AGENDA
FACULTY SENATE
Wednesday, November 8, 2006
3:00 p.m., Pendergraft 300 North

I. Call to Order
   A. Approval of the minutes of the October 11, 2006, meeting

II. New Business
   A. "Ad hoc" Committee Report on Course Evaluation Form – Dr. Hamm

   B. Curricular Items
      1. Department of Emergency Administration and Management
         a. delete EAM 3043, The Politics of Disaster, from the course descriptions;
         b. change the course number for EAM 4201-15, Externship, to EAM 3206, Externship, and modify the course description;
         c. add EAM 3243, Introduction to Terrorism, to the course descriptions;
         d. add EAM 3133, Applied Principles of Personnel Management, to the course descriptions;
         e. delete the Interdisciplinary Core Sociology and Environmental options from the Curriculum in Emergency Administration and Management and modify the curriculum; and
         f. reduce the number of hours required for the minor in Emergency Administration and Management from 21 hours to 18 hours and modify the curriculum as follows: delete EAM 3003, Developing Emergency Management Skills, EAM 3013, Public Policy Issues in Emergency Management, EAM 4023, Information Technology and Emergency Management, EAM 4033, Emergency Management Research Methods/Analysis, and EAM 4043, Disaster and Emergency Management Ethics; delete the notation that EAM 4993 may be used as a substitute for one of the indicated courses; and add twelve hours of upper division EAM Core Classes.

      2. Department of Professional Studies
         a. add PS 3023, Professional Communications, to the course descriptions;
         b. modify the course description for PS 4006, Capstone Project; and
         c. modify the curriculum in Professional Studies as follows: delete ECON 2003, Principles of Economics I, PSY 2003, General Psychology, and SOC 1003, Introductory Sociology, as general education social sciences requirements; replace BUAD 3023, Business Communications, with PS 3023, Professional Communications; and modify footnote 1 to read "See appropriate alternatives or substitutions in the General Education Requirements on page 82."

      3. Department of Art
         a. modify the course description for ART 3803, Introduction to Printmaking; and
         b. add ART 3903, Introduction to Fiber Arts, to the course descriptions.

4. Department of Nursing
   a. add NUR 4903, Synthesis of Clinical and Theoretical Nursing, with a $40 testing fee to the course descriptions; and
   b. change the course number for NUR 4806, Practicum in Nursing IV – Nursing in the Community, to NUR 4804, Practicum in Nursing IV – Nursing in the Community, and modify the course description; and modify the Curriculum in Baccalaureate Nursing as follows: delete NUR 4806, Practicum in Nursing IV – Nursing in the Community; add NUR 4804, Practicum in Nursing IV – Nursing in the Community; add NUR 4903, Synthesis of Clinical and Theoretical Nursing; and modify the text on page 180 to change NUR 4806, Practicum in Nursing IV – Nursing in the Community, to NUR 4804, Practicum in Nursing IV – Nursing in the Community.

5. Department of Physical Sciences
   a. modify the prerequisite for CHEM 3344, Principles of Biochemistry, from Prerequisite: CHEM 3254, Fundamentals of Organic Chemistry, to Prerequisites: CHEM 3254, Fundamentals of Organic Chemistry, and BIOL 1014, Introduction to Biological Science, or BIOL 1114, Principles of Biology; and
   b. modify the Curriculum in Physical Science (General Option, Physics Option, Nuclear Physics Option, and Engineering Physics option) as follows: delete COMS 2003, Microcomputer Applications.

6. Department of Computer and Information Science
   a. delete the following courses from the course descriptions:
      COMS 1201, Introduction to Spreadsheets;
      COMS 1301, Introduction to Word Processing;
      COMS 1401, Introduction to Database Systems;
      COMS 1521, Computer-Aided Design Graphics;
      COMS 1561, Presentation Graphics;
      COMS 1903, Applied Computer Graphics;
      COMS 2723, PC Computer Architecture and Operating Systems;
      COMS 3033, Application Program Development I; and
      COMS 3043, Application Program Development II; and
   b. modify the Curriculum in Computer Science as follows: delete PHYS 2114, General Physics I, and PHYS 2124, General Physics II; and replace with Science Sequence I and II with footnote 3 "May be satisfied by any one-year science sequence that requires a lab in each course, excluding biological science courses."

7. Department of Parks, Recreation, and Hospitality Administration
   a. change the prerequisite for RP 3783, Turfgrass Management: Basic Chemical Usage, from Prerequisite: CHEM 1114, A Survey of Chemistry, to Prerequisites: BIOL 2134, Principles of Botany, and CHEM 1114, A Survey of Chemistry;
   b. change the prerequisite for RP 4773, Turfgrass Management: Climatic Regions and Cultivars, from Prerequisite: AGSS 2014, Soils, to Prerequisites: AGSS 2014, Soils, BIOL 2134, Principles of Botany, and CHEM 1114, A Survey of Chemistry;
   c. change the title of the Park Administration Emphasis to Natural Resource Emphasis; modify the text on page 216 as outlined; and modify footnotes 2 and 3; and
   d. modify the Turf Management Emphasis as follows: add RP 2033, Recreation Leadership; and delete SPH 2003, Public Speaking.

C. General Education Goals – recommendations from Curriculum Committee

III. Old Business
    A. Inappropriate Grades
    B. Report by Sub-Committee reviewing the Sexual Harassment Policy

IV. Open Forum

V. Announcements and Information Items

VI. Adjournment

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Emergency Administration and Management

Date submitted: September 25, 2006

Request for: Course change_____Course deletion___x_____Course addition_____
(Excluding course credit hour changes)

Submitted by: Robert M. Schwartz

Approved by: Department Head: _____
               Dean of School: _____ 09-25-06

Reviewed by: Registrar:_____
               Vice President: _____

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

Delete: EAM 3043 The Politics of Disaster

This course is being deleted due to the content being covered in EAM 3013, Public Policy Issues in Emergency Management.

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):

       Description:

       Effective date or term:

       *Course fees:

II.   Justification and feasibility of course:

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

app CC 10/25/06

app FS 11/8/06

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

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

D. How often will the course be offered?

E. How will the course be staffed?

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

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1.		
2.		
3.		
4.		
5.		

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

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

*Updated 8/1/04
**Updated 9/1/05

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Emergency Administration and Management

Date submitted: September 25, 2006

Request for: Course change___x_____Course deletion_____Course addition_____
(Excluding course credit hour changes)

Submitted by: Robert M. Schwartz

Approved by: Department Head: _____
Dean of School: _____ 04-25-06

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: (AS IT WILL APPEAR IN THE CATALOG).

EAM 3206 Externship
Prerequisites or corequisites: EAM 1003 and 1013 or consent of instructor. This course should be completed by the end of the junior year. Students will enroll in this course, pay the regular tuition and fees, and complete an assessment portfolio documenting their experience and training totaling 150 contact hours. No more than 100 contact hours of FEMA study courses can be applied. At least 50 hours of training or related activities must be included. This course is graded Pass/Fail.

Number: EAM 3206

Title for Catalog: Externship

*Title for Course Inventory (24 characters): Externship

Description:
This course is to give students additional experience and training out of the traditional classroom. Students should be working on their externship experiences before actually enrolling in the class. A maximum of 100 contact hours of FEMA independent study courses can be applied. In addition, a minimum of 50 hours of specialized training or related activities must be included. Students should confirm experiences with the Externship Coordinator. Documentation must be

app CC 10/28/06
app FS 11/8/06

submitted in a portfolio for review by the Coordinator. Grading is on a Pass/Fail basis. Externship should be completed by the end of the junior year and the course is not intended to be taken concurrently while enrolled in Internship (EAM 4106).

Effective date or term: ~~Spring 2007~~ June, 2007

*Course fees: Regular tuition

II.   Justification and feasibility of course:

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

All EAM majors presently take Externship (EAM 4201-15) for 15 credit hours as a variable credit course. EAM 4201-15 will convert to EAM 3206.

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

Since this is a course modification, there are no overlaps with other courses offered in the department.

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

This course will change from 15 to six credit hours. By reducing the number of credit hours, students will take three additional EAM core classes to give them a stronger background in emergency management. Additionally, the grading will change from a letter grade to a Pass/Fail basis. Grading has been based on the successful completion of the portfolio and documentation. It is difficult to assign a grade based on training exercises.

D. How often will the course be offered?

Every fall and spring semester.

E. How will the course be staffed?

This class can be taught by any of the EAM 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.)

Not applicable.

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1.		
2.		

3.

4.

5.

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

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

This course addresses one of the core competencies required of EAM majors. One of the main goals of this department is to prepare students with a background in emergency management. The experiences and training received in this course gives them a broader background for their careers. Assessment of EAM courses partially involves applications of knowledge, skills, and abilities.

*Updated 8/1/04
**Updated 9/1/05

CURRICULUM CHECKLIST
FOR EDITING CURRICULAR CHANGE PROPOSALS

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

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

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

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

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

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

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

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

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

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

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

All of the above items have been checked.

_____   _____
        Department Head   Date

*Added 9/1/05

Course Outline
Emergency Administration and Management
COURSE NUMBER: EAM 3206

COURSE TITLE: EAM Externship

INSTRUCTOR: Dr. Robert M. Schwartz
Office Hours: 9 – 11am and 1 – 3pm Monday through Friday
221 Bryan Hall
Russellville, AR 72801
(479) 968-0316 (office)
(479) 356-2092 (Department)
(479) 356-2091 (fax)
robert.schwartz@atu.edu

CATALOG DESCRIPTION:

EAM 3206. Externship. Prerequisites or corequisites: EAM 1003 and 1013 or consent of instructor. This course should be completed by the end of the junior year. Students will enroll in this course, pay the regular tuition and fees, and complete an assessment portfolio documenting their experience and training totaling 150 contact hours. No more than 100 contact hours of FEMA study courses can be applied. At least 50 hours of training or related activities must be included. This course is graded Pass/Fail.

COURSE DESCRIPTION:

This course is to give students additional experience and training out of the traditional classroom. Students should be working on their externship experiences before actually enrolling in the class. A maximum of 100 contact hours of FEMA independent study courses can be applied. In addition, a minimum of 50 hours of specialized training or related activities must be included. Students should confirm experiences with the Externship Coordinator. Documentation must be submitted in a portfolio for review by the Coordinator. Grading is on a Pass/Fail basis. Externship should be completed by the end of the junior year and the course is not intended to be taken concurrently while enrolled in Internship (EAM 4106).

TEXT:

No text is required.

JUSTIFICATION:

The externship is required to complete the Emergency Administration and Management Degree from Arkansas Tech University.

COURSE OBJECTIVE:

This course is designed to make the Emergency Administration and Management Degree well rounded by requiring students to take part in onsite, offsite, and/or training opportunities that focus on application rather than theory.

HOW COURSE MEETS GENERAL EDUCATION REQUIREMENTS:

According to the University catalog, there are ten general education requirements for students who earn degrees at Arkansas Tech University. In support of these objectives this course addresses the following general education objectives:

1. The student will listen attentively, and read, write, and speak clearly and effectively.
2. The student will demonstrate basic competency in accessing, processing, and presenting information through computer technologies.

COURSE POLICIES:

Professional Conduct

1. Do your own work; cheating and plagiarism will not be tolerated. Students found cheating or plagiarizing will receive a zero on that assignment and receive appropriate disciplinary action.

2. Be punctual and professional for any training activity either on or off campus. Remember, you are representing Arkansas Tech University and the Emergency Administration and Management Program.

COURSE CONTENT

Course Credit Requirements

Students will develop an externship folder that will become part of your personal portfolio that is required for EAM 4106. This folder will include all externship-training certificates adequate for the number of hours enrolled. For example, each EMI (FEMA) independent study course is normally 10 contact hours of training; however courses may be fewer than or greater than 10 contact hours. EMI courses completed as part of another EAM course **CANNOT** be used for externship credit. All other approved courses are credited one contact hour for every hour of training. **NO MORE THAN 100 CONTACT HOURS OF FEMA STUDY COURSES CAN BE APPLIED. AT LEAST 50 HOURS OF TRAINING OR RELATED ACTIVITIES MUST BE INCLUDED.** EAM 3206 requires 150 contact hours of training.

Training **MUST** follow the guidelines outlined in the catalog description. See the following link for an example of the types of activities that can be included and the required format for preparing your externship portfolio http://commed.atu.edu/EAM/EAM/portfolio.pdf. Students will be responsible for maintaining their own documentation for their training activities.

COURSE ASSESSMENT:

Grades

The student's grade will be determined based on the content of the hours of training and the quality of the externship portfolio submitted. Eighty (80) percent of the grade will be based on the experience and training content and twenty (20) percent on the quality of the externship portfolio. Factors used in assessing the experience/training content include the quality of the experience/training, completion of the required contact hours, and scores on the comprehensive exam if applicable. Factors used in assessing the portfolio include compliance with the required format, accuracy, and completeness of the information.

90% - 100% = A
80% - 89% = B
70% - 79% = C
66% - 69% = D
 0 - 65% = F

Due Dates

You must check in by e-mail that you are enrolled in the class on mm/dd/yy. The last day to register or drop this class is mm/dd/yy. If you have not checked in, you will be dropped from the class.

Your portfolios will be due in **hard copy by mm/dd/yy**. If your portfolio is not turned in by this date, you will have points deducted as it will be considered late. **No electronic submissions will be accepted.**

BLACKBOARD TECHNICAL ASSISTANCE: http://etech.atu.edu
                    1-800-582-6953   annette.stuckey@atu.edu

Revised: September 15, 2006

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Emergency Administration and Management

Date submitted: September 25, 2006

Request for: Course change_____Course deletion_____Course addition __x_____
(Excluding course credit hour changes)

Submitted by: Robert M. Schwartz

Approved by: Department Head: _____
Dean of School: _____ 09-25-06

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: (AS IT WILL APPEAR IN THE CATALOG).
EAM 3243 Introduction to Terrorism
Prerequisites or corequisites: EAM 1003 and 1013 or consent of instructor. This course is an overview of terrorism in which students will explore various aspects of terrorism in a Post 9/11 world leading to a basic understanding of a global phenomenon. Subject matter will include the history of terrorism, its strategies, and why those strategies are effective. The student will examine the psychology of fundamentalist religious movements and extreme political organizations. While studying the effects of terrorism the student will examine governmental concerns, preparedness and response operations and the politics of dealing with terrorism.

Number: EAM 3243

Title for Catalog: Introduction to Terrorism

*Title for Course Inventory (24 characters): Intro. To Terrorism

Description:
This course is an overview of terrorism with an emphasis on state and local response to terrorist incidents. In a Post 9/11 world it is critical to understand the basics of terrorism, its strategies and why those strategies are effective. Students will explore governmental concerns, response operations and the politics of dealing with terrorism.

app CC 10/25/06
app FS 11/8/06

June
Effective date or term: ~~Spring~~ 2007

*Course fees: Regular tuition

II.   Justification and feasibility of course:

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

   Terrorism is considered one of the greatest threats facing the United States today. It is necessary for members of the emergency management community to understand the history and techniques of terrorism as well as the social and psychological motivations of those who engage in terrorist acts. This course will also consider some of the effects of terrorism on individuals and on society in general.

   The class has been offered as a special topics course (EAM 4993) twice with excellent enrollments.

   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 fulfills one of the core competencies in the EAM program. There are no overlaps with other classes offered by the department.

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

   Emergency management is a dynamic field and the managers are becoming more professional. This course will increase the knowledge base of the students which will make them more prepared in their careers. The topic is one of the major foci of the Department of Homeland Security.

   D. How often will the course be offered?

   It is anticipated that this course will be offered every other year.

   E. How will the course be staffed?

   Richard Ihde, Assistant Professor, will teach the course since he has been teaching it as a special topics selection.

   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.)
   Not Applicable

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1.		
2.		

3.

4.

5.

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

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

This course will address several of the core competencies required of EAM majors. One of the main goals of this department is to prepare students with a broad background in emergency management. The knowledge received in this course will give them a foundation for their careers. Assessment of EAM courses partially involves applications of knowledge, skills, and abilities.

*Updated 8/1/04
**Updated 9/1/05

CURRICULUM CHECKLIST
FOR EDITING CURRICULAR CHANGE PROPOSALS

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

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

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

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

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

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

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

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

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

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

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

All of the above items have been checked.

_____
Department Head

_____
9/25/06
Date

*Added 9/1/05

Course Guide
Emergency Administration and Management

COURSE NUMBER: EAM 3243 -TC1

COURSE TITLE: Introduction to Terrorism

INSTRUCTOR: Richard A. Ihde, M.Ed.
Russellville, AR 72801
479 968 5803 Home
479 498 6016 Office
rick.ihde@atu.edu

My office hours for consultation will be as follows: Mon – Fri 9:00 to 11:00 and from 1:00 to 3:00 (CST)

COURSE DESCRIPTION:

This course is an overview of terrorism with an emphasis on state and local response to terrorist incidents. In a Post 9/11 world it is critical to understand the basics of terrorism, its strategies and why those strategies are effective. Students will explore governmental concerns, response operations and the politics of dealing with terrorism.

TEXT REQUIRED FOR COURSE

Kayyem, J.N. & Pangi, R.L. (Eds). (2003). *First to arrive: State and local responses to terrorism.* Cambridge, MA: The MIT Press. (Available: Arkansas Tech Bookstore or online)

U.S. Army Doctrine and Training Command, Deputy Chief of Staff for Intelligence, Assistant Deputy Chief of Staff for Intelligence - Threats (2004). *A Military Guide to Terrorism in the Twenty First Century, Version 2.0.* Available: Blackboard > Course Documents

Outman, J.L., & Outman, E.M. (2003). *Terrorism almanac* (May, M. & Sawinski, W., Ed.) New York: Gale Group, Inc. Available: Blackboard > Course Documents

SUPPLEMENTAL READINGS

Supplemental readings will be assigned on the web or from furnished documents made available as needed under course documents on Blackboard.

JUSTIFICATION

Terrorism is considered one of the greatest threats facing the United States today. As a member of the emergency management community, it is necessary to understand the history and techniques of terrorism as well as the social and psychological motivations of those who engage in terrorist acts. This course will also consider some of the effects of terrorism on individuals and on society in general.

COURSE OBJECTIVES

By the end of this course:

- The student will be able to adequately define terrorism in an emergency management context.
- The student will understand the sociological and psychological aspects of terrorism.
- The student will have an understanding of the systemic effects of terrorism.
- The student will understand the effects of terrorism in a community context.
- The student will be able to analyze and understand techniques and strategies of terrorists.
- The student will understand the history and origins of terrorism.

COURSE ASSESSMENT

Point Accumulation				
Assignments	Points	Accumulated Points	Percent	Grade
Assignments 1 thru 9 (50 pts)	450	495 - 550	90 – 100	A
Final Test	100	440 - 494	80 – 89	B
		385 - 439	70 - 79	C
Total	550	330 - 384	60 – 69	D
		0 - 329	0 – 59	F

COURSE POLICIES

Assignment Completion

Students must complete their assignment within the timeframe specified by the instructor or as listed in the course schedule. Any new assignment will be posted on **Blackboard** under **Assignments** on the day the assignment is given.

Late Assignments

Unless arrangements have been made with the instructor, assignments must be received by the due date and time or a zero for that assignment will be entered into the grade book.

Excessive Unexcused Absences/Missed Assignments

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

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

Academic Misconduct

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

COURSE CONTENT

Assignments

Each Unit assignment will consist of a reading assignment(s) (See Attachment A), a narrative summary of the reading assignment and an analysis and summary discussing the most important fact or concept, in your opinion, presented in the reading and a response to at least one other students posting. The unit assignment description with text reading assignment and listing of any outside readings will be posted on Blackboard under the Assignments tab. The student will be required to complete the readings, post an assignment summary and a fact/concept summary on Blackboard in the Discussion Board area and respond to another students posting. For a more detailed explanation on using the Discussion Board to post assignments view the following document: Discussion Board Help. This is posted under Course Documents on Blackboard.

Unit assignment completion will consist of the following steps:

- Complete the reading assignment(s)for the unit
- Complete a summary of the reading assignment(s). (min.350 words)
- Complete a summary of the most important fact or concept from the reading(s). (min. 350 words)
- Respond to at least one other student's posting. (min. 200 words)
- Include a word count at the end of each summary and your response.

The student response to another student's posting will consist of appropriate comments, thoughts or related ideas branching from that posting.

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

- Click on Discussion Board in the Control Panel
- Click on the unit number. For example: Unit #1
- Click on Add New Thread
- Type the unit number in the Subject box. (Example: Unit #1)
- Type or copy and paste your assignment into the Message box

The grading rubric for unit assignments is listed below.

Unit Assignment Grading Rubric	
Summary Content	20 points
Summary Fact/Concept	20 points
Response to Student	10 points

Final Test

The final test will be taken on Blackboard and be listed under the Final Test tab in the Course Content section of the Control Panel

Help with Blackboard

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.

Updated September 15, 2006

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: School of Community Education

Date submitted: September 25, 2006

Request for: Course change_____Course deletion_____Course addition___X_____
(Excluding course credit hour changes)

Submitted by: Instructor: Annette Stuckey

Approved by: Department Head: _Robert M. Schwart_
              Dean of School: _Mary Ann Wallace 09-25-06_

Reviewed by: Registrar _Tammye Woods_
              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:**

     EAM 3133 Applied Principles of Personnel Management

     This course supports the needs of emergency management professionals whose career fields require competencies in the area of human resources/personnel management. The focus of the course is on the practical application, essential theories, and processes of personnel management from the perspective of a generalist. Course content will include the essential aspects of recruitment, selection, training, legal rights and responsibilities, compensation and appraisal.

     Number: EAM 3133

     Title for Catalog: Applied Principles of Personnel Management

     *Title for Course Inventory (24 characters): Applied Prin.Personnel Mgmt.

     Description:

     This course is designed for EAM majors whose career fields require competencies in the area of human resources/personnel management. The course examines the practical application, essential theories, and processes of personnel management from a generalist perspective. Course content will include the essential aspects of recruitment, selection, training, legal rights and responsibilities, compensation and appraisal.

                              June
     Effective date or term: ~~Spring~~ 2007

     *Course fees: Regular tuition

II. Justification and feasibility of course:

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

This course is needed primarily for EAM majors who are currently employed or seeking careers which require competencies in the area of human resources/personnel management. Since EAM is approved as an online degree, this course can be delivered as a web course or classroom-based 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 EAM degree requires 15 hours of administrative/professional coursework. The current curriculum includes MGMT 4023 as one of the courses which will satisfy this requirement. Since EAM majors do not have the perquisites required for MGMT 4023, the EAM curriculum will be revised to delete this course from the list of options for the Administrative Option area and replace it with EAM 3133. There is no overlap with other courses in the EAM curriculum, and this course will support the needs of BPS majors by serving as an upper division elective.

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

The outcomes expected of EAM graduates include emphasis on a core set of competencies which are required of professionals entering relevant career fields in emergency management. The competencies expected as outcomes of this degree include skills in the area of human resources/personnel management. Therefore, this course fits very well into the curriculum matrix by providing a career-specific personnel management course within the Administrative Option area. There will be no changes in the curriculum matrix for the eight-semester plan since this course will be added to the choices available for meeting the 15-hour Administrative Option.

D. How often will the course be offered?

The course is anticipated to be offered once a year, preferably during the fall semester.

E. How will the course be staffed?

Annette Stuckey is a full-time instructor who teaches courses in the BPS and EAM programs, and she will be assigned this course as part of her regular instructional load.

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

By adding this course to the EAM curriculum, the MGMT 4023 course offered by the School of Business can be reserved for business majors. The School of Business was consulted in the development of this course since EAM majors do not meet the prerequisites for MGMT 4023. EAM majors are encouraged to take a personnel management course since most of them will be in a supervisory position and most will also be required to manage a volunteer effort. The EAM Department will include this course in the Administrative/Professional list of courses. The syllabus for this course has been shared with the deans of Business, Physical and Life Sciences, Systems Science, Liberal and Fine Arts, and Education with a request for input from other departments.

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

The assessment plan for the EAM degree supports the ongoing evaluation of the curriculum in meeting the need for students to demonstrate and apply the competencies which are in line with competencies required of professionals in the field of emergency management. The feedback which is provided by the companies and agencies which hire graduates of the EAM degree, indicates that personnel management is a strong competency demanded for success in the positions. The Assessment Plan reflects the following criteria which support the need for emergency managers to have skills and abilities to field of human resource management.

EAM Graduates will have knowledge, skills, and abilities for desired employment or higher education.	Employer survey. Student internships. Alumni survey.
Alumni will gauge the relevance of the course in the degree plan.	Results from alumni survey will examine the offerings of the program in regard to potential revisions.

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.

_____   ___9/25/06___
Department Head   Date

*Added 9/1/05

COURSE NUMBER: EAM 3133 TC1

COURSE TITLE: **Applied Principles of Personnel Management**

INSTRUCTOR: Annette Stuckey, M.Ed
Dean Hall, Room 113
Office Hours: Monday, Tuesday, Thursday, 1:00 p.m. – 5:00 p.m.
(479) 356-2095 – ATU Office
(479) 890-5796 – Home Office
Email – annette.stuckey@atu.edu

BLACKBOARD TECHNICAL: **http://edtech.atu.edu**
1-800-582-6953
annette.stuckey@atu.edu

COURSE DESCRIPTION:

This course is designed for EAM majors whose career fields require competencies in the area of human resources/personnel management. The course examines the practical application, essential theories, and processes of personnel management from a generalist perspective. Course content will include the essential aspects of recruitment, selection, training, legal rights and responsibilities, compensation and appraisal.

TEXT REQUIRED FOR THIS COURSE

Berman, E. et al. *Human Resource Management in Public Service.* Thousand Oaks, CA: Sage Publications, 2006 (second edition).

The required text is available at the Arkansas Tech University Book Store and can be ordered online through the Bookstore website:

http://shop.efollett.com/htmlroot/storehome/arkansastechuniversity70176.html or through any on-line vendor.

SUPPLEMENTAL READINGS AND WEBSITES
Condrey, S.E. *Handbook of Human Resource Management in Government,* Jossey-Bass: 2005 (second edition)

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2006-07 Edition, http://www.bls.gov/oco/

Bureau of Labor Statistics, U.S. Department of Labor, Career Guide to Industries, 2006-07 Edition, http://www.bls.gov/oco/cg/home.htm

JUSTIFICATION/RATIONALE FOR THE COURSE

This course examines the new approaches in strategic management of people in organizations, focusing on major topics of Human Resource Management. Specifically, it focuses on the four major areas of HRM: (1) the technical dimension (includes personnel recruitment, selection, position management, job analysis, performance appraisal, compensation, discipline and termination), (2) employment law and ethics, (3) labor-management relations, and (4) human resource development (includes training and development, employee motivation). In addition, this course includes a special focus on productivity and organizational change from the perspective of personnel administration. Through this course, students increase their ability to manage human resources in organizations.

COURSE OBJECTIVES

Upon completion of this course, students will:

- Identify functions typically performed to support personnel administration or human resource management, e.g., recruitment, testing, classification, etc.

- Examine a number of issues, problems, and strategies of increasing relevance for HRM. Such tasks as human resource planning, employee training, affirmative action, managing diversity, labor relations, and productivity.

- Build awareness of ethical issues facing students now and on the job. Including discrimination, sexual harassment, and substance abuse.

- Investigate recent policy developments that require a degree of flexibility and/or inventiveness on the part of human resource management.

- Apply newly acquired knowledge to the solution of hypothetical personnel problems.

HOW COURSE MEETS GENERAL EDUCATION OBJECTIVES

The General Education curriculum is designed to enable students to analyze problems, arrive at intelligent conclusions and make reasoned choices. Moreover, General Education curriculum objectives eight and ten are designed to deal with the student's ability to understand the development of change of American social, political and economic systems and to understand and appreciate the importance of the factors that contribute to personal health and wellness. In support of these objectives, this course is designed to improve analytical and critical thinking skills; expand the knowledge and understanding of the policy process of employment law and ethics; and, increase the understanding and appreciation of employee compensation/benefits and their affect on work life quality, health and safety.

GRADING SCALE

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

COURSE ASSESSMENT

Weekly Assignments (20 points each)	220
Discussion Board Topics (10 points each)	100
Quizzes (20 points ea.)	200
Mid Term	100
Final	100
Term Paper	100
Final Exam	100
Total	**920**

COURSE CONTENT

Weekly Assignments and Quizzes

The weekly assignments and quizzes will be made available on Blackboard. The due date for each assignment and quiz will be shown in the Course Schedule posted in the Assignments section. The assignment description on Blackboard contains detailed instructions for the required reading and homework requirements for each week.

Discussion Board

Questions for discussion may be posted on the Discussion Board section of Blackboard. Students will be expected to participate in these online discussions. Feel free to express thoughts and ideas pertinent to the discussion. Courteous and civil discourse is expected and abusive or inappropriate comments will not be tolerated. Credit will be awarded throughout the term for continual, substantive participation on the discussion board.

COURSE SCHEDULE (Tentative)

First Day: **Overview of Syllabus and the Course**
* Course objectives and expectations
* Blackboard Introduction Exercise

Week 1: **History and Overview of Personnel Administration**
Berman, Chapter 1
* Public personnel administration framework
* History of public personnel administration
* Weekly Assignment (details located in Assignments section of Blackboard)
* Quiz 1 (posted in Quiz and Exam section of Blackboard)

Week 2: **Recruitment**
Berman, Chapter 3, Getting the Job (Blackboard)
* Recruitment strategies
* Job search strategies
* Networking
* Weekly Assignment (details located in Assignments section of Blackboard)
* Quiz 2 (posted in Quiz and Exam section of Blackboard)

Week 3: **Selection**
Berman, Chapter 4
* Selection strategies
* Interviewing
* Weekly Assignment (details located in Assignments section of Blackboard)
* Quiz 3 (posted in Quiz and Exam section of Blackboard)

Week 4: **Position Management**
Berman, Chapter 5
* Historical development of personnel systems
* Job descriptions
* Job analysis and evaluation
* Weekly Assignment (details located in Assignments section of Blackboard)
* Quiz 4 (posted in Quiz and Exam section of Blackboard)

Week 5: **Performance Appraisal & Compensation**
Berman, Chapters 6 and 9
* Performance appraisal, management
* Pay systems, broad banding
* Benefits, Alternative rewards
* Progressive Discipline
* Weekly Assignment (details located in Assignments section of Blackboard)
* Quiz 5 (posted in Quiz and Exam section of Blackboard)

Week 6: **Productivity through People**
See Blackboard Course site
* Theories of motivation
* Psychological Contracts
* Dealing with difficult people
* Weekly Assignment (details located in Assignments section of Blackboard)
* Quiz 6 (posted in Quiz and Exam section of Blackboard)

Week 7: **Employment Law: Job Rights and Responsibilities**
Berman, Chapter 2.
* Due process.
* Privacy rights
* Affirmative Action, Sexual Harassment
* Weekly Assignment
* Mid Term Exam

Week 8: **HRM Practicum: Network Building**
Berman, Getting the Job, other readings on Blackboard
* Interviewing skills
* Weekly Assignment (details located in Assignments section of Blackboard)
* Quiz 7 (posted in Quiz and Exam section of Blackboard)

Week 9: **Labor Management Relations**
Berman, Chapter 10
* Labor management relations
* Collective bargaining
* Weekly Assignment (details located in Assignments section of Blackboard)
* Quiz 8 (posted in Quiz and Exam section of Blackboard)

Week 10: **Special Topic: Organizational Change**
* Theories of change
* Managing conditions of Change
* Processes of change
* Weekly Assignment (details located in Assignments section of Blackboard)
* Quiz 9 (posted in Quiz and Exam section of Blackboard)

Week 11: **Human Resource Development: Training**
Berman, Chapter 8
* Theory of learning
* Training and development strategies
* Executive development
* Weekly Assignment (details located in Assignments section of Blackboard)
* Quiz 10 (posted in Quiz and Exam section of Blackboard)

Week 12: **Student Presentations, Term papers due!**
Ethics in Personnel Administration
See Blackboard Course site
* Codes of Ethics, Ethics Laws, Ethics Implementation
* Term paper presentations (handout required)

Week 13: **Review and Final Exam**

COURSE POLICIES

<u>Academic Misconduct</u>

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

Excessive Unexcused Absences/Missed Assignments

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

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

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

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Department of Emergency Administration and Management

Date Submitted: September 25, 2006

Type of Curriculum Change Requested: Program modification

Submitted By: Robert M. Schwartz

Approved By: Department Head: _Robert M. Schwant_

                 Dean of School: _Mary Ann Rolland 09-25-06_

Reviewed By: Registrar: _Tammy Cluodro_

                 Vice-President for Academic Affairs: _____

I.   Program or curriculum change as it will appear in the catalog.
     (see page 8 of this Attachment)

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

EAM Core (30 hours)

EAM 1003   Living in a Hazardous Environment
EAM 1013   Aim and Scope of Emergency Management
EAM 2033   Citizen/Community Disaster Preparedness
EAM 3003   Develop Emergency Management Skills
EAM 3013   Public Policy Issues in Emergency Management
EAM 3023   Principles/Practice of Disaster Planning and Response Operations
EAM 3033   Social Dimensions of Disaster
EAM 3123   Public Information Skills for Emergency Managers
EAM 3133   Applied Principles of Personnel Management
EAM 3143   Economics of Disaster
EAM 3243   Introduction to Terrorism
EAM 4003   Disaster Relief and Recovery
EAM 4013   Business and Industry Crisis Management
EAM 4023   Information Technology and Emergency Management
EAM 4033   Emergency Management Research Methods
EAM 4043   Disaster and Emergency Management Ethics
EAM 4053   Community Management of Hazardous Materials
EAM 4991-3 Special Problems and Topics

app CC 10/25/06
app FS 11/8/06

Practical Applications (12 hours)

EAM 3206   Externship
EAM 4106   Practicum/Internship

The student will select with the advisor's recommendation 15 hours of credit from the following courses which are currently offered within each departmental area.

Administrative Core (15 hours)

Note: Students must address any prerequisites for these courses.

BUAD 1003   Introduction to Business Systems
BUAD 2003 or COMS 1003   Business Information Systems or Introduction to
Computer Based Systems
BUAD 2033   Legal Environment of Business
BUAD 2053 or SOC 2053 or MATH 2163   Business Statistics or Statistics for the
Behavioral Sciences or Introduction to Statistical Methods
COMS 1333   Web Publishing I
COMS 1403   Orientation to Computing, Information, And Technology
COMS 2003   Microcomputer Applications
EAM 3133   Applied Principles of Personnel Management
ENGL 2053   Technical Writing
HA 4113 or RP 4113   Personnel Management in Parks, Recreation,
and Hospitality Administration
JOUR 2133   Introduction to Mass Communication
JOUR 4033   Community Journalism
JOUR 4083   New Communication Technology
JOUR 4123   Laws of Communication
PS 3023   Professional Communications
SPH 1003   Introduction to Speech-Communication
SPH 2003   Public Speaking
SPH 2173   Business and Professional Speaking
SPH 3003   Interpersonal Communication
SPH 3013   Intercultural Communication
SPH 3033   Interviewing Principles and Practices
SPH 3073   Group Discussion
SPH 4063   Organizational Communication
SPH 4153   Persuasive Theory and Audience Analysis

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

Interdisciplinary Core (21 hours)

Note: Students must address any prerequisites for these courses.

ANTH 2003   Cultural Anthropology
BIOL 1004   Principles of Environmental Science
BIOL 3043   Conservation
BIOL 3054   Microbiology
BIOL 3114   Principles of Ecology
BIOL 4023   Immunology
BIOL 4094   Coastal Ecology
CHEM 2143   Environmental Chemistry
CHEM 2204   Organic Physiological Chemistry
CHEM 3245   Quantitative Analysis
CHEM 3254   Fundamentals of Organic Chemistry
CHEM 3264   Mechanistic Organic Chemistry
CHEM 3324   Physical Chemistry I
CHEM 3334   Physical Chemistry II
CHEM 3344   Principles of Biochemistry
CHEM 3353   Fundamentals of Toxicology
CHEM 4422   Advanced Organic Chemistry
COMS 2703   Computer Networks and Architecture
COMS 2733   Introduction to Computer Forensics and Security
COMS 4703   Data Communications and Networks
COMS 4713   Heterogeneous Networks
CJ 2003   Introduction to Criminal Justice
CJ 3023 or SOC 3023   Judicial Process
CJ 4023   Law and the Legal System
GEOG 2013   Regional Geography of the World
GEOG 2023   Human Geography
GEOG 2033   Physical Geography
GEOG 4023   Economic Geography
GEOG 4833   Geographic Information Systems
GEOL 1014   Physical Geology
GEOL 3044   Geomorphology
GEOL 3083   Hydrogeology
GEOL 3153   Environmental Geology
HA 1013   Sanitation and Safety
HLED 3203   Consumer Health Programs
JOUR 2143   News Writing
JOUR 3173   Public Relations Principles
JOUR 3273   Public Relations Writing
MATH 2183   Statistical Process Control
MATH 2243   Calculus for Business and Economics
MATH 3153   Applied Statistics I
MATH 4123   Mathematical Modeling
MATH 4173   Advanced Biostatistics
PE 2513   First Aid

PHSC 3033   Meteorology
PHYS 3213   Modern Physics
POLS 2013   Introduction to Political Science
POLS 3033   American State and Local Government
POLS 3053   Introduction to Public Administration
POLS 3093   American Municipal Government
POLS 3403   Comparative Government
POLS 3413   International Relations
POLS 3473   National Security Policy
POLS 4103   Environmental Politics
PSY 2003   General Psychology
PSY 2033   Psychology of Adjustment
PSY 3013 or SOC 3013   Psychosocial Aspects of Death and Dying
PSY 3043   Environmental Psychology
PSY 3063   Developmental Psychology I
PSY 3093   Industrial Psychology
PSY 3163   Developmental Psychology II
RP 1993   Basic Forest Fighting
RP 3053   Natural Resource Management and Planning
RP 3993   Wildland Fire Practices in Natural Resource Management
RP 4053   Water Resources Development
SOC 1003   Introductory Sociology
SOC 2033 or CJ 2033   Social Problems
SOC 3003   Sociology of Complex Organizations
SOC 3063   Communities
SOC 3083 or CJ 3083   Social Deviance
SOC 4003   Minority Relations

Note:

Students can complete the Interdisciplinary Core by minoring in one of the following subjects. If the minor doesn't total 21 hours, they can take an additional course from the above list.

Anthropology
Biology
Chemistry
Criminal Justice
Engineering Physics
Geography
Geology
History
Hospitality Administration
Journalism
Physical Science
Political Science
Psychology
Recreation and Park Administration

Sociology
Speech

Electives (9 hours)

General Education Courses (37 hours)

(General Education Courses cannot be counted as credit for Interdisciplinary Core Classes)

Total Hours: 124

Deleted Courses

EAM Core

EAM 3043 Politics of Disaster
EAM 4201-15 Externship

Administrative Core

ACCT 2003 Accounting Principles I
ACCT 2013 Accounting Principles II
ACCT 4093 Governmental Accounting
BUAD 2043 Principles of Word Processing
BUAD 3023 Business Communications
ECON 2003 Principles of Economics I
ECON 2013 Principles of Economics II
ECON 4033 Current Economic Problems
ECON 4093 International Economics and Finance
FIN 4043 Principles of Risk and Insurance
MGMT 3003 Management and Organizational Behavior
MGMT 4023 Personnel/Human Resource Management
MGMT 4093 Human Behavior in Organizations
SPH 3223 Nonverbal Communication

Interdisciplinary Core

BUAD 2053 Business Statistics
CJ 2043 Crime and Delinquency
CJ 3033/PSY 3033 The Criminal Mind
CJ 3063 Probation and Parole
CJ 3103 The Juvenile Justice System
CJ 3153 Prisons and Corrections
CJ 3206 The Law in Action
CJ 4053 Criminal Law and the Constitution
FW 4034 GIS in Natural Resources
MATH 2163 Introduction to Statistical Methods

MCEG 3515 Radiation Detection Laboratory
MCEG 3523/PHYS 3033 Radiation Health Physics
PSY 2023 Consumer Psychology
PSY 3003 Abnormal Psychology
PSY 3153 Theories of Personality
RP 1002 Wilderness Experience and Backpacking
SOC 2053 Statistics for the Behavioral Sciences
SOC 3163 Introduction to Social Research
SOC 4063 Social Stratification

II. Course Information

A. Rationale for the requested change.

There have been many changes in the emergency management discipline in recent years. Emergency management is much more than being a first responder to a disaster. Emergency managers are becoming more professional and better educated. The faculty developed a curriculum following competencies based on present and anticipated needs in the field.

The two separate Sociology and Environmental Options have been replaced by one Interdisciplinary Core. Additional science and computer courses have been added to the interdisciplinary core along with minors from other departments. Due to the evolving nature of the profession, it is necessary to have a broader base of knowledge to address the potential of emergencies in various situations.

Some of the subdisciplines of emergency management include technology, business continuity, legal and ethical issues, cybersecurity, planning and management, and scientific technical applications. While an emergency manager does not need to be an expert in all of these fields, the new professional needs to have an understanding of these issues in order to communicate with other stakeholders.

The summary of the program changes involves the deletion of the Sociology and Environmental Option from the Interdisciplinary Core along with adding the option of students being able to minor in selected disciplines. Two courses have been added to the EAM Core (EAM 3133 and 3243). One EAM course (3403) is being deleted. Finally, externship is changing from 15 credit hours to six credit hours to allow for more core courses in the curriculum.

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

1. Within the department requesting the change.

No staffing issues will be encountered with the present number of faculty.

2. Outside the department.

None

C. Effective date or term.

June
~~Spring~~ 2007.

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. Donald Carnahan	Yes	9/14/06
2. Charles Gagen	Yes	9/18/06
3. Theresa Herrick	Yes	9/25/06
4. Annette Holeyfield	Yes	9/14/06
5. Daniel Martin	Yes	9/14/06
6. Kevin Mason	Yes	9/15/06
7. Larry Morell	Yes	9/14/06
8. Micheal Tarver	Yes	9/19/06
9. Donna Vocate	Yes	9/14/06

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

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

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours: 16	Freshman Spring Semester Add/Change: Option to Interdisciplinary Core Delete: Total Hours: 16
Sophomore Fall Semester Add/Change: Option to Interdisciplinary Core Delete: Total Hours: 16	Sophomore Spring Semester Add/Change: Option to Interdisciplinary Core EAM 4033 Emergency Management Research Methods/Analysis Delete: EAM 4205 Externship Total Hours: 16
Junior Fall Semester Add/Change: Option to Interdisciplinary Core EAM Core 6 hours Delete: EAM 4205 Externship EAM 4033 Total Hours: 15 15	Junior Spring Semester Add/Change: Option to Interdisciplinary Core ✓ EAM 3206 Externship ✓ EAM 3123 Public Information Skills for Emergency ✓ Managers EAM 4023 Information Technology and Emergency Management ✓ Delete: EAM 4993 Special Topics ✓ Elective ✓ Total Hours: 18 21
Senior Fall Semester Add/Change: Option to Interdisciplinary 6 hours ✓ EAM Core 6 hours ✓ Elective 3 hours ✓ Delete: EAM 3123 Public Information Skills for Emergency Managers ✓ EAM 4023 Information Technology and Emergency Management ✓ EAM 4205 Externship ✓ Total Hours: 18 ✓	Senior Spring Semester Add/Change: Delete: Total Hours: 9 ✓
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours: 16 ✓	Freshman Fall Semester Add/Change: Option to Interdisciplinary Delete: Total Hours: 16 ✓
Sophomore Spring Semester Add/Change: Option to Interdisciplinary Delete: Total Hours: 16 ✓	Sophomore Fall Semester Add/Change: Option to Interdisciplinary EAM 4033 Emergency Management Research Methods/Analysis Delete: EAM 4205 Externship Total Hours: 16 ✓

Junior Spring Semester	Junior Fall Semester
Add/Change: Option to Interdisciplinary EAM 3123 Public Information Skills for Emergency Managers EAM 4023 Information Technology and Emergency Management Delete: EAM 4033 Emergency Management Research Methods/Analysis EAM 3003 Develop Emergency Management Skills Total Hours: 15 ✓	Add/Change: Option to Interdisciplinary EAM 3003 Develop Emergency Management Skills EAM 3206 Externship Delete: EAM 4023 Information Technology and Emergency Management EAM 4205 Externship Total Hours: 18 ✓
Senior Spring Semester	Senior Fall Semester
Add/Change: Option to Interdisciplinary 6 hours EAM Core 6 hours Delete: EAM 4205 Externship Total Hours: 18 ꝶ	Add/Change: Delete: Total Hours: 9
Total Program Hours 124	

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Department of Emergency Administration and Management

Date Submitted: September 25, 2006

Type of Curriculum Change Requested: Minor modification

Submitted By: Robert M. Schwartz

Approved By: Department Head: _Robt M. Schwalt_

                Dean of School: _Mary Ann Rellan_ 09-25-06

Reviewed By: Registrar: _Tammy Quadio_

                Vice-President for Academic Affairs: _____

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

The minor in Emergency Administration and Management is designed to provide additional breadth for students majoring in related programs that could synthesize with crisis and disaster management. This minor will require 18 hours of coursework emphasizing content in areas of human and physical consequences of natural and technological disasters along with mitigation procedures. Students may wish to minor in Emergency Administration and Management from disciplines listed in the Interdisciplinary Core such as Biology, Chemistry, Computer and Information Science, Criminal Justice, and Journalism.

*EAM 1003 Living in a Hazardous Environment
*EAM 1013 Aim and Scope of Emergency Management
 Twelve hours of upper division EAM Core classes

*Required for the Bachelor's degree in EAM

Delete:

**EAM 3003 Developing Emergency Management Skills
**EAM 3013 Public Policy Issues in Emergency Management
EAM 4023 Information Technology and Emergency Management
*EAM 4033 Emergency Management Research Methods/Analysis
**EAM 4043 Disaster and Emergency Management Ethics

**EAM 4993 may be used as a substitute for one of the indicated courses

II. Course Information

    A. Rationale for the requested change.

This format is more consistent with other minors offered on campus. It will give more flexibility to students with the offered classes.

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

1. Within the department requesting the change.

None Anticipated

2. Outside the department.

None

C. Effective date or term.
June
~~Spring~~ 2007

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.)

N/A

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1.		
2.		
3.		
4.		
5.		

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

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

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

Minors are presently not included in the departmental assessment plan.

*Updated 8/1/04
**Updated 9/1/05

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: School of Community Education

Date submitted: May 5, 2006

Request for: Course change_____Course deletion_____Course addition___X_____
(Excluding course credit hour changes)

Submitted by: Instructor: Annette Stuckey

Approved by: Department Head: N/A
               Dean of School: Dr. Mary Ann Rollans _Mary Ann Rollans_

Reviewed by: Registrar: _Tammy Rhodes_
               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:
PS 3023 Professional Communications
Prerequisites: 6 hours of English Composition and COMS 1003 or BUAD 2003. This course supports career fields which require competencies in advanced professional communications. Course includes principles of effective professional communication using technology to generate professionally-prepared materials including formal correspondence, brochures, public relations materials, graphics, and technical documents.

Number: PS 3023

Title for Catalog: Professional Communications

*Title for Course Inventory (24 characters): Professional Communications

Description: This course is designed primarily for EAM and BPS majors whose career fields require competencies in advanced professional communications. Course includes principles of effective professional communication using technology to generate professionally-prepared materials including formal correspondence, brochures, public relations materials, graphics, and technical documents.
Effective date or term: 2007-08 Catalog

*Course fees: Regular tuition

II.   Justification and feasibility of course:

App CC 15/25/06
App FS 11/8/06

   A. What is the need for this course? Who will take it?
This course is needed primarily for BPS and EAM majors who are entering career fields which require competencies in the area of advanced professional communications. This course needs to

be developed as a web-based offering since EAM is an online degree and many of the BPS majors need web courses due to geographic and scheduling constraints.

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

The current curriculum for the EAM degree requires 15 hours of administrative/professional coursework. The current curriculum includes BUAD 3023 as one of the courses which will satisfy this requirement. That course will be deleted from the EAM curriculum and replaced with PS 3023. BUAD 3023 will be deleted from the Professional Core in the BPS curriculum and replaced with PS 3023. There is no overlap with any other courses in the curriculum for either the BPS or EAM degrees offered through the School of Community Education.

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

Both degrees, BPS and EAM, emphasize a core set of competencies which are required of professionals entering relevant career fields. The competencies expected as outcomes of these two degree programs include skills in the area of advanced professional communications. Therefore, this course fits very well into the plan of development in these two degree programs which will be supported by this course being proposed. The curriculum matrix for the eight-semester plan will be modified to reflect the replacement of BUAD 3023 with PS 3023.

D. How often will the course be offered?

The course will be offered once a year, preferably during the spring semester.

E. How will the course be staffed?

Annette Stuckey is a full-time instructor who teaches the other PS courses, and she will be assigned this course as part of her regular instructional load.

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

By adding this course to the PS curriculum in the BPS degree, the BUAD 3023 course offered by the School of Business can be reserved for business majors, and BPS and EAM majors will enroll in this course which is designed to address particular competencies required in their relevant career fields. EAM majors are encouraged to take a professional communications course since a large part of their career responsibilities will include development and delivery of professional communications. The Head of the EAM Department will include this course in the Administrative/Professional list of courses when curriculum revisions are submitted for that department. The syllabus for this course has been shared with the deans of Business, Physical and Life Sciences, Systems Science, Liberal and Fine Arts, and Education with a request for input from other departments.

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

The assessment plan for the BPS degree supports the ongoing evaluation of the curriculum in meeting the need for students to demonstrate and apply the competencies which are in line with business and industry standards relevant to the various career fields available to BPS majors. The feedback which is provided by the companies and agencies which hire graduates of the BPS degree indicates that professional communications is a strong competency demanded for success in the positions. PS 3023 supports the demonstrated abilities required for successful completion of the capstone courses described below.

1. The satisfactory completion of the capstone courses PS 3003 and 4006 will document learning outcomes included in the course descriptions. [1]	The products outlined as the outcomes of each course will be evaluated by the instructor and a team of stakeholders through a formal presentation and feedback from all parties. Competencies will include: Developing a needs assessment and feasibility study; conducing empirical and authoritative research; developing and assessing strategic initiatives; demonstrate a professional command of communications and presentations skills.
2. Graduates of the program will be competitive in their respective career fields as documented by placement statistics	A database will be maintained to document employment sites and job titles. At least 95% of the graduates each semester will be employed in relevant career fields within one year of graduation.
3. Student and employer satisfaction surveys will gauge the relevance of the degree in assisting with career advancement and employment opportunities.	Each year the students and employers whose information is available will be surveyed using WebSurveyor and the findings will be utilized for determining needs in the areas of program restructuring or curriculum revisions. The findings will indicate an 80% satisfaction rate with the competencies demonstrated in relevant career fields.

[1] **Course Descriptions for BPS Capstone Courses**
PS 3003
*Prerequisites: Completion of the BPS Professional Core and/or permission of the program advisor. This course will provide an opportunity for the student to facilitate a process for identifying a specific problem in an actual industry or business environment relevant to the student's specialty area. The student will outline a formal plan of action for identifying the problem. The plan must include a broad scan of the specific area/operation selected including the names and titles of the individuals surveyed for input. The end product will be the development of a formal needs assessment which identifies deficiencies or areas of improvement. The needs should be prioritized on the basis of feasibility, cost, and urgency.
PS 4006
**Prerequisite: BPS 3003. This course capstones the process conducted in BPS 3003 by requiring the student to demonstrate competencies required of a professional in the student's specialty area in an actual business or industry setting. The student will assume a leadership role in presenting the outcomes of the needs assessment to a group of company stakeholders. Empirical research will be conducted throughout the assessment process, and the student will recommend relevant strategies for addressing the identified problem/s. A review of the literature will serve to either validate or reject the strategies selected. A continuous process improvement model will be developed along with a detailed continuous process improvement plan which must be approved and accepted by all relevant stakeholders. The final component of the course will require the student to demonstrate presentation ability, appropriate leadership styles, critical thinking, and communication skills in a formal presentation of the strategic plan to the group responsible for implementing the strategies.

Pat Chronister

From: Kevin Mason [kevin.mason@atu.edu]

Sent: October 24, 2006 9:13 AM

To: maryann.rollans@atu.edu

Cc: Pat.Chronister@atu.edu

Subject: course proposal

Hello Dr. Rollans:

I know that you worked with Dr. Tyler on the development of a new course, Professional Communications (PS 3023) and that you wish to replace BUAD 3023 in the Professional Studies major with PS 3023. You have my endorsement on this proposal.

Sincerely,
Kevin Mason
Head, Business & Economics Department
Corley 202
479-968-0492

Course Syllabus
Professional Communications
PS 3023-TC1

COURSE NUMBER: PS 3023-TC1

COURSE TITLE: **Professional Communications**

INSTRUCTOR: Annette Stuckey, M.Ed
Dean Hall, Room 113
Office Hours: Monday, Tuesday, Thursday, 1:00 p.m. – 5:00 p.m.
(479) 356-2095 – ATU Office
(479) 890-5796 – Home Office
Email – annette.stuckey@atu.edu

BLACKBOARD TECHNICAL: **http://edtech.atu.edu**
1-800-582-6953
annette.stuckey@atu.edu

COURSE DESCRIPTION:

This course is designed for non-business majors whose career fields require advanced communications competencies. Course includes principles of effective business communication using technology to generate professionally-prepared materials including formal correspondence, brochures, public relations materials, graphics, and technical documents.

TEXT REQUIRED FOR THIS COURSE

Hamilton, C. *Communicating for Results - A Guide for Business and the Profession.* Belmont, CA: Thomson-Wadsworth, 2005 (7th Edition).

BOOK ORDERING: Books are available at the Arkansas Tech University Book Store and can be ordered online through the Bookstore website:

http://shop.efollett.com/htmlroot/storehome/arkansastechuniversity70176.html or through any on-line service such as Amazon.com.

SUPPLEMENTAL READINGS AND WEBSITES

Student Companion Web Site: http://www.wadsworth.com

Norman Career Services Web Site: http://careers.atu.edu/

Bureau of Labor Statistics, U.S. Department of Labor, Career Guide to Industries, 2006-07 Edition, http://www.bls.gov/oco/cg/home.htm

Additional Readings will be assigned from provided material or Internet resources.

JUSTIFICATION/RATIONALE FOR THE COURSE

Research in the field of Business Communications clearly reports the need in business, industry, and non-profit settings for employees proficient in communications skills. This course is designed to prepare students to communicate effectively by means of critical thinking and problem-solving skills, the use of advanced technology, and the ability to work within a team environment often found in today's culturally diverse workplace.

COURSE OBJECTIVES

As the result of participation in this course, students will:

- Develop an awareness of basic communication theory, the communication process, and organizational models.

- Learn about and practice the skills and strategies of effective listeners.

- Obtain experience in exercising team membership skills.

- Gain an awareness of effective leadership styles and leadership skills.

- Demonstrate understanding of various types of effective traditional and electronic resumes.

- Demonstrate an understanding of effective techniques used in employments job interviews.

- Develop knowledge and practical understanding of effective public speaking skills.

HOW COURSE MEETS GENERAL EDUCATION OBJECTIVES

The General Education curriculum is designed to enable students to analyze problems, arrive at intelligent conclusions and make reasoned choices. Moreover, in support of General Education curriculum objectives three, eight, and ten, this course instills within students competencies in accessing, processing, and presenting information through the use of modern technology; expands their knowledge and understanding of the policy process of employment law and ethics; and, increases their understanding and appreciation of how the employment hiring process affects their work life quality, health and safety.

GRADING SCALE

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

COURSE ASSESSMENT

Weekly Assignments (20 points each)	220
Discussion Board Topics (10 points each)	100
Quizzes (20 points ea.)	200
Mid Term	100
Final Group Presentation	100
Term Paper	100
Final Exam	100
Total	**920**

COURSE CONTENT

Weekly Assignments and Quizzes

The weekly assignments and quizzes will be made available on Blackboard. The due date for each assignment and quiz will be shown in the Course Schedule posted in the Assignments section. The assignment description on Blackboard contains detailed instructions for the required reading and homework requirements for each week.

Discussion Board

Questions for discussion may be posted on the Discussion Board section of Blackboard. Students will be expected to participate in these online discussions. Feel free to express thoughts and ideas pertinent to the discussion. Courteous and civil discourse is expected and abusive or inappropriate comments will not be tolerated. Credit will be awarded throughout the term for continual, substantive participation on the discussion board.

COURSE SCHEDULE (Tentative)

First Day: **Overview of Syllabus and the Course**
* Course objectives and expectations
* Blackboard Introduction Exercise

Week 1: **Chapter 1 - The Communication Process: An Introduction**
* Weekly Assignment (details located in Assignments section of Blackboard)
* Quiz 1 (posted in Quiz and Exam section of Blackboard)

Week 2: **Chapter 2 - Organizational Communication**
* Weekly Assignment (details located in Assignments section of Blackboard)
* Quiz 2 (posted in Quiz and Exam section of Blackboard)

Week 3:   **Chapter 3 - Improving Interpersonal Relationships**
   *   Weekly Assignment (details located in Assignments section of Blackboard)
   *   Quiz 3 (posted in Quiz and Exam section of Blackboard)

Week 4:   **Chapter 4 - Effective Listening**
   *   Weekly Assignment (details located in Assignments section of Blackboard)
   *   Quiz 4 (posted in Quiz and Exam section of Blackboard)

Week 5:   **Chapter 5 - Nonverbal Communication in the Organization**
   *   Weekly Assignment (details located in Assignments section of Blackboard)
   *   Quiz 5 (posted in Quiz and Exam section of Blackboard)

Week 6:   **Chapter 6 - Overcoming Obstacles in Organizational Communication**
   *   Weekly Assignment (details located in Assignments section of Blackboard)
   *   Quiz 6 (posted in Quiz and Exam section of Blackboard)

Week 7:   **Chapter 7 - Basic Information for all Types of Interviews**
   *   Weekly Assignment
   *   Mid Term Exam

Week 8:   **Chapter 8 - The Employment Interview**
   *   Weekly Assignment (details located in Assignments section of Blackboard)
   *   Quiz 7 (posted in Quiz and Exam section of Blackboard)

Week 9:   **Chapter 9 and Chapter 10 - Small-Group Communication and Problem Solving & Participation and Leadership in Small Groups**
   *   Weekly Assignment (details located in Assignments section of Blackboard)
   *   Quiz 8 (posted in Quiz and Exam section of Blackboard)

Week 10:   **Chapter 11 and Chapter 12 - Informative Presentations & Researching, Supporting & Delivering Your Ideas**
   *   Weekly Assignment (details located in Assignments section of Blackboard)
   *   Quiz 9 (posted in Quiz and Exam section of Blackboard)

Week 11:   **Chapter 13 and Chapter 14 - Professional Visual Aids & Persuasive Presentations: Individual or Team**
   *   Weekly Assignment (details located in Assignments section of Blackboard)
   *   Quiz 10 (posted in Quiz and Exam section of Blackboard)

Week 12:   **Student Presentations, Term papers due!**

Week 13:   **Review and Final Exam**

COURSE POLICIES

Academic Misconduct

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

Excessive Unexcused Absences/Missed Assignments

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

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

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

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee or Graduate Council (as appropriate)

From: School of Community Education—Bachelor of Professional Studies

Date Submitted: May 15, 2006

Type of Curriculum Change Requested:

The catalog course description for PS 4006 will be modified and the eight-semester matrix will be revised to reflect the addition of a new course PS 3023 Professional Communications which will replace BUAD 3023 Business Communications. The new course PS 3023 is submitted for approval on ATTACHMENT A.

Submitted By: Mary Ann Rollans, Dean *Mary Ann Rollans*

Reviewed By: Registrar: *Tammy Rucubo*

Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog.
    Course description for PS 4006 will be modified as described in the chart below:

Underlined portion indicates revision requested for the catalog course description:

CURRENT DESCRIPTION	REVISED DESCRIPTION
PS 4006 Prerequisite: BPS 3003. This course capstones the process conducted in BPS 3003 by requiring the student to demonstrate competencies required of a <u>manager in an actual business or industry setting</u>. The student will assume a leadership role in presenting the outcomes of the needs assessment to a group of company stakeholders. Empirical research will be conducted throughout the assessment process, and the student will recommend relevant strategies for addressing the identified problem/s. A review of the literature will serve to either validate or reject the strategies selected. A continuous process improvement model will be developed along with a detailed continuous process improvement plan which must be approved and accepted by all relevant stakeholders. The final	**PS 4006** Prerequisite: PS 3003. This course capstones the process conducted in PS 3003 by requiring the student to demonstrate competencies required of a <u>professional in the student's specialty area in an actual business or industry setting.</u> The student will assume a leadership role in presenting the outcomes of the needs assessment to a group of company stakeholders. Empirical research will be conducted throughout the assessment process, and the student will recommend relevant strategies for addressing the identified problem/s. A review of the literature will serve to either validate or reject the strategies selected. A continuous process improvement model will be developed along with a detailed continuous process improvement plan which must be approved and accepted by

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app FS 11/8/06

component of the course will require the student to demonstrate presentation ability, appropriate leadership styles, critical thinking, and communication skills in a formal presentation of the strategic plan to the group responsible for implementing the strategies.	all relevant stakeholders. The final component of the course will require the student to demonstrate presentation ability, appropriate leadership styles, critical thinking, and communication skills in a formal presentation of the strategic plan to the group responsible for implementing the strategies.

II. Course Information

A. Rationale for the requested change.
The course description deletes the reference to the word "manager" which conflicts with AACSB guidelines governing the curriculum of courses in certain subject matter areas.

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.

Eliminate confusion with courses offered in the School of Business in relation to accreditation guidelines.

C. Effective date or term.
June
~~Spring~~ 2007

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.)

The change in the wording of the course description was coordinated with   Dr. Tom Tyler representing the departments in the School of Business.

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:

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: BUAD 3023 Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Add PS 3023 Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: BUAD 3023 Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Add PS 3023 Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours 124	

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee or Graduate Council (as appropriate)

From: School of Community Education—Bachelor of Professional Studies

Date Submitted: August 25, 2006

Type of Curriculum Change Requested:

Modify the general education courses currently included in the catalog for meeting the social sciences requirement to agree with the options available in the catalog as listed on page 82. The current curriculum requires specific courses: ECON 2003, PSY 2003, and SOC 1003. Replace BUAD 3023 with new course PS 3023, if approved.

Submitted By: Mary Ann Rollans, Dean *Mary Ann Rollans*

Reviewed By: Registrar: *Tammy Woods*

Vice-President for Academic Affairs

II. Course Information

A. Rationale for the requested change.
The curriculum is being revised to be consistent with the general education requirements as stated on page 82 in the catalog. Many of the students in this major are career professionals who seek as many web courses as possible. Providing more options facilitates the availability of taking general education courses which are offered on the web.

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

1. Within the department requesting the change.
   Provide a consistent curriculum and eliminate confusion for the students; permit additional courses to satisfy the social sciences requirement.

2. Outside the department.
   None

C. Effective date or term.

   2007-08 Catalog

app CC 18/25/06
app FS 11/8/06

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.)

The Registrar assisted with recommendations for standardizing the general education requirements for the BPS degree. The Chancellor of the Ozark campus was informed of this change since there is a growing interest from their students for the BPS degree.

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.
N/A

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

*Updated 8/1/04
**Updated 9/1/05

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

Fall Start	
Freshman Fall Semester Add/Change: **Social Sciences**[1] Delete: **ECON 2003** Total Hours:	Freshman Spring Semester Add/Change: **Social Sciences**[1] Delete: **SOC 1003** Total Hours:
Sophomore Fall Semester Add/Change: **Social Sciences**[1] Delete: **PSY 2003** Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: **PS 3023** Delete: **BUAD 3023** Total Hours:
Senior Fall Semester Add/Change:	Senior Spring Semester Add/Change:

Delete: Total Hours:	Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: **Social Sciences**[1] Delete: **ECON 2003** Total Hours:	Freshman Fall Semester Add/Change: **Social Sciences**[1] Delete: **SOC 1003** Total Hours:
Sophomore Spring Semester Add/Change: **Social Sciences**[1] Delete: **PSY 2003** Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: **PS 3023** Delete: **BUAD 3023** Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
[1] See appropriate alternatives or substitutions in "General Education Requirements" on page 82.	Delete in footnote: Required course in Social Sciences: SOC 1003, ECON 2003, PSY 2003 and one course from the following: HIST 2013, POLS 2003.

REVISED MATRIX

Curriculum in Professional Studies (See Curriculum for Each Specialty Area) [2]

Degree Completion Plan Beginning in Spring Semester

Freshman					Sophomore				
Spring		Fall			Spring		Fall		
ENGL 1013	3	ENGL 1023	3		Social Sciences[3]	3	Humanities[4]	3	
Science[1]	4	Science[1]	4		ENGL 2053	3	Specialty Course[2]	3	
Social Sciences[3]	3	Social Sciences[3]	3		SPH 2003	3	Technical Courses[3]	3	
Specialty Course[2]	3	MATH 1113	3		Specialty Course[2]	3	Social Sciences[3]	3	
COMS 1003 or BUAD 2003	3	Specialty Course[2]	6		Fine Arts[1]	3	Electives	3	
Remedial[5]	3				BUAD 2053 or MATH 2163	3	WS 1002[1]	2	
Total Hours	19	Total Hours	19		Total Hours	18	Total Hours	17	

Junior					Senior				
Spring		Fall			Spring		Fall		
Specialty Course[2]	3	Technical Courses[3]	6		PS 3003	3	PS 4006	3	
Electives	3				Technical Courses[3]	6	Technical Courses[3]	9	
		PSY 3093	3		Electives	3	PS 3023	3	
Technical Courses[3]	6								
Electives	3								
Total Hours	15	Total Hours	12		Total Hours	12	Total Hours	15	

CURRENT MATRIX

Curriculum in Professional Studies (See Curriculum for Each Specialty Area) 2

Degree Completion Plan Beginning in Spring Semester

Freshman					Sophomore				
Spring		Fall			Spring		Fall		
ENGL 1013	3	ENGL 1023	3		Social Sciences[3]	3	Humanities[4]	3	
Science[1]	4	Science[1]	4		ENGL 2053	3	Specialty Course[2]	3	
Social Sciences[3]	3	Social Sciences[3]	3		SPH 2003	3	Technical Courses[3]	3	
Specialty Course[2]	3	MATH 1113	3		Specialty Course[2]	3	Social Sciences[3]	3	
COMS 1003 or BUAD 2003	3	Specialty Course[2]	6		Fine Arts[1]	3	Electives	3	
Remedial[5]	3				BUAD 2053 or MATH 2163	3	WS 1002[1]	2	
Total Hours	19	Total Hours	19		Total Hours	18	Total Hours	17	

Junior					Senior				
Spring		Fall			Spring		Fall		
Specialty Course[2]	3	Technical Courses[3]	6		PS 3003	3	PS 4006	3	
BUAD 3023		Electives	3		Technical Courses[3]	6	Technical Courses[3]	9	
	3	PSY 3093	3		Electives	3	Electives	3	
Technical Courses[3]	6								
Electives	3								
Total Hours	15	Total Hours	12		Total Hours	12	Total Hours	15	

[1] General Education Requirements* on page Error! Bookmark not defined.. See appropriate alternatives or substitutions. Required courses in Social Sciences: SOC 1003, ECON 2003, PSY 2003 and one course from the following: HIST 2003, HIST 2013, POLS 2003.

[2] Courses in the concentration areas as listed below, or a validated NOCTI exam in the student's area of concentration

may serve as a Specialty Area—same requirements for NOCTI exam as listed in the Industrial Systems requirements. ³Technical courses taken as part of an associate degree or from a community college may be transferred into the BPS degree. ⁴At least 40 of the total hours required for graduation must be 3000-4000 level courses; no more than 27 hours of electives towards the degree may be taken from the School of Business. ⁵If needed.	
Early Childhood Education: 18 hours Take: ECED 2001 and ECED 2002 (concurrent enrollment); ECED 3023 and ECED 3033 (concurrent enrollment); EDMD 3013, MATH 2033, and BIOL 3003.	Information Technology: 18 hours Take: COMS 1333, COMS 1403, COMS 2003, COMS 2233, COMS 2703, and 3 hours COMS elective credit.
Industrial/Organizational Psychology: 19 hours Take: PSY 2003, PSY 2053, PSY 2074 and 9 hours from the following: PSY 2023, PSY 3093, PSY 4033, PSY 4043, PSY 4234.	Criminal Justice: 18 hours Take: CJ 2003, CJ 3023, CJ 3043, CJ/RS 3063, CJ 3103, and CJ 3153.
Public Relations: 18 hours Take: SPH 3033, SPH 4153, JOUR 3173, JOUR 4173, JOUR 3273, and COMS 2003.	Agriculture Business: 18 hours Take: AGBU 2063, AGBU 2073, AGBU 3133, AGBU 4013, AGBU 4003, and AGBU 4023.

COURSE CHANGE PROPOSAL

To: Curriculum Committee or Graduate Council (as appropriate)

From: **Department of Art**

Date Submitted: **September 5, 2006**

Request for: Course change X

Submitted By: **Neal Harrington, Assistant Professor of Art**

Approved By: Department Head: **Dr. Cathy Caldwell**

                    Dean of School: **Dr. Georgena Duncan**

Reviewed By: Registrar:

                    Vice-President for Academic Affairs

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

Eliminate the terms serigraphy and lithography in course description as they are not part of an introductory course.

I. Catalog Description:

Number: Art 3803

Title for Catalog: Introduction to Printmaking:

Prerequisites: ART 1303, 1403, 2403 and Sophomore Review. A survey of traditional printmaking techniques will be taught including intaglio, relief and monotype. Studio six hours. $75.00 materials fee.

June
Effective date or term. ~~Fall~~ 2007

Outline in specific detail how your proposal will alter the program: NA
      Change will not alter the program.

app cc 18/25/06
app FS 11/8/06

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.

Cathy Caldwell
Department Head

Sept 15, 2006
Date

*Added 9/1/05

Proposal for Course Change

TO: Curriculum Committee

FROM: Department of Art

DATE SUBMITTED: September 15, 2006

REQUEST FOR: Course Addition

SUBMITTED BY: Dr. Cathy Caldwell, Professor of Art

APPROVED BY: Department Head: *Cathy Caldwell*

Dean of School of Liberal and Fine Arts: *G. Duncan*

REVIEWED BY: Registrar *Tammy Woods*

Vice President:

11-9-06

See Attachments

app CC 10/25/06
app FS 11/8/06

I. Catalog Description

Course No. and Title: Art 3903 Introduction to Fiber Arts:

Prerequisites: Art 1303, 1403, 2403 and Sophomore Review. An introduction to fiber arts to include historical and cultural connections, techniques and processes associated with materials studies such as weaving, papermaking, textile design, and mixed media. Studio six hours.

Effective date or term: ~~Fall~~ June. 2007

II. Justification and Feasibility of the Course:

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

The use of fibers as an expressive art form has a centuries old cultural and historical tradition. Fiber Arts courses have long been an integral part of most university art programs, as well as an area of major concentration. The course will provide an upper level elective choice for students in all art areas. Work with fibers will both enhance and build on technical as well as conceptual visual art skill development. The studio space in the new art education and sculpture labs will now provide the facility/space necessary for course implementation.

B. How does the course relate to other work being offered in the department:

The elective course will complement other studio course curriculum, there is no overlap.

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

The Department of Art's mission and purpose is to provide a strong core foundation in visual art concepts, cultural contexts, and studio processes. The Fiber Arts course will provide an opportunity for students to expand their studio skills and conceptual development.

D: How often will the course be offered:
Once an academic year.

E. How will the course be staffed:
Dr. Cathy Caldwell, Professor of Art, will be the instructor.

F. How will this course affect other department's students and offerings?
NA

Assessment Plan: this course will help students achieve departmental assessment outcomes related to development of proficiency in use of art tools, materials, and processes, awareness of contemporary trends and historical connections, effective use of visual art terminology in written and verbal formats, and in the development of a substantive portfolio.

Syllabus for Art 3903: Fiber Arts
Dr. Cathy Caldwell, Professor of Art
Office: Art 104A   Phone: 968-0478
Email: Cathy.Caldwell@atu.edu
Office Hours: 1-4 MW, 1-2 TR

Catalog Course Description: Prerequisite: Art 1303, 1403, 2403, Sophomore Review. An introduction to fibers arts to include cultural and historical connections, techniques and processes associated with materials studies to include papermaking, textile design, and mixed media. Studio six hours.

Learning outcomes will provide students with opportunities to:

- identify/ respond to fiber art forms and techniques, processes associated with particular cultures from both past and present

- demonstrate understanding of design elements and principles as applied to fiber arts

- develop skills in techniques and processes in a variety of material studies and utilizing both two and three dimensional forms

- identify and put into practice safe applications of tools, materials and processes

- research and present contemporary perspectives on fiber arts through art criticism

- create/exhibit a portfolio of work expressive of personal style with emphasis on mixed media applications of fiber arts.

Text: Readings as assigned for journal/sketchbook responses and class discussion
Course Outline includes project engagement and assignments based on:

- Introduction to Fiber Arts, historical, cultural, and contemporary perspectives

- Art Criticism response to contemporary fiber arts exhibits/publications

- Paper Arts: Collage, Papermaking, cultural paper arts traditions, additive and sculptural processes.

- Woven Media: Introduction to Weaving, Knotting, three dimensional applications

- Textile Applications: Introduction to Dyeing, Resist processes, Stamping, and Painting, applied use of thread, wire, found objects incorporated in or on various types of fabric

- Final Project Development of a two/three dimensional form(forms) expressive of a concept of individual choice based on a combination of fiber arts applications.

Note: Course content may also reflect guest fiber artists and their area of expertise as can be appropriately be integrated into the curriculum.

Selected Bibliography:

Barrett, Timothy. Japanese Papermaking: Traditions, Tools, Techniques. New York: Weatherhill Pub., 1992

Bonman, Monica. *Helena Hernmarck: Tapestry Weaver*. Englewood Cliffs, N.J: Prentice Hall, 1999.

Danilowitz, Brenda. *Anni Albers, Selected Writings on Design*. New York: Villard, 2000.

Harris, Jennifer, ed. *5,000 years of Textiles, an International History*. New York: Abrams, 1993.

Held, Shirley. *Weaving, A Handbook of the Fiber Arts*. 3rd Edition. Belmont: California, Wadsworth, 1999.

Itten, Josef. *Elements of Color*. New York: Van Nostrand Reinhold, 1970.

Kieffer, Susan, ed. *Fiber Arts Design*. Radnor, Pennsylvania: Chilton. 2004

Laury, Jean Ray. *Imagery on Fabric*. Lafayette, CA: C&T Publishing, 1992.

Mazloomi, Carolyn. *Spirits of the Cloth, Contemporary African American Quilts*. New York: Potter, 1998.

Singer, Margo. *Textile Arts; Multicultural Traditions*. Radnor, Pennsylvania, 1990.

Weiner, Annette. *Cloth and Human Experience*. Washington, D.C. :The Textile Museum, 1989.

CURRICULUM CHECKLIST
FOR EDITING CURRICULAR CHANGE PROPOSALS

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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.

Cathy Caldwell
Department Head

September 15, 2006
Date

*Added 9/1/05

Proposal for Course Change

To: Curriculum Committee

From: Nursing Department

Date submitted: August 21, 2006

Request for: Course addition

Submitted by: Nursing Curriculum Chair, Shelly Daily

Approved by: Department Head   *Rebecca Burris* Ph D, RN
             Dean of School   *J R Coloom* 9·26·06

Reviewed by: Registrar: *Tammy Meadis*
                 Vice President:

I.   Catalog Description: Synthesis of clinical and theoretical nursing knowledge occurs throughout the course. Students will be required to use all previously learned clinical and theoretical knowledge in the management of a diverse client population for which they are planning and providing a full-range of needed health care. Theory and clinical application of nursing knowledge must be integrated in order to prioritize, delegate, and ensure the delivery of comprehensive health care to clients in a variety of institutional and community-based settings. Students work closely with designate professional nurse preceptors and faculty in carrying out these learning activities. * 40 testing fee

Number: NUR 4903 (1 hour lecture, 6 hours clinical equal to 2 credit hours)

Title of Course: Synthesis of Clinical and Theoretical Nursing

Description: This will be the capstone course of the nursing program. It will provide a synthesis of theory and clinical knowledge and preparation for the NCLEX-RN exam. The students' preceptorship will be part of the course. Standardized testing to meet national norms will be required for course completion.

           June
Effective date: ~~Fall~~ 2007

Course fees: $40

II.   Justification and feasibility of course:

A. The need for this course has come from student and faculty recommendations. Every senior will be required to take this as a final course

app CC 10/25/06
app FS 11/8/06

of our program. The need for the course has been demonstrated by a number of students scoring below national norms on standardized tests.

B. There is no other similar course offered. This course will help synthesize all of the knowledge presented in previous clinical and theoretical courses.

C. If approved, we will move the preceptorship out of NUR 4806, and reduce it a four hour course. The addition of this course will add 1 hour to the degree plan, which is comparable to other schools in the State.

D. The course will be offered every semester.

E. The course will be staffed by senior-level faculty. Since we will be decreasing NUR 4806 to 4 hours, only 1 hour is being added to the degree plan. The NCLEX review is available in a web-format through a testing company.

F. This course should not affect any other departments.

Reviewed by	Support	Date
1. Dr. Rebecca Burris, Department chair	Yes	8-21-2006
2. Dr. Jennifer Helms, Level IV coordinator	Yes	8-21-2006
3. Dr. Richard Cohoon, Dean Physical & Life Sciences	Yes	9-19-2006

ARKANSAS TECH UNIVERSITY

DEPARTMENT OF NURSING
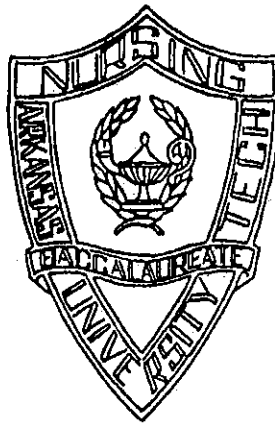
NUR 4903 (01)

Synthesis of Clinical and Theoretical Nursing

ARKANSAS TECH UNIVERSITY
Department of Nursing

Course Number: NUR 4903

Course Title: Synthesis of Clinical and Theoretical Nursing

Credit Hours: 3 Semester Hours

Contact Hours: 72 hr preceptorship +

Placement: Level IV Senior Year

Faculty: Senior level faculty

Course Description: Synthesis of clinical and theoretical nursing knowledge occurs throughout the course. Students are expected to use all previously learned clinical knowledge in the management of a diverse client population for which they are planning and providing a full range of needed health care. Theory and clinical application of nursing knowledge must be integrated in order to prioritize, delegate, and ensure the delivery of comprehensive health care to clients in a variety of institutional and community based settings. Students work closely with designate professional nurse preceptors and faculty in carrying out these learning activities

Instructional Resources:

Required Textbooks:

Retain texts from previous nursing courses.

Justification/Rationale for NUR 4806:

A. Relationship to Mission:

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

B. Relationship to Program Outcomes:

The learner progresses toward Program Outcomes one, two, three, five, and six by the completion of this course.

Course Objectives:

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

1. Utilize critical thinking skills and attitudes to provide promotive, restorative and supportive health care to individuals, families, groups and communities.

2. Synthesize professional nursing roles in providing holistic nursing care to patients of all ages.

4. Incorporate professional nursing behavior into practice

5. Collaborate with faculty to achieve National norm score on standardized test.

6. Improve seniors' career preparation and preprofessional development, that is, facilitate their transition from the academic to the professional world.

Relationship to General Education Objectives:

This final upper division professional nursing course provides opportunities for the student to integrate knowledge and skills acquired both from the general education component and nursing theories and concepts courses into the practicum setting.

Evaluation:

1. Grading Scale:

   A = 90 - 100
   B = 80 - 89
   C = 75 - 79
   D = 68 - 74.99
   F = 67 and below
   I = Incomplete: All requirements not met.

2. A grade of "C" or above must be achieved in every nursing course in order to progress in the nursing program.

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

4. All required assignments are due as indicated by faculty. The grade for late work will be lowered one letter grade for each late day.

   5. Course Grade

Conduct of the Course:

Policies:

Class Attendance:

1. It is considered essential that the student regularly attend all nursing experiences. Absences will be reflected in the evaluation of the student's ability to meet course objectives and may

seriously jeopardize the student's grade. The policy regarding makeup work for absences is determined by the linical faculty.

2. It is the student's responsibility to be prepared and on time for all clinical experiences.

3. **In the rare event of a necessary absence, personal notification must be made to the proper agency as well as to the clinical faculty prior to the absence. Failure to report will be reflected in the Clinical evaluation tool under professionalism.**

4. If a consistent pattern of absences from practicum develops, the situation will addressed with by the faculty.

5. In addition to the assigned clinical practicum, other learning experiences may be scheduled. All students are expected to participate.

Insurance:

All students must show evidence of having liability insurance prior to starting clinical experiences.

C.P.R. Certification:

All students must present evidence of current AHA verification for cardiopulmonary resuscitation (CPR).

T.B. Skin Test

All students must present evidence of current (within 12 months) TB screening.

Dress and Behavior:
1. The dress code of the Department of Nursing is the same as that of Arkansas Tech University. In those instances when the student visits clinical agencies to gather information for any course, they are required to wear a laboratory coat over appropriate dress, be identified by a photo id badge and a patch identifying the University.
Required dress for the students in practicum consists of green school uniform scrubs and white shoes. Students are identified with a photo I.D. badge and an "ATU" patch in the shoulder area of the left sleeve. Students in specialty areas will wear dress appropriate to the special nursing setting.

2. The students will be expected to maintain a professional attitude at all times while in the clinical area. Client confidentiality must be maintained. Students will abide by the agency's regulating polices.

3. Students are reminded of the signed honesty statement and are expected to:
a. Present written work that is theirs alone.
b. Correctly document any materials from a textbook, pamphlet, journal, etc. that is used for an assignment.
c. Only use authorized devises or materials for an examination and no copying from other students= papers. Note: Plagiarism is defined as stealing and presenting, as one=s own,

ideas
    or words of another, or not documenting properly.

APPENDIX A

CRITICAL PATHWAY
FOR
MANAGEMENT
PRECEPTORSHIP

Identify area of interest; identify weak area per Mobility Profile	>	Locate and identify Preceptor	>	Present preceptor name and vitae for approval	
					V
Present objectives, preceptor, site, dates, and times to faculty for approval	<	Collaborate with faculty for clarification of objectives	<	Meet with preceptor to identify learning objectives, schedule, clinical site, and times of clinical	
V					
Implement plan of preceptorship	>	Report progress to faculty	>	Review with preceptor objectives achieved - prepare evaluation	
					V
				Meet with faculty for final evaluation	

Preceptor Role in Clinical Preceptorship

The preceptor:

1. Serves as a role model for the student.

2. Assists the student to meet the learning objectives of the course.

3. Works with the student to select appropriate assignments/learning experiences.

4. Provides assistance to the student as needed.

5. Communicates effectively with the student and faculty.

6. Facilitates student's transition to the identified nursing role.

7. Assists the student to communicate effectively with others.

8. Evaluates student progress.

9. Completes clinical evaluation at the end of the clinical experience.

10. Provides feedback to the student in a timely manner.

11. Confers with faculty about student progress.

12. Conforms to employer's institutional policies on restriction of student clinical activities.

Faculty Role in Clinical Preceptorship

The faculty member will:

1. Guide students in selection of a preceptor and clinical experience.

2. Orient the clinical preceptor to the role.

3. Facilitate communication between the preceptor and student.

4. Confer with each student and preceptor regarding student's progress.

5. Be available during office hours to the student and clinical preceptor.

6. Immediately respond to a request for assistance by either the student or the preceptor.

7. Facilitate the learning experience of the student.

8. Assume responsibility for the final grade for this experience.

9. Mentor preceptors in their teaching role with students.

10. Function as liaison between academic and clinical environments.

11. Intervene in situations that have impact on student progress.

12. Conform to agency policies and guidelines.

Student Role in Clinical Preceptorship

The student will:

1. Come to the clinical experience prepared with working knowledge of clinical objectives.

2. Keep a written log that includes clinical experiences and achievement of objectives.

3. Seek assistance when needed from the preceptor and faculty.

4. Communicate honestly and effectively with the preceptor and faculty.

5. Foster the harmonious working relationship with the clinical area.

6. Schedule clinical days and time to coincide with schedule of preceptor.

7. Notify clinical instructor of clinical schedule prior to experience.

8. Notify clinical instructor immediately of unexpected schedule changes.

Guidelines for Selection of Clinical Preceptors

The student shall select a clinical preceptor with the following qualifications:

1) Minimum educational level equivalent to B.S.N.

2) At least one year clinical experience in current practice setting.

3) Student should not select their clinical area in an area where they work.

Guidelines for Clinical Preceptorship

The student shall select up to two (2) clinical sites for completion of seventy-two (72) hours preceptorship. At least 36 hours shall be completed in a medical surgical arena (Med Surgical, Post Surgical, ICU, ER, Postpartum, Pediatrics) while the remaining thirty-six (36) hours can be completed in a specialty of the student's selection. The student shall precept with up to, but not to exceed, two preceptors. Overlapping of preceptor hours with another student is not permitted. Student cannot precept in area where they work.

Students are to complete the distributed packets and turn in all tasks completed by the scheduled due date. Failure to turn in the packet by the due date, without permission of their assigned faculty mentor, will result in a dropped letter grade for the experience.

Management Practicum Performance Evaluation Tool: Preceptorship

Student _____ **Date** _____

Agency _____ **Preceptor** _____

Preceptor: Evaluation Criteria	Preceptor: Anecdotal Notes	Preceptor: Scores
I. Leadership characteristics (30%)		
A. Uses effective communication Skills (5%)		
B. Organizes time effectively (5%)		
C. Collaborates with others (5%)		
D. Self-directed (5%)		
E. Decisive (5%)		
F. Self-assured (5%)		
II. Professional Appearance/Attitude (5%)		
A. Analyzes own attitudes and feelings towards client's values		
B. Responsible for own learning and actions		
C. Appearance/hygiene follows school/agency's guidelines		
D. Demonstrates legal/ethical behavior		
III. Timeliness/attendance (5%)		
A. Punctual/prompt notification if tardy/absent		
B. Reports to duty as assigned		
C. Submits paperwork on time		
IV. Communication/Staff Rapport (5%)		
A. Collaborates		
B. Seeks help appropriately		
C. Effective communication		
D. Patient advocate		
V. Documentation (5%)		
A. Documents mutual outcomes, modification of plan, effectiveness of nursing interventions, teaching, using nursing process		

Faculty: Evaluation Criteria	Faculty: Anecdotal Notes	Faculty: Scores
I. Accomplishment of Objectives (40%) A. Preceptorship II. Application of Pertinent Research (10%)	Total Score	

Preceptor Signature _____ Date _____

Student Signature _____ Date _____

Faculty Signature _____ Date _____

(Insert Preceptor Resume Form)

(Insert Page 2 Preceptor Resume Form)

Curriculum in __Nursing_____
Bachelor of _Science in Nursing_____

Suggested Sequence of Courses

Freshman

Fall		Spring	
English Composition I (ENGL 1013)[2]	3	English Composition II (1023)[2]	3
College Algebra (MATH 1113)	3	General Psychology (PSY 2003)	3
Survey of Chemistry (CHEM 1114)	4	Human Anatomy (BIOL 2014)[3]	4
Introductory Sociology (SOC 1003)	3	Physical Activity [2]	1
Physical Activity [1]	1	Elective[4]	1
Elective[4]	1	Social Sciences (HIST 2003, 2013 or POLS 2003)[2]	3
Total Hours	**15**	**Total Hours**	**16**

Sophomore

Fall		Spring	
Developmental Psychology I (PSY 3063)	3	Developmental Psychology II (PSY 3163 or Social Gerontology (SOC 3173)	3
Human Physiology (BIOL 3074)	4	Microbiology (BIOL 3054)	4
Social Sciences[2]	3	Applied Pathophysiology (BIOL/NUR 3803)	3
Humanities[2]	3	Fine Arts[2]	3
Nutrition (NUR 2303)	3	Electives[4]	2
Total Hours	**16**	**Total Hours**	**15**

Summer I or II (prior to Junior Year)

Introduction to Professional Nursing (NUR 2023)	3				
Skills I (NUR 3103)	3				
Total Hours	**6**		**Total Hours**		

Junior

Fall		Spring	
Theories and Concepts I (NUR 3204)	4	Theories and Concepts II (NUR 3606)	6
Skills II (NUR 3502)	2	Nursing Pharmacology (NUR 3703)	3
Health Assessment (NUR 3304)	4	Practicum in Nursing II (NUR 3805)	5
Practicum in Nursing I (NUR 3404)	4		
Total Hours	**14**	**Total Hours**	**14**

Senior

Fall		Spring	
Theories and Concepts III (NUR 4206)	6	Theories and Concepts IV (NUR 4606)	6
Nursing Research (NUR 4303)	3	Practicum in Nursing IV (NUR 4806)	6
Practicum in Nursing III (NUR 4405)	5	Nursing Electives (NUR 3000-4000)[1,4]	1-4
Total Hours	**14**	**Total Hours**	**13-16**

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

Curriculum in __Nursing_____
Bachelor of _Science in Nursing_____

Suggested Sequence of Courses

Freshman				Sophomore			
Fall		**Spring**		**Fall**		**Spring**	
English Composition I (ENGL 1013)[1]	3	English Composition II (1023)[1]	3	Developmental Psychology I (PSY 3063)	3	Developmental Psychology II (PSY 3163 or Social Gerontology (SOC 3173)	3
College Algebra (MATH 1113)[1]	3	General Psychology (PSY 2003)	3	Human Physiology (BIOL 3074)	4	Microbiology (BIOL 3054)	4
Survey of Chemistry (CHEM 1114)	4	Human Anatomy (BIOL 2014)[1,2]	4	Social Sciences[1]	3	Applied Pathophysiology (BIOL/NUR 3803)	3
Introductory Sociology (SOC 1003)	3	Physical Activity [1]	1	Humanities[1]	3	Fine Arts[1]	3
Physical Activity [1]	1	Elective[3]	2	Nutrition (NUR 2303)	3	Electives[3]	2
Elective[3]	1	Social Sciences (HIST 2003, 2013 or POLS 2003)[1]	3				
Total Hours	**15**	**Total Hours**	**16**	**Total Hours**	**16**	**Total Hours**	**15**
Summer I or II (prior to Junior Year)							
Introduction to Professional Nursing (NUR 2023)	3						
Skills I (NUR 3103)[4]	3						
Total Hours	**6**			**Total Hours**			

Junior				Senior			
Fall		**Spring**		**Fall**		**Spring**	
Theories and Concepts I (NUR 3204)[4]	4	Theories and Concepts II (NUR 3606)	6	Theories and Concepts III (NUR 4206)	6	Theories and Concepts IV (NUR 4606)	6
Skills II (NUR 3502)[4]	2	Nursing Pharmacology (NUR 3703)	3	Nursing Research (NUR 4303)	3	Practicum in Nursing IV (NUR 4804)[4]	4
Health Assessment (NUR 3304)[4]	4	Practicum in Nursing II (NUR 3805)[4]	5	Practicum in Nursing III (NUR 4405)[4]	5	Synthesis of Clinical and Theoretical Nursing (NUR 4903)[4]	3
Practicum in Nursing I (NUR 3404)[4]	4					Nursing Electives (NUR 3000-4000) [4]	2
Total Hours	**14**	**Total Hours**	**14**	**Total Hours**	**14**	**Total Hours**	**15**

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

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

[3] Nursing students must have 5 hours of electives which could include NUR 1001. (ENGL 2053 recommended).

[4] One credit hour equals 3 contact hours.

Proposal for Course Change

To: Curriculum Committee

From: Nursing Department

Date submitted: September 21, 2006

Request for: Course change

Submitted by: Nursing Curriculum Chair, Shelly Daily

Approved by: Department Head *Rebecca Burris Ph D, RN*
             Dean of School *Cohoon* 9·26·06
Reviewed by: Registrar *Tammy Ruddle*
             Vice President:

NUR 4806 is an existing senior-level clinical course. With approval of the capstone course, NUR 4903 (Synthesis of Clinical and Theoretical Nursing), we will decrease the credit hours of this course to 4 hours and move the preceptorship portion of the course to NUR 4903.

I.   Catalog Description Change: **NUR 4804. Practicum in Nursing IV – Nursing in the Community.** Pre- or co requisites: NUR 4206, 4304, 4405, and 4606. A clinical course which integrates theories and concepts from all nursing courses and provisions for practice in predominantly distributive healthcare settings. Emphasis is on the utilization of the nursing process, the prevention of illness, maintenance of health, and the restoration of wellness of individuals, families, and communities, experiencing adaptation to complex health problems. Management skills and techniques are utilized in the delivery of holistic nursing care. Activities are provided which facilitate the role transition from student to professional nurse. Clinical experiences occur in a variety of distributive health-care settings. 12 clinical hours. $10 laboratory fee.

Reviewed by	Support	Date
1. Dr. Rebecca Burris, Department chair	Yes	8-21-2006
2. Dr. Jennifer Helms, Level IV coordinator	Yes	8-21-2006
3. Dr. Richard Cohoon, Dean Physical & Life Sciences	Yes	9-19-2006

app CC 10/25/06
app FS 11/8/06

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

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: **NUR 4804 and NUR 4903** Delete: **NUR 4806** *14* Total Hours:
Spring Start (If applicable) **Not Guaranteed**	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours	

CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Physical Sciences

Date Submitted: Oct. 2, 2006

Type of Curriculum Change Requested: Miscellaneous change

Submitted By: Robin Lasey

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.

Add biology prerequisite.

CHEM 3344 Principles of Biochemistry
Fall. Prerequisite: CHEM 3254 and **BIOL 1014 or 1114**. The chemistry of
metabolism of carbohydrates, lipids, and proteins. Basic concepts of the
biochemistry of DNA, vitamins and enzymes, biological oxidations, and
bioenergetics. An introduction to biochemical laboratory techniques. Lecture
three hours, laboratory three hours. $10 laboratory fee.

II. Course Information

A. Rationale for the requested change.
Intro. to Biology/Principles of Biology should be a prerequisite since this
course builds on the concepts introduced in a general biology course.

B. What impact will the change have on staffing, on other programs,
budget, and space allocation?
This change should not effect staffing, budget, or space allocation.

C. Effective date or term.
Effective immediately.

DEPARTMENT OF PHYSICAL SCIENCES

McEver Building Room 34E
1701 North Boulder Avenue
Russellville, AR 72801-2222

phone: 479-968-0293
fax: 479-964-0837

http://pls.atu.edu/physci

August 14, 2006

To Whom It May Concern:

The new edition of the catalog (2006-2007) is missing one of the prerequisites for CHEM 3344
Principles of Biochemistry. BIOL 1014 should be listed as a prerequisite. I have attached the
curriculum change proposal that was approved through the curriculum committee.

Dr. Robin Lasey
Assistant Professor of Chemistry
Arkansas Tech University

CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Physical Sciences

Date Submitted: Aug. 17, 2005

Type of Curriculum Change Requested: Miscellaneous change

Submitted By: Robin Lasey

Approved By: Department Head:

               Dean of School:

Reviewed By: Registrar:

               Vice-President for Academ

I.   Program or curriculum cha

Drop CHEM 3341 Biochemist
Biochemistry

Add
CHEM 3344 Principles of Bic
Fall. (Prerequisite: CHEM 3254, BIOL 1014.) The chemistry of metabolism of
carbohydrates, lipids, and proteins. Basic concepts of the biochemistry of DNA,
vitamins and enzymes, biological oxidations, and bioenergetics. An introduction
to biochemical laboratory techniques. Lecture three hours, laboratory three hours.
$10 laboratory fee.

[handwritten: This proposal doesn't match the one Dr. Lasey sent with memo. Hold for next year per Dr. Robertson 2-19-07]

II. Course Information

   A. Rationale for the requested change.
   The lecture and the lab are integrally related and build on one another.
   Students should not take one without the other. Therefore, they should be one
   course. The new course is simply a combination of the lecture and laboratory
   courses. In addition Intro. to Biology should be a prerequisite since this course
   builds on the concepts introduced in biology and chemistry.

   B. What impact will the change have on staffing, on other programs,
       budget, and space allocation?
   This change should not effect staffing, budget, or space allocation.

   C. Effective date or term.
   Effective immediately.

DEPARTMENT OF PHYSICAL SCIENCES

McEver Building Room 34E
1701 North Boulder Avenue
Russellville, AR 72801-2222

phone: 479-968-0293
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http://pls.atu.edu/physci

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Department of Physical Sciences

Date Submitted: 2005 August 17

Type of Curriculum Change Requested: Course change: Integrate lecture and laboratory course

Submitted By: Dr. Robin Lasey

Approved By: Department Chair: _Jeff W. Robin_

Dean of School: _R.S. Cohoon_ 9-23-05

Reviewed By: Registrar: _Tammy Weaver_ 9/26/05

Vice-President for Academic Affairs

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

Delete CHEM 3341 Biochemistry Laboratory
Delete CHEM 3343 Principles of Biochemistry

Add CHEM 3344 Principles of Biochemistry
Fall. Prerequisite: CHEM 3254. The chemistry of metabolism of carbohydrates, lipids, and proteins. Basic concepts of the biochemistry of DNA, vitamins, enzymes, biological oxidations, and bioenergetics with introduction to biochemical laboratory techniques. Lecture three hours, laboratory three hours. $10 laboratory fee.

II.   Course Information

A. Rationale for the requested change.
The lecture and the lab are integrally related and build on one another. Students should not be allowed to take one without the other. Therefore, they should be one course. The "new" course is simply the combination of the lecture and laboratory.

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

C. Effective date or term. Effective immediately (next catalogue)

App CC 10/7/05
app FS 10/13/05

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Department of Physical Science

Date Submitted: September 25, 2006

Type of Curriculum Change Requested: *Program, option, or minor modification

Submitted By: Wilson J. Gonzalez-Espada

Approved By: Department Head: *~~JMWRauth~~* 2006 Sept 22

                 Dean of School: *~~signature~~* 9-25-06

Reviewed By: Registrar: *~~Tammy Reedes~~*

                 Vice-President for Academic Affairs

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

A.   Delete the course COMS 2003 as an option for students in the following programs: Physical Science – General, Physics, Nuclear Physics, and Engineering Physics.

B.   Move the course PHYS 3213 (Modern Physics) from Spring to Fall in the following programs: Physical Science – General, Nuclear Physics. Relocate a course from Fall to Spring to keep the credit hours balanced.

C.   Switch PHYS 4013 (Quantum Physics) and PHYS 3213 (Modern Physics) in the following programs: Physical Science – Physics, Engineering Physics.

II.   Course Information

    A.   Rationale for the requested change.

    Communications from students who graduated from our program and went to graduate school indicate that knowledge of programming in C is assumed. Requiring COMS 2803 (programming in C) should help our future graduates to be more competitive in graduate school.

    Moving the course PHYS 3213 for the fall semester will allow students to take it right after the PHYS 2114-2124 sequence, which is the most common sequence of instruction.

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

        1.   Within the department requesting the change. NONE *app CC 10/25/06*

                                                     app FS 11/8/06

2. Outside the department. NONE

C. Effective date or term. ~~FALL~~ June 2007

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.) NOT APPLICABLE.

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1.		
2.		
3.		
4.		
5.		

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

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

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

*Updated 8/1/04
**Updated 9/1/05

Curriculum in Physical Science (General Option)

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: Delete: Total Hours:
Junior Fall Semester Add: PHYS 3213 or Elective (3000-4000 level)[3] ✓ Add: COMS 2803 ✓ Delete: PHYS/MATH/ENGR Elective[2] ✓ Delete: COMS 2003 or 2803 ✓ Total Hours:	**Junior Spring Semester** Add: PHYS/MATH/ENGR Elective[2] ✓ Delete: PHYS 3213 or Elective (3000-4000 level)[3] ✓ Total Hours:
Senior Fall Semester Add: PHYS 3213 or Elective (3000-4000 level)[3] ✓ Add: Physical Activity[1] ✓ *1 hour?* Delete: PHSC/MATH Elective (3000-4000 level)[2] ✓ Total Hours:	**Senior Spring Semester** Add: PHSC/MATH Elective (3000-4000 level)[2] ✓ Delete: PHYS 3213 or Elective (3000-4000 level)[3] ✓ Delete: Physical Activity[1] ✓ Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	**Freshman Fall Semester** Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	**Sophomore Fall Semester** Add/Change: Delete: Total Hours:
Junior Spring Semester Add: COMS 2803 ✓ Add: Elective 7 ✓ Delete: PHYS 3213 or Elective (3000-4000 level)[3] ✓ Delete: COMS 2003 or 2803 ✓ Delete: Elective 4 ✓ Total Hours:	**Junior Fall Semester** Add: PHYS 3213 or Elective (3000-4000 level)[3] ✓ Add: Elective 2 ✓ Delete: Elective 5 ✓ Total Hours:
Senior Spring Semester Add: Elective (3000-4000) 3 ✓ Delete: PHYS 3213 or Elective (3000-4000 level)[3] ✓ Total Hours:	**Senior Fall Semester** Add: PHYS 3213 or Elective (3000-4000 level)[3] ✓ Add: Elective (3000-4000) 8 ✓ Delete: Elective (3000-4000) 11 ✓ Total Hours:
Total Program Hours	

Curriculum in Physical Science (Physics Option)

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add: COMS 2803 ✓ Delete: COMS 2003 or 2803 ✓ Total Hours:	**Sophomore Spring Semester** Add/Change: Delete: Total Hours:
Junior Fall Semester Add: PHYS 3023 or 3213 ✓ Delete: PHYS 3023 or 4013 ✓ Total Hours:	**Junior Spring Semester** Add: PHYS 3023 or 4013 ✓ 3133? Delete: PHYS 3023 or 3213 ✓ Total Hours: 3133? ✓ ?
Senior Fall Semester Add: PHYS 3213 or 3023 Delete: PHYS 4013 or 3023 ᐧ Total Hours:	**Senior Spring Semester** Add: PHYS 4013 or 3133 Delete: PHYS 3213 or 3133 Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	**Freshman Fall Semester** Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add: COMS 2803 ✓ Delete: COMS 2003 or 2803 ✓ Total Hours:	**Sophomore Fall Semester** Add/Change: Delete: Total Hours:
Junior Spring Semester Add: PHYS 3133 or 4013 Delete: PHYS 3133 or 3213 Total Hours:	**Junior Fall Semester** Add: PHYS 3023 or 3213 Delete: PHYS 3023 or 4013 Total Hours:
Senior Spring Semester Add: PHYS 4013 or 3133 Delete: PHYS 3213 or 3133 Total Hours:	**Senior Fall Semester** Add: PHYS 3213 or 3023 Delete: PHYS 4013 or 3023 Total Hours:
Total Program Hours	

Curriculum in Physical Science (Nuclear Physics Option)

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add: COMS 2803 ✓ Delete: COMS 2003 or 2803 ✓ Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: { Delete: Fine Arts[1] ✓ Total Hours: 12	Junior Spring Semester Add/Change: Fine Arts[1] ✓ Delete: PHYS 3213 or PHYS elective[3] ? Total Hours:
Senior Fall Semester Add/Change: PHYS 3213 or PHYS elective[3] ? Delete: Humanities[1] ✓ Total Hours:	Senior Spring Semester Add/Change: Humanities1 ✓ Delete: PHYS 3213 or PHYS elective[3] ? Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add: COMS 2803 ✓ Delete: COMS 2003 or 2803 ✓ Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Business Admin. Elective ✓ Delete: PHYS 3213 or PHYS Elective[3] ✓ Total Hours:	Junior Fall Semester Add: PHYS 3213 or PHYS Elective[3] ✓ Delete: Business Admin. Elective ✓ Total Hours:
Senior Spring Semester Add/Change: PHYS 4991-4 ✓ Delete: PHYS Elective or PHYS 3213[3] ✓ Total Hours: 13-16	Senior Fall Semester Add/Change: PHYS Elective or PHYS 3213[3] ✓ Delete: PHYS 4991-4 ✓ Total Hours: 18-15
Total Program Hours	

(handwritten note in right margin: Only hours 12 hours)

Curriculum in Engineering Physics

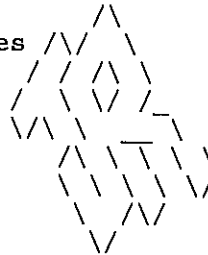| Fall Start	
Freshman Fall Semester Add: COMS 2803 ✓ Delete: COMS 2003 or 2803 ✓ Total Hours:	**Freshman Spring Semester** Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: Delete: Total Hours:
Junior Fall Semester Add: PHYS 3023 or 3213 Delete: PHYS 3023 or 4013 Total Hours:	**Junior Spring Semester** Add: PHYS 4013 or 3133 Delete: PHYS 3213 or 3133 Total Hours:
Senior Fall Semester Add: PHYS 3213 or 3023 Delete: PHYS 4013 or 3023 Total Hours:	**Senior Spring Semester** Add: PHYS 3133 or 4013 Delete: PHYS 3133 or 3213 Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add: COMS 2803 Delete: COMS 2003 or 2803 Total Hours:	**Freshman Fall Semester** Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	**Sophomore Fall Semester** Add/Change: Delete: Total Hours:
Junior Spring Semester Add: PHYS 4013 or 3133 Delete: PHYS 3213 or 3133 Total Hours:	**Junior Fall Semester** Add: PHYS 3133 or 4013 Delete: PHYS 3023 or 4013 Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	**Senior Fall Semester** Add/Change: Delete: Total Hours:
Total Program Hours	

Karen Riddell

From: Jeff Robertson [jeff.robertson@atu.edu]
Sent: Wednesday, November 15, 2006 10:23 AM
To: karen.riddell@atu.edu
Subject: Catalogue

The edits you made for the catalog looked correct to me.   Thank you.

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Jeff Robertson, Ph.D.    Arkansas Tech University                /\
jeff.robertson@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                                     \/\ \ __ \
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ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee ~~or Graduate Council (as appropriate)~~

From: ~~Initiating Department~~ *Com, d Inb. Science*

Date submitted: September 21, 2006

Request for: Course change_____Course deletion__X__Course addition_____
(Excluding course credit hour changes)

Submitted by: Dr. Larry Morell

Approved by: Department Head: _____

               Dean of School: _____

Reviewed by: Registrar: _____

               Vice President: _____

Rationale: We have not taught these courses in over eight years. However, we wish to keep them on inventory to ease transferring courses from community colleges and to allow us to teach these courses at a future time if we so desire.

We are requesting that the following listed courses be dropped from the catalog, but not from the course inventory.

COMS 1201 Introduction to Spreadsheets
COMS 1301 Introduction to Word Processing
COMS 1401 Introduction to Database Systems
COMS 1521 Computer-Aided Design Graphics
COMS 1561 Presentation Graphics
COMS 1903 Applied Computer Graphics
COMS 2723 PC Computer Architecture and Operating Systems
COMS 3033 Application Program Development I
COMS 3043 Application Program Development II

*Updated 8/1/04
**Updated 9/1/05

ATTACHMENT B

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Department of Computer and Information Science

Date Submitted: September 26, 2006

Type of Curriculum Change Requested: Program, option, or minor modification

Submitted By: Dr. Larry Morell, Professor/Department Head

Approved By: Department Head: _Larry Morell_

                  Dean of School: _____

Reviewed By: Registrar: _Tammy Weaver_

                  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.
         ABET accreditation no longer requires a calculus-based physics.
         Therefore, this change will allow students greater freedom to choose the
         science sequence they wish to complete.

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

         1. Within the department requesting the change.
             No changes are required.

         2. Outside the department.
             This will distribute the student load more evenly across the sciences.

     C. Effective date or term.
         Fall 2007
         June

     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.)

         appcc 15/25/06
         app FS 11/8/06

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Dr. Jeff Robertson	Yes	September 26, 2006
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):

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: **Science Sequence I** [1] Delete: **PHYS 2114** Total Hours: **16**	Junior Spring Semester Add/Change: **Science Sequence II** [1] Delete: **PHYS 2124** Total Hours: **16**
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: **Science Sequence I** [1] Delete: **PHYS 2114** Total Hours: **16**
Senior Spring Semester Add/Change: **Science Sequence II** [1] Delete: **PHYS 2124** Total Hours: **16**	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours 127	

[1] **May be satisfied by any 1-year science sequence that requires a lab in each course, excluding biological science courses.**
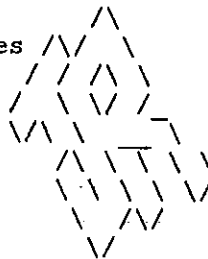
From: Jeff Robertson [jeff.robertson@atu.edu]
Sent: Thursday, September 21, 2006 12:05 PM
To: Marie Wright
Subject: Re: Course Curriculum Change

> We are proposing to replace PHYS 2114 and PHYS 2124 with a 1-year
> science sequence of the student's choosing.

Would the allowed sciences be PHYS, GEOL, CHEM, PHSC? Or, would BIOL, MATH be included in
their list of choices? I would rather it be the former but have no real objections.

--

```
Jeff Robertson, Ph.D.    Arkansas Tech University              /\
jeff.robertson@atu.edu   Department of Physical Sciences /\/   \
http://cosmos.atu.edu    1701 N. Boulder                / / /\ \
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Fax: (479) 964-0837                                    \/\ \   _\
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Marie Wright

From:	Jeff Robertson [jeff.robertson@atu.edu]
Sent:	Friday, September 22, 2006 7:11 AM
To:	Marie Wright
Subject:	Re: Course Change Curriculum

Lock and Load, Rock and Roll...

> The footnote that we have proposed for this change reads:
> ^1 May be satisfied by any 1-year science sequence that requires a lab
> in each course, excluding biological science courses.

--

```
Jeff Robertson, Ph.D.    Arkansas Tech University            /\
jeff.robertson@atu.edu   Department of Physical Sciences /\/   \
http://cosmos.atu.edu    1701 N. Boulder                / / /\ \
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Fax: (479) 964-0837                                    \/\ \  _ \
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ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Parks, Recreation, and Hospitality Administration

Date submitted: September 28, 2006

Request for: Course change___X___Course deletion_____Course addition_____
(Excluding course credit hour changes)

Submitted by: Glen Bishop

Approved by: Department Head:
               Dean of School

Reviewed by: Registrar:
               Vice President:

If this is a deletion or other minor change, describe and give rationale. **This proposal also adds BIOL 2134 Principles of Botany and CHEM 1114 Survey of Chemistry as prerequisites to the course. Currently, these courses are required by the Turf Management Emphasis but are not course prerequisites. Students will develop greater understanding of turf topics if they enter the courses with some background in botany and chemistry.**

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

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

Number: **RP 3783**

Title for Catalog: **Turfgrass Management: Basic Chemical Usage**

*Title for Course Inventory (24 characters):

Description: **Prerequisite: BIOL 2134 and CHEM 1114 . Introduction to Arkansas Pest Control law: definitions requirements and exceptions. Pesticide labeling, formulation, application and storage discussed.**

Effective date or term:

*Course fees:

II.   Justification and feasibility of course:

app CC 10/25/06
app FS 11/8/06

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

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

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

D. How often will the course be offered?

E. How will the course be staffed?

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

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1.		
2.		
3.		
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

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Parks, Recreation, and Hospitality Administration

Date submitted: September 28, 2006

Request for: Course change____X____Course deletion_____Course addition_____
(Excluding course credit hour changes)

Submitted by: Glen Bishop

Approved by: Department Head:
Dean of School

Reviewed by: Registrar:
Vice President:

If this is a deletion or other minor change, describe and give rationale. **This proposal all adds BIOL 2134 Principles of Botany and CHEM 1114 Survey of Chemistry as prerequisites to the course. Currently, these courses are required by the Turf Management Emphasis but are not course prerequisites. Students will develop greater understanding of turf topics if they enter the courses with some background in botany and chemistry.**

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

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

Number: **RP 4773**

Title for Catalog: **Turfgrass Management: Climatic Regions and Cultivars**

*Title for Course Inventory (24 characters):

Description: **Prerequisite: AGSS 2014, BIOL 2134 and CHEM 1114 . Introduction to turfgrasses including cultivars, regions and climatic conditions. Soil conditions, regular care and undersirable plant control techniques surveyed.**

Effective date or term:

*Course fees:

II.   Justification and feasibility of course:

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

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

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

D. How often will the course be offered?

E. How will the course be staffed?

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

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1.		
2.		
3.		
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

Curriculum Change Proposal

To: Curriculum Committee

From: Parks, Recreation and Hospitality Administration

Date Submitted: September 30, 2006

Type of Curriculum Change Requested: Program, option, or minor modification

Submitted By: Glen Bishop

Approved By: Department Head:

Dean of School:

Reviewed By: Registrar:

Vic-President for Academic Affairs:

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

II. Course Information

A. Rationale for the requested change. This proposal is to change the title of the Park Administration Emphasis to the Natural Resource Emphasis and to narrow elective course requirements in the Emphasis. This change will draw a sharper distinction between the Recreation Administration Emphasis and the former Park Administration Emphasis (now to be the Natural Resource Emphasis) of the Recreation and Park Administration Program in the Department of Parks, Recreation, and Hospitality Administration. This change will emphasize an increased focus on natural resources in providing outdoor recreation opportunities leaving the Recreation Administration Emphasis to focus on city, youth, and sports types of recreation programming.

This proposal changes the emphasis description to read:

Natural Resources Emphasis prepares students to manage large parks, resource areas and visitor facilities. Planning and management of land and water resources within private and public park and natural resource management organizations to provide outdoor recreation opportunities for constituents.

This proposal changes footnotes 2 and 3 on page 217 of the 2006-2007 Undergraduate Catalog. Footnote two will read:

[2]See Departmental Advisor or select from the following list:
BIOL 1014, 1114, 2124, 2134 or any 3000 or 4000 level BIOL course
FW 2003, or any 3000 or 4000 level FW course
GEOL 1014 or 3153   AGEG 3203 or 3213
AGPS 1024, 1033 or AGPS 3244   AGSS 2014
GEOG 4833

[3]Choose from the following RP Courses: RP 1993, 3783, 3993, 4053 or 4773

B. What impact will the change have on staffing, on other programs, budget, and space allocation?
1. Within the department requesting the change. It is anticipated that this change will only have minor, if any, impacts. The proposal utilizes existing courses.

2. Outside the department. It is anticipated that this change will only have minor, if any, impacts. The proposal utilizes existing courses. Some courses may experience small increases or decreases in enrollment as students adjust to the changes in required courses.

C. Effective date or term. ~~Fall~~ June 2007.

D. List of departments with which this change has been specifically coordinated.

Department Head/Program Director Consulted:	Support (yes/no)	Date:
1. Fish and Wildlife		
2. Biology		
3. Agriculture		
4.		
5.		

If no, attach explanation indicating why they do not support the proposal.

Note: This is a program change, not a new program and therefore does not require the inclusion of an assessment plan.

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Parks, Recreation, and Hospitality Administration

Date Submitted: September 28, 2006

Type of Curriculum Change Requested:
                            *Program, option, or minor modification

Submitted By: Glen Bishop

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. **RP 2033 Recreation Leadership was
         added as an RP core course required for accreditation approximately
         three years ago. This proposal is to add RP 2033 to the required RP
         courses for the Turf Management Emphasis in the Recreation and Park
         Administration Program. This proposal also drops SPH 2003 as a
         requirement in Turf Management to free up enough hours to add the new
         RP course**

     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.

         **It is anticipated that this change will have only minor effects both
         within and outside the department.**

     C. Effective date or term. ~~Fall~~ June 2007

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

app CC 15/25/5
app FS 11/8/06

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1.		
2.		
3.		
4.		
5.		

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

This change has not been coordinated with other departments or programs because of its relative insignificance.

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):

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Social Sciences[1] Delete: SPH 2003 Total Hours:	Sophomore Spring Semester Add/Change: RP 2033 Delete: Social Sciences[1] Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours	

AGENDA
FACULTY SENATE
Wednesday, December 6, 2006
3:00 p.m., Pendergraft 300 North

I. Call to Order
A. Approval of the minutes of the November 8, 2006, meeting

II. New Business
A. Curricular Items
1. School of Business
   a. modify the text for transfer students as follows: delete the statements "of credit prior to enrollment" and "provided they have the appropriate course prerequisites" and add the statements "have a cumulative GPA of at least 2.0" and "approval from the School of Business Dean."

2. Department of Curriculum and Instruction
   a. modify the curricula in Early Childhood Education; Middle Level Education Mathematics and Science Licensure; Middle Level Education English Language Arts and Social Studies Licensure; Foreign Language with Concentration in French, German, or Spanish for Teacher Licensure; Life Science and Earth Science for Teacher Licensure; Physical Science and Earth Science for Teacher Licensure; and Health and Physical Education including Teacher Licensure as follows: add the following footnote to MATH 1113, College Algebra: (Appropriate footnote number) "Any higher level Mathematics course may be substituted for MATH 1113, College Algebra."

MATH 1113 not in Curriculum

3. Department of Foreign Languages and International Studies
   a. (1) modify the course description for FR 1014, Beginning French I; FR 1024, Beginning French II; FR 2014, Intermediate French I; and FR 2024, Intermediate French II; as follows: delete "Laboratory work by arrangement"; and add "One hour of foreign language lab per week is required"; (2) modify the course description for GER 1014, Beginning German I; GER 1024, Beginning German II; GER 2014, Intermediate German I; and GER 2024, Intermediate German II; as follows: add "One hour of foreign language lab per week is required"; and (3) modify the course description for SPAN 1014, Beginning Spanish I; SPAN 1024, Beginning Spanish II; SPAN 2014, Intermediate Spanish I; and SPAN 2024, Intermediate Spanish II; as follows: add "One hour of foreign language lab per week is required";
   b. modify the course description for SPAN 1063, Basic Spanish for Medical and Social Services, and add the following prerequisites: Prerequisites: SPAN 1014, Beginning Spanish I, and SPAN 1024, Beginning Spanish II;
   c. modify the text regarding areas of concentration for the Curriculum in International Studies by deleting the statement "Students may select the 27 hours in an area of concentration from any of the departmental majors offered at Tech" and replacing it with "Students may select areas of concentration from available programs in the

Schools of Community Education and Professional Development, Liberal and Fine Arts, Physical and Life Sciences, and Systems Science";

d. modify the text and footnotes regarding the ACTFL Oral Proficiency Interview (OPI) in the Curriculum in Foreign Languages BA Degree with Concentration in French, German, or Spanish and in the Curriculum in Foreign Languages with Concentration in French, German, or Spanish for Teacher Licensure, by adding verbiage concerning the OPI requirement and minimum proficiency rating;

e. change the title of SPAN 3143, Contemporary Hispanic Culture Immersion Experiences, to Study Abroad; cross-list with French and German; and modify the course description; and

f. (1) delete SPAN 3153, Hispanic Cultural Heritage Immersion Experiences, from the course descriptions; (2) add FR/GER/SPAN 3163, Community Internship Experience, to the course descriptions; and (3) modify the curriculum in Foreign Languages BA Degree with Concentration in French, German, or Spanish and the Curriculum in Foreign Languages with Concentration in French, German, or Spanish for Teacher Licensure as follows: delete SPAN 3153, Hispanic Cultural Heritage Immersion Experiences; add FR/GER/SPAN 3143, Study Abroad, or FR/GER/SPAN 3163, Community Internship Experience; and delete 3 hours of upper level electives.

4. Department of Social Sciences and Philosophy
   a. modify the course description for GEOG 4803, Seminar in Global Studies;
   b. add HIST 3193, History of American Disasters, to the course descriptions;
   c. add POLS 2153, Introduction to Strategic Studies, to the course descriptions; and
   d. add a minor in Strategic Studies.

5. Department of Speech, Theatre, and Journalism
   a. modify the Curriculum in Speech for Teacher Licensure as follows: delete SPH 4073, Directing Forensics; and add SPH 3123, Argumentation.

6. Department of Biological Sciences
   a. change the course number for BIOL (PSY) 3023, Animal Behavior, to BIOL (PSY) 3184, Animal Behavior; change the prerequisites from Prerequisites: a biology course and a psychology course, or approval of the instructor, to Prerequisites: sophomore standing in biology or psychology, or approval of the instructor; and modify the course description;
   b. modify the prerequisite for BIOL 4891, Seminar in Biology, from Prerequisite: an upper level science course, to Prerequisites: an upper level biology course and senior standing;
   c. (1) change the course number for AHS 1024, Basic Pharmacology with an Overview of Microbiology, to AHS 1023, Basic Pharmacology with an Overview in Microbiology, and modify the course description; (2) change the course number for AHS 2031, Medical Assistant Clinical Practice Laboratory, to AHS 2032, Medical Assistant Clinical Practice Laboratory, and modify the course description; and (3) modify the Curriculum in Medical Assistant as follows: delete AHS 1024, Basic Pharmacology with an Overview of Microbiology, and AHS 2031, Medical Assistant Clinical Practice Laboratory; add AHS 1023, Basic Pharmacology with an Overview in Microbiology, and AHS 2032, Medical Assistant Clinical Practice Laboratory; delete HIM 2003, Fundamentals of Medical Transcription; and add HIM 3033, Basic Coding Principles.

7. Department of Physical Sciences
   a. modify the course description for GEOL 1004, Essentials of Earth Science; and
   b. change the title for PHYS 1114, Applied Physics, to Survey of Physics.

8. Department of Mathematics
   a. change the prerequisite for MATH 2914, Calculus I, from Prerequisites: MATH 1914, Precalculus, and MATH 1203, Plane Trigonometry, or consent of the Mathematics Department, to Prerequisites: Math ACTE score of 24 or higher, or a grade of C or higher in both MATH 1914, Precalculus, and MATH 1203, Plane Trigonometry, or consent of Mathematics Department; and modify the course description;
   b. change the prerequisite for MATH 3203, Introduction to Analysis, from Prerequisites: MATH 2934, Calculus III, and MATH 2703, Discrete Mathematics, to Prerequisite: MATH 3003, Foundations of Number Systems; and
   c. change the prerequisite for MATH 4033, Abstract Algebra I, from Prerequisites: MATH 2703, Discrete Mathematics, to Prerequisite: MATH 3003, Foundations of Number Systems; and modify the course description.

9. Department of Electrical Engineering
   a. (1) change the course number for ELEG 2131, Digital Logic Design Lab, to ELEG 2130, Digital Logic Design Lab; and (2) change the corequisite/prerequisites from Corequisite: ELEG 2133, Digital Logic Design. Prerequisite: COMS 2803, Programming in C, or COMS 2104, Foundations of Computer Programming I, or consent of instructor, to Corequisite: ELEG 2134, Digital Logic Design. Prerequisite: COMS 2803, Programming in C, or COMS 2104, Foundations of Computer Programming I, or consent of instructor;
   b. (1) change the course number for ELEG 2133, Digital Logic Design, to ELEG 2134, Digital Logic Design; and (2) change the corequisite/prerequisites from Corequisite: ELEG 2131, Digital Logic Design Lab. Prerequisite: COMS 2803, Programming in C, or COMS 2104, Foundations of Computer Programming I, or consent of instructor, to Corequisite: ELEG 2130, Digital Logic Design Lab. Prerequisite: COMS 2803, Programming in C, or COMS 2104, Foundations of Computer Programming I, or consent of instructor;
   c. change the prerequisites for ELEG 4133, Advanced Digital Design, from Prerequisites: ELEG 3103, Electronics I, and ELEG 3133, Microprocessor Systems Design, to Prerequisite: ELEG 2134, Digital Logic Design; and
   d. modify the Curriculum in Electrical Engineering as follows: delete MCEG 3313, Thermodynamics I.

10. Department of Mechanical Engineering
    a. add MCEG 4343, Internal Combustion Engines, and MCEG 4473, Mechanical Vibrations, to the course descriptions; and
    b. modify prerequisites/corequisites and the Curriculum in Mechanical Engineering as follows (2 proposals): (1) delete COMS 2803, Programming in C; (2) add MCEG 2203, Computational Methods in Engineering, to the course descriptions and curriculum; (3) change the prerequisites for MCEG (ELEG) 3003, Engineering Modeling and Design, from Prerequisites: COMS 2803, Programming in C, and MATH 3243, Differential Equations I, to Prerequisites: MATH 3243, Differential Equations I, and COMS 2803, Programming in C, or MCEG 2203, Computational Methods in Engineering; (4) change 3 hours of 3000-level Engineering Electives to 3 hours of Technical Electives;

and add footnote 4 "Technical elective course to be chosen with approval of advisor list of eligible courses maintained in the departmental office"; (5) modify the prerequisite for MCEG 1002, Engineering Graphics, from MATH 1113, College Algebra, to Prerequisite or corequisite: MCEG (ELEG) 1012, Introduction to Engineering; (6) modify the corequisite for MCEG 2013, Statics, from Corequisite: PHYS 2114, General Physics I, to Prerequisite or corequisite: PHYS 2114, General Physics I; (7) modify the corequisite for MCEG 2033, Dynamics, from Corequisite: MATH 3243, Differential Equations I, to Prerequisite or corequisite: MATH 3243, Differential Equations I; (8) change the title of MCEG 3403, Machine Dynamics and Vibrations, to Machine Dynamics; (9) modify the prerequisite for MCEG 3442, Mechanical Laboratory I, from Prerequisite: MCEG 2023, Engineering Materials, to Prerequisite or corequisite: MCEG 2023, Engineering Materials; (10) modify the corequisite for MCEG 3503, Basic Nuclear Engineering, from Corequisite: PHYS 2114, General Physics I, to Prerequisite or corequisite: PHYS 2114, General Physics I; (11) modify the prerequisites for MCEG 3512, Radiation Detection Laboratory, from MATH 2914, Calculus I, CHEM 2124, General Chemistry I, and MCEG 3503, Basic Nuclear Engineering, to MATH 2914, Calculus I, and CHEM 2124, General Chemistry I; (12) modify the prerequisites for MCEG 4323, Power Plant Systems, from Prerequisites: MCEG 3313, Thermodynamics I, MCEG 4403, Mechanics of Fluids and Hydraulics, or consent, to Prerequisite: MCEG 3313, Thermodynamics I, or consent. Prerequisite or corequisite: MCEG 4403, Mechanics of Fluids and Hydraulics; (13) modify the prerequisites for MCEG 4443, Heat Transfer, from Prerequisites: MCEG 3313, Thermodynamics I, MCEG 4403, Mechanics of Fluids and Hydraulics, or consent, to Prerequisite: MCEG 3313, Thermodynamics I, or consent. Prerequisite or corequisite: MCEG 4403, Mechanics of Fluids and Hydraulics; and (14) modify the prerequisites for MCEG 4463, Heating, Ventilating, and Air-Conditioning Design, from Prerequisites: MCEG 3313, Thermodynamics I, MCEG 4443, Heat Transfer, or permission of instructor, to Prerequisite: MCEG 3313, Thermodynamics I, or permission of instructor.

    B. Faculty Ownership

III. Old Business
    A. Course Evaluation Form wording
    B. General Education Goals
    C. Review of Sexual Harassment Policy

IV. Open Forum

V. Announcements and Information Items
    A. Spring meeting time and day

VI. Adjournment

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: University Curriculum Committee

From: School of Business

Date Submitted: October 5, 2006

Type of Curriculum Change Requested: Catalog Statement Change

Submitted By: Kevin Mason

Approved By: Chair: School of Business Curriculum. Committee _____
B&E Department Head: Dr. Kevin Mason _____
Acct. Department Head: Dr. Pam Carr _____
Dean of School: Dr. Tom Tyler _____

Reviewed By: Registrar: Ms. Tammy Rhodes _____
Vice-President for Academic Affairs: Dr. Jack Hamm _____

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

The following, which appears in bold print on Page 88 of the 2006/07 catalog under the section entitled "Transfer Students," should be moved to page 89 (at the end of the section entitled "The Curriculum". In addition, the wording should be amended by taking out that which has been stricken (below) and adding that which is in italics (below).

. . . .

In order to enroll in 3000- and 4000- level courses offered by the School of Business, students majoring in business must have the proper course prerequisites and satisfy the following enrollment requirements:

1. Must have completed a minimum of 54 hours.
2. Must have a cumulative grade point average of 2.00 or above.
3. Completion of the following eighteen hours of business foundation courses:
   ACCT 2003 and 2013
   ECON 2003 and 2013
   Six hours from MGMT 2013, BUAD 2033, BUAD 2053

Business students who meet enrollment requirements (1) and (2) above and have only completed fifteen hours of the foundation courses, may enroll in upper division business courses, provided they have the proper course prerequisites and they enroll in the remaining required foundation course in the same semester.

Students majoring in fields outside the School of Business may enroll in 3000- and 4000- level School of Business courses provided they have completed 54 *credit* hours, *have a cumulative GPA of at least 2.0* of credit prior to enrollment, and provided they have the appropriate course prerequisites *approval from the School of Business Dean.*

. . . .

**Note: it is recommended that the above statement continue to be bold type in the catalog.

app CC 11/17/56

app FS 12/16/56

II. Change Information

    A. Rationale for the requested change.

By moving the statement to the appropriate section, students will more likely notice the requirement for taking upper-division School of Business courses. By changing the wording concerning non-business majors, we hope to improve our efforts to accommodate the needs of non-business majors.

    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. **This will provide administrative discretionary latitude for non-majors to take some upper-division business courses without necessarily completing all the required pre-requisites.**

    C. Effective date or term. **Spring 2007**

    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.)

Melinda Wilkins (HIM)
Theresa Herrick (HA)
Larry Morell (IS)
Annette Holeyfield (PE)
~~Willy Hoefler (ASL)~~

Not Needed

*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.

Kevin Mason

Department Head

_10/10/06_

Date

*Added 9/1/05

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee or Graduate Council (as appropriate)

From: Curriculum and Instruction

Date Submitted: 10/02/06

Type of Curriculum Change Requested: (*Program, option, or minor modification)

Submitted By: Dr. David Bell *David Bell*

Approved By: Dean of School: Dr. Glenn Sheets, Dean School of Education

Reviewed By: Registrar: *Tammy Woods*

Vice-President for Academic Affairs

I. Add a footnote* for the following:

Early Childhood Education
Middle Level Education
Foreign Language Education (French, German, and Spanish)
Health and Physical Education
Life and Earth Science Education
Physical and Earth Science Education *MATH 1113 not in Curriculum*

*Any higher level Math course may be substituted for MATH 1113

II. Course Information

A. Rationale for the requested change.
Requested by the Registrar's office

B. What impact will the change have on staffing, on other programs, budget, and space allocation?
None

1. Within the department requesting the change.
None

2. Outside the department.
None

C. Effective date or term.
August 2007

app TEC 11/16/06
app CC 11/17/06
app FS 12/6/06

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Dr. Ursula Chandler	yes	10/02/06
2. Dr. Charlie Gagen	yes	10/02/06
3. Dr. Annette Holeyfield	yes	10/02/06
4. Dr. Jeff Robertson	yes	10/02/06

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 CHANGE PROPOSAL

TO: Curriculum Committee

FROM: Department of Foreign Languages and International Studies

DATE: October 10, 2006

TYPE: Catalog Correction

Submitted By: Dr. Ursula Chandler

Approved By: _____

Department Head

_____

Dean

Reviewed By: _____

Registrar

_____

Vice President for Academic Affairs

app TEC 11/16/06
app CC 11/17/06
app FS 12/6/06

I.   Catalog correction: Pages 246 and 247, FR 1014, 1024, 2014, 2024
Delete: Laboratory work by arrangement.
Add: One hour of foreign language lab per week is required.
Page 249 GER 1014, 1024, 2014, 2024
Add: One hour of foreign language lab per week is required.
Page 286 SPAN 1014,1024,2014,2024
Add: One hour of foreign language lab per week is required.

II.   Rationale: Provides consistency with the matrix.
Impact: NA
Effective: Spring 2007

CURRICULUM CHANGE PROPOSAL

TO: Curriculum Committee

FROM: Department of Foreign Languages and International Studies

DATE: September 28, 2006

TYPE: Catalog Correction

Submitted By: Dr. Ursula Chandler

Approved By:

_____
Department Head

_____
Dean

Reviewed By:

_____
Registrar

_____
Vice President for Academic Affairs

app CC 11/17/06
app FS 12/6/06

I. Catalog correction: Page 286, Undergraduate Catalog, the course description for SPAN 1063 Basic Spanish for Medical and Social Services Reads: "Useful terminology and expressions for medical and social services, with a minimum of grammar. **May be acceptable in lieu of SPAN 1014 with instructor's consent.**"
Delete this line.
Add: Prerequisite: SPAN 1014 and 1024.

II. Rationale: This course is an introduction to Medical Spanish. Students will be expected to have completed or the equivalent of the first two semesters of Spanish.
Effective: ~~Spring~~ 2007.
June

CURRICULUM CHANGE PROPOSAL

TO: Curriculum Committee

FROM: Department of Foreign Languages and International Studies

DATE: September 22, 2006

TYPE: Catalog Correction

Submitted By: Dr. Ursula Chandler

Approved By: _____
                Department Head

                _____
                Dean

Reviewed By: _____
                Registrar

                _____
                Vice President for Academic Affairs

app CC 11/17/06
app FS 12/6/06

I.   Catalog correction: Page 149, Undergraduate Catalog, International
     Studies, 3rd line reads: "Students may select the 27 hours in an area of
     concentration from any of the departmental majors offered at Tech."
     Delete this line.   *available*   *pcc*
     Add: Students may select areas of concentration from ~~programs~~
     in the Schools of Community Education and Professional
     Development, Liberal and Fine Arts, Physical and Life Sciences, and
     System Sciences.

II. Rationale: This description is more precise.
     Impact: Assists students in selecting areas of concentration.
     Effective: ~~Spring~~ 2007.
          June

CURRICULUM CHANGE PROPOSAL
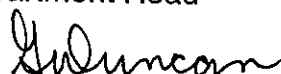
TO: Curriculum Committee

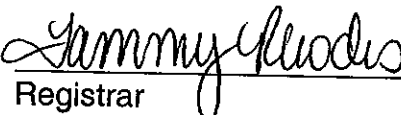FROM: Department of Foreign Languages and International Studies

DATE: August 9, 2006

TYPE: Addition of new Program Requirement

Submitted By: Dr. Ursula Chandler

Approved By:

_____
Department Head

_____
Dean

Reviewed By:

_____
Registrar

_____
Vice President for Academic Affairs

App TEC 11/16/06
app CC 11/17/06
app FS 12/6/06

I.   New degree requirement for Foreign Language/Foreign Language Education majors:

a. **All foreign language majors will be required to take the ACTFL Oral Proficiency Interview (OPI) prior to graduation. The OPI will be given as part of the Oral Communication course, FR/GER/SPAN 4003.**

b. **An oral proficiency level of Advanced Low, as demonstrated by a score on the ACTFL Oral Proficiency Interview, will be required of all foreign language education majors for admission to the internship.**

Catalog description:

a. Page 146 Undergraduate Catalog: **Foreign Languages,** 1st Paragraph add: **All foreign language majors will be required to take the ACTFL Oral Proficiency Interview (OPI) prior to graduation and score on the Advanced Low level. The OPI fee is currently $ 134. Each student is responsible for the cost of the exam.**
2nd paragraph, after first sentence: **All foreign language education majors must have an Advanced Low oral proficiency rating on the ACTFL Oral Proficiency Interview (OPI) for admission to the internship. The OPI fee ($ 134) is assessed with enrollment in FR/GER/SPAN 4003. Each student is responsible for the cost of the exam.**

b. Page 147 Undergraduate Catalog: Curriculum in Foreign Languages, Junior year, fall semester, FR/GER/SPAN 4003[5]
[5] **All foreign language majors will be required to take the OPI.**

c. Page 118 Undergraduate Catalog: Curriculum in Foreign Language with Concentration in French, German, or Spanish for Teacher Licensure [2,5,7]
[7] **An oral proficiency level of Advanced Low, as demonstrated by a score on the ACTFL Oral Proficiency Interview, will be required of all foreign language education majors for admission to the internship.**

d. Page 151 Undergraduate Catalog: Curriculum in Foreign Languages Senior year, fall semester SPAN 4384[6]
[6]**An oral proficiency level of Advanced Low, as demonstrated by a score on the ACTFL Oral Proficiency Interview , will be required of all Spanish Medical Interpretation majors. The OPI fee ($ 134) is assessed with enrollment in SPAN 4384.**

e. Page 287 Undergraduate Catalog: SPAN 4384, add to the course description: **$ 134 OPI fee.**

II. Course Information
A. Rationale:
The ACTFL Oral Proficiency Interview (OPI) is required for NCATE/ACTFL accreditation of the Foreign Language Education program. ACTFL requires teacher candidates to have an Advanced Low oral proficiency level as minimum standard for the internship.
In order for all of our foreign language majors to be nationally competitive, they should be able to document a high level of mastery of the language, especially in oral proficiency. It is the goal of the Department that most, if not all of our graduates, achieve the Advanced Low oral proficiency level. After the OPI assessment, students will receive official documentation of their proficiency levels which is nationally and internationally recognized and is an important part of students' professional credentials. The fee for the OPI is $ 134.

B. Impact
None

C. Effective Term
~~Spring~~ 2007
June

CURRICULUM CHANGE PROPOSAL

TO: Curriculum Committee

FROM: Department of Foreign Languages and International Studies

DATE: August 9, 2006

TYPE: Course Addition/Addition of new Program Requirement

Submitted By: Dr. Ursula Chandler

Approved By: _____
                Department Head

                _____
                Dean

Reviewed By: _____
                Registrar

                _____
                Vice President for Academic Affairs

app TEC 11/16/06
app CC 11/17/06
app FS 12/6/06

I. Program change: Course Additions/Addition of new Program
    Requirement
    Add FR/GER 3143 to the course descriptions,
    FR/GER 3143 Study Abroad. (This course already exists as SPAN 3143)
    { **Add FR/GER/SPAN 3143 or FR/GER/SPAN 3163 is required for the BA**
    { **degree in Foreign Language or Foreign Language Education.** (this is
    addressed in a subsequent proposal).
    Catalog description:
    Study of contemporary language and culture in a French/German-
    speaking country.
    Prerequisite: enrollment in a Tech-sanctioned study program in a
    French/German-speaking country, completion of FR/GER 2024 or
    equivalent, and permission of the Study Abroad supervisor.
    May substitute for FR/GER 3003 or 3013, depending on the student's
    proficiency level.

II. Course Information
     A. Rationale:
     Clean up catalog discrepancies. Addition of the new course will help
     foreign language majors reach the Advanced Low oral proficiency level.

     B. Impact
     None

     C. Effective Term
     ~~Spring~~ 2007
     June

CURRICULUM CHANGE PROPOSAL

TO: Curriculum Committee

FROM: Department of Foreign Languages and International Studies

DATE: August 9, 2006

TYPE: Course Addition/Addition of new Program Requirement

Submitted By: Dr. Ursula Chandler

Approved By: _Dr Chandler_ _____

         Department Head

         Duncan _____

         Dean

Reviewed By: _Tammy Purdie_ _____

         Registrar

_____

Vice President for Academic Affairs

12-7-06

app TEC 11/16/06
app CC 11/17/06
app FS 12/6/06

Program Change: Course Additions and Program Changes
Add FR/GER/SPAN 3163 to the course descriptions.
1. **Delete SPAN 3153.** ✓
2. **Add FR/GER/SPAN 3163 Community Internship Experience to the** ✓
course descriptions.
3. **Require FR/GER/SPAN 3163 or FR/GER/SPAN 3143 for the degree** ✓
in foreign languages and foreign language education.
4. **Delete 3 hours of upper level electives.** ✓
5. Page 118 of Undergraduate Catalog: Curriculum in Foreign
Languages with Concentration in French, German, or Spanish for
Teacher Licensure, Junior year, spring: **Delete FL Elective (3000 or** ✓
4000 in the major); Add FR/GER/SPAN 3163.
Page 147 of Undergraduate Catalog: Curriculum in Foreign Languages,
Senior year, fall: **Delete FL elective (3000-4000 in the major); Add** ✓
FR/GER/SPAN 3163.

I. Catalog description:
FR/GER/SPAN 3163 Community Internship Experience
Study of contemporary language and culture in a
French/German/Spanish-speaking community or setting.
Prerequisite: completion of FR/GER/SPAN 2024 or equivalent.
May be taken instead of FR/GER/SPAN 3143 to meet degree
requirements.
Number: **FR/GER/SPAN 3163**

Title: **Community Internship Experience**

Description: FR/GER/SPAN 3163 Community Internship Experience is an
alternative to FR/GER/SPAN 3143 Study Abroad. The purpose of the
Study Abroad or the Community Internship is to increase students'
proficiency in the target language and their knowledge of the target
culture. Since many of our students are unable to participate in a study
abroad program for financial reasons, they will have access to
immersion in and study of the target language and culture in the local
community or other setting.

Effective date: ~~Spring semester~~ June 2007

Course fees: None

II. Justification and feasibility of course:
A. Need for course:
The course is an alternative to Study Abroad since the Department is
requiring an immersion language and culture experience for graduation.

All foreign language majors will be required to take this course.

B. There is no overlap with this course and other courses offered in the Department.

C. Part of General Development Plan: Yes
The purpose of the Community Internship Experience is to increase students' proficiency in the target language and their knowledge of the target culture. The Foreign Language Department, over the past three years, has improved and strengthened its curriculum in order to ensure that our students become proficient in the language they choose to study. The goal for our students, after completion of the program, is to reach the ACTFL Advanced Low language proficiency level in listening, reading, speaking and writing and be knowledgeable in the culture of speakers of the target language. In order to accomplish this, students must have many opportunities for exposure to and immersion in the target language and culture.
The Community Internship Experience will provide such opportunities.

D. How often will course be offered? Every spring semester.

E. Course staffing: Current faculty.

F. Coordinating Departments:
   Department of Secondary Education
   Department of English
   Department of Social Science and Philosophy

III. Integration with Assessment Process:
The new course aligns with the four educational objectives of the Department:
   - Students demonstrate foreign language proficiency at the Advanced Low level according to ACTFL guidelines;
   - Students demonstrate appropriate cultural and behavioral skills to function appropriately in the target language communities;
   - Students demonstrate excellence in foreign language studies;
   - Demonstrated marketability of foreign language majors.

The Community Internship Experience will positively impact each of the four departmental educational objectives. The new course will improve students' language proficiency and cultural knowledge through immersion in a target community. Students will have to use their foreign language skills to conduct independent research and to document their findings in a research paper. This course will provide our majors the tools to function in linguistically and culturally diverse settings effectively, making them even more desirable as potential employees.

SYLLABUS

FR/GER/SPAN 3163 Community Internship Experience

Dr. Cecilia Ryan   Office Hours: TBD
Dean 116 D
964-0639
Cecilia.ryan@atu.edu

Catalog description: Study of contemporary language and culture in a French/German/Spanish-speaking community or setting.
Prerequisite: completion of FR/GER/SPAN 2024 or equivalent. May be taken instead of FR/GER/SPAN 3143 to meet degree requirements.

Text: Field Experience Manual.

Course rationale: The Community Internship Experience is designed to increase students' proficiency in the target language and their knowledge of the target culture through immersion experiences in the target community or setting.

Course objectives: After completion of the Community Internship Experience, students should demonstrate:
- Ability to function effectively in an immersion experience in a target language and culture;
- Improved language skills in listening, reading, speaking, and writing in French/German/Spanish;
- Achievement of an Intermediate High proficiency level in the target language; and,
- Increased understanding and appreciation of French/German/Spanish culture.

General education objectives: This course addresses primarily General Education Objective #5, on page 80 of the Undergraduate Catalog: [Students]..."should have a basic knowledge of a foreign culture or language and an appreciation of the differences in thought processes, methods of communication, and value systems from culture to culture".

Assessment: Students' performance will be based on:
1. a written field experience journal worth 50% of the total grade, and
2. a written research paper and presentation worth 50% of the total grade.
All written and oral presentations must be in the target language.

Academic policies: The catalog and the student handbook cover academic policies and it is each student's responsibility to be informed about University procedures and regulations. Specifically, students who cheat, plagiarize or

commit any other form of academic dishonesty will be dropped from the course with an F.

Course content:

Week 1-2   The instructor will meet with students during regularly scheduled class times to instruct them or the policies, procedures and regulations outlined in the Field Experience Manual

Week 3   Students will meet with instructor and determine an approved topic of investigation and begin preparation for field work. Field work sites, such as a school, businesses, community agencies run for and by the target language community, among others, must be approved by the supervising instructor.

Week 4 -14   Field experience consists of a minimum of 20 documented hours of field observations.

Week 15   Presentation of students' research papers.

Outline in specific detail how your proposal will alter the program (include course number and title):   Curriculum in Foreign Languages (BA Degree with Concentration in French, German, or Spanish)

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: FR/GER/SPAN 3143 or 3163 Delete: FL Elective (3000 or 4000 in the major) 3 hours Total Hours: 15	Senior Spring Semester Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours_____124_____	

Outline in specific detail how your proposal will alter the program (include course number and title): Curriculum in Foreign Language with Concentration in French, German, or Spanish for Teacher Licensure

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: FR/GER/SPAN 3143 or 3163 ✓ Delete: FL Elective (3000 or 4000 in the major) 3 hours Total Hours: 17
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours____124____	

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Social Sciences and Philosophy

Date submitted: 1 October 2006

Request for: Course change

Submitted by: H. Micheal Tarver

Approved by: Department Head: _____

                        Dean of School: _____

Reviewed by: Registrar: _____

                        Vice President: _____

THIS IS A COURSE DESCRIPTION CHANGE ONLY.

I. Catalog description: Seminar in Global Studies. A seminar on current world geographic influences that affect the nations of the world, such as demographics, complex environmental and physical changes, and political and economic relationships.

    Number: GEOG 4803

    Title for Catalog: Seminar in Global Studies

    *Title for Course Inventory (24 characters):   Seminar in Global Studies

    Description: A seminar on current world geographic influences that affect the nations of the world, such as demographics, complex environmental and physical changes, and political and economic relationships.

    Effective date or term: Spring 2007

    *Course fees: NONE

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Social Sciences and Philosophy

Date submitted: 1 October 2006

Request for: Course addition

Submitted by: H. Micheal Tarver

Approved by: Department Head: _____

              Dean of School: _____

Reviewed by: Registrar: _____

              Vice President: _____

I. Catalog description: History of American Disasters. A comparative examination of the greatest disasters in American history, the response to them, and how they affected the future of the nation.

    Number: HIST 3193

    Title for Catalog: History of American Disasters

    *Title for Course Inventory (24 characters): Hist American Disasters

    Description: A comparative examination of the greatest disasters in American history, the response to them, and how they affected the future of the nation.

    Effective date or term: Summer I 2007

    *Course fees: NONE

II.   Justification and feasibility of course:

    A.   What is the need for this course? Who will take it? *This course will serve as a upper-level course for students who have an interest in American history, natural disasters, and government responses to disasters. The course will also be a possible elective for students in the Emergency Administration and Management program.*

    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 History of*

app CC 11|17|06
app FS 12/6/06

American Disasters will strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There would be no overlap with other courses in the department.

C. Is this course part of any general plan of development within your department? *Yes. The Department is attempting to broaden its offerings, in an effort to add greater depth and breadth to its courses. This course also reflects the growing interest in disasters and government response within our student population. This course strengthens the Department's efforts at achieving the goals established by the History and Political Science Program Objectives – as detailed in the Department of Social Sciences and Philosophy Assessment Plan (Rev. 02/2001) – and the National Council for the Social Studies Matrices.*

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

E. How will the course be staffed? *This course can be taught by several departmental faculty members.*

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

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Dr. Robert Schwartz	Yes	
2.		
3.		
4.		
5.		

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 American Disasters

COURSE DESCRIPTION: A comparative examination of the greatest disasters in American history, the response to them, and how they affected the future of the nation.

REQUIRED TEXTS

Simon Winchester, *A Crack in the Edge of the World: America and the Great California Earthquake of 1906*

John M. Barry, *The Great Influenza: The Epic Story of the Deadliest Plague in History*

John M. Barry, *Rising Tide: The Great Mississippi Flood of 1927 and How It Changed America*

Douglas Brinkley, *The Great Deluge: Hurricane Katrina, New Orleans, and the Mississippi Gulf Coast*

MAJOR TOPICS

1. Floods
2. Earthquakes
3. Disease
4. Hurricanes and Tornados
5. Financial
6. State and Local Relief Efforts
7. Federal Relief Efforts
8. Risks
9. Lessons

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Social Sciences and Philosophy

Date submitted: 1 October 2006

Request for: Course addition

Submitted by: H. Micheal Tarver

Approved by: Department Head: _____

Dean of School: _____

Reviewed by: Registrar: _____

Vice President: _____

12-7-06

I. Catalog description: Introduction to Strategic Studies. An introduction to strategic studies focusing on the key theoretical principles that have played a major role in shaping Western understandings of strategy, with particular focus on the United States.

Number: POLS 2153

Title for Catalog: Introduction to Strategic Studies

*Title for Course Inventory (24 characters): Intro Strategic Studies

Description: An introduction to strategic studies focusing on the key theoretical principles that have played a major role in shaping Western understandings of strategy, with particular focus on the United States.

Effective date or term: Summer I 2007

*Course fees: NONE

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? *This course will serve as a lower-level elective course for students who have an interest in strategic or security issues. The course will also be a required course for the Strategic Studies minor.*

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app FS 12/6/06

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 Introduction to Strategic Studies will strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There would be no overlap with other courses in the department.*

C. Is this course part of any general plan of development within your department? *Yes. The Department is attempting to broaden its offerings, in an effort to add greater depth and breadth to its courses. This course strengthens the Department's efforts at achieving the goals established by the History and Political Science Program Objectives – as detailed in the Department of Social Sciences and Philosophy Assessment Plan (Rev. 02/2001) – and the National Council for the Social Studies Matrices.*

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

E. How will the course be staffed? *This course will be taught by Dr. Adam Lowther.*

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

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Dr. Ursula Chandler	Yes	
2. Dr. Robert Schwartz	Yes	
3.		
4.		
5.		

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.*

Introduction to Strategic Studies

Adam Lowther
adam.lowther@atu.edu
Office Hours:
Class Time:

Purpose: This course is designed to develop a fundamental knowledge of strategic and security studies and the major issues that shape the field. It also assists students in developing their writing, analytical thinking, and teamwork skills.

Success: In order to succeed in this class it is necessary for students to come to class having completed the day's reading. Each class will be a mixture of lecture and discussion with students *frequently* asked to answer questions from the readings.

Requirements: Each student is required to attend *all* class meetings with the readings completed. Lectures will *not* come directly from the readings.

A midterm exam is given in which you are required to read and explain the theoretical underpinnings of strategic theory. (30%)

There is a final exam in which you must demonstrate a fundamental knowledge of the key issues in security studies. (30%)

You will be responsible for reading the news *and* material daily and contributing to class discussion. (10%)

You will write a paper on one of the book that appears on the list provided. (30%)

Texts: Baylis, John, et al. *Strategy in the Contemporary World.*

Hoffman, Bruce. *Inside Terrorism.*

Additional
Readings: Paret, Peter and Gordon Craig. *The Makers of Modern Strategy.*

Handel, Michael. *The Master of War.*

Reich, Walter and Walter Laqueur. *Origins of Terrorism: Psychologies, Ideologies, Theologies, State of Mind.*

Hamilton, Donald. *The Art of Insurgency: American Military Policy and the Failure of Strategy in Southeast Asia.*

Snow, Donald. *When America Fights.*

Snow, Donald. *From Lexington to Desert Storm.*

Nagl, John. *Learning to Eat Soup with a Knife: Counterinsurgency Lessons from Malaya and Vietnam.*

Long, Austin. *On other Wars: Lessons from Five Decades of RAND Counterinsurgency Research.*

Attendance: You are allowed five absences. If you miss more than five classes, you will fail the course. Choose your absences wisely.

Make-ups: Deadlines for exams will not be changed. If you miss an exam you must provide a doctor's note, death certificate or proof of alien abduction in order to receive a grade other than zero. If you know in advance that you will miss an exam, you may take it early.

Grades: Grades will be assigned based on the following scale: 100-90 (A); 89-80 (B); 79-70 (C); 69-60 (D); >60 (F)

Plagiarism: Put simply, <u>plagiarism</u> is intellectual theft. Legally, it is copyright violation and can lead to very serious consequences. The consequence for plagiarism in this course is failure, of the course.

General Policies: All current university, college and departmental policies on matters of academic dishonesty, sexual harassment, student rights, obligations and appeal procedures are incorporated as part of this syllabus.

Arkansas Tech University ADA Accommodation Statement: *If you have a documented disability as described by the **Rehabilitation Act of 1973 (P.L. 933-112 Section 504)** and **Americans with Disabilities Act (ADA)** and would like to request academic and/or physical accommodations please contact the **Office of Disability Services** as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.*

Article 113: This syllabus is subject to change and does not include all rules and regulations that govern the actions of students.

Schedule: The course will begin with a discussion of Basic theoretical concepts (Week 1-4). After completing this initial portion of the course, the class will progress to more advanced ideas and cases each week. Some periods will require the coverage of two chapters and some sections will require

additional reading. Because real world events may shape the course, the speed at which we progress may change.

Key: Be flexible. Remain on top of the coursework and do not fall behind; doing so will hurt your chance of success in the class. Allot yourself six to eight hours of time each week for this course.

List of Topics

1. Strategic Theory and the History of War
2. Law, Politics and the Use of Force
3. The Causes of War and the Conditions of Peace
4. Land Power: Theory and Practice
5. Sea Power: Theory and Practice
6. Air Power: Theory and Practice
7. Deterrence in the Post-Cold War World
8. Arms Control and Disarmament
9. Terrorism and Irregular Warfare
10. Technology and Warfare
11. Weapons of Mass Destruction
12. Humanitarian Intervention and Peace Operations
13. A New Agenda for Security and Strategy

CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Department of Social Sciences and Philosophy

Date Submitted: 20 September 2006

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

Submitted By: Dr. Micheal Tarver

Approved By:

_____
Department Head

_____
Dean of School

Reviewed By:

_____
Registrar

_____
Vice-President for Academic Affairs

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

Minor in Strategic Studies -- 18 hours. The minor in strategic studies is designed for those students who wish to increase the breadth and depth of their knowledge of the principles that have played a major role in shaping our understanding of foreign and security policy. This minor is particularly well suited for students who are interested in international studies, emergency administration and management, political science, diplomatic history, military science, and international law.

Students wishing to obtain a minor in Strategic Studies must complete:

POLS 2153: Introduction to Strategic Studies
POLS 3013: Recent American Foreign and Military Policy
POLS 3413: International Relations
POLS 3473: National Security Policy

AND

Any two of the following courses:

EAM 3243: Introduction to Terrorism
EAM 3013: Public Policy Issues in Emergency Management
ECON 4093: International Economics and Finance
GEOG 4803: Seminar in Global Studies
HIST 4083: American Diplomatic History, 1912 to the Present

Students must have a minimum 2.00 grade point in the required 18 hours to be eligible for a Strategic Studies minor.

app CC 11/17/06
app FS 12/6/07

12-7-06

II. Course Information

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

B. What impact will the change have on staffing, on other programs, budget, and space allocation? The creation of a Strategic Studies minor should have no noticeable impact on the Social Sciences and Philosophy Department in regards to staffing, budget, or classroom utilization. The minor designation should also have no impact on outside departments.

C. Effective date or term. The Strategic Studies minor would become effective with the 2007-08 Arkansas Tech University Undergraduate Catalog.

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

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Dr. Kevin Mason	Yes	
2. Dr. Robert Schwartz	Yes	

Curriculum Change Proposal

To: Curriculum Committee

From: Department of Speech Theatre and Journalism

Type of Curriculum Change Requested: Program Modification

Submitted By: Thomas Vaughn, Assistant Professor

Approved By: Department Head: Donna Vocate *Donna R. Vocate*

Dean of the School: Georgena Duncan *GDuncan*

Reviewed By: Registrar: *Jammy Rhodes*

12-7-06
RR

Vice-President for Academic Affairs:

I.   The curriculum change will be manifested through a change in required courses for the Speech Education degree (Curriculum in Speech for Teacher Licensure). Specifically Directing Forensics (SPH 4073) will be dropped as a requirement and Argumentation (SPH 3123) will be added.

II.   Course Information

   A. This change will improve the quality of instruction for Speech Education majors. Argumentation SPH 3123 (see attached syllabus) will provide them with immersion in the vocabulary and practice of competitive debate. Directing Forensics does not presently provide this opportunity. The applied work with the ATU debate team and high school coaches will be covered by SPH 2111 and SPH 2121.

   B. The course change will have a positive impact on staffing. Due to low enrollment SPH 4073 is currently being handled as a Special Problems course, thus placing extra burdens on staffing. It will fold these students into a course with healthy enrollment that already exists and can better serve their needs.

   C. This change would take effect ~~fall~~ June 2007.

   D. This proposal was discussed within the Speech, Theatre, and Journalism Department as well as with David Bell (Dept. Head Curriculum and Instruction and Professor of Elementary Education).

app TEC 11/16/06
app CC 11/17/06
app FS 12/6/06

Argumentation (SPH 3123)
Department of Speech Theatre of Journalism

Thomas Vaughn, Ph.D.
Office: T2D
Office Hours: 12:00-1:00 MW & 2:00-6:00 MW
Phone: 964-3257
Email: thomas.vaughn@mail.atu.edu

Our political culture is founded upon the idea that citizens can come together and engage in free, open, and sometimes contentious debate. Without debate, there is no democracy. Given the centrality of argument to our culture, it is important that one learn to master the process of debate. Not only should we be equipped to argue in an intelligent and informed fashion, we must also learn to evaluate debates critically. In this class we will develop skills while simultaneously exploring the theoretical underpinnings of logic as it applies to politics. Through this exploration you will become more critical and more aware consumers of the discourse that marks the boundary between an active citizenry and a totalitarian society.

Specifically you will:
- Develop your argumentation skills
- Learn to critically evaluate arguments
- Understand the power of language in the argumentation process
- Examine the theoretical underpinnings of practical logic
- Discuss the role that media plays in disseminating arguments

Text:

Howard Kahane and Nancy Cavendar. *Logic and Contemporary Rhetoric.* Belmont CA: Wadsworth, 2002.

Assignments:

Debates (40 pts. each): You can expect to engage in two debates during the course of the semester. We will debate in a modified parliamentary style. You will need to do research in advance and be prepared to argue either the government or the opposition cases. You will be graded upon your preparation and your execution.

Debate Evaluations (20 pts.): You need to attend on the days that you are not debating so you can provide commentary to your class mates and judge their rounds. I will provide you with scoring sheets for your commentary. Each missed or incomplete sheet is a two-point deduction.

Exams (40 and 50 pts.): The exams will be short answer and cover both lecture and readings.

Final Round (10 pts.): During the final exam period we will have the class championship. Using your commentary and scores, I will select the two top teams. You will be graded upon your participation in this event. Everyone must attend as judges if you are not participating in the debate itself.

Grading:

Grades will follow a traditional distribution as follows.

200-180 = A
179-160 = B
159-140 = C
139-120 = D
119-000 = F

Participation:

A quality classroom environment is critical to the success of the course. Complete the readings in time to discuss them in class. Remember that you cannot do well in this class if you do not attend. After two absences I will begin deducting to five points from your final grade. Late work or missed performances will result in a 10 point deduction from the assignment unless a dean's excuse is available.

Ethics Code:

Remember that all work submitted to this class must be original. Make sure to avoid plagiarism and follow the ethical guidelines established in the student handbook. Cases of cheating or plagiarism will be handled by assigning a score of zero on the given assignment.

Personal Success:

I am committed to making your experience in this class a positive one. If problems emerge that impact your class performance, please let me know as early as possible. That is one of the reasons that I am available in my office. I want you to succeed at Arkansas Tech University and therefore please let me know what I can do to help facilitate this goal for you. Or, just stop by to chat.

Schedule:

Jan. 18th: Introduction to Class.
Jan. 20th: Continued

Jan. 23rd: History of Debate in Western Culture Debate.
Jan. 25th: Read Chapter One
Jan. 27th: Read Chapter Two

Jan. 30th: Read Chapter Three
Feb. 1st: Chapter Three Continued
Feb. 3rd: Read Chapter Four

Feb. 6th: Read Chapter Five
Feb. 8th: View Bush vs. Kerry
Feb. 10th: Class Cancelled for Debate Tournament

Feb. 13th: Discuss Presidential Debates
Feb. 15th: Read Chapter Six
Feb. 17th: **Exam I**

Feb. 20th: Read Chapter Seven
Feb. 22nd: Read Chapter Eight
Feb. 24th: Class Cancelled for Debate Tournament

Feb. 27th: Read Chapter Ten
Mar. 1st: Read Chapter Eleven
Mar. 3rd: View Noam Chomsky

Mar. 6th: Discuss Manufacturing Consent
Mar. 8th: Read Chapter Twelve
Mar. 10th: Tannen and Some Reflections on the Culture of Conflict

Mar. 13th: **Exam II**
Mar. 15th: Value Debate Preparation
Mar. 17th: Class Cancelled for Debate Tournament

Spring Break

Mar. 27th: Value Debate
Mar. 29th: Value Debate
Mar. 31st: Value Debate

Apr. 3rd: Value Debate
Apr. 5th: Value Debate
Apr. 7th: Value Debate

Apr. 10th: Value Debate
Apr. 12th: Value Debate
Apr. 14th: Policy Debate Preparation

Apr. 17th: Policy Debate
Apr. 19th: Policy Debate
Apr. 21st: Policy Debate

Apr. 24th: Policy Debate
Apr. 26th: Policy Debate
Apr. 28th: Policy Debate

May 1st: Policy Debate
May 3rd: Policy Debate

Championship Round TBA

Supplemental Readings:

Gross, Alan and William Keith. 1997. *Rhetorical Hermeneutics: Invention and Interpretation in the Age of Science*. New York: University of New York Press.

Habermas, Jurgen. 1992. *The Structural Transformation of the Public Sphere*. Cambridge: MIT Press.

Katz, Leo. 1987. *Bad Acts and Guilty Minds: Conundrums of the Criminal Law*. Chicago: University of Chicago Press.

Rieke, Richard. 2001. *Argumentation and Critical Decision Making*. New York: Longman.

Toulmin, Stephen. 1958. *The Uses of Argument*. Cambridge: Cambridge University Press.

Outline in specific detail how your proposal will alter the program (include course number and title): Curriculum in Speech for Teacher Licensure

Fall Start	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Add SPH 3123 ✓ Delete: Total Hours:
Senior Fall Semester Add/Change: 3 Hrs. Humanities (from Spring--Junior) Change SPH 4263 to TH 4263 Delete: SEED 4023 (should be SPH) ✓ Total Hours:	**Senior Spring Semester** Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	**Freshman Fall Semester** Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: Delete: Total Hours:	**Sophomore Fall Semester** Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	**Junior Fall Semester** Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	**Senior Fall Semester** Add/Change: Delete: Total Hours:
Total Program Hours	

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Biology Department
Date Submitted: 14 September 2006

12-8-06
VR

Request for: Course change __X__ (that does not affect the curriculum matrix on any major)

Submitted by Dr. Chris Kellner

Approved By: Department Head: *Charlie Hayer*

Dean: *RPRobinson*

Reviewed By: Registrar: *Sammy Rudolo*

Vice President:

Consulted with Dr. Daniel Martin, Department Head for Behavioral Sciences (see attached email)

Description of Change: This is a proposal to increase the scope of BIOL/PSY 3023 by adding one hour of lecture. The change is not a specific response to assessment results, but rather is a simple change that addresses suggestions by former students. Advances in our understanding of the physiological basis of behavior as well as studies of the genetic basis of behavior utilizing genetic engineering are currently absent from the course. I would use the additional hour of lecture to add those topics to a lecture schedule that is crowded with essential topics. Because the change would alter the course number to one that is already in use, we propose that the new number should be BIOL/PSY 3184. This change will not affect any curriculum matrix because this course is not required for any major (it is simply used as an upper-level elective).

New catalog description:
BIOL (PSY) 3184 Animal Behavior
Fall. Prerequisites: sophomore standing in biology or psychology, or approval of the instructor. An introductory course in animal behavior covering behavioral responses in primitive and advanced animals exposed to a wide range of environmental and social conditions. Laboratory exercises will include field as well as in-lab exercises and will focus on observational techniques and analyses of behavioral patterns in vertebrates and invertebrates. Lecture three hours, laboratory two hours. $10 laboratory fee.

Effective June, 2007

App CC 11/17/06
App FS 12/6/06

Subject: RE: Course format Change
From: "Daniel Martin" <daniel.martin@mail.atu.edu>
Date: Thu, 24 Aug 2006 14:58:38 -0500
To: "'Chris Kellner'" <Chris.Kellner@atu.edu>

I don't see any reason why it would be a problem. Am I missing something?

Dan Martin

-----Original Message-----
From: Chris Kellner [mailto:Chris.Kellner@atu.edu]
Sent: Thursday, August 24, 2006 9:36 AM
To: daniel.martin@atu.edu
Subject: Course format Change

Dr. Martin,

I am going to submit a proposal to the curriculum committee to change
animal behavior from 3 to 4 credit hours. Please let me know if this
would cause any problems for students in your department.

Chris Kellner
Professor of Wildlife Biology

CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Department of Biological Sciences

Date: September 28, 2006

Type of Curriculum Change: Medical Assistant Program chan

Submitted by: Phyllis Cox, Assistant Professor of Allied Heal
             Medical Assistant Program Direct

Approved By: _____
             Dr. Charlie Gagen, Department Head
             _____
             Dr. Richard Cohoon, Dean of Physical and Lif

Reviewed by: _____
             Tammy Rhodes, Registrar

             _____
             Dr. Jack Hamm, Vice President for Academic Affairs

[handwritten note, right side:] Dr. Gagen will call about the lost hour in HIM caused by change of AHS 1024 to AHS 1023 — add elective in some spot per Gagen

Summary: The following changes are proposed based on program assessment and accreditation standards and guidelines. Medical transcription is no longer required by the accrediting agency, Commission on Accreditation of Allied Health Education Programs.   Entry level competency skills, recently updated by CAAHEP, require that the program increase hands-on laboratory practice course work. These changes will not increase the required credit hours, only reassign the hours and increase the opportunities for practice for the students.

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

1.   Curriculum in Medical Assistant:
        Decrease credit hour from course AHS 1024 Basic Pharmacology with an Overview of Microbiology to *AHS 1023 Basic Pharmacology with an Overview of Microbiology.*

2.   Addition of one hour laboratory credit to AHS 2031 Medical Assistant Clinical Practice Laboratory. Change to *AHS 2032 Medical Assistant Clinical Practice Laboratory.*

3.   Delete course requirement HIM 2003 Professional Medical Transcription from Medical Assistant degree plan.

4.   Replace the 3 credit hours of medical transcription with *HIM 3033 Basic Coding Principles*, course description will remain the same.

[handwritten:] app CC 11/17/06
app FS 12/6/06

II.   Course Information

A.   Rationale:

1.   Pharmacology course does not provide for 15 hours of laboratory practice skills. Assignments are limited to field experiences, research and drug reference materials. Space is not available for laboratory experiments.

2.   Additional laboratory credit will provide for more clinical opportunities for the medical assistant student. Assessment of program is competency-based and this will allow for more practice.

3.   Medical Assistant program accrediting agency, CAAHEP, has eliminated medical transcription from educational competencies. This would allow for these

4.   Surveys from former medical assistant graduates of the program suggest improvements in the area of medical coding. The course is currently taught in the fall semester and will not need any additional changes.

B.   Impact of changes:

This will impact only within the Department of Biological Sciences, specifically the Allied Health Sciences programs, Health Information Management and Medical Assistant programs. **The total credit hours of the MEDA degree plan will not change** and will remain 71 credit hours. HIM degree plan will not be affected.

C.   Effective with next academic year. Fall 2007.

Medical Assistant Program Curriculum Changes
Courses Affected

Present Curriculum	Proposed Changes
FALL	**FALL**
AHS 1024 (Fall and Spring)	*AHS 1023*(delete one hour lab)
HIM 2033 (delete & replace)	*HIM 3033* (Replaces HIM 2033)
SPRING	**SPRING**
AHS 2034	AHS 2034(lecture)
AHS 2031	*AHS 2032*(lab add one hour)
Total hours 12	**Total hours 12**

AHS 1023 Syllabus
Basic Pharmacology with an Overview of Microbiology
Fall and Spring

Instructor: Phyllis Cox   **Office Hours: MWF 9-12; MW 1-3**
Office: Tucker Hall 17A   **Office Phone: 498-6073**

Catalog Description: *AHS 1023. Basic Pharmacology with an Overview of Microbiology.*
Enrollment is limited to medical assistant and health information management majors. Topics to be covered in addition to introductory pharmacology will include basic chemistry as it applies to the medical laboratory and a brief overview of microbiology and immunology. Basic pharmacology as it relates to drug interaction with each of the body systems and classifications of drugs will be covered. Students will utilize the Physicians Desk Reference (PDR) in the course. *Lecture three hours.*

Required Textbook: Administering Medications: Pharmacology for Health Careers. Donna F. Gauwitz, 5th Edition, 2005, McGraw-Hill.

Justification/Rationale for the Course: The course contents covered in this class are included as part of the *Standards and Guidelines* for an accredited Medical Assistant program by the Commission of Accreditation of Allied Health Education Programs (CAAHEP).

Course Objectives:
    I. Students will be acquainted with the fields of pharmacology, immunology, and microbiology as they relate to the allied health professions.
    II. Students will have extensive use of the Physicians Desk Reference (PDR).

Additional Class Information for *AHS 1023.*
    Attendance:
        You are expected to attend all class lectures and scheduled labs. Excessive absences will result in your final grade being lowered one percentage point per absence beginning with the 4th absence.
        You are expected to complete all assignments and projects by deadlines.
        Any approved make-up work must be scheduled and completed within two (2) days of absence unless prior arrangements have been made.
    Grading:
        Grades will be recorded for quizzes, unit tests, PDR assignments, internet assignments, and field projects. The final exams will cover the use of the PDR and the top 50 drugs.
        Physician Desk Reference books checked out for assignments must be returned before final exam is taken.
        Your grade will be based on the percentage of points attained from the total points possible.
        Grades will be assigned by the following percentages:

            90% - 100%   = A
            80% - 89%   = B
            70% - 79%   = C
            60% - 69%   = D
            59% and below = F

AHS 2032 Syllabus
Medical Assistant Clinical Practice Laboratory
Spring

Instructor: Phyllis Cox
Tucker 17A

Office Hours: MWF 9-12, TR 11-12
Office Phone: 498-6073

Catalog Description:
Spring. Enrollment is limited to medical assistant majors enrolled in **AHS 2034** and in the final semester before the medical assistant externship assignment. This course is designed to allow for practice in a simulated clinical setting as well as observation and supervised practice in locale area clinics. Students will complete a two-hour laboratory in the simulated lab and will be assigned to three hours in area clinics on a weekly basis. While at the medical facility students will apply the theories and concepts covered in AHS 2023 and AHS 2034. Five-hour laboratory weekly. $10 laboratory fee.

Required Textbooks:
None

Justification/Rationale for the Course:
The course contents covered in this class are included as part of the *Standards and Guidelines* for an accredited Medical Assistant program by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Course Objective:
Observe, practice, and master the entry-level skill competencies performed by a medical assistant in the ambulatory health-care setting.

Additional class requirements for AHS 2032
Attendance:
You are expected to attend all assigned laboratory clinics.
Grading:
Your grade will be based on attendance, the evaluations forms received from the clinical supervisor, and competency skill checklists.
Grades will be assigned by the following percentages:

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

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department

Date submitted: 2OCT 06

Request for: Course change___X___Course deletion_____Course addition_____
(Excluding course credit hour changes)

Submitted by: Jacqueline K. Bowman

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.
Currently the only prerequisite for BIOL 4891 Seminar in Biology is an upper-level ~~biology~~ *science* course. We would like to change that to an upper level-biology course and senior standing. When juniors take the course they are poorly prepared and often fail to do well in the course.

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

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

   Number:

   Title for Catalog:

   *Title for Course Inventory (24 characters):

   Description:

   Effective date or term:

   *Course fees:

II.   Justification and feasibility of course:

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

app CC 11/17/06
app FS 12/6/06

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

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

D. How often will the course be offered?

E. How will the course be staffed?

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

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1.		
2.		
3.		
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

Among the BIOL Program assessment goals is one that says graduates should be capable of designing, interpreting, and presenting a valid biological experiment. Success is judged by performance in academic courses, especially senior seminar and directed research. Faculty who teach senior seminar indicate that presentations by seniors meet this objective; however, the few who complete the course as juniors appear to be under-prepared.

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Physical Sciences Department

Date submitted: *9-18-06*

Request for: Course change__*clarification*__Course deletion_____Course addition_____
(Excluding course credit hour changes)

Submitted by: Dr. Cathy Baker   *Cathy Baker*

Approved by: Department Head: Dr. Jeff Robertson *JWR*
                Dean of School: Dr. Richard Cohoon *Cohoon*

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

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

The following is a proposal to clarify language in the course description for Geol 1004: *Essentials of Earth Science* to direct students in the education program to the suitable earth science/geology course for their program of study. The proposal makes no changes in curriculum, but is designed to help guide students and advisors in their choice of earth science/geology course work. Even though meetings were held several years ago between members of the geology and education programs regarding substitution of Geol 1014 for Geol 1004 for early childhood education requirements when necessary, confusion is still encountered regarding which courses are designed and recommended for early childhood and middle level vs. secondary level teacher certification.

12-8-06
JR

I.   Catalog description: (changes in catalog description are italicized)

An introduction to the fundamental topics of earth science including physical and historical geology, oceanography, and meteorology. Laboratory exercises include the study of minerals, rocks, fossils, topographic and geologic maps, and meteorological phenomena. Laboratory will stress the use of the scientific method of problem solving. *This course is designed as a general education science requirement and for prospective early childhood and middle level school teachers.* Lecture three hours, laboratory three hours. $10 laboratory fee. Duplicate credit for GEOL 1004 and GEOL 1014 will not be allowed.

App TEC 11/16/06
app CC 11/17/06
app FS 12/6/06

Number: **GEOL 1004**

Title for Catalog: **Essentials of Earth Science**

*Title for Course Inventory (24 characters): **Essentials of Earth Science**

Description:

Effective date or term: ~~Fall~~ June 2007

*Course fees: no changes in course fees

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)		Date:
1. Dr. Jeff Robertson	yes	Jeff W Robertson	2006 Aug 22
2. Dr. David Bell	yes	David Bell	2006 Aug 24

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: Physical Sciences

Date Submitted: 2006 Oct 20

Type of Curriculum Change Requested: Course Title Change

Submitted By: Jeff Robertson

Approved By: Department Head: *[signature]*

Dean of School: *[signature]*

Reviewed By: Registrar: *[signature]*

Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog.
    PHYS 1114 Survey of Physics

II. Course Information

    A. Rationale for the requested change.
        This is a survey course in physics. This is to make it like our other survey courses, especially CHEM 1114 Survey of Chemistry.

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

        1. Within the department requesting the change.
        ZIPPO
        2. Outside the department.
        DOUBLE ZIPPO
    C. Effective date or term.
    immediately

app CC 11/17/06
app FS 12/6/06

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department MATHEMATICS

Date submitted: 9/20/06

Request for: Course change__X_____Course deletion_____Course addition_____
(Excluding course credit hour changes)

Submitted by: Don Carnahan

Approved by: Department Head: _Don Carnahan_
                  Dean of School

Reviewed by: Registrar: _Tammy Rhodes_
                  Vice President:

If this is a deletion or other minor change, describe and give rationale. Change of prerequisites and catalogue description for a course, Math 2914; Calculus I.

Catalogue description with prerequisites:

Mathematics 2914 Calculus I
Prerequisite: Math ACTE score of 24 or higher, or a grade of C or higher in both Math 1914 and Math1203, or consent of the Mathematics Department. This is the first of two courses in the Calculus of functions of a single variable. The content covers differentiation of all single variable functions and introduces integration of functions.

Effective June, 2007

app TEC 11/16/06
app CC 11/17/06
app FS 12/6/06

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department MATHEMATICS

Date submitted: 9/20/06

Request for: Course change__X_____Course deletion_____Course
addition_____
(Excluding course credit hour changes)

Submitted by: Don Carnahan

Approved by: Department Head: *(signature)*
                Dean of School *(signature)*

Reviewed by: Registrar: *(signature)*
                Vice President:

12-8-06 jk

If this is a deletion or other minor change, describe and give rationale. Change of prerequisites for a course, Math 3203; Introduction to Analysis

Catalogue description with prerequisites:

Mathematics 3203 Introduction to Analysis
Prerequisite: Math 3003. A careful development of the real number system and the theory of calculus on the real line.

Effective June, 2007

app TEC 11/16/06
app CC 11/17/06
app FS 12/6/06

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department MATHEMATICS

Date submitted: 9/20/06

Request for: Course change__X_____Course deletion_____Course
addition_____
(Excluding course credit hour changes)

Submitted by: Don Carnahan

Approved by: Department Head: *Don Carnahan*
                Dean of School *[signature]*

Reviewed by: Registrar: *Tammy Rhodes*
                Vice President:

12-8-06

If this is a deletion or other minor change, describe and give rationale. Change of prerequisites for a course, Math 4033 Abstract Algebra I

Catalogue description with prerequisites:

Mathematics 4033 Abstract Algebra I
Prerequisite: Math 3003. A study of Groups and other algebraic structures. Topics include sub-groups, normal subgroups, abelian groups, groups of permutations, homomorphisms, kernels and range.

Effective June, 2007

app TEC 11/16/06
app CC 11/17/06
app FS 12/6/06

lec 8/7/06

To: Curricul

From: Departm

Date submitted: Augu

Request for: Cours
(Excluding course cre

Submitted by: Carl

Approved by: De

            D

Reviewed by: Registrar: _____

            Vice President: _____

Karen,
will need to work
with Morrell on
his program for
ELEG 2131 & 2133 change

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

Courses:

ELEG 2131: Digital Logic Design Lab
(Companion Course Change Proposal for ELEG 2133: Digital Logic Design)

Change:

Change ELEG 2133 (lecture) and ELEG 2131 (lab) to 2134 and 2130 respectively.
Rational: This change will allow for better co-registration requirement control while
allowing multiple sections of lab if required to meet the student demand.

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: ELEG 2130

Title for Catalog: Digital Logic Design Lab

*Title for Course Inventory (24 characters): Digital Logic Design Lab

Description:
Corequisite: ELEG 2133 2134. Prerequisite: COMS 2803 or COMS 2104 or consent of
instructor. Laboratory must be taken during the same semester as the lecture, ELEG 2133 2134.
A study of basic digital logic circuit design and implementation. Circuit schematic development
utilizing computerized automated design tools. Computer modeling and simulation of digital
systems. Emphasis will be placed on proper laboratory techniques, including data collection, data
reduction, and report preparation. Laboratory three hours.

12-8-06

app CC 11/17/06
app FS 12/6/06

Effective date or term: ~~Spring~~ June 2007

*Course fees: None

II.   Justification and feasibility of course:

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

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?
ELEG 3133: Microprocessor System Design and ELEG 4133: Advanced Digital Design require ELEG 2133 and ELEG 2131 as prerequisites. The course descriptions must be changed to reflect the new course numbers.

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?

The ELEG 2134 instructor will teach at least one section of ELEG 2130. Additional sections of 2130, if required, will be taught be adjuncts or other faculty at a rate of 1.5 semester hours per section.

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

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Dr. Larry Morell	yes	8/25/06
2.		
3.		
4.		

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

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

*Updated 8/1/04
**Updated 9/1/05

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Electrical Engineering

Date submitted: August 25, 2006

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.

Courses:

    ELEG 2133: Digital Logic Design
    (Companion Course Change Proposal for ELEG 2131: Digital Logic Design Lab)

Change:

    Change ELEG 2133 (lecture) and ELEG 2131 (lab) to 2134 and 2130 respectively.
    Rational: This change will allow for better co-registration requirement control while
    allowing multiple sections of lab if required to meet the student demand.

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: ELEG 2134

    Title for Catalog: Digital Logic Design

    *Title for Course Inventory (24 characters): Digital Logic Design

    Description:
Corequisite: ELEG ~~2131~~ 2130. Prerequisite: COMS 2803 or COMS 2104 or consent of
instructor. Binary numbers and codes, Boolean algebra, combinational and sequential logic
including: minimization techniques, memory systems, register transfers, control logic design, and
state machines. Lecture three hours.

    Effective date or term: ~~Spring~~ June 2007

app CC 11/17/06
app FS 12/6/06

*Course fees: None

II.   Justification and feasibility of course:

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

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?
ELEG 3133: Microprocessor System Design and ELEG 4133: Advanced Digital Design require ELEG 2133 and ELEG 2131 as prerequisites. The course descriptions must be changed to reflect the new course numbers.

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?

The ELEG 2134 instructor will teach at least one section of ELEG 2130. Additional sections of 2130, if required, will be taught be adjuncts or other faculty at a rate of 1.5 semester hours per section.

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

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Dr. Larry Morell	yes	8/25/06
2.		
3.		
4.		

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

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

*Updated 8/1/04
**Updated 9/1/05

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Electrical Engineering

Date submitted: August 25, 2006

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:

12-8-06

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

Course:

ELEG 4133: Advanced Digital Design

Change prerequisites:
Current: ELEG 3103 and ELEG 3133
Recommended: ELEG 2134: Digital Logic Design
Rational: The material required as a prerequisite for ELEG 4133 is now covered in
Digital Logic Design lecture and lab. Note that a separate curriculum change has been
submitted to change Digital Logic Design lecture and lab, ELEG 2133 and ELEG 2131,
to ELEG 2134 and ELEG 2130.

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: ELEG 4133

Title for Catalog: Advanced Digital Design

*Title for Course Inventory (24 characters): Advanced Digital Design

Description:
Prerequisites: ELEG ~~3103, 3133~~ 2134. A project oriented course in which students develop and
test custom digital integrated circuits (IC's). An overview of IC design systems and
manufacturing processes is presented. Economics of IC production are discussed. Hardware

app CC 11/17/06
app FS 12/6/06

Description Languages (HDL's) are studied. Students design and implement custom IC's using schematic-based entry and HDL's. Lecture one hour per week, project work two hours per week.

Effective date or term: ~~Spring~~ June 2007

*Course fees: None

II.   Justification and feasibility of course:

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

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

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

    D.   How often will the course be offered?

    E.   How will the course be staffed?

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

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1.		
2.		
3.		
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

To: Curriculum Committee

From: Electrical Engineering

Date Submitted: 10/02/2006

Type of Curriculum Change Requested: Miscellaneous

Submitted By: Ronald Nelson

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.

Keepin Catalog, delete from curriculum only

         Tech Electrical Engineering requires 133 semester hours for graduation. This is three to four hours more than comparable, competing, programs in our region.. Elimination of MCEG3313, Thermodynamics I is required to align our requirements more closely to these programs, both in number of semester hours and in course content. A survey of electrical engineering programs in our region has found that the great majority do not required thermodynamics.

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

         1. Within the department requesting the change. No impact.

         2. Outside the department. Tech Mechanical Engineering will experience some reduction in student demand for MCEG3313, thermodynamics. This reduction is small and is not expected to change staffing or space requirements.

     C. Effective date or term. Fall 2007.

app CC 11/17/06
app FS 12/6/06

D.

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Dr. John Krohn, Mechanical Engineering	Yes	09/28/2006

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

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

Fall Start	
Freshman Fall Semester Add/Change: NO CHANGE Delete: Total Hours: 16	Freshman Spring Semester Add/Change: NO CHANGE Delete: Total Hours: 15
Sophomore Fall Semester Add/Change: NO CHANGE Delete: Total Hours: 17	Sophomore Spring Semester Add/Change: Delete: MCEG2033 DYNAMICS √ Total Hours: 15 √
Junior Fall Semester Add/Change: ADD MCEG2033 DYNAMICS √ Delete: MCEG2023 ENGR MATERIALS √ Total Hours: 17 √	Junior Spring Semester Add/Change: ADD MCEG2023 ENGR √ MATERIALS Delete: ECON2003 √ Total Hours: 18 √
Senior Fall Semester Add/Change: ADD ECON2003 √ Delete: 3 HOURS ELEG ELECTIVE √ Total Hours: 17 √	Senior Spring Semester Add/Change: ADD 3 HRS ELEG ELECTIVE √ Delete: MCEG3313 THERMODYNAMICS I √ Total Hours: 15 √
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: NO CHANGE Delete: Total Hours: 16	Freshman Fall Semester Add/Change: NO CHANGE Delete: Total Hours: 15
Sophomore Spring Semester Add/Change: NO CHANGE Delete: Total Hours: 17	Sophomore Fall Semester Add/Change: NONE √ Delete: MCEG2033 ENGR DYNAMICS √ Total Hours: 15 √

Junior Spring Semester Add/Change: MCEG2033 DYNAMICS √ Delete: MCEG2023 ENGR MATERIALS√ Total Hours: 16 √	Junior Fall Semester Add/Change: MCEG2023 ENGR MATERIALS √ Delete: ECON2003 √ Total Hours: 18 √
Senior Spring Semester Add/Change: ECON2003 √ Delete: 3 HRS ELEG ELECTIVE√ Total Hours: 17 √	Senior Fall Semester Add/Change: 3 HRS ELEG ELECTIVE √ Delete: MCEG3313 THERMODYNAMICS √ Total Hours: 16 √
Total Program Hours____130_____	

Curriculum in Electrical Engineering
Bachelor of Science

Degree Completion Plan Beginning in Fall Semester

Freshman				Sophomore			
Fall		Spring		Fall		Spring	
ELEG1012	2	ELEG2133	3	ELEG2103	3	ELEG2113	3
COMS2803	3	ELEG2131	1	Fine Arts[1]	3	ELEG2111	1
ENGL 1013	3	Engl1023	3	MCEG2013	3	ELEG3133	3
MATH2914	4	MATH2924	4	MATH2934	4	MATH3243	3
Biology[1]	4	CHEM2124	4	PHYS2114	4	PHYS2124	4
						Physical Activity[1]	1
Total Hours	16	Total Hours	15	Total Hours	17	Total Hours	15

Junior				Senior			
Fall		Spring		Fall		Spring	
ELEG3103	3	ELEG4103	3	ELEG4202	2	ELEG4303	3
ELEG3131	1	ELEG3143	3	ELEG4143	3	ELEG4193	3
ELEG3003	3	ELEG3123	3	ELEG4113	3	Engineering Elective[3]	3
MCEG2033	3	Engineering Elective[3]	3	ECON2003	3	Engineering Elective[3]	3
MATH3153	3	MCEG2023	3	Technical Elective[4]	3	Humanities[1]	3
Physical Activity[1]	1	Social Science[1]	3	Social Science[1]	3		
Social Science[1]	3						
Total Hours	17	Total Hours	18	Total Hours	17	Total Hours	15

Degree Completion Plan Beginning in Spring Semester

Freshman				Sophomore			
Spring		Fall		Spring		Fall	
ELEG1012	2	ELEG2133	3	ELEG2103	3	ELEG2113	3
COMS2803	3	ELEG2131	1	Fine Arts[1]	3	ELEG2111	1
ENGL 1013	3	Engl1023	3	MCEG2013	3	ELEG3133	3
MATH2914	4	MATH2924	4	MATH2934	4	MATH3243	3
Biology[1]	4	CHEM2124	4	PHYS2124	4	PHYS2114	4
						Physical Activity[1]	1
Total Hours	16	Total Hours	15	Total Hours	17	Total Hours	15

Junior				Senior			
Spring		Fall		Spring		Fall	
ELEG3003	3	ELEG3103	3	ELEG4103	3	ELEG4303	3
ELEG3123	3	ELEG4143	3	ELEG4202	2	ELEG4193	3
MCEG2033	3	ELEG4113	3	ELEG3143	3	ELEG3131	1
MATH3153	3	Engineering Elective[3]	3	ECON 2003	3	Engineering Elective[3]	3
Physical Activity[1]	1	MCEG2023	3	Technical Elective[4]	3	Engineering Elective[3]	3
Social Science[1]	3	Social Science[1]	3	Social Science[1]	3	Humanities[1]	3
Total Hours	16	Total Hours	18	Total Hours	17	Total Hours	16

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

[2]If needed. (Developmental mathemathics is not allowed in the EE 8 semester gaurenteed curriculum.)

[3]Engineering Elective must be a 3000 or 4000 level Electrical Engineering course.

[4]Technical Elective must be a course from Engineering, Math or the Sciences excluding courses intended for Education Majors. All electives must have the approval of the Department.

ARKANSAS TECH UNIVERSITY
Mechanical Engineering Department
Memorandum

TO: Curriculum Committee

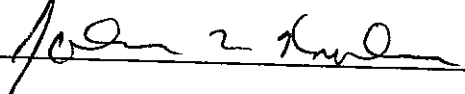**FROM:** Mechanical Engineering Department

Date: September 26, 2006

Request for: Course change_____ Course deletion_____ Course addition X

The Department of Mechanical Engineering request permission to add the following courses to its catalog offerings:

A. MCEG 4343 - Internal Combustion Engines
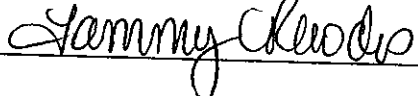
B. MCEG 4473 - Mechanical Vibrations

Course descriptions and justification for the additions is attached.

Submitted by: ____M.E. Assessment Committee____

Approved by: Department Head: _____

Department Head: _____

Dean of School: _____

Reviewed by: Registrar: _____

Vice President for Academic Affairs _____

I. Catalog Description/Number/Title

A. **MCEG 4343 - Internal Combustion Engines.** Pre-requisites: MCEG 3313, MCEG 4403, pre- or co-requisite: MCEG 4443. A study of the operating and design principles of internal combustion engines. The course will cover combustion cycles, emissions, and performance analysis and testing. Lecture three hours with lab excercises.

B. **MCEG 4473 Mechanical Vibrations.** Prerequisites: MCEG 2033, MATH 3243. The study of free and forced vibration of single degree-of-freedom systems, response to harmonic, periodic and non-periodic excitations. Multi-degree-of-freedom systems and matrix methods are explored. Computational techniques for predicting system response continuous systems are introduced. Lecture three hours.

Title for Course Inventory:

MCEG 4343 - Internal Comb. Engines

MCEG 4473 - Mechanical Vibrations

Effective Date or Term: June ~~Fall~~ 2007 (2007-2008 catalog)

II. Justification and feasibility of the course:

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

MCEG 4343 - The automotive and truck industry is one of the largest industries in the USA. Students in the mechanical engineering department at ATU will benefit from an elective course in internal combustion engines and will enhance their marketability in the automotive and trucking industry. Informal surveys of past senior classes have indicated a high interest in this topic. Seniors in mechanical engineering could take this course as a senior level Engineering Elective.

MCEG 4473 - The present MCEG 3403 has some vibrations material which has proven to be a popular topic for mechanical engineering students. The department feels that there is sufficient student interest in creating a full vibrations course. The course is useful for students interested in machine design and analysis, one of the major focus areas within the Tech mechanical engineering program and is a common elective course in mechanical engineering programs.

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

MCEG 4343 - Mechanical engineering students are required to take courses in fluid mechanics, heat transfer and thermodynamics. An internal combustion engines course

courses. The proposed course will be a senior level elective course in the mechanical engineering program. The course will complement and build upon existing courses offered by the department.

MCEG 4473 - Mechanical engineering students are required to take courses in dynamics and machine design. Design of machines is a traditional interest area within mechanical engineering and this course will provide students a very valuable elective course in the machine design and analysis area. The proposed course will be a senior level elective course in the mechanical engineering program and will complement existing courses in the machine design area.

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

Both of the proposed courses complement the existing courses required in the mechanical engineering program. Both provide attractive elective content to complement existing elective courses in two of the programs interest areas, thermal/power systems and machine design. Both courses help the department meet its goal of providing substantial material in a range of interest areas typical to mechanical engineering programs.

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

The department has established a rotating schedule for its elective courses and the proposed courses will be placed into this schedule. Elective courses are expected to be taught at least once every two years.

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

Existing department faculty are capable of teaching both of the proposed courses. In some cases, notably the internal combustion engines course, a team teaching approach may be employed.

F.   **Other departments specifically consulted.**

The proposed courses will have no effect on the students or offerings of any other departments, thus, no other departments have been specifically consulted.

Integration with Assessment Plan

The proposed courses will integrate into the department's assessment plan in the same manner as all existing elective courses. Learning objectives will be established and tracked for each course and these will be related to the program's overall student learning objectives. As electives, neither of the proposed courses will be the primary avenue of achieving and/or measuring success in meeting any program objectives but will, instead, be used to complement the primary avenues of required courses.

MCEG 4343 Internal Combustion Engines

2007-2008 Catalog Data:

Prerequisites: MCEG 3313, MCEG 4403; pre- or co-requisite MCEG 4443. A study of the operating and design principles of internal combustion engines. The course will cover combustion cycles, emissions and performance analysis and testing. Lecture three hours with lab exercises.

Textbook:

Internal Combustion Enginer Fundamentals; J.B. Heywood, 1988, McGraw Hill.

Coordinator:

Dr. Wayne Helmer, Professor

Prerequisites by Topic:

1. Thermodynamics
2. Fluid Mechanics
3. Heat Transfer

Objectives:

1. To enable students to understand the components and operation of an IC engine. []
2. To enable students to understand thermodynamic analysis of basic spark ignition and compression ignition engines. []
3. To enable students to understand basic combustion processes and emissions in engines. []
4. To enable students to understand performance data on internal combustion engines. []

Topics:

1. Spark ignition (SI) and compression ignition (CI) terminology
2. Air-Standard cycles
3. Fuels and combustion
4. Fuel/air induction process
5. In-cylinder fluid motion
6. Exhaust fluid processes
7. Emissions
8. Electronic fuel and spark control
9. Engine testing

Laboratory and Computer Projects:

Students will perform an experiment on an IC engine and write a report on the results.

Evaluation Methods:

1. Exams
2. Homework assignments
3. Lab experiment
4. Project report

Performance Criteria:

Objective 1:

1.1 Be able to describe basic engine components and component motion.

1.2 Be able to perform disassembly, inspection and assembly of an IC

engine.

1.3 Be able to explain the operation of carburetion and electronic fuel injection systems.

Objective 2:

2.1 Be able to calculate the theoretical performance of ideal IC engine cycles.

Objective 3:

3.1 Be able to calculate the adiabatic flame temperature and exhaust gas emissions for standard hydrocarbon fuels.

Objective 4:

4.1 Be able to record, analyze and report experimental engine dynamometer data.

Prepared by:

Dr. Wayne Helmer
September, 2006

ENGR 4473 Mechanical Vibrations

2007-2008 Catalog Data:	Prerequisite: MCEG 2033 and MATH 3243. The study of free and forced vibration of single degree-of-freedom systems, response to harmonic, periodic and non-periodic excitations. Multi-degree-of-freedom systems and matrix methods are explored. Computational techniques for predicting system response and continuous systems are introduced. Lecture three hours.
Textbook:	<u>Engineering Vibrations</u>; Daniel Inman; Prentice Hall.
Coordinator:	Dr. Robert M. Fithen

Prerequisites by Topic:
1. Multivariate calculus and differential equations
2. Programming in C
3. Matrix Algebra

Objectives:
1. To train students in various methods of solving free vibration problems in spring-mass and spring-damper-mass systems. [B,D]
2. To train students the ability to formulate equations of motion from physical systems. [B]
3. To train students various methods of solving for the response of spring-mass-damper system to a harmonic forcing function. [B,D]
4. To train students various methods of solving for the response of spring-mass-damper system to general forcing functions. [B,D]
5. To train students in multiple degree of freedom system solution. [B]
6. To train students in modal analysis applied to both undamped and proportionally damped free vibration systems. [B]
7. To train students in modal analysis applied to systems with a forcing function. [B]

Topics:
1. Review of Matrix manipulations. (0.5 wk)
2. Developing governing equation (Newton's second law and energy methods) for undamped and damped single degree of freedom systems. (2 wk)
3. Develop solution methods for free vibration of single degree of freedom systems. (2 wk)
4. Develop solution methods for single degree of freedom systems under the influence of harmonic forcing functions. (2 wk)
5. Develop solution methods for single degree of freedom systems under the influence of general forcing functions. (2 wk)
6. Develop modal analysis method for solving multi degree of freedom systems. (2 wk)
7. Develop and design vibration isolation systems. (2 wk)
8. Investigate and solve engineering problem relating to continuous systems through use of distributed parameter systems. (2 wk)

Laboratory and Computer Projects: Exclusive use of the computer in modeling and simulation.

Evaluation Methods:	1. Homework
	2. Exams
	3. Projects

Performance Criteria:

Objective 1:
$\Rightarrow$ Students will demonstrate basic Matrix manipulations. [1,2]

Objective 2:
$\Rightarrow$ Students will demonstrate an ability to derive governing equations from physical systems. [1]

Objective 3:
$\Rightarrow$ Students will demonstrate their knowledge of various solution methods to free vibration of single degree of freedom systems. [1,2]

Objective 4:
$\Rightarrow$ Students will demonstrate their knowledge of various solution methods to harmonic forcing of single degree of freedom systems. [1,2]

Objective 5:
$\Rightarrow$ Students will demonstrate their knowledge of various solution methods to general forcing of single degree of freedom systems. [1,2]

Objective 6:
$\Rightarrow$ Students will demonstrate their ability to determine natural frequencies and mode shapes through use of eigenvalue techniques. [1,2]
$\Rightarrow$ Students will demonstrate their ability to solve free vibration of multi-degree of freedom systems using modal analysis. [3]
$\Rightarrow$ Students will demonstrate their ability to solve forced vibration of multi-degree of freedom systems using modal analysis. [3]

Objective 7:
$\Rightarrow$ Students will demonstrate an ability to design a vibration isolation system to match a set of given specifications. [3]

Objective 8:
$\Rightarrow$ Students will demonstrate an ability to determine the vibration characteristics of a continuous system via a discrete representation of the system. [3]

Prepared by:

Dr. Robert M. Fithen
September, 2006

ARKANSAS TECH UNIVERSITY
Mechanical Engineering Department
Memorandum

TO: Curriculum Committee

FROM: Mechanical Engineering Department

Date: September 26, 2006

Type of Curriculum Change Requested: Program modification

The Department of Mechanical Engineering request permission to make the following changes in its curriculum:

A. Remove COMS 2803 - Programming in C from the curriculum ✓

B. Add MCEG 2203 - Computational Methods in Engineering to the curriculum ✓

C. Add MCEG 2203 as a prerequisite option along with COMS 2803 for MCEG (ELEG) 3003. *COMS 2803 or MCEG 2203* ✓

MCEG 3043 required

A course description and justification for the change is attached.

Submitted by: ___M.E. Assessment Committee___

Approved by: Department Head: _____

Department Head: _____

Dean of School: _____

Reviewed by: Registrar: _____

Vice President for Academic Affairs _____

app cc 11/17/06

app FS 12/6/06

I. Catalog Listing

A. **MCEG 2203 - Computational Methods in Engineering.** Pre-requisite: MCEG 1012, MATH 2914. An introduction to computational methods, tools and procedures used in the solution of common engineering problems. A standard solution methodology is introduced along with instruction in units systems, spreadsheet and calculator computations and the use of engineering software.

B. COMS 2803 will be replaced in the third semester of the eight semester curriculum with MCEG 2203. The total number of hours required for the degree program will remain at 132.

C. **MCEG (ELEG) 3003 Engineering Modeling & Design.** Prerequisites: MATH 3243, COMS 2803 or MCEG 2203.

II. Rationale for Changes

This change was suggested through the department's assessment program as a result of student, graduate and employer feedback. Surveys of typical ME employers and recent graduates indicated little or no expectation of knowledge of the "C" programming language and a lack of knowledge of the department's graduates in the use of spreadsheets and math solver software, such as Matlab. The proposed course will include instruction in the use of Excel, Matlab and other software tools in the solution of engineering problems and will replace the formal training in "C" programming with an introduction to the Visual Basic language. The new course will also address some common problem areas in advanced ME courses involving problem solving skills, units problems and proper use of calculators.

III. Impact of Changes

The impact of this change within the department will be the addition of two semester credit hours to the department's course offering each semester. This addition can be accommodated within the current teaching load.

The only impact outside of the department will be a lessening of the service demand on the Computer Science department. The COMS Department Head has been informed of these plans and is supportive.

IV. Effective Date

The change will become effective with the 2007-2008 catalog.

V. Departments Consulted

1. Computer Science - Larry Morell   Supports   Sept. 14, 2006

I. Catalog Description/Number/Title

MCEG 2203 - Computational Methods in Engineering. Pre-requisite: MCEG 1012, MATH 2914. An introduction to computational methods, tools and procedures used in the solution of common engineering problems. A standard solution methodology is introduced along with instruction in units systems, spreadsheet and calculator computations and the use of engineering software.

Title for Course Inventory:

MCEG 2203 - Computational Methods in Engineering

Effective Date or Term: Fall 2007 (2007-2008 catalog)

II. Justification and feasibility of the course:

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

This course will be taken by all mechanical engineering majors during their sophomore year. The need for the course was recognized through the department's assessment program. Several assessment measures pointed to a weakness in the department's majors in the areas of problem solving techniques, use of software and calculators to perform calculations common to engineering problem solving and in the proper handling of units and units systems. After discussion of these assessment results, a survey of other mechanical engineering programs and several rounds of proposals, the department has developed this course as its attempt to address these shortcomings.

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

The proposed course will better prepare mechanical engineering students for the types of problems they will encounter in their engineering courses. The proposed course will introduce students to common tools used for completing calculations required in engineering classes and better equip them for success in subsequent courses. While there is some overlap of this material in these latter courses (as the methods/tools are reinforced), there is no existing course specifically designed to teach these methods and introduce the tools and skills that the student will need for success in the program.

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

The proposed course came about due to results seen in the department's assessment plan. It is not part of any general plan of development other than that of continuously improving the program through the assessment process.

D.   How often will the course be offered?

The proposed course will be offered each semester (Fall, Spring).

E.   How will the course be staffed?

Existing department faculty are capable of teaching the proposed course. The department may explore a team teaching concept for this course to best utilize faculty expertise.

F.   Other departments specifically consulted.

This point was addressed in the accompanying curriculum modification request.

Integration with Assessment Plan

The proposed course will be a required course for all mechanical engineering students. The course will support Program Objectives # 1 and 4. The topics in the proposed course will support a number of the student outcomes listed in the department's assessment plan. Specifically, outcomes a, e, k, m and p will clearly be addressed by the course content. Specific linkages between the learning objectives stated in the attached syllabus and student outcomes will be developed prior to the courses initial offering in the Fall of 2007.

MCEG 2203 Computational Methods in Engineering

2007-2008 Catalog Data:	Prerequisite: MCEG 1012 Pre- or co-requisite: MATH 2924. An introduction to common computational methods, tools, and procedures used in the solution of common engineering problems. A standard solution methodology is introduced along with instruction in units systems, spreadsheet and calculator computations and the use of engineering software. Lecture two hours.
Textbook:	Engineering Fundamentals and Problem Solving, Eide, 5th ed., 2005, McGraw Hill
Coordinator:	Dr. John Krohn, Prof.

Prerequisites by Topic:
1. Differential calculus
2. Introduction to engineering profession

Objectives:
1. To introduce students to common computational methods and procedures used in the solution of engineering problems. [A]
2. To introduce students to hardware and software tools used in the solution of engineering problems. [A,D]

Topics:
1. Units systems
2. Dimensional homogeneity
3. Solution methodology
4. Introduction to linear algebra – matrix operations
5. Calculator operations – linear interpolation, matrix operations
6. Spreadsheet operations
7. Visual Basic programming
8. Introduction to Matlab
9. Introduction to Engineering Economics – time value of money

Laboratory and Computer Projects: Students will utilize commercial spreadsheet and word processor software, specialized engineering software (Matlab), and Visual Basic programming language.

Evaluation Methods:
1. Tests
2. Homework assignments
3. Project reports

Performance Criteria

Objective 1:
1.1 Students will demonstrate knowledge of units systems and the concept of dimensional homogeneity. [1,2]
1.2 Students will demonstrate knowledge and use of a standard

problem solution methodology. [1,2]

1.3 Students will demonstrate knowledge and use of computational methods such as linear interpolation and matrix operations. [1,2]

Objective 2:

2.1 Students will demonstrate knowledge and use of spreadsheet tools in the solution of engineering problems. [2,3]

2.2 Students will demonstrate basic understanding of selected engineering software (Matlab, etc.). [1,2,3]

2.3 Students will demonstrate a basic capability in writing a program to achieve a desire computational result. [2,3]

Prepared by: John L. Krohn, Prof.
September 2006

ARKANSAS TECH UNIVERSITY
Mechanical Engineering Department
Memorandum

TO: Curriculum Committee

FROM: Mechanical Engineering Department

Date: September 26, 2006

Type of Curriculum Change Requested: Miscellaneous change

12-8-06

The Department of Mechanical Engineering request permission to make the following changes in its program:

A. Change three hours of 3000-level Engineering Electives to three hours of Technical Electives to be chosen from an approved list of courses maintained in the departmental office.

B. Remove the MATH 1113 pre-requisite from MCEG 1002 and add MCEG 1012 as a pre- or co-requisite.

C. Change PHYS 2114 from a co-requisite to a pre- or co-requisite for MCEG 2013

D. Change MATH 3243 from a co-requisite to a pre- or co-requisite for MCEG 2033.

E. Change the name of MCEG 3403 to Machine Dynamics (course description and prerequisites remain the same)

F. Change MCEG 3013 from a co-requisite to a pre- or co-requisite for MCEG 3442.

G. Change PHYS 2114 from a co-requisite to a pre- or co-requisite for MCEG 3503.

H. Remove MCEG 3503 from the pre-requisite list for MCEG 3512.

I. Change MCEG 4403 from a pre-requisite to a pre- or co-requisite for MCEG 4323.

J. Change MCEG 4403 from a pre-requisite to a pre- or co-requisite for MCEG 4443.

K. Remove MCEG 4443 from the pre-requisite list for MCEG 4463

Unless addressed here, keep prereqs & curreqs same.

app CC 11/17/06

Chad FS 12/1/...

Submitted by: <u>M.E. Assessment Committee</u>

Approved by: Department Head:

                    Dean of School:

Reviewed by: Registrar:

                    Vice President for Academic Affairs

I. Catalog Listing

A. In the sixth semester of the eight semester curriculum, replace the entry "Engr. Elective[3]" with "Technical Elec.[4]" and add the footnote:

[4]Technical elective course to be chosen with approval of advisor from list of eligible courses maintained in the departmental office.

B. **MCEG 1002 Engineering Graphics.** Pre- or co-requisite: MCEG 1012.

C. **MCEG 2013 Statics.** Prerequisite: MATH 2924. Pre- or co-requisite: PHYS 2114.

D. **MCEG 2033 Dynamics.** Prerequisites: MCEG 2023. Pre- or co-requisite: MATH 3243.

E. **MCEG 3403 Machine Dynamics.** Prerequisites: MCEG 2033, MATH 3243.

F. **MCEG 3442 Mechanical Laboratory I.** Prerequisite: MCEG 2023. Pre- or co-requisite: MCEG 3013.

G. **MCEG 3503 Basic Nuclear Engineering.** Prerequisites: MATH 2924, CHEM 2124. Pre- or co-requisite: PHYS 2114.

H. **MCEG 3512 Radiation Detection Lab.** Prerequisites: MATH 2914, CHEM 2124.

I. **MCEG 4323 Power Plant Systems.** Prerequisite: MCEG 3313. Pre- or co-requisite: MCEG 4403.

J. **MCEG 4443 Heat Transfer.** Prerequisite: MCEG 3313. Pre- or co-requisite: MCEG 4403.

K. **MCEG 4463 Heating, Ventilating, and Air-Conditioning Design.** Prerequisite: MCEG 3313.

II. Rationale for Changes

These changes have been arrived at through the department's ongoing assessment program.

III. Impact of Changes

The effect of these changes within the department will be to better reflect the prerequisite requirements for several courses. The change of an engineering elective to a technical elective will allow students more choices in the elective courses available for mechanical engineering majors and formalizes the department's current policies toward these electives.

There should be very little impact from the proposed changes outside of the Mechanical Engineering department. The change to a technical elective may result in a few more students in selected chemistry, math and physics classes.

IV. Effective Date

These changes will become effective with the 2007-2008 catalog.

V. Departments Consulted

The following departments were consulted regarding these changes:

1.	Chemistry/Physics Jeff Roberston	Supports	Sept. 15, 2006
2.	Electrical Engineering Ron Nelson	Supports	Sept. 14, 2006
3.	Math - Don Carnahan	Supports	Sept. 14, 2006

Department of Mechanical Engineering

Approved Technical Elective List

Revised 12 September 2006

ELEG/MCEG:

Any 3000+ level ELEG or MCEG elective course can be used to fulfill the technical elective.

MATH:

4003 – Linear Algebra I
4103 – Linear Algebra II
4123 – Mathematical Modeling
4153 – Applied Statistics II
4243 – Differential Equations II
4253 – Advanced Calculus I
4273 – Complex Variables
4283 – Advanced Calculus II

PHYS:

3133 – Theory of Electricity and Magnetism
3153 – Solid State Physics
3213 – Modern Physics
4013 – Quantum Mechanics
4113 – Advanced Physics Laboratory

CHEM:

3245 – Quantitative Analysis
3254 – Fundamentals of Organic Chemistry
3264 – Mechanistic Organic Chemistry
3324 – Physical Chemistry I
3334 – Physical Chemistry II
4424 – Advanced Inorganic Chemistry