredients, mixing, thickeners and</td>
<td>Class assignments, examinations and lab exercises</td>
</tr>
<tr>
<td>stabilizers, eggs as thickeners and leaveners, yeasts, cookies, chocolates, and</td>
<td></td>
</tr>
<tr>
<td>frozen desserts. The student will prepare, taste and peer critique their creations.</td>
<td></td>
</tr>
<tr>
<td>The students will learn the importance of mise en place with regards to baking, the</td>
<td>Class assignments, examinations and lab exercises</td>
</tr>
<tr>
<td>correct tools to measure ingredients, how to measure ingredients, proper preparation</td>
<td></td>
</tr>
<tr>
<td>of pans before baking, the importance of gluten in baking.</td>
<td></td>
</tr>
</tbody>
</table>
Instructor: Ray Moll, MBA
105 Williamson
479-968-0607 Office
501-977-4258 Cell
Email: rmoll@atu.edu

Office Hours: By Appointment

Class Times: TBA

Location of Class: TBA


Required Uniform(s) and/or Other Material(s): Chef coat, chef pants, kitchen appropriate shoes, appropriate hair restraint and basic culinary knife and garnish kit.

Student Accommodations: Anyone who has special needs or considerations to assist in learning or test taking should speak with the instructor privately so that adjustments may be made. This should be done within the first two weeks of classes or as soon as the need arises. Students with accommodation needs must register with the Disability Coordinator/University Testing Center at 479-968-0302.

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Any questions in reference to academic honesty can be found in the Arkansas Tech University Handbook. Be advised that any of your work including papers/reports may be reported to www.turnitin.com for plagiarism. Any student found cheating will be dealt with severe penalty, including expulsion from the University.

Classroom Procedure: Classroom procedure for this class may include all of the following formats: lectures, discussions, group assignments, class demonstrations, student demonstrations, PowerPoint presentations, outside readings, field trips, and/or guest speakers.
Field Trips: It is Arkansas Tech University policy that students are not required to attend field trips. However, in lieu of the field trip, a substitute project/paper may be required to be completed by the student not attending the field trip. Please see “Alternative Assignments” for the requirements of the project/paper. The instructor will determine the length of the paper and the topic of the paper.

Field Trip Etiquette: The instructor expects you to dress in a professional manner. No shorts or tank tops will be accepted. Shoes must be cleaned and polished. Please note personal hygiene guidelines on separate handout for hygiene expectations. You are representing Arkansas Tech University, the Hospitality Department and yourself. You only get one chance to make a good first impression.

Course Requirements: The following are course requirements for Stocks, Sauces and Soups:

- Attendance and participation in each class lecture.
- Completion of all assignments in a timely manner. All late homework will decrease in value by 10% each day the assignment is late.
- Completion of four (4) exams and one (1) comprehensive final over all materials covered in class as well as assigned readings. You are required to take exams at the designated time and will only be allowed make-up exams with a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam. You will also be responsible for the timely completion of a special project(s).
- No smoking during class times or breaks.
- No use of any other type of tobacco products.
- No chewing of gum or use of candy.

Exams: There are four (4) exams for this course and one (1) comprehensive final exam. The exams will each weigh 100 points. The final will be comprehensive and weigh 200 points. The instructor reserves the right to make any/all exams using multiple choice, true/false, fill-in-the-blank, short answer or essay. No exam will be made up without a written medical or judicial excuse. If such a situation should occur, the instructor must be notified prior to the exam.

ATU Attendance Policy: 2008-2009 Undergraduate Catalog; page 72. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of “FE.” A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended. NOTE: points will be given for class attendance.

Extra Credit: The instructor may offer extra credit or bonus points throughout the semester. Methods of extra credit are at the discretion of the instructor and can be terminated and/or changed without prior notice.

Alternate Assignments: The instructor reserves the right to add and/or delete assignments from this syllabus. For projects/papers the following guidelines shall be adhered too: cover page, references listed on reference page, typed in 12 point Times Roman font, with 1-inch margins and doubled spaced.
Methods of Evaluation:

4 Exams @ 100 points = 400 points
Homework/Projects = 200 points
2 Special Projects @ 100 = 200 points
Lab Reports 15 @ 50 points = 750 points
Comprehensive Final = 200 points
Total Points = 1750 points

Grading Scale:

A = 90% or above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or below
Course Syllabus

COURSE DESCRIPTION

CUL 2996. Externship. Fall, spring and summer semesters. Culinary majors only. Prerequisites: Sophomore standing, current certifications in CPR, Standard and Advanced First Aid, consent of department head and completion of all other courses applicable to degree. This course provides industry experience for students in cooperating businesses, agencies and organizations under professional guidance of both agency supervisor and faculty. While enrolled in this course, a student must work a minimum of 600 hours and a minimum of 15 weeks in an approved position in the hospitality industry. Student cannot document more than 40 hours of work experience per week. No prior experience credit will be given. A written report is required within two weeks of externship completion. $100 supervisor travel fee is required.

INSTRUCTORS:

PRHA Office
Fax 479-968-0600

124 Williamson 479-968-0378
vduvall2@atu.edu
## CUL 2996 Externship

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Measurement</th>
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</thead>
<tbody>
<tr>
<td>Student will exhibit knowledge of subject matter.</td>
<td>Final written report; Agency evaluation</td>
</tr>
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<td>Student will conduct themselves in a professional manner.</td>
<td>Agency evaluation</td>
</tr>
<tr>
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<td>Student will learn to allocate time.</td>
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<td>Student will complete assignments on time.</td>
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<td>Student will learn to use practical judgment.</td>
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TEXT: Externship Manual for Culinary. (available on PRHA website or Blackboard under CUL 2996).


WEEKLY REPORTS: Student externs must complete and submit a weekly report, signed by the agency supervisor at the end of each week, to the university supervisor. Students are encouraged to discuss experiences and problems with the agency supervisor and the university supervisor.

FINAL REPORT: Student externs are required to complete and submit a final written report within two weeks of the completion of the externship. The outline for the final report can be found on page 8 of the manual.

EXTERNSHIP PROJECT: Each student extern must complete an externship project. This assignment is required by the University in addition to the general assignments and responsibilities to be completed during the semester. The externship supervisor and the university supervisor will approve the externship project before the externship begins. The finished project is to be something that can be implemented or used by the agency. A chapter of the final report will be devoted to the externship project. A copy of both paper and the project will remain on file at the university and will be made available to the agency.


GRADING Externship grade will be based on:
♦ Agency evaluation of extern (60% of final grade)
♦ Student’s final written report (40% of final grade) (includes all completed required reports)

Note: The agency externship supervisor is responsible for evaluating the extern halfway through the externship and again at the completion of the externship. The final evaluation of the extern is used to compute the agency grade. Externship evaluation forms are attached.

LATE POLICY Assignments and papers are due in the instructor’s office by 4:30 pm on the day assigned. There will be a penalty of 10 percent per day of total points for any late reports, projects, or assignments.
CHEATING  Students caught cheating will receive an “F” on the project or assignment. Students may be asked to provide proof of original work such as working notes and earlier drafts if there is a question of cheating or plagiarism. Additional action may be taken by the university. See the student handbook.

PLAGIARISM  Plagiarism is using the words or work of another without giving credit to the original author. Students caught plagiarizing will receive an “F” for the assignment. Additional action may be taken by the university. See the student handbook.

The externship experience is a three-way partnership among the student, the university, and the agency hosting the extern.

UNIVERSITY ROLES AND RESPONSIBILITIES

The University will be the focal point for the externship experience because it is through the coordinating efforts of the university that the students are screened, processed, placed, monitored, and evaluated. The responsibilities of the university shall include, but not be limited to:

1. Assessing potential externship settings in relation to students’ professional goals.

2. Continually reviewing, updating and maintaining a list of potential externship sites for students.

3. Establishing a knowledgeable working relation with the agency.


5. Supervising, evaluating, advising and observing students (when possible) during the externship.

6. Maintaining regular contact with the student and the site supervisor via phone or correspondence.

7. Evaluating the completed externship experience with the student.

8. Evaluating the agency or institution providing the externship experience.

9. Providing written policies and procedures regarding externships.

AGENCY’S ROLES AND RESPONSIBILITIES

The agency person supervising the student extern shall be responsible for:

1. Coordinating with the academic externship supervisor the total externship experience.

2. Providing education through practical experiences that broaden the student’s knowledge, skills and expertise.

3. Involving the student in his or her own assessment, as well as goals and action plans for improvement.

4. Providing supervisory conferences and mid-term and final evaluation sessions on a regular scheduled basis and as needed.

5. Involving the student in a formalized orientation program and in-service training programs for staff.

6. Orienting the student to the community in which the externship is being provided.

7. Providing direct supervision to the student throughout the externship.
STUDENT'S ROLES AND RESPONSIBILITIES

The student's responsibilities shall include:

1. Receiving, knowing and following the externship course syllabus/outline and manual, including purpose, goals and objectives.

2. Following up and contacting the approved site supervisor to make arrangements for the externship and providing any additional documentation needed.

3. Maintaining contact as agreed upon with the externship supervisor.

4. Completing and submitting records, reports, and reading assignments to the agency supervisor and faculty supervisor, on time, during the externship.

5. Completing a self-evaluation, as well as evaluating the externship experience and the college/university program.

6. Familiarizing himself or herself with and following the agency's policies and procedures.

7. Maintaining confidentiality.

8. Providing quality guest service in a professional manner.

9. Maintaining a positive attitude, open mind and willingness to learn.

10. Seeking opportunities to learn beyond the externship requirements (i.e., volunteer work, attending professional meetings/conferences, discussions with professionals, reading, etc.)

11. Evaluating self, identifying strengths and limitations, and developing action plans for improving areas of weaknesses and strengths. This action plan is Chapter VI of the final written report.

12. Reading professional journals, manuscripts and books, on or related to your profession.

13. Keeping abreast of local, state, regional, and national issues and concerns.
REPORT SCHEDULE

_____ Resume
_____ Externship proposal
_____ Agency Data Sheet

_____ Current Certification in CPR
_____ Current Certification in First Aid
_____ Initial Student Self Evaluation
_____ Memo of Understanding
_____ Student Personal Data Sheet

Six weeks prior to

Two weeks prior to

Weekly reports (each signed by Agency Supervisor)

_____ Week 1
_____ Week 2
_____ Schedule site visit with faculty
_____ Week 3
_____ Week 4
_____ Week 5
_____ Week 6

_____ Week 7
_____ Student's Mid Term Evaluation
_____ Week 8
_____ Week 9
_____ Week 10
_____ Week 11
_____ Week 12
_____ Week 13
_____ Week 14
_____ Week 15

_____ Agency Final Evaluation
_____ Student's Final Report
_____ Student's Evaluation of Externship
_____ Student's Final Self Evaluation

Due 2 weeks after completing work
FINAL REPORT

The final report will highlight the agency with which the student completes his/her externship experience. It should be a minimum of 15 pages long. The report should be typed, pagged and double-spaced. The student is to keep a field notebook with dated entries to cover each work period (a more in-depth and detailed version of the weekly reports). The externship final report should include:

TABLE OF CONTENTS

CHAPTER I
Introduction to the agency and the externship; your responsibilities (one or two paragraphs to one or two pages or more)

CHAPTER II
History and background of the agency, including administration organizational chart, budget, mission statement, goals, inclusion policy, etc. Information should include the larger parent agency as well as the individual unit at which the student extern is stationed.

CHAPTER III
Field experience; day-by-day summary of your work experiences; a short paragraph for each work period. Weekly summaries are not acceptable.

CHAPTER IV
Detailed description of the externship project (see page 2 of this manual).

CHAPTER V
Conclusion; summarize the externship. Include your personal/professional views and reflections about the experience and the agency.

CHAPTER VI
Action plan for self improvement; review mid-term and final evaluations and discuss how you can improve areas of weaknesses and strengths.

REFERENCES
Three references must be cited in the body of the paper and a references section at the end. The references section should come after the body of the paper, but before any appendices. These may be agency handbooks, brochures, training manuals, informational literature, etc.

APPENDICES
Only that supplemental information (maps, charts, etc.) referred to directly in the body of the paper, but of a nature to make them unwieldy, should be placed in appendices. Each appendix should be labeled, following APA format.

STYLE
The organization and style of the externship final report should follow APA format style (APA.org) also found in the Publication Manual of the American Psychological Association, 5th ed. A percentage of the final report grade will be based on spelling, grammar, form and organization of material.
FORMS
AGENCY DATA SHEET

Agency:__________________________________________________________

Address:__________________________________________________________

City:_________________ State _______ Zip:_________________________

Designated Supervisor:______________________________________________

E-mail: __________________________ Telephone: ________________

Type of Agency: _________________________________________________

Days of operation: ________________ Hours of operation: ______________

Staff: __________________________________________________________________

Salary, or stipend, provided to student: ________________________________

Liability Insurance (student coverage): Yes ( ) No ( )
Initial Student Self Evaluation

Please rate your present level of ability in the following areas. Circle the number that most closely represents your status within these guidelines:

1  Poor
2  below Average
3  Average
4  Above Average
5  Superior
6  Unknown

Knowledge of your client/consumers
Confidence in initiating new programs
Skill in planning activities
Creativity
Communication Skills
Ability to deal with constructive criticism
Leadership Skills
Emotional Stability
Physical Condition
Adaptability
Decision-Making Skills
Organizational Skills
Problem Solving Skills
Time Management Skills
Seeking Help When Necessary
Accepting Supervision

Initial

1 2 3 4 5 6
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Final Evaluation Only

Based on your externship experience, in what areas do you feel you have developed and in what areas do you feel lack strength.


MEMORANDUM OF UNDERSTANDING
ARKANSAS TECH UNIVERSITY AND AGENCY

Instructions: After each interview with a student candidate, please return a copy of this and
following form to: Dept. of Parks, Recreation & Hospitality Administration
Arkansas Tech University
1205 North El Paso
Williamson Hall
Russellville, AR 72801

Agency: ____________________________________________________________

Address: __________________________________________________________

City: __________________ State: __________________ Zip: ______________

Student Interviewed: ________________________________________________

Date of Interview: _________________________________________________

On the basis of the interview, (Check One)

___ I accept the individual as an externship student should he/she select this agency. My
decision is explained below.

___ I cannot accept this individual as an externship student. My decision is explained below.

Outline briefly the causes for acceptance or rejection on back of this page.

This agency also agrees to supervise and evaluate students accepted by the agency and
approved by Arkansas Tech University. Further, The University agrees to provide appropriate
academic and personal interest information by periodic consultation with the agency supervisor
and the student.

The Agency will schedule a minimum of 600 clock-hours of supervised field externship and
( ) will or ( ) will not provide student liability insurance. Stipend, or pay, provided to the
student will be _____________ for the duration of the program.

(Specify)

This agreement is effective from _____________ to _________________.

Signed

_________________________ for ____________________________

_________________________ for ____________________________

_________________________ for ____________________________

(Agency)

(University)

(Student)
Student Personal Data Sheet

NAME:______________________________________________________________

MAILING ADDRESS:_________________________________________________

CITY:________________________ STATE:_________ ZIP:____________________

E-MAIL ADDRESS:____________________________________________________

PHONE # (INCLUDE AREA CODE):_______________________________________

STUDENT CELL PHONE # (INCLUDE AREA CODE):__________________________

You must provide below the names, addresses and phone numbers (including cell phone numbers) for 2 emergency contacts.

1st CONTACT
NAME:_____________________________________RELATIONSHIP:_________

MAILING ADDRESS:___________________________________________________

CITY:________________________________________ STATE:_________ ZIP:_____

HOME PHONE # (INCLUDING AREA CODE):_______________________________

CELL PHONE# (INCLUDING AREA CODE):_______________________________

2nd NAME:_________________________________________ RELATIONSHIP:___

MAILING ADDRESS:_________________________________________________

CITY:________________________ STATE:_________ ZIP:____________________

HOME PHONE # (INCLUDING AREA CODE):_______________________________

CELL PHONE# (INCLUDING AREA CODE):_______________________________

This form must be completed and submitted to the externship instructor before externship work begins.
WEEKLY REPORT

Instructions: To be completed by the student extern at the end of each week and returned to the University Supervisor. Reports should be reviewed and signed by the Agency Supervisor. Students are encouraged to discuss experiences and problems with Agency Supervisor and incorporate any suggestions offered.

Name _______________________________ Report Number: ___________

Dates _______________________________

Signature of Agency Supervisor _______________________________________

This Week's Subject Matter: _____________________________________________

Assignments: _________________________________________________________

DAILY EXPERIENCES

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Sunday</td>
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<td>Monday</td>
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<td>Friday</td>
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<td>Saturday</td>
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</tbody>
</table>

TOTAL HOURS FOR WEEK ____________________________________________
MID-TERM EVALUATION

Name of Extern

Name of Supervisor

Dates of

This evaluation is to be conducted when completing half the total number of hours required for the externship. Conduct a 15-30 minute meeting with the extern after completing the evaluation to share positive aspects of the externship and suggestions for changes or improvement for the future. The completed form should be sent to the university advisor.

RATINGS:

| 3 = Always | 2 = Most of the time |
| 1 = Seldom |
| N/A = Not applicable |

<table>
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<tr>
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***OVERALL EVALUATION***

Suggest activities which the extern might undertake to strengthen his/her performance for the future.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature of Supervisor ____________________________________________________

Signature of Extern ________________________________________________________

Date of Evaluation ________________________________________________________
FINAL EVALUATION

Name of Extern

Name of Supervisor

Dates of ____________ to ____________

This evaluation is to be completed within one week after student extern completes the externship. Conduct a 15-30 minute meeting with the extern after completing the evaluation to share positive aspects of the externship and suggestions for changes or improvement for the future. The completed form should be sent to the university advisor.

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***OVERALL EVALUATION***

Suggest activities which the extern might undertake to strengthen his/her performance for the future.

______________________________________________________________________________

______________________________________________________________________________

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Signature of Supervisor ______________________________________________________________________|

Signature of Extern _________________________________________________________________________

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<td>The amount of responsibility given was adjusted to your professional growth</td>
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<td>Supervisor was knowledgeable and possessed the needed skills to do the job</td>
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<td>Supervisor possessed appropriate communication skills</td>
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<td>Supervisor demonstrated an interest in your learning experience</td>
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<td>Your final evaluation was a fair representation of your overall performance</td>
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<td>Equipment, supplies, and conditions were adequate to provide appropriate learning</td>
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<td>You were made to feel welcome and to become a part of the staff</td>
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<td><strong>ACADEMIC BACKGROUND</strong></td>
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<td>The classroom learning experiences adequately prepared you for your</td>
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<td>The manual provided the information needed for you to complete your</td>
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<tr>
<td>The University supervisor was approachable and accessible when you had a question</td>
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ACTION PLAN FOR SELF IMPROVEMENT

Write up several paragraphs about what your plans for the future might be, what employment and life opportunities you might be seeking and how your education and externship might be part of your future plans.
AGENDA
FACULTY SENATE
Wednesday, December 3, 2008
4:00 p.m., Pendergraft 325

I. Call to Order
   A. Approval of the minutes of the November 12, 2008, meeting

II. Old Business
   A. Campus Security Symposium/Security Issues
   B. Pedestrian Bridge
   C. Free Speech Policy (Student Handbook)
   D. Promotion and Tenure Criteria – report by subcommittee
   E. General Education Committee

III. New Business
    A. Curricular Items
       1. Department of Curriculum and Instruction
          (a) delete SEED 3554, Adolescent Development and Exceptionalities, from the
course descriptions and secondary education curricula; add SEED 3552, Adolescent
Development, and SEED 4052, Adolescent Exceptionalities, to the course
descriptions and the following curricula: Curriculum in Art for Teacher Licensure;
Curriculum in Business Education for Teacher Licensure; Curriculum in Creative
Writing for Teacher Licensure; Curriculum in English for Teacher Licensure;
Curriculum in Foreign Language with Concentration in French for Teacher
Licensure; Curriculum in Foreign Language with Concentration in German for
Teacher Licensure; Curriculum in Foreign Language with Concentration in Spanish
for Teacher Licensure; Curriculum in History and Political Science for Teacher
Licensure; Curriculum in Mathematics for Teacher Licensure; Curriculum in Music
Education for Teacher Licensure (Instrumental Music Option); Curriculum in Music
Education for Teacher Licensure (Vocal Music Option); Curriculum in Music
Education for Teacher Licensure (Keyboard Vocal Music Option); Curriculum in
Music Education for Teacher Licensure (Keyboard Instrumental Music Option);
Curriculum in Life Science and Earth Science for Teacher Licensure; Curriculum in
Physical Science and Earth Science for Teacher Licensure; Curriculum in Speech
for Teacher Licensure; and Curriculum in Health and Physical Education including
Teacher Licensure Requirements.

       2. Department of Art
          (a) add ART 3243, Web Design, to the course descriptions;
          (b) add ART 3253, Computer Illustration, to the course descriptions;
          (c) add ART 4133, Art History, Native American, to the course descriptions;
          (d) add ART 4143, Art History, Latin American, to the course descriptions;
          (e) add ART 4623, Animation Techniques, to the course descriptions;
          (f) modify the course description for ART 4243, Professional Portfolio Preparation
for Graphic Designers;
          (g) modify the course description for ART 4703, Senior Project and Exhibition;
(h) modify the prerequisites for ART 4823, Art Criticism and Aesthetics, from prerequisites: Sophomore Review, ART 3013, Art Education Practicum, and ART 3003, Concepts in Art Education or permission of instructor, to prerequisites: Sophomore Review, ART 2103, Art History I and/or ART 2113, Art History II, and modify the course description; and
(i) modify the Curriculum in Graphic Design as follows: delete three hours of Elective and add three hours of Art Elective with the footnote 5 as follows: choose: ART 3253, ART 3303, or ART 4233; delete three hours of Art Elective and add ART 3243, Web Design; and delete three hours Elective and add ART 4623, Animation Techniques.

3. Department of Biological Sciences
(a) modify the prerequisite for BIOL 1114, Principles in Biology, from prerequisite: scores of 19 or higher on the reading and science reasoning portions of the enhanced ACT; or a grade of “C” or high in a science course; or approval of the instructor, to prerequisite: scores of 19 or higher on the reading, science reasoning, and mathematics portion of the enhanced ACT or completion of MATH 0903, Intermediate Algebra, with a grade of “C” or higher, or a grade of “C” or higher in a science course;
(b) change BIOL 4116, Biology Internship, to BIOL 4112 and BIOL 4114;
(c) add HIM/AHS 2033, Coding Principles for Medical Office, to the course descriptions;
(d) change the course number for HIM 3024, Introduction to Health Information Management, to HIM 3023, Introduction to Health Information Management; change the course number for HIM 4033, Advanced Coding Principles, to HIM 4034, Advanced Coding Principles, and add a $10 lab fee; modify the Curriculum in Medical Assistant as follows: (1) delete HIM 3033, Basic Coding Principles; and (2) add HIM 2033, Coding Principles for Medical Office; and modify the Curriculum in Health Information Management as follows: (1) replace HIM 3024, Introduction to Health Information Management, with HIM 3023, Introduction to Health Information Management; and (2) replace HIM 4033, Advanced Coding Principles, with HIM 4034, Advanced Coding Principles; and
(e) delete HIM 2003, Fundamentals of Medical Transcription, from the course descriptions; delete HIM 3003, Advanced Medical Transcription, from the course descriptions; and delete the Certificate Program in Medical Transcription.

4. Department of Physical Sciences
(a) add CHEM 3423, Descriptive Inorganic Chemistry, to the course descriptions;
(b) add GEOL 3174, Computer Applications in Geology, to the course descriptions with a $20 course fee;
(c) add PHSC 1011, Orientation to Physical Science II, to the course descriptions, and add to all majors in the Physical Science Department; delete one hour of elective to all majors in the Physical Science Department;
(d) modify the course description for PHSC 1001, Orientation to Physical Science;
(e) modify the course description for PHSC 1013, Introduction to Physical Science;
(f) add the following statement to the course description for PHSC (BIOL) 3213, Science Education in the Elementary School: Note: To enroll in an internet section (TC1 or AT1) of this course, one of these prerequisite courses is required: COMS 1003, EDMD 3013, or equivalent;
(g) modify the Curriculum in Chemistry General Option and Curriculum in Chemistry Biochemistry Option, as follows: replace three hours of Elective with CHEM 3423, Descriptive Inorganic Chemistry; and
(h) modify the Curriculum in Physical Science and Earth Science for Teacher Licensure, as follows: add the co-requisite laboratory to the option for the entry level physics courses and modify the entry level physics courses as follows: PHYS 2014, Physical Principles I, or PHYS 2114, General Physics I, and PHYS 2000, Physics Laboratory I; and PHYS 2024, Physical Principles II, or PHYS 2124, General Physics II, and PHYS 2010, Physics Laboratory II.

5. Department of Mathematics
   (a) add MATH 4343(5343), Introduction to Partial Differential Equations, to the course descriptions (graduate course to be considered by Graduate Council);
   (b) modify the prerequisite for MATH 3033, Methods of Teaching Elementary Mathematics, from prerequisite: MATH 2043, Mathematical Concepts II, to prerequisite: MATH 2043, Mathematical Concepts II, and admission to Stage II;
   (c) modify the co-requisite for MATH 3243, Differential Equations I, from co-requisite: MATH 2934, Calculus III, to prerequisite: MATH 2924, Calculus II;
   (d) modify the Curriculum in Mathematics, as follows: change the computer science requirement from COMS 2104, Foundations of Computer Programming I, to COMS 2803, Programming in C, and one hour elective, or COMS 2104, Foundations of Computer Programming I; and
   (e) modify the Curriculum in Mathematics for Teacher Licensure, as follows: change the computer science requirement from COMS 2104, Foundations of Computer Programming I, to COMS 2803, Programming in C, and one hour elective, or COMS 2104, Foundations of Computer Programming I.

B. Curriculum Proposal Forms

IV. Open Forum

V. Announcements and Information Items
   A. Meeting date and time for spring, 2009
   B. Elected Standing Committees webpage (links)

VI. Adjournment
CURRICULUM CHANGE PROPOSAL

To: Teacher Education Council
    Curriculum Committee

From: Department of C&I,
      School of Education

Date Submitted: October 1, 2008

Type of Curriculum Change Requested: Delete one 4-hour course
                                    Add two 2-hour courses

Submitted by: Dr. Patricia Roach
              Dr. Sid T. Womack

Approved by: Department Head: Dr. David Bell
              Dean of School: Dr. Glenn Sheets
              Registrar: Ms. Tammy Rhodes

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

A. **Delete SEED 3554** Adolescent Development and Exceptionalities

B. **Add SEED 3552** Adolescent Development
   Course Description as it will appear in catalogue:
   The primary purpose of this course is to prepare teacher
   education candidates for classroom interaction by
   tracing influences of normal human development in all
   domains and showing how heredity and environmental
   factors affect the individuals’ capacity to learn and
   function in a school environment. The teacher candidate
   will examine current research, concepts and issues related
   to normal adolescent development as well as exceptionalities
   that may be present. A range of cultural, social, and cognitive
   factors will be explored through reading, discussion,
   observation, literature search, interviews and case studies.
   (syllabus attached)

C. **ADD SEED 4052** Adolescent Exceptionalities
   Course description as it will appear in catalogue:
   Prerequisite: Admission to Stage II of the teacher
   education program. A study of the major areas of diversity
   including the mentally retarded, learning disabled, gifted,
   emotionally disturbed, children from economically disadvantaged
homes, and of their special needs in a school program. May not be taken for credit after completion of EDFD5053, EDFD4052, or repeated for credit as EDFD5052 or equivalent.

II. Course Information

A. Rationale for requested change.

Approximately ten years ago, the Secondary Education Program combined two courses that were program requirements into one 4 hour course. At that time there was a 3-hour course focused on general human development from birth to adulthood and another focused on exceptionalities. The two courses were combined into one 4-hour course, SEED 3554, Adolescent Development and Exceptionalities, in the hope that pre-service secondary teachers would make the connections between normal development and exceptionalities more easily. Whether this has occurred or not as a result of combining the two courses has become increasingly questionable. It now seems to make more sense to divide the courses as they were before and have the faculty that have the expertise teaching the respective courses, i.e. development and special education. Dividing the courses will also help us with some problems that are occurring in the field experience that needs to be happening with the exceptionalities part. We believe that our students would be better served if there were again two separate courses—each focusing on one important aspect of adolescent development.

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

1. **Within the department requesting the change.**
   The proposal consists of taking one 4 hour course and breaking it down into two 2 hour courses. There will be no additional space required, no additional faculty required and no additional cost to the department. (Department will review)

2. **Outside the department.**
   Since this course is a requirement within Stage II for all students working toward secondary education certification, departments across campus must be aware and must consider the implication of scheduling
two 2 hour courses instead of one 4 hour course. The traditional time slots for the course will be continued.

C. Effective date or term.
   Fall, 2008. Summer, 2009

D. When applicable, state which departments you have
   C&I will review, plus all departments across campus
   that are involved in teacher preparation. (All Schools
   will be notified through the Teacher Education Council)
Outline in specific detail how your proposal will alter the program (include course number and title):

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Total Program Hours
SEED4052
Teaching Exceptional Learners

Dr. Sid Womack, Professor of Secondary Education
Crabaugh 302. 1-2 PM, Monday and Wednesday
Office: Cra 211 Phone: 968-0423
Office hours: MWF 8-10, 2-4
Email: swomack@atu.edu
Web page: http://education.atu.edu/people/swomack/4052news.html
Organizing theme: Professionals for the future.

Relation to the Conceptual Framework:
1. All human beings grow, develop, and learn.
2. Educational processes have key components.
3. Educational practices are systemically coherent and developmentally appropriate.
4. Educators are moral and ethical professionals.
5. Educators focus on maximizing growth, development, and learning opportunities for all students.

IV. Catalog Description:

Prerequisite: Admission to Stage II of the teacher education program. A study of the major areas of diversity including learning disabilities, mental retardation, emotional disturbance, giftedness, children from economically disadvantaged homes, and of their needs in a school program. May not be taken for credit after completion of EDFD4052 or SEED3554 or repeated for credit as EDFD5052.


VI. Supplemental Reading List


Exceptional Children, 28(3), 36-40.
Preventing School Failure, 44 (2), 61-65.


VII. Justification/rationale for the course. This course helps the student to become a more effective reflective decision-maker in the classroom. SEED4052 is a survey course designed to acquaint students with inclusion of both the handicapped and the gifted and talented. This course will focus on the following: the implications of legislation and litigations pertaining to exceptional learners, characteristics of exceptional learners, attitudes toward exceptional learners, assessment of exceptional learners' needs, learning environments, educational provisions and curricula, evaluation, Individualized Education Program, resources, teaching strategies, and uses of technology for exceptional learners.

VIII Course objectives:

By the end of this course the student should be able to, in writing, with at least 75 percent accuracy,

1. State the criteria for classification into each category of diversity. State the criteria for classification into each category of exceptionality. Standards 1.1.4, 2.1.6, 2.1.7, 2.2.1, 2.3.2, 3.1.1, 3.1.9, 3.1.10, 3.2.2, 3.2.4, 3.2.5, 3.2.6, 3.3.1, 3.3.6, 4.2.1, 4.3.3, 5.1.1, 5.1.3, 5.2.1; Pathwise B1, B2, B3, B5, C4, D1, D2, D3, D4; LD1, 2, 3, 4, 5, 6.

2. Identify the various categories within each classification such as mildly, moderately, severely, and profoundly mentally handicapped. Standards 1.1.4, 2.1.6, 2.1.7, 2.2.1, 2.3.2, 3.1.1, 3.1.9, 3.1.10, 3.2.2, 3.2.4, 3.2.5, 3.2.6, 3.3.1, 3.3.6, 4.2.1, 4.3.3, 5.1.1, 5.1.3, 5.2.1; Pathwise B1, B2, B3, B5, C4, D1, D2, D3, D4; LD1, 2, 3, 4, 5, 6.

3. Recognize and comprehend specific vocabulary associated with exceptionality such as inclusion, mainstreaming, attention deficit disorder, modality preference, dyslexia, dyscalculia, dysgraphia, Fernald method, Down's syndrome, rehearsal strategies, autism, schizophrenia, hyperopia, auditory reception, readability, and conduct disorder. Standards 1.1.1 Standards 1.1.4, 2.1.6, 2.1.7, 2.2.1, 2.3.2, 3.1.1, 3.1.9, 3.1.10, 3.2.2, 3.2.4, 3.2.5, 3.2.6, 3.3.1, 3.3.6, 4.2.1, 4.3.3, 5.1.1, 5.1.3, 5.2.1; Pathwise B1, B2, B3, B5, C4, D1, D2, D3, D4; LD1, 2, 3, 4, 5, 6.

4. Recognize valid and invalid applications of inclusive teaching methods such as mastery learning, multi-sensory approaches, re-written text, teaching to preferred modality, overlearning, language experience approach, and programmed instruction. Standards 1.2.3, 1.3.6, 2.2.1, 2.3.2, 3.2.2, 3.2.4, 3.2.6, 3.3.1, 3.3.6, 4.1.1, 4.2.1, 4.3.3, 4.3.4, 5.1.1, 5.1.3, 5.2.1; Pathwise A1, A2, A4, A5, B1, B2, B3, B4, B5. LD1, 2, 3, 4, 5, 6.

5. Recognize symptoms of each exceptionality that should alert a teacher to the need for referral for testing.

6. Recognize the two immediate major problems that parents face when they realize that their child is handicapped, the "symbolic death syndrome" and the need to provide for the needs of this child. Standards 3.1.1, 3.2.4, 4.1.1, 4.1.2, 5.1.3, 5.1.7, 5.2.1;
Pathwise A1, B5, D4

7. Analyze the legal reasons for the admission, review, treatment, and dismissal of students in special education according to relevant legislation and court cases. These reasons might include these acts or cases: PL 94-142, PL 93-380, Brown I & II, In Re Gault, Goss v. Lopez, PARC, Mills v. Board of Educ., Wyatt v. Stickney, Larry P. v Riles, and selected criteria and procedures from the Arkansas Program Standards and Eligibility Criteria for Special Education. Standards 1.1.4, 2.1.6, 2.1.7, 2.2.1, 2.3.2, 3.1.1, 3.1.9, 3.1.10, 3.2.2, 3.2.4, 3.2.5, 3.2.6, 3.3.1, 3.3.6, 4.2.1, 4.3.3, 5.1.1, 5.1.3, 5.2.1;
Pathwise B1, B2, B3, B5, C4, D1, D2, D3, D4; LD1, 2, 3, 4, 5, 6.

8. Apply these principles of behavior management as they relate to classroom management with various types of exceptionalities: positive reinforcement, negative reinforcement, Premack principle, extinction, aversive stimuli, response cost, token economies, assertive discipline plans, ladder of drastics, reinforcement for alternative behaviors, reality therapy. Standards 2.2.1, 2.2.2, 3.1.2, 3.1.3, 3.1.7, 3.1.9, 3.2.1, 3.2.2, 3.2.3, 4.1.1, 4.1.3, 4.3.1, 4.3.3, 5.3.2

9. Describe (synthesize or at least apply) an inclusive classroom with special adaptations for migrant children, bilingual, ESL, educationally deprived, children from minority cultures, and exceptional children. Standards 2.2.1, 2.2.5, 2.3.1, 2.3.2, 2.3.8, 3.1.9, 3.1.10, 3.2.4, 3.3.2, 3.3.8, 4.1.1, 4.1.2, 4.2.1, 4.3.5

10. To describe how curricula might be adapted or managed differently for gifted, retarded, learning disabled, partially sighted, hearing impaired, emotionally/behaviorally disturbed. Standards 2.2.1, 2.2.5, 2.3.1, 2.3.2, 2.3.8, 3.1.9, 3.1.10, 3.2.4, 3.3.2, 3.3.8, 4.1.1, 4.1.2, 4.2.1, 4.3.5

X. Assessment and evaluation methods:

The following are required in the course.
1. Regular class attendance and participation. See attendance policy below.
2. Satisfactory performance on the examinations
3. Reading of textbook and required activities
4. Research/Awareness Project *
5. Four one-page papers on readings from professional journals.

* The project represents a step toward completing program requirements. The project is an opportunity to demonstrate scholarship, literacy, and a command of subject material central to an understanding of the functioning of both normal learners and exceptional children. This project must be satisfactorily completed in order to fulfill course requirements and agency competencies. The course cannot be passed without satisfying the project requirement of 120 points out of 200 possible or without completing the ten clock hours of field experience.

Attendance Policy: Students are expected to attend all class meetings. Students are normally allowed no more than two absences. On the third absence the student will be sent a warning letter. On the fourth absence, the student is dropped from the course. For other information
about class attendance please refer to the *Arkansas Tech Student Handbook*.

**Plagiarism and Other Academic Misconduct:** Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to the disciplinary sanction outlined in *Arkansas Tech Student Handbook*. If in doubt about referencing or using certain material, ask the instructor.

**Basis of the grade.**

- Examination I: 100 Points
- Examination II: 100
- Professional readings (4 x 25): 100
- Examination III: 100 (an alternative assignment may be given in lieu of the third exam)
- Research Awareness Project: 200
- Examination IV: 200

Total possible points = 800

A = 730-800  B = 660-729  
C = 590-659  
D = 520-589  
F = 519 and below

Late assignments will be accepted with a penalty of one letter grade decrease the first day. Assignments will not be accepted more than one day late. Absence the due date is not considered an excuse. This policy applies to the Research Awareness Project and to the four tests of the course as well as the one-page readings.

**XII. Course content and schedule**

Activities include lectures, demonstrations of methods and materials, simulations of handicapping conditions, guest speakers, films, videotapes, field trips, library activities, and clinical experiences with exceptional children. The flow of instructional activities goes from teacher-centered (lecture) in the early part of the course to simulations, small group work, and a field trip near the end (more student centered).

**Week of **  **Schedule for Spring 2009**

January 12  Read chapter one of *Educating Exceptional Children* (EEC). All field experience placements are done through the office of Teacher Education Student Services, Crabaugh 109.
Content for class: historical, social, and legal foundations for exceptionalities. First overview of each area of exceptionality. Overview.ppt

January 19 Legislation and case law related to exceptionalities. Read Chapter 2 of EEC. LI.ppt

January 26 Other laws related to disabilities such as Section 504, Title 34, Americans with Disabilities Act, and Arkansas Act 591. Discussion of Special Needs Population children such as migrant, homeless, culturally different, economically depressed. Working with parents who have handicapped children. Child abuse issues related to exceptional children. Professional reading #1 due Wednesday.

February 2 End of societal/historical/legal issues. Test One over chapters 1, 2, and 3 is likely on Wednesday. Please read the chapter on mental retardation.

February 9 Identification and assessment issues in retardation. Categories of retardation, educational expectations, memory processes for the retarded. Please read the chapter on mental retardation.

February 16 Methods of instruction and classroom management for the retarded. Etiological and sociological issues in retardation. Your six visits to a school should be under way by now. Begin writing RAP if you haven’t already. Professional reading #2 due Wednesday. Effects of retardation upon usual applications of Bloom’s Taxonomy. Read chapter 6 on learning disabilities.


March 2 Prevalence and severity of learning disabilities. Simulations of what it is like to be learning disabled. Skill and process approaches to remediating learning disabilities. Videotape—“The Mind’s Eye: The Experience of Learning.” Remember to work on that RAP.

March 9 Methods for inclusion of the learning disabled in regular education settings. Issues in teaching reading, spelling, and mathematics for LD students.

March 16 Characteristics of the gifted. Special challenges facing gifted women, GT/LD. Planning a differentiated curriculum for the gifted. Applications of Bloom’s Taxonomy to gifted characteristics. Methods of enrichment and acceleration; advantages and disadvantages to each. Professional reading #3 due Wednesday.
March 23  Spring break. No classes.

March 30  Test 2 over mental retardation, learning disabilities, and giftedness likely on Monday. Also please read "Behavior Disorders," chapter 10 of EEC.

April 6  Characteristics of emotionally disturbed/behaviorally disordered children. Family and community characteristics. Tape on facilitated communication and autism. Do section VII of RAP. Drug education presentation by guest speaker likely. Test III or its alternative will be given this week. It will be due one week after the day it is given out. Tests not returned on the due date will not be graded. Professional reading #4 is due this Wednesday.

April 13  More on emotionally disturbed or behavior disordered students. Content applications of behavioral theory and counseling theory to behavior problems. Classroom management/discipline especially for inclusive settings. Research Awareness Projects will be due on Wednesday of next week.

April 20  Guest speakers likely this week on communication problems, hearing impairments, and visually impaired. Please read the chapters on communication disorders and hearing impairment.

Research Awareness Projects are due no later than 5:00 on Wednesday, April 22.

April 27  Field experience to a very inclusive education setting at Friendship Community Services on Monday. Monday, May 4, is the last class day for this class to meet.

May 4  Comprehensive final during this week, at a time later to be announced. The heaviest areas to be assessed on the final exam will be: special education administration (including legal), mental retardation, learning disabilities, giftedness, and emotional disturbance. There will be a relatively few items on vision, hearing, speech, and physical impairments.
SEED 3552 Adolescent Development
Course Syllabus

IV. Course Description: The primary purpose of this course is to prepare teacher education candidates for classroom interaction with developing adolescents by tracing influences of normal human development in all domains, and showing how hereditary and environmental factors affect the individual's capacity to learn and function in a school environment. The teacher candidate will examine current research, concepts, and issues related to normal adolescent development as well as exceptionalities which may be present. A range of cultural, social, and cognitive factors will be explored through reading, discussion, observation, literature research, interviews and case studies.


VI. Supplemental Reading List:

Carstensen, K. D. (1999). It's all about the girls: the essence of the single-sex school.
University of Nebraska-Lincoln.


VII. Rationale:

This course helps equip the teacher candidate with an understanding of the physical, cognitive, and emotional characteristics of adolescent learners so that instruction can be adapted for the secondary age group.

VIII. Course Objectives: Upon completion of this course, the student will:
1. To discuss the “nature vs. nurture” foundation for adolescent development. **Standards 3.1.1, 3.1.7, 3.2.5, 3.2.6, 4.1.1, 4.1.2, 5.1.1, 5.1.7, 5.2.1; Pathwise A1.**

2. To describe the physical, intellectual, social-emotional, and personality patterns of development during puberty for males and females including an analysis of the impact of early and late maturing on self-concept, intelligence and social relationships. **Standards 1.2.3, 1.3.3, 2.1.7, 3.1.1, 3.1.5, 3.1.6, 3.1.7, 3.2.4, 3.2.5, 3.2.6, 4.1.2, 4.2.1, 4.3.6, 5.2.1; Pathwise A1, A4, A5, B1, B2, B3, B4, B5**

3. To recognize the basic features of formal operational thought, highlighting the new conceptual skills that emerge and factors that promote the development of formal operational thought. **Standards 1.1.4, 1.2.2, 1.3.3, 2.1.6, 2.1.7, 2.2.1, 2.3.2, 3.1.1, 3.1.5, 3.1.6, 3.1.7, 3.2.2, 3.2.4, 3.2.5, 3.2.6, 4.1.3, 4.2.1, 4.3.3, 5.2.1; Pathwise A1, A2, A3, A4, A5, B1, B2, B3, B4, B5**

4. To examine some of the challenges of social life in early adolescence that may result in high-risk behaviors. **Standards 3.1.1, 3.1.8, 4.1.1, 4.1.2, 4.2.1, 4.3.6, 5.1.7, 5.2.1; Pathwise A2, B4, B5**

5. To be aware of the biological, cultural, psychological, and socioeconomic variables and their influence on self and self concepts of adolescents and describe the psychosocial crisis of early adolescence. **Standards 1.2.3, 3.1.1, 3.1.8, 3.2.4, 4.1.1, 4.1.2, 4.2.1, 4.3.3, 4.3.6, 5.1.7, 5.2.1; Pathwise A1, A5, B1, B2**

6. To describe the evolution of peer relations and to contrast the impact of parents and peers during this stage. **Standards 3.1.1, 3.1.8, 4.1.1, 4.1.2, 5.1.7, 5.2.1; Pathwise A1, A5, B1, B2, B3**

7. To understand the impact of chronic health problems on family members, community members, friends and classmates as well as on the adolescent’s development in all domains. **Standards 3.1.1, 3.2.4, 4.1.1, 4.1.2, 5.1.3, 5.1.7, 5.2.1; Pathwise A1, B5, D4**

8. To characterize the development of sexuality, the formation of sexual orientation, and review factors associated with pregnancy and parenthood in adolescence. **Standards 3.1.1, 3.1.8, 4.1.1, 4.1.2, 5.1.7, 5.2.1; Pathwise A2, A4, D4**

9. To identify the educational implications of this stage of development and make meaningful application of the concepts in human development which impact teaching and learning. **Standards 1.1.4, 1.2.2, 1.3.3, 1.3.6, 2.1.7, 2.2.1, 2.3.2, 3.1.5, 3.1.6, 3.1.7, 3.2.2, 3.2.4, 3.2.5, 3.3.1, 3.3.6, 4.2.1, 4.3.3, 4.3.6, 5.1.1, 5.2.1; Pathwise A1, A2, A4, A5, B1, B2, B3, B4, B5**

10. Discuss various theories which explain the physical, intellectual, social-emotional, and personality patterns of adolescent development. **Standards 1.2.3, 1.3.3, 2.1.7, 3.1.1, 3.1.5, 3.1.6, 3.1.7, 3.2.4, 3.2.5, 3.2.6, 4.1.2, 4.2.1, 4.3.6, 5.2.1**

11. Discuss issues of cultural diversity as it impacts adolescent development. **Standards 4.1.2**

**IX. Description of How the Course Meets the General Education Objectives:**

This course is not a general education course and does not attempt to meet general education objectives.
X. Assessment and evaluation methods:

Students will be evaluated using both traditional and performance assessment. Strategies will include examinations, readings from professional journals, and a research paper and class presentation on one aspect of adolescent development.

1. **Library Research Paper and oral report on relevant topic focused on adolescent development.** Students will complete a formal research paper and make an in-class presentation of recent research findings relevant to adolescent development. Topics may include but not be limited to studies concerning puberty, cognitive development, identity, gender, sexuality, moral and ethical development, family dynamics, social policy issues focused on adolescents, peer groups, friendship groups, romantic relationships and the social context of high schools. The research paper will be 100 points.

2. **Professional Readings.** Students will be asked to complete ten readings focused on topics studied in the class. Readings will be from identified professional journals from the student’s discipline area. Each reading will be ten points for a total of 100 points.

4. **Examinations.** A total of four exams will be administered and will cover text, discussions in class, films, and speakers. Each examination will be 100 points.

5. **Quality and Timeliness of Work.** All work submitted should be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors.

Policy on Absences, Cheating, & Plagiarism:

1) Attendance and participation is expected of all students.
2) Students are expected to complete their own work. Reports and papers should be paraphrased rather than "copied" directly from the author. Proper credit should be given to authors.
3) A late assignment will be accepted with a decrease in grade up to two weeks after the original due date.
4) No assignment will be accepted after the final examination date/time.

Assignment of Grades:

600 points will be possible. The final grade will be a percentage of the total number received.

- 90%-100%  A
- 89%-80%  B
- 79%-70%  C
- 69%-60%  D
- Below 60%  F
Course Content:

I. How do we study adolescent development?
   A. Ex post facto studies
      1. The problem of arriving after the fact
      2. The ethical dilemma of not being able to test for cause and effect directly
   B. Longitudinal (developmental studies)
   C. Descriptive studies
   D. Correlation studies
   E. Action, quasi-experimental, true experimental studies—long on structure, sometimes short on reality
   F. Qualitative, naturalistic, ethnographic case studies

II. What are the frameworks for conceptualizing adolescent development?
   A. Nature of developmental change
   B. History of developmental study
   C. Basic issues in developmental study
      1. The nature-nurture controversy
      2. Continuity and discontinuity
      3. Universal and context-specific development—the role of culture
      4. Deficit or difference—how does each culture interpret an observed difference?
   D. Theories of development
      1. Psychodynamic developmental theories
         A. Freudian theory
         B. Erikson’s psychosocial theory
      2. Behavioral and social cognitive learning developmental theories
         A. Behavioral learning theories
         B. Social cognitive learning theory
      3. Cognitive developmental theories
         A. Piaget’s cognitive theory
         B. Neo-Piagetian approaches
         C. Information-processing theory

III. How does a person develop a sense of identity during adolescence, the time of “sturm und drang” or storm and stress, 13 through 18?
   A. Physical changes in adolescence.
      1. Height and weight
      2. Puberty and sexual maturation
      3. Neurological maturation
   B. Adolescent health problems.
      1. Depression, suicide
      2. Sexually transmitted diseases.
      3. Drug abuse including alcohol.
      4. Tobacco.
   C. Cognitive development for the formal operations adolescent
      1. Implications of the information-processing viewpoint
      2. Fostering critical thinking
3. Dealing with adolescent egocentrism
4. Development of political beliefs
5. Development of religious beliefs
6. Development of belief systems--Rokeach
7. Moral development--Lawrence Kohlberg
8. Emotional disturbance and social maladjustment

D. Identity development during adolescence.
   1. Relationships with parents
   2. Friendships
   3. Peer groups
   4. School and work

E. Adolescent sexuality
   1. Early sexual experience
   2. Sexual attitudes
   3. Dating
   4. Non-heterosexual orientations
   5. Adolescent pregnancy and parenthood

F. Teenage depression and suicide

G. The emerging adult
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department ART

Date submitted: September 22, 2008

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

Submitted by: Edwin Cuenco

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

Reviewed by: Registrar: Mohammad
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:

Number: ART 3243

Title for Catalog: Web Design

*Title for Course Inventory (24 characters): Web Design

Description: Prerequisite: ART 2213, 3203, and Sophomore Review. Introduce basic website planning, content editing and creation using graphic arts techniques. Screen-based color theory, web design aesthetics, use of graphic editors, and interface design are explored. Studio six hours. $36 course fee.

Effective date or term: Fall Semester 2009

*Course fees: $36
II. Justification and feasibility of course:

a. What is the need for this course? Who will take it?
   Required for graphic design majors; and other art students interested in this course
   provided they meet the course prerequisites. The growth of the Internet over the last
decade has been phenomenal. The number of web pages is growing at an extremely rapid
rate. The ability to create pages that can be published over the web is a required technical
skill in the graphics job market today. This course will prepare the student upon
graduation to function as an entry-level web designer.

b. How does it relate to other work being offered by your department? Is there an overlap
   with other courses in the department? No

c. Is this course part of any general plan of development within your department? Explain.
   Department is developing the graphics area to meet accreditation standards.

d. How often will the course be offered? Once a year

e. How will the course be staffed? Current 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.) n/a

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

Art Department Assessment Plan:
This course will help students meet department assessment objectives related to
proficiency/currency in the use of technology and development of a professional portfolio in
graphic design. The instructor was hired, in part, to develop curriculum in advanced digital
techniques to meet market demands.
Web Design – Art 3243
E. Cuenco, Instructor
Office: Norman Hall 202
Phone: (479) 880-4042; ecuenco@atu.edu
Course Schedule: TBA
Office Hours: TBA

Course Description:
Prerequisite: ART 2213, 3203, and Sophomore Review. Introduce basic website planning, content editing and creation using graphic arts techniques. Screen-based color theory, web design aesthetics, use of graphic editors, and interface design are explored. Studio six hours. $36 course fee.

Required Text:
New Media Design by Tricia Austin and Richard Doust (2007)

Course Objectives:
This course simultaneously examine both the basic theory, design, and practice of web design. A significant amount of time is devoted to practical aspects of webpage development, but we will also investigate sociological, political, economic, artistic dimensions of our changing media landscape. It is important for students to cultivate a critically informed stance towards the Internet, Wi-Fi, PDAs, and other technologies that are transforming our understanding of society.

Course Content:
A basic introduction to HTML and webpage design, including the social, ethical, and legal issues related to the growth of the Internet. Topics include basic principles and protocols of the Internet, configuration and use of graphical web browsers, and the use of multimedia. Assignments include designing and publishing a webpage.

Course Requirements:
Class rolls will be taken daily at the start of class. Please read the Art Department’s attendance policy. Projects must be submitted on time (before class) for critique following required specifications and professional standards. Absolutely no late projects will be accepted beyond designated due dates. It is the student’s responsibility to be aware of any sudden schedule changes.

Grading System:
Final grades are determined by specific criteria, each assigned with a value between 1-4, and calculated equally per project to arrive at a final course grade at the end of the semester.

Grade Criteria:
a) Concept
b) Execution
Grade Equivalent:
A (4.0) to A- (3.5) Outstanding to Excellent Work
B (3.0) to B- (2.5) Creative to Distinguished Work
C (2.0) to C- (1.5) Satisfactory to Adequate Work
D (1.0) Barely Acceptable Work
F (0) Fail

Quality and originality of ideas, problem-solving techniques, creativity
Craftsmanship, neatness, presentation, exactitude
Recommended Supplies:
USB flash drive, pens/markers, sketchpad, CD/DVD's, rulers, binder, etc.

Art Department Attendance Policy
1. For more than four missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level.

2. For more than seven classes missed (for studio this constitutes 21 contact hours) the student will receive a failing grade, unless the student drops within university guidelines/deadlines.

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

4. Tardiness is unacceptable and unprofessional. More than three tardy occurrences or leaving the class before the official or instructor determined end of class time will result in a recorded absence. Be on time and have all necessary supplies with you. You are responsible for any information or assignments missed. Lectures and demonstrations will be given at the beginning of class.

5. A working sketchbook containing the visual process of your work will be evaluated on a continuing basis. It should also include sketches done for individual work and notations on method, media, and any problems encountered. This will become a valuable reference.

6. You are responsible for cleaning up your work area every day. All projects are to be turned in on time.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department ART

Date submitted: September 22, 2008

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

Submitted by: Edwin Cuenco

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

Number: 3253

Title for Catalog: Computer Illustration

*Title for Course Inventory (24 characters): Computer Illustration

Description: Prerequisite: ART 2213 and Sophomore Review. This course will provide students with advanced conceptual skills in computer illustration and digital imaging. Students will acquire intermediate knowledge in vector and pixel-based drawing formats, digital painting effects, comic art/video game illustration, storyboarding and coloring through the completion of integrated design projects. Studio six hours. $36 course fee.

Effective date or term: Fall Semester 2009

*Course fees: $36

This course emphasizes the aesthetic, technical, and conceptual practices of digital image creation.

app CC 11/14/08

app FS 12/13/08
II. Justification and feasibility of course:

a. What is the need for this course? Who will take it?
   For graphic design majors; and other art students interested in this course provided they meet the course prerequisites. According to PriceWaterhouseCoopers, the comics/video game industry worldwide is projected to grow from $25 billion in 2004 to $55 billion in 2009. Computer graphic artists and illustrators are in huge demand today, acknowledging the need for continued training in this area. This course will prepare the student upon graduation to function as an entry-level computer illustrator and digital imaging artist.

b. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? No

c. Is this course part of any general plan of development within your department? Explain. Department is developing the graphics area to meet accreditation standards.

d. How often will the course be offered? Rotation with other graphic courses

e. How will the course be staffed? Current 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.) n/a

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

Art Department Assessment Plan:
This course will help students meet department assessment objectives related to proficiency/ currency in the use of technology and development of a professional portfolio in graphic design. The instructor was hired in part, to develop courses in advanced digital techniques to meet market demands.
Computer Illustration – Art 3253
E. Cuenco, Instructor
Office: Norman Hall 202
Phone: (479) 880-4042; ecuenco@atu.edu
Course Schedule: TBA
Office Hours: TBA

Course Description:
Prerequisite: ART 2213 and Sophomore Review. This course will provide students with advanced conceptual skills in computer illustration and digital imaging. Students will acquire intermediate knowledge in vector and pixel-based drawing formats, digital painting effects, comic art/video game illustration, storyboarding and coloring through the completion of integrated design projects. Studio six hours. $36 course fee.

Required Text:

Course Objectives:
The student will develop the skills to concentrate on the creation and manipulation of both vector and raster graphic images, as well as expand on the more highly evolved editing capabilities of various layout applications used in the industry. A variety of aesthetic concepts and compositional art forms used will be explored, while simulating real illustration jobs.

Course Content:
This course explores the basic issues of illustration and using the computer as a drawing tool. Students are introduced to both the creative and professional applications of digital technology to drawing, color theory and systems, and digital imaging production. The course examines the role of computer illustration in art and addresses the application of classroom knowledge to solving real-world problems in multimedia and desktop publishing.

Course Requirements:
Class rolls will be taken daily at the start of class. Please read the Art Department’s attendance policy. Projects must be submitted on time (before class) for critique following required specifications and professional standards. Absolutely no late projects will be accepted beyond designated due dates. It is the student’s responsibility to be aware of any sudden schedule changes.

Grading System:
Final grades are determined by specific criteria, each assigned with a value between 1-4, and calculated equally per project to arrive at a final course grade at the end of the semester.

Grade Criteria:
a) Concept Quality and originality of ideas, problem-solving techniques, creativity
b) Execution Craftsmanship, neatness, presentation, exactitude

Grade Equivalent:
A (4.0) to A- (3.5) Outstanding to Excellent Work
B (3.0) to B- (2.5) Creative to Distinguished Work
C (2.0) to C- (1.5) Satisfactory to Adequate Work
D (1.0) Barely Acceptable Work
F (0) Fail
Recommended Supplies:
USB flash drive, pens/markers, sketchpad, CD/DVD's, rulers, binder, etc.

Art Department Attendance Policy
1. For more than four missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level.

2. For more than seven classes missed (for studio this constitutes 21 contact hours) the student will receive a failing grade, unless the student drops within university guidelines/deadlines.

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

4. Tardiness is unacceptable and unprofessional. More than three tardy occurrences or leaving the class before the official or instructor determined end of class time will result in a recorded absence. Be on time and have all necessary supplies with you. You are responsible for any information or assignments missed. Lectures and demonstrations will be given at the beginning of class.

5. A working sketchbook containing the visual process of your work will be evaluated on a continuing basis. It should also include sketches done for individual work and notations on method, media, and any problems encountered. This will become a valuable reference.

6. You are responsible for cleaning up your work area every day. All projects are to be turned in on time.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Art Department

Date submitted: August 24, 2008

Request for: Course change_____ Course deletion_____ Course addition__x____
(Excluding course credit hour changes)

Submitted by: Dr. Paul Niell

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

Reviewed by: Registrar: [Signature]
Vice President:

I. Catalog description: Prerequisites: ART 2113, sophomore review, or permission of instructor. A survey of Native American art from ancient to modern times, focusing on indigenous American worldview, the development of Native artistic traditions, and the impact of colonialism and modernization on Native American visual culture.

Number: ART 4133

Title for Catalog: Art History, Native American

Title for Course Inventory (24 characters): Native American Art

Description: This course surveys the Native American arts of North America from ancient to modern (and postmodern) times looking at various geographical regions. Course content includes the relationship between indigenous American worldview and Native artistic traditions and visual culture. The course also covers the impact of colonialism and modernization on Native American culture and how Native communities have negotiated, appropriated, and/or resisted these pressures. We will also look at the adaptation of modernism to Native American visual culture, both by Native and non-Native artists.

Effective date or term: August, 20, 2009; Fall 2009

Course fees:

[Signature] 11/14/08
[Signature] 12/3/08
II. Justification and feasibility of course:

A. This course offers a "non-Western" upper division art history survey to our program which will complement extant courses in "Western" (particularly European) art.

B. The course contributes to a regional understanding, given the historic presence of Native Americans in Arkansas history and our proximity to Oklahoma and the Southwest. Our fieldtrip to the Gilcrease Museum in Tulsa, Oklahoma, a museum with both ancient and contemporary holdings, will highlight our course theme of continuity and change, particularly Native American survival, adaptation, and cross-cultural exchange.

The course provides an upper level elective for all art majors. Currently, twelve hours of art history are required of all art majors with six hours of upper elective choice. The course will not alter program requirements.

C. The course exposes students to diverse literature on Native American art and culture, which will help them appreciate the diversity of this phenomenon along with gaining exposure to various arguments and approaches to the interpretation of art objects in general. An art history minor will be offered in the future.

D. The course will be offered on a revolving basis with other art history course work.

E. Art history faculty will teach this course.

F. NA

Assessment: The course will assist the program in meeting assessment objectives demonstrating understanding of contemporary trends and historical movements. Assessment outcomes have indicated a continued need to provide more diversity in art history courses. Instructor was hired in part, to begin development of non western areas.
ART HISTORY,
Native American Arte

ART 4133
Section 1: 11:00-12:20 TR

ARKANSAS TECH UNIVERSITY
FALL 2008

Location: Norman Hall 105

Instructor: Paul Barrett Niell, Ph.D.
Office 201 Norman Hall
Email: pniell@atu.edu
Phone: 356-1012 (office)
229-0149 (home)

Office hours: 12:00-2:00 MWF
12:30-2:30 TR
and by appointment


COURSE DESCRIPTION: Prerequisites: ART 2113, sophomore review, or permission of instructor. A survey of Native American art from ancient to modern times, focusing on indigenous American worldview, the development of Native artistic traditions, and the impact of colonialism and modernization on Native American visual culture.

OBJECTIVES:

-To exercise skills of visual and spatial analysis
-To strengthen oral and written communication skills
-To formulate a research topic, develop a thesis, and complete a research paper
-To gain an understanding of the rich diversity of Native North American arts

COURSE REQUIREMENTS:

In order to absorb and comprehend all course material, students are required to attend the lectures and arrive on time (see departmental attendance policy below). Attendance will be taken by sign-in sheet. Your performance in the course will be measured by in-class exercises, three exams, a field-trip exercise, a research paper, and a final exam. In order to perform optimally on all assignments, students must complete all readings, review
them regularly, attend class, and take most careful notes. I will be posting handouts, grades, work samples, and other information on Blackboard which I will announce in class. Blackboard can be used by you to monitor your progress during the semester. In order to establish a productive learning environment, all cell phones and pagers must be either turned off or silenced during the class period.

**Field Trip:** Course requirements include a fieldtrip to the Gilcrease Museum in Tulsa, Oklahoma on Saturday, November 15th. There will be a research exercise to go along with this trip.

**CLASS SCHEDULE:**

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
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<tr>
<td>Aug. 26</td>
<td>Aug. 21</td>
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<tr>
<td>Indigenous Arts of North America</td>
<td>Introduction</td>
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<tr>
<td>Cosmology and the Nature of Spirit</td>
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<td>Read pp. 1-9</td>
<td>Dreams and Shamanism</td>
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<td>Read pp. 10-20</td>
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<td>Sept. 2</td>
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<td>Art and public celebration</td>
<td>Social Organization and Gender</td>
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<td>Read pp. 20-25</td>
<td>pp. 25-32</td>
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<td>Read Heth, Introduction and pp. 10-25</td>
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<td>Sept. 9</td>
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<td><strong>The Southwest</strong></td>
<td>Pueblo people</td>
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<tr>
<td>Ancient foundations</td>
<td>Read pp. 45-52</td>
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<tr>
<td>Read pp. 37-45</td>
<td>Read Swentzell, pp. 15-30</td>
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<td>Read Nabokov pp. 20-35</td>
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<td>and Brody, Introduction</td>
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<td>Sept. 16</td>
<td>Sept. 18</td>
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<tr>
<td>Navajo and Apache</td>
<td>EXAM #1</td>
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<tr>
<td>Read pp. 52-60</td>
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<tr>
<td>Read Nabokov pp. 35-37</td>
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<td>Sept. 23</td>
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<td><strong>The East</strong></td>
<td>Mississippian culture</td>
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<tr>
<td>Early Woodlands</td>
<td>Read pp. 76-85</td>
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<td>Read pp. 71-76</td>
<td>Read Nabokov pp. 42-54</td>
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<td>Sept. 30</td>
<td>Early European contact</td>
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<td>Oct. 2</td>
<td>The West</td>
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<td>Oct. 7</td>
<td>Great Plains</td>
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<td>Oct. 14</td>
<td>Far West</td>
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<td>Oct. 21</td>
<td>The North</td>
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<td>Sub-arctic</td>
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<td>Oct. 28</td>
<td>The Northwest Coast</td>
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<td>Nov. 4</td>
<td>Crest art</td>
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<td>Southern Plains and Kiowe Five</td>
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Nov. 25
No class this week – sophomore reviews and Thanksgiving Holidays!

Dec. 2
Native American Modernisms, 1950-80
Read pp. 226-230
Read Markovich, Introduction and pp. 1-30

Dec. 4
Postmodernism and installation
Read pp. 230-234
Research Papers due

FINAL EXAM: Academic Affairs have assigned final exams to begin Wednesday, Dec. 10th through Tuesday, Dec. 16th. Specific dates and times TBA.

Reading list:


PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Art Department

Date submitted: August 24, 2008

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

Submitted by: Dr. Paul Niell

Approved by: Department Head: Cathy Caldwell
Dean of School: Sutherland

Reviewed by: Registrar: Yummy-Kudos
Vice President:

I. Catalog description: Prerequisites: ART 2113, sophomore review, or permission of instructor. A survey of Latin American art from the Colonial to the Modern period, emphasizing patronage, artistic training, materials, cross-cultural exchange, and identity.

Number: ART 4143

Title for Catalog: Latin-American-Art

Title for Course Inventory (24 characters): Latin American Art

Description: This course surveys Latin American art from the Colonial to the Modern period, covering a wide geographic region and emphasizing certain patterns of colonialism, nationalism, modernism, and regionalism that give us a glimpse of the cultural processes at work in this vast region in the early modern Americas. The first half of the course is divided into such themes as the arts and visual culture of indigenous Americans and its interplay with European colonization, the consolidation of colonial power in viceroyalties, the work of missionaries, the metropolitan church, and the colonial aristocracy. The class then covers the development of national art in the nineteenth century, before looking at Latin American arts in the twentieth century including the interplay between modernism and regionalism.

app CA 11/14/08
app FS 12/3/08
Effective date or term: August, 20, 2009; Fall 2009

Course fees:

II. Justification and feasibility of course:

A. This course offers a “non-Western” upper division art history survey to our program which will complement extant courses in “Western” (particularly European) art.

B. The course becomes an education in the workings of culture in examining the cross-cultural processes that produced the hybridic art of the early Colonial period. This art reveals to us not only the impact of European culture on indigenous Americans in the conquest, but also the impact of indigenous traditions on European culture as seen in the complex art of this period.

    The course provides an upper level elective for all art majors. Currently, twelve hours of art history are required of all art majors with six hours of upper elective choice. The course will not alter program requirements.

C. The course exposes students to diverse geographical regions of the Americas with which they may have limited familiarity. An art history minor will be offered in the future.

D. The course will be offered on a revolving basis with other art history course work.

E. Art history faculty will teach this course.

F. NA

Assessment: The course will assist the program and students in meeting assessment objectives related to demonstration of understanding of contemporary trends and historical movements. Assessment outcomes have indicated a need for more diversity in art history course offerings. The instructor was hired in part, to develop non western courses.
ART History,
Latin American Art

ART 4143
Section 1: 11:00-12:20 TR

ARKANSAS TECH UNIVERSITY
FALL 2008

Location: Norman Hall 105

Instructor: Paul Barrett Niell, Ph.D.
Office 201 Norman Hall
Email: pniell@atu.edu
Phone: 356-1012 (office)
229-0149 (home)

Office hours: 12:00-2:00 MWF
12:30-2:30 TR
and by appointment

(Additional readings will be placed on reserve).

COURSE DESCRIPTION: Prerequisites: ART 2113, sophomore review, or permission of instructor. A survey of Latin American art from the Colonial to the Modern period, emphasizing patronage, artistic training, materials, cross-cultural exchange, and identity.

OBJECTIVES:

- To exercise skills of visual and spatial analysis
- To strengthen oral and written communication skills
- To formulate a research topic, develop a thesis, and complete a research paper
- To gain exposure to the historical development and cultures of Latin America

COURSE REQUIREMENTS:

In order to absorb and comprehend all course material, students are required to attend the lectures and arrive on time (see departmental attendance policy below). Attendance will be taken by sign-in sheet. Your performance in the course will be measured by in-class exercises, three exams, a research paper, and a final exam. In order to perform optimally on all assignments, students must complete all readings, review them regularly, attend class, and take most careful notes. I will be posting handouts, grades, work samples, and
other information on Blackboard which I will announce in class. Blackboard can be used by you to monitor your progress during the semester. In order to establish a productive learning environment, all cell phones and pagers must be either turned off or silenced during the class period.

**CLASS SCHEDULE:**

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
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<tr>
<td>Aug. 26</td>
<td>Aug. 28</td>
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<tr>
<td>The Pre-Hispanic World and European Colonialism</td>
<td>The Indigenous Response</td>
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<tr>
<td>Read Bailey, Introduction, pp. 19-39</td>
<td>Read Bailey, pp. 39-68</td>
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<td>Sept. 2</td>
<td>Sept. 4</td>
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<tr>
<td>Art in the Colonial Process – The Indigenous Response</td>
<td>Read Bailey, pp. 89-109</td>
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<td>Read Bailey, pp. 69-89</td>
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<td>Sept. 9</td>
<td>Sept. 11</td>
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<td>The Image of Power - Arts of the Viceroyalty</td>
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<td>Read Bailey, pp. 109-129</td>
<td>Read Bailey pp. 129-149</td>
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<td>Sept. 16</td>
<td>Sept. 18</td>
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<tr>
<td>Read Bailey pp. 149-167</td>
<td>EXAM #1</td>
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<tr>
<td>Sept. 23</td>
<td>Sept. 25</td>
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<tr>
<td>Art Production – Guilds and Academies</td>
<td>Read Bailey pp. 187-207</td>
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<td>Read Bailey pp. 167-187</td>
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<td>Sept. 30</td>
<td>Oct. 2</td>
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<tr>
<td>Arts of the Missions</td>
<td>Read Bailey pp. 237-261</td>
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<td>Read Bailey pp. 207-237</td>
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<td>Oct. 7</td>
<td>Oct. 9</td>
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<td>The Great Cathedrals – The Church in the Colonial City</td>
<td>Arts of the Colonial Aristocracy</td>
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<td>Read Bailey pp. 261-311</td>
<td>Read Bailey pp. 311-331</td>
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<td>Oct. 14</td>
<td>Oct. 16</td>
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<tr>
<td>Read Bailey pp. 331-355</td>
<td>EXAM #2</td>
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<td>Oct. 21</td>
<td>Oct. 23</td>
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<td>19th century Latin American Art</td>
<td>Read Widdifield (1996), Chapter 1</td>
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<td>Read Widdifield (1996), Introduction</td>
<td>Read Niell (2008), pp. 1-16</td>
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<th>Oct. 28</th>
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<tr>
<td>Read Widdifield (1997), pp.1234-40</td>
<td>Latin American Art in the Twentieth Century, Read Sullivan’s Introduction</td>
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<th>Nov. 4</th>
<th>Nov. 6</th>
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<tr>
<td>Mexico</td>
<td>Cuba</td>
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<tr>
<td>Read Sullivan, pp. 17-51</td>
<td>Read Sullivan, pp. 81-103</td>
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<tr>
<th>Nov. 11</th>
<th>Nov. 13</th>
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<tr>
<td>EXAM #3</td>
<td>Dominican Republic</td>
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<tr>
<td>Read Sullivan, pp. 103-119</td>
<td>Read Sullivan, pp. 103-119</td>
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<th>Nov. 18</th>
<th>Nov. 20</th>
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<tr>
<td>Puerto Rico</td>
<td>Peru and Chile</td>
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<tr>
<td>Read Sullivan, pp. 119-137</td>
<td>Read Sullivan 191-201, 301-315</td>
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<th>Nov. 25</th>
<th>Nov. 27</th>
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<td>No class this week – Sophomore Reviews and Thanksgiving Holidays!</td>
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<th>Dec. 2</th>
<th>Dec. 4</th>
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<tr>
<td>Brazil</td>
<td>Chicano Art</td>
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<tr>
<td>Read pp. 201-233</td>
<td>Read pp. 315-330</td>
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</table>

**FINAL EXAM:** Academic Affairs have assigned final exams to begin Wednesday, Dec. 10th through Tuesday, Dec. 16th. Specific dates and times TBA.
BIBLIOGRAPHY:


PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department ART

Date submitted: September 22, 2008

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

Submitted by: Edwin Cuenco

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

Reviewed by: Registrar: Sammy Radic
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:

Number: 4623

Title for Catalog: Animation Techniques

*Title for Course Inventory (24 characters): Animation Techniques

Description: Prerequisite: ART 2213, 2303, 3203, and Sophomore Review. Introduce basic drawing/2D animation, and create movies/cartoons, motion graphics/interactive content using multimedia tools and techniques. Time-based media, animation timing, use of audio-visual editors, and effective storyboard techniques are explored. Studio six hours. $36 course fee.

Effective date or term: Fall Semester 2009

*Course fees: $36

APPROVED 11/4/08

FS 12/3/08
II. Justification and feasibility of course:

a. What is the need for this course? Who will take it?
   Required for graphic design majors; and other art students interested in this course
   provided they meet the course prerequisites. The students will learn to create
   animation and multimedia content from simple animations/videos, and dynamic user
   DVDs/Web applications. Multimedia design jobs are abundant and demand for
   animators is very high. This course will prepare the student upon graduation to
   function as an entry-level multimedia designer.

b. How does it relate to other work being offered by your department? Is there an
   overlap with other courses in the department? No

c. Is this course part of any general plan of development within your department?
   Explain. Department is developing the graphics area to meet accreditation standards.

d. How often will the course be offered? Once a year

e. How will the course be staffed? Current 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.) n/a

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

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

Art Department Assessment Plan:
This course will help students meet department assessment objectives related to
proficiency/currency in the use of technology and development of a professional portfolio in
graphic design. The instructor was hired in part, to develop curriculum in advanced digital
techniques to meet market demands.
Animation Techniques – Art 4623
E. Cuenco, Instructor
Office: Norman Hall 202
Phone: (479) 880-4042; ecuenco@atu.edu
Course Schedule: TBA
Office Hours: TBA

Course Description:
Prerequisite: ART 2213, 2303, 3203, and Sophomore Review. Introduce basic drawing/2D animation, and create movies/cartoons, motion graphics/interactive content using multimedia tools and techniques. Time-based media, animation timing, use of audio-visual editors, and effective storyboard techniques are explored. Studio six hours. $36 course fee.

Required Text:
Designing Interactions by Bill Moggridge (2008)

Course Objectives:
This course is designed to provide basic animation techniques as used in training, education, and multimedia commercial applications. Students will learn the essential aesthetic and technical training aimed at exposing them to the diversity and complexity of multimedia design; while providing an understanding in the fundamentals of design theory and practice relevant to graphic arts and research.

Course Content:
Multimedia production is the creative integration of animation, sound, and images within an interactive space. This combination is revolutionizing how people use and interact with information, especially on the Internet. This course will provide students with a solid foundation in the basics of the Flash application. Students will learn how to navigate the program interface, use the drawing and text tools, create animations, import sounds and graphics, optimize SWF movies, and upload DVD/Web projects.

Course Requirements:
Class rolls will be taken daily at the start of class. Please read the Art Department’s attendance policy. Projects must be submitted on time (before class) for critique following required specifications and professional standards. Absolutely no late projects will be accepted beyond designated due dates. It is the student’s responsibility to be aware of any sudden schedule changes.

Grading System:
Final grades are determined by specific criteria, each assigned with a value between 1-4, and calculated equally per project to arrive at a final course grade at the end of the semester.

Grade Criteria:
- a) Concept: Quality and originality of ideas, problem-solving techniques, creativity
- b) Execution: Craftsmanship, neatness, presentation, exactitude

Grade Equivalent:
- A (4.0) to A- (3.5): Outstanding to Excellent Work
- B (3.0) to B- (2.5): Creative to Distinguished Work
- C (2.0) to C- (1.5): Satisfactory to Adequate Work
- D (1.0): Barely Acceptable Work
- F (0): Fail
Recommended Supplies:
USB flash drive, pens/markers, sketchpad, CD/DVD’s, rulers, binder, etc.

Art Department Attendance Policy
1. For more than four missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level.

2. For more than seven classes missed (for studio this constitutes 21 contact hours) the student will receive a failing grade, unless the student drops within university guidelines/deadlines.

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

4. Tardiness is unacceptable and unprofessional. More than three tardy occurrences or leaving the class before the official or instructor determined end of class time will result in a recorded absence. Be on time and have all necessary supplies with you. You are responsible for any information or assignments missed. Lectures and demonstrations will be given at the beginning of class.

5. A working sketchbook containing the visual process of your work will be evaluated on a continuing basis. It should also include sketches done for individual work and notations on method, media, and any problems encountered. This will become a valuable reference.

6. You are responsible for cleaning up your work area every day. All projects are to be turned in on time.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Art

Date submitted: September 23, 2008

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

Submitted by: Dr. Cathy Caldwell

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

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

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

For advising clarity the word “Spring” will be added to the description

I. Catalog description:

  Number: Art 4243

  Title for Catalog: Professional Portfolio Preparation for Graphic Designers

  *Title for Course Inventory (24 characters): Graphics Portfolio

  Description: Spring. Prerequisites: Art 1503, 2213, 3203, 3233, Sophomore Review. The purpose of this course is to prepare the student for entry into the professional world through development of a resume and the assembly of their work into a portfolio.

  Effective date or term: 2009

  *Course fees: $36

II. Justification and feasibility of course: This course is already in the catalog.

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

D. How often will the course be offered? Spring

E. How will the course be staffed? Present 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.)

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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
From: Department of Art
Date submitted: September 23, 2008

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

Submitted by: Dr. Cathy Caldwell

Approved by: Department Head: Cathy Caldwell
Dean of School

Reviewed by: Registrar: Tommy Reed
Vice President:

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

For advising clarity the word “Spring” will be added to the description and simplification of description.

I. Catalog description:

Number: Art 4703

Title for Catalog: Senior Project and Exhibition

*Title for Course Inventory (24 characters):

Description: Spring. Prerequisite: Junior Review, Sophomore Review. This course is required for all Graphic Design and Fine Arts Majors, an elective for Art Education majors.

Effective date or term: 2009

*Course fees: NA

II. Justification and feasibility of course: This course is already in the catalog.

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? Once a year

E. How will the course be staffed? Present 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.)

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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

From: Department of Art

Date submitted: September 23, 2008

Request for: Course change _____ x _____ Course deletion _______ Course addition

(Excluding course credit hour changes)

Submitted by: Dr. Cathy Caldwell

Approved by: Department Head: Cathy Caldwell

Dean of School

Reviewed by: Registrar: Tommy Lucas

Vice President:

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

The prerequisites of Art 3013, and 3003 will be deleted and Art 2103 and/or 2113 will be added as well as language for clarification for advising, the course is already a required course for art education major and an approved upper level art/art history elective for graphics and fine arts majors.

I. Catalog description:

Number: Art 4823

Title for Catalog: Art Criticism and Aesthetics

*Title for Course Inventory (24 characters): Art Criticism

Description: Prerequisites: Sophomore Review, Art 2103 and/or 2113. Perspectives on analyzing and interpreting works of art required for art education majors. The course may be used as an art history elective for graphics and fine arts majors.

Effective date or term: 2009

*Course fees: NA

II. Justification and feasibility of course: This course is already in the catalog.

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? Once a year

E. How will the course be staffed? Present 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:

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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
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Department of Art

Date Submitted: September 25, 2008

Type of Curriculum Change Requested: Program modification for Curriculum in Graphic Design

Submitted By: Dr. Cathy Caldwell

Approved By: Department Head: Cathy Caldwell

Dean of School: LeDunnev

Reviewed By: Registrar: Sammy Midio

Vice-President for Academic Affairs

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

   In the Junior Fall Semester, delete 3 hours of Art Elective and add 3 hours of Art Elective with the footnote 5 as follows: choose: ART 3253, ART 3303, or ART 4233;

   In the Senior Fall Semester, delete 3 hours of Art Elective and add ART 3243; and

   In the Senior Spring Semester, delete 3 hours Elective and add ART 4623.

II. Course Information

   A. Rationale for the requested change.

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

      1. Within the department requesting the change.

      2. Outside the department.

   C. Effective date or term.

   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.)

   abc 11/14/08

   pFS 12/13/08
Outline in specific detail how your proposal will alter the program (include course number and title): **Curriculum in Graphic Design**

<table>
<thead>
<tr>
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<tbody>
<tr>
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</table>

**Total Program Hours: 124**
List Department Head/Program Director Consulted: (Add to list as needed)

Indicate Support 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: 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: 17 September 2008

Request for: Course change X Course deletion Course addition

Submitted by: Drs. Ivan Still and Jackie Bowman

Approved by: Department Head: Dean of School

Reviewed by: Registrar: Vice President:

Proposed change to prerequisite for BIOL1114, Principles of Biology
Currently the prerequisites for this course require "scores of 19 or higher on the reading and science reasoning portions of the enhanced ACT; or a grade of "C" or higher in a science course". We propose the addition of a math requirement. The prerequisite would thus read: "scores of 19 or higher on the reading, science reasoning and mathematics portion of the enhanced ACT or completion of MATH0903, Intermediate Algebra, with a grade "C" or higher, or a grade "C" or higher in a science course". This math requirement is identical to that for the freshman non-majors science course CHEM1114 (Survey of Chemistry). Furthermore, national published studies have linked success in science courses to the level of math preparation at school. Therefore, implementing this math requirement will ensure an improved preparation of the enrolling student, and thus increase their chance of finishing the course with a higher grade.

Reference:
1. Matt T. Harrnston and Ann-Maureen Pliska ACT research

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):
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.)

<table>
<thead>
<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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<tr>
<td>Dr. Joe Stoeckel, Fish &amp; Wildlife</td>
<td>Yes</td>
<td>9/29/08</td>
</tr>
<tr>
<td>Ms. Phyllis Cox, HIM</td>
<td>Yes</td>
<td>9/29/08</td>
</tr>
<tr>
<td>Dr. David Bell, Education</td>
<td>Yes</td>
<td>9/29/08</td>
</tr>
<tr>
<td>Dr. Bruce Tedford, Biology</td>
<td>Yes</td>
<td>9/29/08</td>
</tr>
<tr>
<td>Dr. Tom Limperis, Mathematics</td>
<td>Yes</td>
<td>9/29/08</td>
</tr>
<tr>
<td>Dr. Jeff Robertson, Physical Science</td>
<td>Yes</td>
<td>9/29/08</td>
</tr>
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</table>

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

To: Curriculum Committee

From: Biological Sciences, Biology Program

Date submitted: September 26, 2008

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

Submitted by: Dr. Tsunemi Yamashita, Associate Professor Biology Program

Approved by: Program Director: Dr. Bruce Tedford
Department Head: Dr. Charlie Gagen
Dean of School: Dr. Richard Cohoon

Reviewed by: Registrar: Ms. Tammy Rhodes
Vice President: Dr. John Watson

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

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

Biology internship (Biol 4116) is a six-credit course that traditionally consisted of a summer work experience in the Biological Sciences (i.e., a full-time summer job). This course has been well received by students, and students have conducted internships in Optometry, Emergency Medicine, Dentistry, Physical Therapy, and other professional areas associated with the biological sciences. The minimum number of hours allowed for that internship is 400. Part-time positions in potential internship areas 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 break the Biol 4116 Internship to a 2-hour and a 4-hour credit course. This change, in addition to allowing our students the 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 during the regular academic year.

This course assists with the goals of the assessment activities of the Biology program as it allows integration of classroom activities and course work with experiences gained from “real world” activities. For example, previous physical therapy internship experiences have allowed students to integrate muscle physiology learned in physiology and anatomy classes with individually specific strategies for patient rehabilitation.

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).
In addition, the catalog description will be altered to include “permission of the internship program director” as a prerequisite for students to enroll in the course.

Table 1. Summary of internships on the ATU campus

<table>
<thead>
<tr>
<th>FW 4112/4114 Internship</th>
<th>AGBU 3993 Internship I</th>
<th>AGBU 4983 Internship II</th>
</tr>
</thead>
<tbody>
<tr>
<td>200/400 clock hours; requires internship proposal, log book, and final report</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</td>
<td>FIN (MGMT) 4063 Internship II</td>
</tr>
<tr>
<td>600 clock hours; requires $100 supervisor travel fee and written report</td>
<td>clock hours not specified; counts toward electives in major; requires log book, seminar, and term paper</td>
<td>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</td>
<td>PSY 4234 Field Placement</td>
</tr>
<tr>
<td>400 clock hours; requires portfolio and written or oral report</td>
<td>Practicum/Internship 400 hours; requires portfolio required</td>
<td>clock hours not specified; requires liability insurance</td>
</tr>
<tr>
<td>JOUR 4091-4 Internship</td>
<td>ACCT 4083-6 Internship</td>
<td></td>
</tr>
<tr>
<td>credit hours based on clock hours on job, but not specified</td>
<td>clock hours not specified; one semester, requires term paper</td>
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</tbody>
</table>

Current course description:
BIOL 4116 Biology Internship
Each semester. Prerequisite: junior or senior standing. The course will allow students to gain experience in an occupational environment. Students will be placed in positions under the direction of a faculty advisor and work supervisor with approval of the program committee. The program will emphasize application of classroom knowledge to career goals. A minimum of 400 clock hours of supervision, a written or oral report, and a portfolio are required.

Proposed course descriptions:
BIOL 4112 Biology Internship Each semester, Prerequisites: Junior or senior standing and consent of internship program director. A supervised, practical experience providing BIOL majors with a hands-on, professional experience related to their career interests. The course will allow students to gain experience in an occupational environment. Students will be placed in positions under the direction of the internship program director and work supervisor. The program will emphasize application of classroom knowledge to career goals. Approximately 200 clock hours, a proposal, a log book or journal, a summary letter from the employment supervisor, and a written report are required. A maximum of four credit hours is allowed for BIOL internship.

BIOL 4114 Biology Internship Each semester, Prerequisites: Junior or senior standing and consent of internship program director. A supervised, practical experience providing BIOL majors with a hands-on, professional experience related to their career interests. The course will allow students to gain experience in an occupational environment. Students will be placed in positions under the direction of the internship program director and work supervisor. The program will emphasize application of
classroom knowledge to career goals. Approximately 400 clock hours, a proposal, a log book or journal, a summary letter from the employment supervisor, and a written report are required. A maximum of four credit hours is allowed for BIOL internship.

List Department Head/Indicate Support: Yes ☑ No Date: 9/26/08

Program Director Consulted: Yes ☑ No Date: 26 Sept. 2008
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Biological Sciences
Date submitted: October 30, 2007

Request for: Course change______ Course deletion______ Course addition______ X______
(Excluding course credit hour changes)

Submitted by: Melinda Wilkins, HIM Program Director

Approved by: Department Head: Charles Jones
Dean of School

Reviewed by: Registrar: Lenny Lucas
Vice President:

I. Catalog description: HIM/AHS 2033 Coding Princ. for Med. Office - Prerequisites: AHS 2013, 1023, BIOL 2004, or permission of instructor. A study of medical coding using ICD-9-CM and CPT codes in the medical office. Students will be taught to evaluate patients' medical records to correctly assign both diagnostic and procedural codes required for reimbursement in the medical office setting.

Effective date or term: Fall, 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 fill a huge need in the Medical Assisting curriculum as well as offering an elective course for those Health Information Management students that are interested in a career in the medical office.

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

HIM/AHS 2033 Coding Principles for the Medical Office is to be an addition to the Medical Assisting Curriculum. This is an area identified through assessment, accreditation and certification testing as an area that requires additional training. The current courses taught on campus center on hospital coding for Health Information Management majors.

Office 11/14/08
AP FS 12/3/08
C. Is this course part of any general plan of development within your department?

Yes. The Medical Assisting Program is working to update curriculum that is in keeping with the present career environment in the field. This change will also aid in accreditation efforts by giving students the latest in ICD-9-CM and CPT coding, which they encounter routinely on the job. Medical Assisting majors are currently required to enroll in HIM 3033, the beginning coding course. However, this course focuses on hospital coding whereas medical assistants work in a medical office setting. Therefore, it is felt that the proposed course would be much more in keeping with the skills needed.

D. How often will the course be offered?

Each fall semester.

E. How will the course be staffed?

The course will be developed and taught by existing faculty. This faculty member has expertise both in the coding area as well as a Certified Medical Assistant. She previously taught Medical Transcription courses, which have been proposed for deletion due to availability on the ATU Ozark Campus. Therefore, no additional faculty are needed.

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.)

<table>
<thead>
<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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<tbody>
<tr>
<td>1. Phyllis Cox, Director Medical Assisting Program</td>
<td>Yes</td>
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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
Course: AHS/HIM 2033 Coding Principles for the Medical Office

Instructor: Chris Merle, MS, RHIA, CMA
Temporary Building #5
Phone: 968-0364
E-mail: cmerle@atu.edu
Office Hours: MW 9-11, 12-1, 3-4
F 9-11
TR By appointment

Description: A study of the principles of disease coding using the ICD-9-CM classification system and procedural coding using CPT-4 for use in the physician office. Areas emphasized during the course include: the purpose of coding, the definition of key terms, accurate application of coding principles, and methods to assure quality data.


Justification/Rationale: This course is designed to so that the student understands the purpose of coding and can correctly apply diagnosis and procedure codes in the medical office setting, ensuring quality data and keeping with the AHIMA and AAMT codes of ethics, as well as the Centers for Medicare & Medicaid Services (CMS) rules and regulations for coding and reimbursement.

Objectives:
- Validate coding accuracy using clinical information found in the health record.
- Assign diagnosis/procedure codes using ICD-9-CM.
- Assign procedure codes using CPT/HCPCS.
- Ensure office-wide adherence to compliance with regulatory requirements, including ICD-9-CM Cooperating Parties' Official Coding Guidelines, CMS Compliance Plan, and Correct Coding Initiative.

Evaluation: Grades for this course will be assigned as follows -
Exams - 75%
Lab Assignments/Homework - 25%

A PASSING GRADE MUST BE MADE IN BOTH CATEGORIES (Homework and Exams) OR THE STUDENT WILL RECEIVE AN “F” FOR THE CLASS!

At the time assignments are made, the instructor will notify students of the date they are due. Students are responsible for turning papers in on time. Late assignments will NOT be accepted.

You must contact the instructor prior to an examination if an examination will be missed. Make-up exams will be given at the discretion of the instructor and the final grade will be lowered 10% automatically.

The following grading scale will be used:
A . . . . 90-100
B . . . . 80-89
C . . . . 70-79
D . . . . 60-69
F . . . . 59 - 0

Revised 10/30/07
**Communications Devices:** Mobile communications (phone calls, text messaging, etc.) are absolutely prohibited during class. If a student is using such devices during class, he/she may be asked to leave and an absence may be incurred.

**Attendance Policy:** Students are being trained for professional positions in the health care environment. Accountability and reliability are important attributes of the successful professional. The student is expected to attend class. Excessive nonuniversity-excused absences (more than one per credit hour) will result in the student’s grade being lowered one percentage point per absence. Students with 7 absences will be dropped from class with an “F.”

Example: HIM 4033 – student is absent 4 times. Final grade is 90%. Student will receive 89% for a final grade.

**Ethics:** Unethical behavior will not be tolerated and is subject to disciplinary action or possible expulsion from the HIM program and/or TECH, as detailed in the TECH Student Handbook. Due process is outlined in the TECH Student Handbook. Each student must do his/her own work on examinations, assignments, and projects and maintain confidentiality of classroom discussions and information gained from all aspects of the educational experience, regardless of the setting. No cheating or plagiarism will be tolerated.

I may use http://turnitin.com to check any papers that you submit for grading.
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Biological Sciences

Date Submitted: October 30, 2007

Type of Curriculum Change Requested: Course credit hour change (one course will increase by an hour and another will decrease by one hour).

Submitted By: Melinda Wilkins, HIM Program Director

Approved By: Department Head: Charlie Jager

Dean of School: Kholo 11-30-07

Reviewed By: Registrar: Jimmy Klade

Vice-President for Academic Affairs

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

Lab will be deleted from HIM 3024 to become HIM 3023 and a lab will be added to HIM 4033 to become HIM 4034.

HIM 3023 Introduction to Health Information Management
Fall. Prerequisite: Admission to the HIM Program. A study of the history of health records, professional ethics, the functions of a health information department, retention of records, medical forms, health information practices, and responsibilities to healthcare administration, medical staff, and other medical professionals.

HIM 4034 Advanced Coding Principles
Spring. Prerequisite: HIM 3033. A continuation of HIM 3033, including advanced principles of coding using ICD-9-CM and CPT. Experience with coding of health records as well as DRG grouping and the administrative aspects of coding will be emphasized. Lecture three hours. Laboratory two hours.

Course fees: $10 lab fee.

II. Course Information

A. Rationale for the requested change.

Previously, Introduction to Health Information Management was a four hour course that included a lab. However, the lab activities are more appropriate for inclusion in a coding class. This change emerged from assessment. Our graduates felt the need for more hands-on coding in a lab environment as well as the HIM industry in general. More emphasis is now placed on the coding function than ever before. It is not the intention
to increase the number of hours for graduation for the HIM Program. Therefore, it is proposed to delete the lab from HIM 3024, making it HIM 3023 and add a lab to HIM 4033, making it HIM 4044. It is felt that this will better serve the needs of the HIM students.

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

1. Within the department requesting the change.

Current HIM faculty will be able to teach the courses.

2. Outside the department.

No impact 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 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. No other programs are impacted.

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

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Total Program Hours
Arkansas Tech University
Health Information Management Program

Course: HIM 3023 Introduction to Health Information Management

Instructor: Melinda Wilkins, M.Ed., RHIA
1311 North El Paso, T5
Phone: 968-0441
E-mail: mwilkins@atu.edu
Office hours: MW 1-3
TR 9-12, 1-3
Friday by appointment

Description: A study of the history of health records, professional ethics, the functions of a health information department, retention of records, medical forms, health information practices, and responsibilities to healthcare administration, the medical staff, and other medical professionals.

Prerequisite: Admission to HIM Program.


Student Workbook for above (required).

Bibliography (supplemental reading):
Journal of the American Health Information Management Association
You will receive this publication upon joining AHIMA as a student member (www.ahima.org).

Justification/rationale: This course serves as an orientation into the field of health information management. The student will be introduced into the various functions that are typical in a health information environment. In learning the technical aspects of the field, it is felt that they will have a better understanding for making management decisions.

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

Domain I: Healthcare Data
A. Subdomain: Data Structure, Content and Use
   1. Verify timeliness, completeness, accuracy, and
appropriateness of data and data sources (e.g., patient care, management, billing reports and/or databases).

Domain II: Health Information Analysis
   A. Subdomain: Healthcare Statistics and Research
      1. Abstract records for department indices/database/registries.

Domain III: Healthcare Environment
   A. Subdomain: Healthcare Delivery Systems
      2. Understand the role of various providers and disciplines throughout the continuum of healthcare services.
   C. Subdomain: Healthcare Information Requirements and Standards
      2. Perform quantitative analysis of health records to evaluate compliance with regulations and standards.
      3. Perform qualitative analysis of health records to evaluate compliance.

Domain IV: Information Technology and Systems
   A. Subdomain: Information Technology
      2. Use electronic or imaging technology to store medical records.
      5. Protect data integrity and validity using software or hardware technology.
   B. Subdomain: Health Information Systems
      1. Collect and report data on incomplete records and timeliness of record completion.
      4. Maintain integrity of patient numbering and filing systems.
      5. Design forms, computer input screens, and other health record documentation tools.

Learning Objectives:
   1. Identify key players in medical history.
   2. Compare and contrast early efforts to record medical information with today's patient record.
   3. Track the parallels between the development of health care and the development of the health record.
   4. Describe the influence of changes in the U.S. healthcare system on the health information management (HIM) profession.
   5. List the attributes of a profession and apply them to the HIM
6. Trace the development of the HIM profession.
7. Describe the benefits of membership in a professional association.
8. List and describe some of the roles of HIM professionals in today's healthcare environment.
9. Identify major milestones in the HIM profession.
10. Compare and contrast the purposes of the computer-based patient record with those of the patient record in the early 1900's.
11. Describe the impact of information technology on the HIM profession.
12. Identify the requirements for initial and continuing certification within the HIM profession.
13. Give an acceptable definition of data and information.
14. Differentiate between data and information.
15. Describe the following types of data:
   Socioeconomic
   Financial
   Clinical
   Primary
   Secondary
16. Identify those factors that are significant in the use of data.
17. Discuss the importance of data integration and clinical data management.
18. Identify the primary individuals or groups that collect and distribute data within the healthcare facility.
19. Identify key organizations external to the healthcare facility that collect and distribute data.
20. Describe how the following individuals and groups are users of data:
   Healthcare practitioners
   Payers
   Social uses
   Employers
   Judicial process
   Media
   Patients
   Planners/policy development
   Research/epidemiologists
21. Differentiate between the manual and electronic processing of data to produce appropriate health care information.
22. Describe the importance of quality data and the mechanisms and controls used to ensure quality.
23. Define confidentiality.
24. Identify concerns related to data and the protection of patient
25. Describe the purpose and sponsor of the following data sets and databases:
   Uniform Hospital Discharge Data Set
   Uniform Ambulatory Care Data Set
   Minimum Data Set for Long-Term Care and Resident Assessment Protocols
   National Cancer Data Base
   Uniform Clinical Data Set
   Hospital Discharge Databases
   ASTM E1384 Standard Content and Structure of the Computer-Based Patient Record

26. Discuss the importance of data in the care of the patient.
27. Identify the steps in the management decision-making process with particular attention in the step dealing with collection of data.
28. Describe the users of health care data and the importance of addressing the needs of each.
29. Discuss the importance of consistency and compatibility in data collection both within an institution and across the health care delivery system.
30. Explain ASTM E 1384 and its relation to the computer-based patient record and data collection.
31. Describe the concept of a universal personal identification number (UPIN) as the number that uniquely identifies the patient, provider, or practitioner, including encryption of the patient's UPIN.
32. Identify the major minimum data sets, their scope, and special features.
33. Identify the values and uses of uniform data sets.
34. Explain the major data input technologies, including their applications, strengths, and weaknesses.
35. Explain event and data validation checks and the use and value of each method.
36. Describe the general principles of forms and views design.
37. Identify the basic forms and format of the paper-based patient record.
38. Describe the role of the health information manager in data collection.

Evaluation: Grades for this course will be assigned according to performance on lab assignments, homework and exams. Each assignment/exam will be weighted appropriately. Attendance and class participation may also be taken into consideration as a part of your grade.
At the time assignments are made, the instructor will notify students of date due. Students are responsible for turning papers in on time. Assignments turned in late will be accepted, but the grade will be lowered 5% for each weekday the assignment is late.

You must contact the instructor prior to an examination if an examination will be missed. Make-up exams will be given at the discretion of the instructor and the final grade will be lowered 10% automatically.

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

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

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

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

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

Ethics: Unethical behavior will not be tolerated and is subject to disciplinary action or possible expulsion from the HIM program and/or TECH, as detailed in the TECH Student Handbook. Due process is outlined in the TECH Student Handbook. Each student must do his/her own work on examinations, assignments, and projects and maintain confidentiality of classroom discussions and information gained from all aspects of the educational experience, regardless of the setting. No cheating or plagiarism will be tolerated.

Classroom Courtesy: Please turn cell phones off during class time. It is disruptive when phones ring and not appropriate to talk on the phone or text during class time.
Arkansas Tech University
Health Information Management Program
Advanced Coding (HIM 4034) Syllabus

Course: HIM 4034 Advanced Coding Principles

Instructor: Chris Merle, MS, RHIA
1311 El Paso Avenue (Campus Building T-5)
Phone: 968-0364
E-mail: cmerle@atu.edu
Office hours: MW 12-4, F 12-2
TR by appointment

Description: A continuation of HIM 3033, dealing with advanced principles of coding using ICD-9-CM and CPT-4. Experience with coding of health records, reimbursement methodologies for inpatient and outpatient encounters, and the administrative aspects of coding will be emphasized. At least one computer software system (encoder) to assign codes will be utilized.

Prerequisite: HIM 3033.

ICD-9-CM, Hospital Version, any publisher, current year.
Basic CPT/HCPCS Coding, AHIMA, current year

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

Justification/rationale: This course serves as continuation of the basic coding course. In an ever-changing world of healthcare, the student must be given current information dealing with reimbursement issues. It is essential that the new concepts be introduced in a timely manner. Recent emphasis on Medicare fraud and abuse issues are crucial for the HIM professional.
Objectives: At the end of the course, the student will have a working understanding of the following AHIMA Domains, Subdomains, and Tasks:

**Domain 1: Healthcare Data**
Subdomain 1.a: Data Structure, Content and Use
1.a.4: Validate coding accuracy using clinical information found in the health record.

Subdomain 1.b: Clinical Classification Systems – ICD-9-CM Coding
1.b.1: Assign diagnosis/procedure codes using ICD-9-CM.

Subdomain 1.c: Clinical Classification Systems – CPT-4 Coding
1.c.1: Assign procedure codes using CPT/HCPCS.

**Domain 2: Information Technology and Systems**
Subdomain 2.a: Healthcare Statistics and Research
2.d.1: Abstract records for department indices/databases/registries.

**Domain 3: Healthcare Environment**
Subdomain 3.a: Healthcare Delivery Systems
3.a.1: Interpret and apply laws, accreditation, licensure and certification standards, monitor changes, and communicate information-related changes to others in the facility.

Subdomain 3.c: Healthcare Information Requirements and Standards
Subdomain 3.c.6: Ensure facility-wide adherence to health information services’ compliance with regulatory requirements (e.g., ICD-9-CM Cooperating parties coding guidelines, HCFA Compliance Plan, Correct Coding Initiative).

The student will also have an understanding of:
- Concurrent versus retrospective coding
- Use of Coding Clinic
- Coding Policies
- Physician Query Process
- Role of reimbursement systems in coding
- Use of encoders
- Medicare fraud and abuse, to include optimization pitfalls
Evaluation: Grades for this course will be assigned as follows -
Exams/Projects - 75%
Lab Assignments/Homework - 25%

At the time assignments are made, the instructor will notify students of
date due. Students are responsible for turning papers in on time. Late assignments
will not generally be accepted, but may be at the discretion of the instructor.

The student must contact the instructor prior to an examination if an examination will
be missed. Make-up exams will be given at the discretion of the instructor and the
final grade will be lowered 10% automatically.

The following grading scale will be used in all HIM courses:
A . . . . 92-100
B . . . . 84-91
C . . . . 75-83
D . . . . 65-74
F . . . . 64 - 0

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

Attendance Policy: Students in the Health Information Management Program are being
trained for professional positions in the health care environment. Accountability and
reliability are important attributes of the successful professional. The student is
expected to attend class. Excessive absences will be penalized by the deduction of
1% off the final grade for every absence over 1 per credit hour.

For example, in HIM 4073 (a 3-credit hour class) a student misses 4 times. His/her
final grade is 92%. The grade will be lowered by 1%, thereby giving him/her 91% in
the class and lowering the letter grade from an "A" to a "B."

Communications Devices: Mobile communications (phone calls, text messaging, etc.) are
absolutely prohibited during class. If a student is using such devices during class, he/she
will be asked to leave and an absence will be incurred.

Ethics: Unethical behavior will not be tolerated and is subject to disciplinary action or
possible expulsion from the HIM program and/or TECH, as detailed in the TECH
Student Handbook. Due process is outlined in the TECH Student Handbook. Each
student must do his/her own work on examinations, assignments, and projects and
maintain confidentiality of classroom discussions and information gained from all
aspects of the educational experience, regardless of the setting. No cheating or
plagiarism will be tolerated.
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Biological Sciences

Date Submitted: October 30, 2007

Type of Curriculum Change Requested: Deletion of Medical Transcription certificate program and associated HIM courses (HIM 2003 Beginning Medical Transcription and HIM 3003 Advanced Medical Transcription).

Submitted By: Melinda Wilkins, HIM Program Director

Approved By: Department Head: Charlie [Signature]  
Dean of School: [Signature] 11-30-07

Reviewed By: Registrar: Sammy [Signature]

Vice-President for Academic Affairs

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

Medical Transcription Certificate Program curriculum will no longer appear in the catalog. Also, core transcription courses, HIM 2003 Beginning Medical Transcription and HIM 3003 Advanced Medical Transcription, will be deleted from the catalog.

II. Course Information

A. Rationale for the requested change.

Students in the Medical Assisting Program were previously required to take HIM 2003 Beginning Medical Transcription as a component of their curriculum. However, this course is no longer required for their major. Additionally, few students (typically less than 5) enroll in the Medical Transcription Program on an annual basis. Furthermore, the ATU Ozark campus provides a Certificate Program in Medical Transcription.

It is felt that, due to a low rate of interest in this program as well as the availability of the same program within the ATU system, faculty and resources could be better utilized without the duplication of courses.

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

1. Within the department requesting the change.

The HIM faculty member that currently teaches HIM 2003 Beginning Medical Transcription and HIM 3003 Advanced Medical Transcription will be used to
teach courses for the Medical Assisting Program, currently taught by an adjunct faculty member. This move will also aid the Medical Assisting Program in accreditation efforts, as the faculty member is a Certified Medical Assistant (CMA) and would be available on campus rather than an off-campus adjunct situation.

2. Outside the department.

No impact.

B. 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:  Indicate Support for Proposal (yes/no)  Date:

(Add to list as needed)

1. Phyllis Cox, Director Medical Assisting Program

Yes  October 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 9/1/0
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Physical Sciences
Date submitted: September 23, 2008
Request for: 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, Ed.D.
Reviewed by: Registrar: Tammy Rhodes
Vice President: John Watson, Ed.D.

I. Catalog description:
   CHEM 3423
   Title for Catalog: Descriptive Inorganic Chemistry
   *Title for Course Inventory (24 characters): Descriptive Inorganic Chemistry
   Description: Prerequisite: CHEM 3264. Basic descriptive inorganic chemistry dealing in a systematic way with the elements and the structures, properties and reactions of their inorganic compounds. Topics range from coordination chemistry to organometallic chemistry to bioinorganic chemistry. Three hours of lecture.
   Effective date or term: Fall 2009 catalog
   *Course fees: none

II. Justification and feasibility of course:
   A. What is the need for this course? Who will take it? With the addition of this course both the biochemistry and general options in chemistry will now be ACS (American Chemical Society) approved. According to the Spring 2008 ACS Guidelines and Evaluation Procedures for Bachelor’s Degree Programs, “certified majors must have instruction equivalent to a one-semester course of at least three semester credit hours in each of the five major areas of chemistry: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry” (Section 5.3) Arkansas Tech Dept of Physical Sciences
currently fulfills this requirement with the exception of the inorganic course. Furthermore, this course will be required for both options and it can be used as an upper level elective for biology and ACS option chemistry 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 close the gap between what is taught in General chemistry I & II (2000 level) and Advanced Inorganic chemistry (4000 level).

C. **Is this course part of any general plan of development within your department?**
   **Explain.** The goal for this is to have all chemistry degree options now ACS approved. This will not only attract good students to the department but in turn the more advanced students will now be attracted to Arkansas Tech University.

D. **How often will the course be offered?** The plan is to offer the course in the fall semesters of every year.

E. **How will the course be staffed?** The course will be taught by the department’s inorganic faculty member. Currently, that is Gavin D. Jones, Ph.D.

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.)** This change should not affect any other department(s) only department of physical sciences.

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

1. Jeff Robertson, Ph.D.  
   QWR  
   Yes  
   2008 Sept 24

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*
Chem 3423 – Descriptive Inorganic Chemistry
Sample Syllabus

Contact Info
To be completed by my faculty.

Catalog Description
Prerequisite: CHEM 3264. Basic descriptive inorganic chemistry dealing in a systematic way with the elements and the structures, properties and reactions of their inorganic compounds. Topics range from coordination chemistry to organometallic chemistry to bioinorganic chemistry. Three hours of lecture.

Textbook(s) and Supplemental Materials
***This same textbook will be used again for CHEM 4424***

Rationale for this course
The justifications of this course are:
(1) To give the student a broad, yet thorough, understanding of inorganic chemistry.
(2) To value the scientific issues and the role of chemistry in the world today.
(3) To further develop critical thinking and problem solving skills necessary for competent scientists.

Objectives
Descriptive inorganic chemistry is considered an intermediate inorganic chemistry course such that it brings together both general chemistries I & II with advanced inorganic chemistry. The following topics will be covered: Hydrogen, Group 1 elements, Group 2 elements, Group 13 elements, Group 14 elements, Group 15 elements, Group 16 elements, Group 17 elements, Group 18 elements, d-block metals, and f-block metals. This will provide students with a thorough understanding of the entire periodic table. Moreover, the students will learn many industrial processes applicable to each group of elements.

Grading
The points for the course are earned as shown below:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100 %</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89 %</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79 %</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69 %</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59 %</td>
<td>F</td>
</tr>
</tbody>
</table>

Yes I do round up. There will be NO extra credit so don’t ask. However, I reserve the right to lower the minimum number of points for each letter grade.

Tests will be announced at least one week early. I will do my best to have the tests graded and back to you by the next class meeting.

Policies
Absences: It is in your best interest to attend all lectures. There are NO makeup exams. This class is accelerated and we will cover copious material quickly.
Academic Misconduct & Dishonesty: In accordance with the faculty and student handbooks, academic misconduct and dishonesty will NOT be tolerated under any circumstance.

Practice Problems
I do not assign homework but there are numerous practice problems throughout the chapters and at the end of the chapters. I HIGHLY suggest you practice as many as possible.

Email Notice
I will notify you via your Tech email (and/or Blackboard) about anything class related.

Note
This syllabus is subject to change.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Physical Sciences Department, Geology Program

Date submitted:

Request for: Course change ______ Course deletion ______ Course addition ______ X____

Submitted by: Dr. Jason Patton, Assistant Professor of Geology

Approved by: Department Head: Jeff Robertson

Dean of School: Alphonso 9-3-08

Reviewed by: Registrar: Sammy Riddle 9/11/08

Vice President:

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

Number: GEOL 3174

Title for Catalog: Computer Applications in Geology

*Title for Course Inventory (24 characters): Comp. Appl. in Geology

Description: Participants will focus on mastering common geotechnical, oil and gas, and Geographic Information Systems (GIS) software utilized throughout the geologic profession. Course will include techniques on GIS analysis; generating stratigraphic sections, cross-sections, structure contours, fence diagrams, rose diagrams, and other geologic documents; geologic data management.

Effective date or term: As soon as possible (Spring 2009).

*Course fees: $20.00

II. Justification and feasibility of course:

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

Recent geologic industry trends are requiring personnel with advanced computer analysis skills. The topics covered in this course will be directly tied to a typical professional geologist's technical expertise needs. This course will serve to meet the industry skill level requirements by providing ATU geology majors with significant technological advantage in the marketplace. Designed for junior level majors, skills gained from this course will also be integrated in other upper-level geology courses.

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 that teach traditional (paper) methods of generating many of these technical documents. Currently, there is no direct overlap. Successful completion of this course will allow students to apply techniques learned here to other upper-level courses, thereby widening the student’s exposure level and reinforcing their technical knowledge.

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

Geology faculty have recognized the growing need for these advanced computer analysis skills over the last several years. As such, the geology program has purchased hardware and software needed for students to acquire these skills. In addition, the program has recently hired Dr. Jason Patton to specifically meet the technical needs of the students and program. The addition of this course will further the program’s current plan by providing a formal academic setting to acquire these skills.

D. How often will the course be offered?

This course will be taught each spring semester.

E. How will the course be staffed?

Dr. Jason Patton from the Geology program will teach the course.

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 not thought that this new course offering will affect other department’s offerings in any way. As such, no other departments have been notified.

III. Integration with the assessment plan:

This course will help produce technologically proficient graduates with the computer application skills found in the geologic discipline in business and industry. It will help us evaluate our assessment goals of: (1) “producing graduates with the analytical, mathematical, laboratory, field observational, and computer skills necessary for solving problems”; and (2) “graduates will have acquired the ability to effectively conduct geological investigations.”
GEOL -3174: Computer Applications in Geology, Spring 2009

Instructor: Dr. Jason Patton, P.G.
Office: McEver 6B
Telephone: 968-0676
Email: jpatton@atu.edu
Office Hours:

Class Meeting Times: Lecture: TBA
Lab: TBA

Catalog Course Description: Participants will focus on mastering common geotechnical, oil and gas, and Geographic Information Systems (GIS) software utilized throughout the geologic profession. Course will include techniques on GIS analysis; generating stratigraphic sections, cross-sections, structure contours, fence diagrams, rose diagrams, and other geologic documents; geologic data management.

Texts: Lab Manual in development.

Justification for the course: Physical Geology serves as the foundation course for students majoring in geology and also serves to satisfy the physical science requirement in ATU’s general education program.

Course Objectives: Upon satisfactory completion of the course, students will be able to:
1. Understand primary functionality of common geologic software.
2. Understand basic principles of coordinate and projection systems, including dataset conversion between systems.
3. Perform advanced mapping and plotting in GIS environment.
4. Understand applicable data structures and techniques utilized in conversion and importation.
5. Generate common geologic documents utilized throughout geology industry.
6. Understand basic principles of three-dimensional mapping and visualization techniques.
7. Develop an awareness of critical nature of technology in advanced geologic analysis.

Grading Criteria: There will be four major projects and four assignments during this course that will constitute the entire grade. Each of the assignments will be structured such that completion of the assignment will further work on the individual projects. Completion of the assignments in a timely manner will be critical to completing each project.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Four Projects</td>
<td>75%</td>
</tr>
<tr>
<td>Four Assignments</td>
<td>25%</td>
</tr>
</tbody>
</table>

Grading Scale: 100-90% A
89-80% B
79-70% C
69-60% D
< 60% F
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/20/09</td>
<td>Introduction to Course, Syllabus</td>
</tr>
<tr>
<td>1/22/09</td>
<td>Introduction to Geographic Information Systems (GIS)</td>
</tr>
<tr>
<td></td>
<td><strong>Lab</strong>: Exploring ArcGIS Interface</td>
</tr>
<tr>
<td>1/27/09</td>
<td>GIS Data Formats and Projections</td>
</tr>
<tr>
<td>1/29/09</td>
<td>GIS Data Types: Raster vs. Vector</td>
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<tr>
<td></td>
<td><strong>Lab</strong>: Adding Data/Reprojecting</td>
</tr>
<tr>
<td>2/3/09</td>
<td>Data Creation: Point &amp; Line Shapefiles</td>
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<tr>
<td>2/5/09</td>
<td>Data Creation: Polygon Shapefiles</td>
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<tr>
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<td><strong>Lab</strong>: Project 1 - Create Geologic Map</td>
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<tr>
<td>2/10/09</td>
<td>Data Creation: Importing Text Data</td>
</tr>
<tr>
<td>2/12/09</td>
<td>Data Creation: Importing Other Data</td>
</tr>
<tr>
<td></td>
<td><strong>Lab</strong>: Importing Oil &amp; Gas Data from AR Oil &amp; Gas Commission</td>
</tr>
<tr>
<td>2/17/09</td>
<td>Data Creation: Structure Contour Map</td>
</tr>
<tr>
<td>2/19/09</td>
<td>Data Creation: GPS Data</td>
</tr>
<tr>
<td></td>
<td><strong>Lab</strong>: Collecting and importing GPS data.</td>
</tr>
<tr>
<td>2/24/09</td>
<td>Plotting/Cartography: Designing a Map</td>
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<tr>
<td>2/26/09</td>
<td>Plotting/Cartography: Advanced Map Printing</td>
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<tr>
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<td><strong>Lab</strong>: Project 2 - Final Geologic Map</td>
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<tr>
<td>3/3/09</td>
<td>Introduction to Analysis</td>
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<tr>
<td>3/5/09</td>
<td>Introduction to Analysis</td>
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<tr>
<td></td>
<td><strong>Lab</strong>: GIS Analysis Problem</td>
</tr>
<tr>
<td>3/10/09</td>
<td>Rockworks: Introduction to Rockworks Interface/Terminology</td>
</tr>
<tr>
<td>3/12/09</td>
<td>Rockworks: Rockworks Data Structure</td>
</tr>
<tr>
<td></td>
<td><strong>Lab</strong>: Create Stratigraphic Column</td>
</tr>
<tr>
<td>3/17/09</td>
<td>Rockworks: Building a Rockworks Database</td>
</tr>
<tr>
<td>3/19/09</td>
<td>Rockworks: Building a Rockworks Database</td>
</tr>
<tr>
<td></td>
<td><strong>Lab</strong>: Creating Geologic Documents</td>
</tr>
<tr>
<td>3/24/09</td>
<td><strong>Spring Break</strong></td>
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<tr>
<td>3/26/09</td>
<td>Rockworks: 3-D Plotting</td>
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<td>3/31/09</td>
<td>Rockworks: 3-D Plotting (cont.)</td>
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<td><strong>Lab</strong>: Project 3 - Rockworks</td>
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<td>4/2/09</td>
<td>Rockworks: 3-D Plotting</td>
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<td>4/7/09</td>
<td>Petra: Introduction to Petra Interface/Terminology</td>
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<tr>
<td>4/9/09</td>
<td>Petra: Data Structure</td>
</tr>
<tr>
<td></td>
<td><strong>Lab</strong>: Importing Oil &amp; Gas Data from AOGC</td>
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<tr>
<td>4/14/09</td>
<td>Petra: Stratigraphic Data</td>
</tr>
<tr>
<td>4/16/09</td>
<td>Petra: Downhole Mapping</td>
</tr>
<tr>
<td></td>
<td><strong>Lab</strong>: Creating Structure Contours &amp; Isopach Maps</td>
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<tr>
<td>4/21/09</td>
<td>Petra: Production Data in Petra</td>
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<tr>
<td>4/23/09</td>
<td>Petra: Analyzing Production</td>
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<tr>
<td></td>
<td><strong>Lab</strong>: Production Decline</td>
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<tr>
<td>4/28/09</td>
<td>Petra: Dealing with Faults</td>
</tr>
<tr>
<td>4/30/09</td>
<td>Petra: 3-D Analysis</td>
</tr>
<tr>
<td></td>
<td><strong>Lab</strong>: Project 4 - Petra</td>
</tr>
</tbody>
</table>
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Physical Science
Date submitted: October 1, 2008
Request for: Course addition (PHSC 1011); modify curricula: a) add PHSC 1011 b) delete one hr of elective (does not apply to teacher education program)
Submitted by: Linda Kondrick, Robin Lacey, and Jim Musser
Approved by: Department Head
Dean of School
Reviewed by: Registrar:
Vice President:

Rationale:
The Department of Physical Sciences has the following objectives pertaining to students majoring in the physical sciences:

1. Students will be introduced to the university environment, including people, expectations, opportunities and resources.
2. Students will be introduced to skills that increase the likelihood of success in college and career.
3. Students will be introduced to the Department of Physical Sciences, including faculty, programs, curricula and resources.
4. Students will be introduced to opportunities for physical scientists, including further study and career options.
5. Students will be introduced to skills of particular importance within the physical sciences.
6. Students will be introduced to fellow students within the physical sciences and required to work collaboratively in an effort to facilitate and establish study groups that will operate throughout the students’ college years.

Traditionally, these objectives were addressed by PHSC 1001. Beginning in Fall 2008, PHSC 1001 was modified to replace TECH 1001 for students majoring in a physical science. As such, PHSC 1001 still addresses objectives 1, 2 and 6 from the above list, but no longer addresses objectives 3, 4 and 5. We propose the addition of PHSC 1011 to address objectives 3, 4, 5, and 6. Thus PHSC 1001 will address issues of importance to all university students and PHSC 1011 will address issues of importance to majors in the physical sciences.

Note that both PHSC 1001 and PHSC 1011 will address objective 6 by nature of the course structure and the student makeup. Both courses are of particular importance for physics majors who do not typically take a physics course until their sophomore year. PHSC 1001 provides (and PHSC 1011 will provide) an important introduction and continued interaction between physics majors and between physics majors and the physics faculty during the critical freshman year.
PHSC1011, New course:

I. Catalog description:
   Continuation of PHSC 1001. Introduction to programs of study and employment opportunities for students of the physical sciences. The course emphasizes information and skills of particular importance in the physical sciences. All students majoring in programs within the Department of Physical Sciences are strongly encouraged to take this course during their first spring semester on the Arkansas Tech University campus. Lecture one hour.

Number: PHSC 1011

Title for Catalog: Orientation to Physical Science II

*Title for Course Inventory (24 characters):

Effective date or term: Spring 2010

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?
   This course meets objectives previously addressed by PHSC 1001. All students majoring in the physical sciences will take the course

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?
   The addition of PHSC 1011 restores the treatment of important material that was dropped in the modification of PHSC 1001 to replace TECH 1001.

C. Is this course part of any general plan of development within your department?
   PHSC 1011 introduces students to the department and career opportunities early in the college experience so that students can make informed career decisions and lay a foundation for success in the physical sciences.

D. How often will the course be offered?
   PHSC 1011 will be offered each spring semester.

E. How will the course be staffed?
   The addition of PHSC 1011 combined with the modification of PHSC 1001 requires the addition of one credit hour per year, which is no different than the one credit hour per year increase that would have occurred if the department had opted for the standard implementation of TECH 1001.

F. When applicable, state with which departments you have specifically coordinated this change?
   The proposal only affects the Department of Physical Science.
<table>
<thead>
<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. Jeff Robertson</td>
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<td>2008 Oct 1</td>
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Outline in specific detail how your proposal will alter the program (include course number and title): Curriculum in Chemistry (General Option)

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Total Program Hours 124
Outline in specific detail how your proposal will alter the program (include course number and title):  
**Curriculum in Chemistry (Environmental Option)**

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Outline in specific detail how your proposal will alter the program (include course number and title):  **Curriculum in Chemistry (Professional Option)**

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| Total Program Hours | 124 |
Outline in specific detail how your proposal will alter the program (include course number and title):  **Curriculum in Chemistry (Biochemistry Option)**

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<td><strong>Spring Start</strong></td>
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</table>

**Total Program Hours:** 124

*This was changed with the CHEM 3423 addition*
Outline in specific detail how your proposal will alter the program (include course number and title): **Curriculum in Geology (Professional Option)**

| Fall Start |  
| --- | --- |
| **Freshman Fall Semester** | **Freshman Spring Semester** |
| Add/Change: | Add/Change: PHSC 1011 ✓ |
| Delete: | Delete: PE Activity |
| Total Hours: | Total Hours: 17 hrs ✓ |
| **Sophomore Fall Semester** | **Sophomore Spring Semester** |
| Add/Change: | Add/Change: |
| Delete: | Delete: |
| Total Hours: | Total Hours: |
| **Junior Fall Semester** | **Junior Spring Semester** |
| Add/Change: | Add/Change: |
| Delete: | Delete: |
| Total Hours: | Total Hours: |
| **Senior Fall Semester** | **Senior Spring Semester** |
| Add/Change: PE Activity ✓ | Add/Change: |
| Delete: Elective 1 hr ✓ | Delete: |
| Total Hours: 12 ✓ | Total Hours: |

**NO SPRING START Spring Start (If applicable)**

|  
| --- |
| **Freshman Spring Semester** | **Freshman Fall Semester** |
| Add/Change: | Add/Change: |
| Delete: | Delete: |
| Total Hours: | Total Hours: |
| **Sophomore Spring Semester** | **Sophomore Fall Semester** |
| Add/Change: | Add/Change: |
| Delete: | Delete: |
| Total Hours: | Total Hours: |
| **Junior Spring Semester** | **Junior Fall Semester** |
| Add/Change: | Add/Change: |
| Delete: | Delete: |
| Total Hours: | Total Hours: |
| **Senior Spring Semester** | **Senior Fall Semester** |
| Add/Change: | Add/Change: |
| Delete: | Delete: |
| Total Hours: | Total Hours: |

**Total Program Hours 124**
Outline in specific detail how your proposal will alter the program (include course number and title): Curriculum in Geology (Environmental Option)

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<tbody>
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<th>Spring Start (If applicable)</th>
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Total Program Hours 124
Outline in specific detail how your proposal will alter the program (include course number and title): Curriculum in Physical Science (General Option)

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Total Program Hours 124
Outline in specific detail how your proposal will alter the program (include course number and title): **Curriculum in Physical Science (Physics Option)**

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|------------|---------------------------------------------------|
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| Sophomore Fall Semester | Sophomore Spring Semester  
| Add/Change: | Add/Change: Elective 3 to 2 hours ✓  
| Delete: | Delete:  
| Total Hours: | Total Hours: 17 ✓  
| Junior Fall Semester | Junior Spring Semester  
| Add/Change: | Add/Change:  
| Delete: | Delete:  
| Total Hours: | Total Hours:  
| Senior Fall Semester | Senior Spring Semester  
| Add/Change: | Add/Change:  
| Delete: | Delete:  
| Total Hours: | Total Hours:  

| Spring Start (If applicable) |  
|-----------------------------|---------------------------------|
| Freshman Spring Semester | Freshman Fall Semester  
| Add/Change: **PHSC 1011** ✓ | Add/Change:  
| Delete: | Delete:  
| Total Hours: **16 hrs** ✓ | Total Hours:  
| Sophomore Spring Semester | Sophomore Fall Semester  
| Add/Change: | Add/Change: Elective 3 to 2 hours ✓  
| Delete: | Delete:  
| Total Hours: | Total Hours: 17 ✓  
| Junior Spring Semester | Junior Fall Semester  
| Add/Change: | Add/Change:  
| Delete: | Delete:  
| Total Hours: | Total Hours:  
| Senior Spring Semester | Senior Fall Semester  
| Add/Change: | Add/Change:  
| Delete: | Delete:  
| Total Hours: | Total Hours:  

Total Program Hours 124
Outline in specific detail how your proposal will alter the program (include course number and title):  **Curriculum in Physical Science (Nuclear Option)**

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<td>Senior Spring Semester</td>
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<td>Add/Change:</td>
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<td>Total Hours: 12-15 ✓</td>
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Total Program Hours 124
Outline in specific detail how your proposal will alter the program (include course number and title): **Curriculum in Engineering Physics**

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<td><strong>Sophomore Spring Semester</strong></td>
</tr>
<tr>
<td>Add/Change:</td>
<td>Add/Change: Elective 2 to 1 hour</td>
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<tr>
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<tr>
<td><strong>Total Hours:</strong></td>
<td><strong>Total Hours: 15</strong></td>
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<td><strong>Senior Spring Semester</strong></td>
</tr>
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<td>Delete:</td>
<td>Delete:</td>
</tr>
<tr>
<td><strong>Total Hours:</strong></td>
<td><strong>Total Program Hours 124</strong></td>
</tr>
</tbody>
</table>

| **Junior Fall Semester**                        | **Junior Spring Semester**                        |
| Add/Change:                                     | Add/Change:                                      |
| Delete:                                         | Delete:                                          |
| **Total Hours:**                                | **Total Hours:**                                 |
| **Sophomore Spring Semester**                   | **Sophomore Fall Semester**                      |
| Add/Change:                                     | Add/Change: Elective 2 to 1 hour                  |
| Delete:                                         | Delete:                                          |
| **Total Hours:**                                | **Total Hours: 16 hrs**                           |

| **Junior Spring Semester**                      | **Senior Spring Semester**                        |
| Add/Change:                                     | Add/Change:                                      |
| Delete:                                         | Delete:                                          |
| **Total Hours:**                                | **Total Hours: 15**                               |
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Physical Science

Date submitted: October 1, 2008

Request for: Change in catalog description (PHSC 1001)

Submitted by: Linda Kondrick, Robin Lasey, and Jim Musser

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

Reviewed by: Registrar:
Vice President:

Rationale: PHSC 1001 has been modified to replace the university requirement of TECH 1001 for students majoring in a physical science. The proposal is to adjust the course description to reflect the modified course.

PHSC 1001, Proposed course description:
Introduction to vital university affairs, department and university resources and curriculum. The course emphasizes information and skills that increase a student's likelihood of a successful college career. All students majoring in programs within the Department of Physical Sciences are strongly encouraged to take this course during their first fall semester on the Arkansas Tech University campus. Lecture one hour.

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

1. Jeff Robertson

Indicate Support for Proposal (yes/no)

Date: 2008 Oct

2.

3.

4.

5.

/app TEC 10/23/08
/app CC 11/14/08
/app FS 12/3/08
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Physical Science

Date submitted: September 2, 2008

Request for: Course change, minor, description better fits ACTS description (Excluding course credit hour changes)

Submitted by: Dr. Linda C. Kondrick

Approved by: Department Head: Dr. Jeff Robertson
Dean of School: Dr. Richard Cohoon 9-4-08

Reviewed by: Registrar: Ms. Tammy Rhodes 9/11/08
Vice President: Dr. John Watson

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

The new description will make it more clear that all sections of the course will introduce topics in Physics and Chemistry, while topics covered in other physical science disciplines may vary. The new wording states, “An introduction to the natural laws governing the physical world, with emphasis upon the discovery and development of these laws and their effect upon man. Includes topics in physics and chemistry and may include other topics from other disciplines in physical science such as astronomy, meteorology, and/or geology.”

II. Course Information

A. Rationale.

The course description for Introduction to Physical Science, [PHSC 1013] does not reflect the topics covered. The current description states that topics in four physical disciplines will be covered. It was written prior to the institution of the Arkansas Course Transfer System (ACTS). PHSC 1013, Introduction to Physical Science, corresponds to the ACTS Course with the Index Number PHSC 1004. The ACTS description of the course only requires that topics in Physics and Chemistry be covered. Topics in other disciplines of physical science are optional and may vary. In reality, most instructors cover topics in at least one discipline other than Physics and Chemistry. The third discipline varies by instructor. This proposed change in the course catalog description is needed to insure truth in advertising.

B. Impact.

I. Within the department requesting the change there is no anticipated change with regard to staffing, budget, or space allocation.
2. Outside the department there is no anticipated impact upon other programs of study with regard to their staffing, budget, or space allocation.

C. Effective Term. Spring 2009 Summer I, 2009

D. Course Fees: none

III. Catalog description:

**Number:** PHSC 1013

**Title for Catalog:** Introduction to Physical Science

**Title for Course Inventory:** INTRO PHYSICAL SCIENCE

Description: Each Semester. 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. An introduction to the natural laws governing the physical world, with emphasis upon the discovery and development of these laws and their effect upon man. Includes topics in physics and chemistry and may include other topics from other disciplines in physical science such as astronomy, meteorology, and/or geology. May not be taken for credit after completion of two laboratory courses in the physical science disciplines. Lecture three hours. Note: To enroll in an internet section of this course, the prerequisite COMS 1003 or equivalent is required.
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Physical Science
Date submitted: September 3, 2008
Request for: Course change, minor, prerequisites for internet sections PHSC/Biol 3213
Submitted by: Dr. Linda C. Kondrick
Approved by: Department Head: Dr. Jeff Robertson
Dean of School: Dr. Richard Cohoon

Reviewed by: Registrar: Ms. Tammy Rhodes
Vice President: Dr. John Watson

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

The additional requirement for internet sections of the course states that: "To enroll in an internet section (TC1 or AT1) of this course, the prerequisite COMS 1003 or equivalent is required."

II. Course Information

A. Rationale.
   This is a minor course. The current course catalog description has not been amended since internet sections of this course were added to the course offerings. In consideration of students considering this option, it is necessary to note those requirements which are particular to students enrolling in the internet sections of the course. These additional requirements are the same as those added to other courses in the Department of Physical Science that are offered in an internet format, such as PHSC 1013, and PHSC 021.

B. Impact.
   1. Within the department requesting the change there is no anticipated change with regard to staffing, budget, or space allocation.

   2. Outside the department there is no anticipated impact upon other programs of study with regard to their staffing, budget, or space allocation.

C. Effective Term. Spring 2009 Summer I, 2009

D. Course Fees: $10.00

[Signatures]
III. Catalog Description:

**Number:** PHSC(BIOL) 3213

**Title for Catalog:** Science Education in the Elementary School

**Title for Course Inventory:** SCI EDUC IN ELEM SCHOOL

**Description:** Each semester. Prerequisites: Junior standing, ECED 2001, ECED 2002, and at least six credit hours in science. An overview of the most recent and research-based strategies and techniques for planning, teaching, and assessing elementary science. Inquiry-based methods and other constructivist approaches as described in the National Science Education Standards will be emphasized. Design and execution of learning activities for an elementary school setting are required. Lecture two hours, laboratory two hours; three credit hours. $10 laboratory fee. Note: To enroll in an internet section of this course, the prerequisite COMS 1003 or equivalent is required.

One of these prerequisite courses is required:

*COMS 1003, EDM 3013, or equivalent.*
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee
From: Department of Physical Sciences
Date submitted: September 23, 2008

Type of Curriculum Change Requested: Program change to Chemistry - General Option and Chemistry – Biochemistry Option degrees

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

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

Reviewed by: Registrar: Tammy Rhodes
Vice President: John Watson, Ed.D.

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

II. Course Information

A. Rationale for the requested change.
With the addition of this course both the biochemistry and general options in chemistry will now be ACS (American Chemical Society) approved. According to the Spring 2008 ACS Guidelines and Evaluation Procedures for Bachelor’s Degree Programs, “certified majors must have instruction equivalent to a one-semester course of at least three semester credit hours in each of the five major areas of chemistry: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry” (Section 5.3) Arkansas Tech Dept of Physical Sciences currently fulfills this requirement with the exception of the inorganic course. In addition, the general option in chemistry will now require specifically a chemistry elective (see attached degree form). Furthermore, this course will be required for both options and it can be used as an upper level elective for biology and ACS option chemistry majors.

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

1. Within the department requesting the change.
The only negative impact is that the Physical Sciences department will have to pick up the four credit hours with an instructor for one section of CHEM 2124.

2. Outside the department.
There is no known negative impact outside the department.

APROVE 11/14/08
OFF 5/12/08
C. Effective date or term: Fall 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.) This change should not affect any other department(s) only department of physical sciences.

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

1. Jeff Robertson, Ph.D.  yes  2008 Sept 26

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
Chem 3423 – Descriptive Inorganic Chemistry
Sample Syllabus

Contact Info
To be completed my faculty...

Catalog Description
Prerequisite: CHEM 3264. Basic descriptive inorganic chemistry dealing in a systematic way with the elements and the structures, properties and reactions of their inorganic compounds. Topics range from coordination chemistry to organometallic chemistry to bioinorganic chemistry. Three hours of lecture.

Textbook(s) and Supplemental Materials
***This same textbook will be used again for CHEM 4424***

Rationale for this course
The justifications of this course are:
(1) To give the student a broad, yet thorough, understanding of inorganic chemistry.
(2) To value the scientific issues and the role of chemistry in the world today.
(3) To further develop critical thinking and problem solving skills necessary for competent scientists.

Objectives
Descriptive inorganic chemistry is considered an intermediate inorganic chemistry course such that it brings together both general chemistries I & II with advanced inorganic chemistry. The following topics will be covered: Hydrogen, Group 1 elements, Group 2 elements, Group 13 elements, Group 14 elements, Group 15 elements, Group 16 elements, Group 17 elements, Group 18 elements, d-block metals, and f-block metals. This will provide students with a thorough understanding of the entire periodic table. Moreover, the students will learn many industrial processes applicable to each group of elements.

Grading
The points for the course are earned as shown below:

Exams (3-4 total)
Final (Comprehensive)
Homework (10 assignments)

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<tr>
<td>80 - 89 %</td>
<td>B</td>
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<td>C</td>
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<tr>
<td>60 - 69 %</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59 %</td>
<td>F</td>
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</table>

Yes I do round up. There will be NO extra credit so don’t ask. However, I reserve the right to lower the minimum number of points for each letter grade.

Tests will be announced at least one week early. I will do my best to have the tests graded and back to you by the next class meeting.

Policies
Absences: It is in your best interest to attend all lectures. There are NO makeup exams. This class is accelerated and we will cover copious material quickly.
Academic Misconduct & Dishonesty: In accordance with the faculty and student handbooks, academic misconduct and dishonesty will NOT be tolerated under any circumstance.

Practice Problems
I do not assign homework but there are numerous practice problems throughout the chapters and at the end of the chapters. I HIGHLY suggest you practice as many as possible.

Email Notice
I will notify you via your Tech email (and/or Blackboard) about anything class related.

Note
This syllabus is subject to change.
# CHEMISTRY-BIOCHEM OPTION

## FRESHMAN

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## JUNIOR

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Starting in Spring

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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
## CHEMISTRY - General Option

### Freshman

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Starting in Spring

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### Sophomore

### Junior

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### Senior
Karen Riddell

From: Jeff Robertson [jrobertson@atu.edu]
Sent: Monday, December 15, 2008 8:25 AM
To: kriddell@atu.edu
Subject: Re: Catalog Changes

CHEM (gen)
1. move Freshman Spring PE to Junior Spring.
2. Add PHSC 1011 to Freshman Spring
3. Reduce Elective by 1 hour in Junior Spring.

CHEM (BIO)
1. Add PHSC 1011 to Freshman Spring
2. Reduce Senior Spring elective by 1 hour.

Karen Riddell wrote:
> Dr. Robertson,
>
>
> I have a question regarding the curriculum changes for the 2009-2010
> catalog. In the proposal adding the CHEM 3423 Descriptive Inorganic
> Chemistry to the Chemistry (Biochemistry and General options), the
> PHSC
> 1011 was left out of the matrices. When I add this class in, it puts
> these programs at 125 hours. Where do you want me to deduct the extra hour?
>
>
> Thanks.
>
>
> Karen Riddell
>
> Academic Affairs
>
> Arkansas Tech University
>
> Administration 200
>
> Phone: 479-968-0319
>
> Fax: 479-968-0644
>
> kriddell@atu.edu <mailto:kriddell@atu.edu>
>
> /This communication and any files or attachments transmitted with it
> may contain information that is confidential, privileged and exempt
> from disclosure under applicable law. This communication is intended
solely for the use of the individual or entity to which it is addressed. If you are the intended recipient of this information, please treat it as confidential information and take all necessary action to keep it secure.

If you are not the intended recipient, you are hereby notified that any use, dissemination, forwarding, or copying of this communication is strictly prohibited. If you have received this communication in error, please notify the sender at once so that appropriate action may be taken to protect the information from further disclosure.

Jeff Robertson, Ph.D.  Arkansas Tech University
jrobertson@atu.edu Department of Physical Sciences
http://cosmos.atu.edu 1701 N. Boulder
Phone: (479) 964-0548 Russellville, AR 72801-2222 Fax: (479) 964-0837
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Physical Science
Date submitted: September 4, 2008
Request for: Program, change in Physics Course requirements
Submitted by: Dr. Linda C. Kondrick
Approved by: Department Head: Dr. Jeff Robertson
Dean of School: Dr. Richard Cohoon
Reviewed by: Registrar: Ms. Tammy Rhodes
Vice President: Dr. John Watson

I. Catalog description: Not applicable. There are no changes proposed to any course in the program leading to teacher licensure in Physical and Earth Science.

II. Justification of proposed changes in program requirements.

A. Curriculum in Physical Science and Earth Science for Teacher Licensure is for students who wish to teach physical science, physics, or earth science in a secondary school setting.

B. The Department of Physical Sciences offers two options in its introductory level physics courses. One option is Physical Principles I and II, a sequence of two algebra-based courses and their companion labs: PHYS 2114/2000 and 2124/2010. The other is General Physics I and II, a sequence of two calculus-based courses and their companion labs: PHYS 2114/2000 and 2124/2010. The present physics requirement for this major is the calculus-based option only. This proposal would allow students to choose the algebra-based option.

C. This plan is part of an effort to attract and retain more students in a physical science major and accelerate their progress toward degree completion. Students in this secondary education program must generally wait an additional year before taking their Physics classes because of the difference in the math prerequisites for each set of options. The algebra-based option requires MATH 1113, College Algebra, as a prerequisite; the calculus-based option requires MATH 2924, Calculus II, as a prerequisite. This means that students who take Algebra as a Freshman and Calculus as a Sophomore are not eligible for the sophomore-level calculus-based physics course until their junior year.

D. Teacher candidates who intend to teach AP Physics at the secondary level may benefit from taking the calculus-based physics course. However, there is a greater demand for teachers of algebra-based physics courses in high school.
Program Change: Secondary Education Physical/Earth Science

such as: 8th Grade Earth Science, 9th Grade Physical Science, and 12th Grade Physics. Teacher candidates who intend to teach at this level would be better served by taking an algebra-based physics course.

E. This proposed change has been coordinated with the School of Education whose program will be affected by the proposed changes.

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PROPOSAL FOR COURSE ADDITION

To: Curriculum Committee and Graduate Council
From: Department of Mathematics
Date submitted:

Request for: Course Creation
Submitted by: Vrege Amirkhanian, Ph.D.; Marcel B Finan, Ph.D.
Approved by: Department Head: Tom Limeris
Dean of School: Wally Hoefler
Reviewed by: Registrar: Tommy Clark
Vice President:

I. Catalog description: *Introduction to Partial Differential Equations.* This course is an introduction to partial differential equations with emphasis on applications to physical science and engineering. Analysis covers the equations of heat, wave, diffusion, Laplace, Dirichlet and Neumann equations. Course is suitable for senior level or first year graduate students in Mathematics, Physics, and Engineering.

Number: MATH 4343/5343
Course Prerequisite: MATH2934/MATH3243
Title for Catalog: Introduction to Partial Differential Equations

*Title for Course Inventory: Introduction to PDE

Description: This course is an introductory course for partial differential equations. Topics that will be covered include: First order partial differential equations, the method of characteristics. Classification of second order PDE's: parabolic, elliptic, and hyperbolic. The canonical form. Boundary value problems with applications to physical sciences and engineering. Analysis of the wave, heat, and Laplace equations. Application of Fourier Series.
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 the theory of partial differential equations and its applications. The course is also used by graduate engineering majors to meet certain degree requirements. The addition of this course to the catalog is necessary for many reasons: A course in PDE is important for math majors who want to either pursue a profession in industry or pursue a graduate study in applied mathematics. Additionally, engineering students will be exposed to various equations in the field such as the equations of heat, wave, Laplace's and Dirichlet equations.

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 a course in partial differential equations serves both students in mathematics and engineering. This course further broadens the variety of courses offered by the mathematics department. There would be no overlap with other courses offered by the department. Partial differential equations acts as a valuable companion to ordinary differential equations in the sense that both serve as valuable topics for applications in the physical sciences and engineering.

C. Is this course part of any general plan of development within your department?
Without doubt, this course adds greater depth and breadth to the courses already offered by the department.

D. How often will the course be offered?
This course will be offered every spring semester.

E. How will the course be staffed?
The course will be taught by current faculty. No additional resources are required.

F. When applicable, state with which department you have specifically Coordinated this change?
Department of Electrical Engineering        Dept Head: Dr. Ronald Nelson
Department of Mechanical Engineering      Dept Head: Dr. John Krohn
Graduate Course Description

*MATH 5343 Introduction to Partial Differential Equations.* This is an introduction to partial differential equations. Topics include: First order partial differential equations, the method of characteristics. Classification of second order PDE's: parabolic, elliptic, and hyperbolic. The canonical form. Boundary value problems with applications to physical sciences and engineering. Analysis of the wave, heat, diffusion, Laplace, Dirichlet and Neumann equations. Application of Fourier theory. Course is suitable for senior level or first year graduate students in mathematics, physics and engineering.
Course Assessment

This course is mainly a required course for the Master's program offered by the Engineering departments at Arkansas Tech University. As a result, course assessment can be conducted by the departments at their own discretion. The department of Mathematics will count it as an elective course for students majoring in mathematics. Without doubt, this course will add strength and diversity to our program in the area of applied mathematics.
Course Description: This course is an introduction to partial differential equations (PDEs) with a special focus on the significance of characteristics, solutions by Fourier series, integrals and transforms, properties and physical interpretations of solutions, and a transition to the modern function space approach to PDEs. The course begins with first-order linear and quasi-linear PDEs and the role of characteristics in the existence and uniqueness of solutions. Canonical forms are discussed for the linear second-order equation, along with the Cauchy problem, existence and uniqueness of solutions, and characteristics as carriers of discontinuities in solutions. Fourier series, integrals, and transforms are followed by their rigorous application to wave and diffusion equations as well as to Dirichlet and Neumann problems. In addition, solutions are viewed through physical interpretations of PDEs.

Prerequisites: MATH 2934 and MATH 3243


Bibliography

Course Objective
In the end of the course, a student:
- Can classify the partial differential equations and define the solution methods;
- Can define the canonical forms of partial differential equations;
- Can investigate the continuous dependence to the initial values of the Cauchy Problem for the wave equation by D'Alambert Formula;
- Can explain how the solution of the wave equation be affected from the alterations done inside or outside the domain by determining it at a point;
- Can expand a function to the Fourier Series and investigate its convergence;

Course Content
- General solution of the first order linear partial differential equations with
two variable and Cauchy Problem for this equations;
• General solution of the first order quasi-linear partial differential equations with two variable and Cauchy Problem for this equations;
• Reduction of the second order linear partial differential equations with two variable to the canonical form and classification of them;
• Wave, heat, and Laplace’s equations;
• Cauchy Problem for wave equation and dAlambert formula;
• Fourier Series and the criterions for the convergence of this series;
• Solution of the initial and boundary value problems with Fourier Series;
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Mathematics Department
Date Submitted: September 30, 2008
Request for: Course change
Math 3033 Methods of Teaching Elementary Mathematics
Submitted by: Dr. Kathy Pearson
Assistant Professor of Mathematics
Approved By: Department Head: Dr. Tom Limperis
Dean of School: Dr. William Hoefer
Reviewed by: Registrar: Ms. Tammy Rhodes
Vice President: Dr. John Watson

This is a request to add a prerequisite of admission to Stage II to the existing prerequisite (Math 2043) for Math 3033, Methods of Teaching Elementary Mathematics.

Rationale:

Math 3033 is a course emphasizing the content and research-based instructional pedagogy for grades K – 6. Although Math 3033 is placed in the second semester of the junior year in the curriculum for Early Childhood Education, there has been a recent trend over the past few years of students enrolling in their sophomore year. Many of these students have not successfully completed their Praxis I and/or ECED 2001 (Introduction to Early Childhood Education and/or ECED 2002 (Field-Based Seminar in Early Childhood), all of which are required for admission to Stage II.

As the only course designed to prepare students to teach mathematics in an elementary and middle school setting, there is much ground to cover in a 3 hour course. This change will provide a level of maturity and background that will enhance student learning in this course.
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<tr>
<td>2. V. Carole Smith MLED</td>
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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

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

To: Curriculum Committee
From: Department of Mathematics
Date submitted: 9/30/08

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

Submitted by: Tom Limperis

Approved by: Department Head: Tom Limpers
Dean of School: William Hoefler

Reviewed by: Registrar: Tammy Rhodes
Vice President: John Watson

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

I. Modify course corequisite for MATH 3243, Differential Equations I, from corequisite
MATH 2934, to prerequisite MATH 2924.

II. Justification: Currently, Electrical Engineering students are advised to take the course MCEG
2113 in the same semester as MATH 3243. Since differential equations are used often in
MCEG 2113, prior knowledge of the subject is desirable. This change would allow
Electrical Engineering students to take the course MATH 3243 Differential Equations I
the semester before enrolling in MCEG 2113. This prerequisite change in will not change
the content of the course MATH 3243.

Note: Approval of this proposal should be contingent upon approval of the proposal,
submitted by the Electrical Engineering Department, to change the position of the courses
MATH 2934 and MATH 3243 in their program.

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app FS 12/3/08
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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 CURRICULUM CHANGE

To: Curriculum Committee
From: Department of Mathematics

Date submitted:
Request for: Program Modification
Submitted by: Tom Limperis

Approved by: Department Head: Tom Limperis
Dean of School: William Hoefler

Reviewed by: Registrar: Tammy Rhodes
Vice President: John Watson

I. Change the computer science requirement for the MATH majors from COMS 2104, Foundations of Computer Programming I, to COMS 2803, Programming in C or COMS 2104.

II. Justification: The course COMS 2104 is designed as a beginning programming course for computer science majors. The course COMS 2803 is designed for non computer science majors and meets the math department assessment program learning objectives for computer programming languages.

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

1. Ron Robinson yes 9/30/08

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

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

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Total Program Hours: 124
PROPOSAL FOR CURRICULUM CHANGE

To: Curriculum Committee
From: Department of Mathematics
Date submitted:
Request for: Program Modification
Submitted by: Tom Limperis
Approved by: Department Head: Tom Limperis
Dean of School: William Hoeffer
Reviewed by: Registrar: Tammy Rhodes
Vice President: John Watson

I. Change the computer science requirement for the MAED major from COMS 2104,
   Foundations of Computer Programming I, to COMS 2803, Programming in C or COMS 2104.

II. Justification: The course COMS 2104 is designed as a beginning programming course for
   computer science majors. The course COMS 2803 is designed for non computer science
   majors and meets the math department assessment program learning objectives for
   computer programming languages.

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

1. Ron Robinson yes 9/30/08

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

Outline in specific detail how your proposal will alter the program (include course number and title):
<table>
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<th>Fall Start</th>
<th>Spring Start (If applicable)</th>
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