

AGENDA
FACULTY SENATE

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

I. Call to Order

- A. Approval of the minutes of the October 8, 2007, meeting

II. New Business

A. Curricular Items

1. Department of Emergency Administration and Management *can do*
(a) modify the prerequisites and co-requisites for EAM 4033, Emergency Management Research Methods/Analysis, from prerequisites: MATH 2163, Introduction to Statistical Methods, or BUAD 2053, Business Statistics, or SOC 2053, Statistics for the Behavioral Sciences, co-requisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor to prerequisites or co-requisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor.
2. Department of Art ✓
(a) modify the prerequisites for ART 4233, Techniques for Illustration, from prerequisites: ART 1403, Two-dimensional Design, ART 2303, Figure Drawing, and ART 3213, Basic Advertising Art, and Sophomore Review, to prerequisites: ART 1303, Introduction to Drawing, ART 1403, Two-dimensional Design, ART 2303, Figure Drawing, and ART 2403, Color Design, and Sophomore Review.
3. Department of Music ✓
(a) add MUS 4853/5853, Music of the World's Peoples, to the course descriptions (graduate course will be considered by Graduate Council).
4. Department of Social Sciences and Philosophy
(a) delete the following courses from the course descriptions: POLS 3443, Soviet Successor States and East European Politics; POLS 4403, Current Issues in Global Politics; and HIST 3463, Modern European Political Theory;
(b) change the course number for the following courses: HIST 4463, History of Russia, to HIST 3533; HIST 4473, History of England to 1689, to HIST 3543; HIST 4493, History of England since 1689, to HIST 3553; HIST 4603, The Modern Far East, to HIST 3603; HIST 4703, History of Modern Africa, to HIST 3703; HIST 3133, American Political Ideas, to HIST 4103; HIST 3143, American History through Film, to HIST 4163; and HIST 3193, History of American Disasters, to HIST 4173;
(c) change the course number for GEOG 2033, Physical Geography, to GEOG 3033;
(d) change the title for POLS/PHIL 3063, Political Philosophy, to Modern Political Thought, and modify the course description;
(e) change the title for POLS 2513, Sources and Methods in Political Science, to Research Methods I;
(f) modify the course description for HIST 1503, World Civilization I, and HIST 1513, World Civilization II;
(g) modify the course description for HIST 2003, United States History I, and HIST 2013, United States History II;

- (h) add HIST 4503/5503, History of Christianity, to the course descriptions (graduate course will be considered by Graduate Council);
- (i) add POLS 3253, Classical Political Thought, to the course descriptions;
- (j) add POLS 3513, Research Methods II, to the course descriptions;
- (k) modify the minor in Political Science; and
- (l) add the minor in Religious Studies.

5. Department of Speech, Theatre, and Journalism

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

6. Department of Biological Sciences

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

*Labeled —
Approved
at Dec Meeting*

7. Department of Nursing

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

8. Department of Physical Sciences

- (a) modify the prerequisites for CHEM 2124, General Chemistry I, from prerequisites: scores of 21 or higher on the math and the English portions of the ACTE exam, a "C" or better in CHEM 1114, A Survey of Chemistry, or approval by the department head of Physical Sciences to prerequisites: score of 21 or higher on the math portion of the ACTE; or MATH 1113, College Algebra, or equivalent; or a "C" or better in CHEM 1114, A Survey of Chemistry; or approval of the instructor;
- (b) modify the prerequisites for CHEM 3254, Fundamentals of Organic Chemistry, from prerequisites: CHEM 2124, General Chemistry I, to prerequisites: CHEM 2134, General Chemistry II;
- (c) modify the prerequisites for CHEM 3344, Principles of Biochemistry, from prerequisites: CHEM 3254, Fundamentals of Organic Chemistry, and BIOL 1014, Introduction to Biological Science, or BIOL 1114, Principles of Biology, to

prerequisites: CHEM 3264, Mechanistic Organic Chemistry, and BIOL 1014, Introduction to Biological Science, or BIOL 1114, Principles of Biology;
(d) delete CHEM 2143, Environmental Chemistry, from the course descriptions; and add CHEM 3313, Environmental Chemistry, to the course descriptions;
(e) change the title of PHYS 1114, Survey of Physics, to PHYS 1114, Applied Physics;
(f) in the text description of the Physical Science programs on page 187, modify the paragraph to read as follows: The description and curricula for each of the various degree programs in the physical sciences are listed below. Note that for every degree program in this department, there is a non-course requirement involving an exit interview with the Department Head as part of the formal process for graduation;
(g) modify the Curriculum in Chemistry A.C.S. Approved Option as follows: delete PHYS 2014, Physical Principles I, and PHYS 2024, Physical Principles II; and add PHYS 2114, General Physics I, and PHYS 2124, General Physics II;
(h) modify the Curriculum in Chemistry General Option, and A.C.S. Approved Option as follows: delete BIOL 1014, Introduction to Biological Science; and add BIOL 1114, Principles of Biology; and
(i) add the Curriculum in Chemistry Biochemistry Option.

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

III. Old Business

- A. Student Athletes and Class Attendance
- B. Growth of Faculty

IV. Open Forum

V. Announcements and Information Items

- A. December Meeting – December 3, 2007

VI. Adjournment

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department

Date submitted: January 15, 2008

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

Submitted by: Ms. Tammy Rhodes, Registrar *T Rhodes*

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

Dr. Mary Ann Rollans, Dean of School of Community Education *M Rollans*

Dr. Glenn Sheets, Dean of School of Education *Glenn Sheets*

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

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

Dr. John Watson, Dean of School of Systems Science *John Watson*

Reviewed by: Vice President:

- I. See attached list of courses requesting modification of course prerequisites and/or co-requisites.
- II. Justification: Implementation of Banner course prerequisites and/or co-requisites.

*app CC email vote
app FS 2/11/08*

1. Department of Accounting:

ACCT 4053, CPA Review:

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

2. Department of Business and Economics:

BUAD 2043, Principles of Word Processing:

modify the prerequisite for BUAD 2043, Principles of Word Processing, from prerequisite: BUAD 2002, Keyboarding II, or equivalent, to prerequisite: BUAD 1023, Keyboarding, or BUAD 2003, Business Information Systems, or COMS 1003, Introduction to Computer-Based Systems.

FIN 3063, Business Finance:

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

MKT 4143 Marketing Management:

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

3. Department of Emergency Administration and Management:

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

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

EAM 3003, Developing Emergency Management Skills:

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

EAM 3013, Public Policy Issues in Emergency Management:

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

EAM 3033, The Social Dimension of Disaster:

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

EAM 3143, The Economics of Disaster:

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

EAM 3206, Externship:

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

EAM 3243, Introduction to Terrorism:

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

EAM 4003, Principles of Practice of Disaster Relief and Recovery:

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

EAM 4013, Business and Industry Crisis Management:

modify the prerequisites for EAM 4013, Business and Industry Crisis Management, from prerequisites or corequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013,

Aim and Scope of Emergency Management, or consent of instructor, to prerequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor.

EAM 4023, Information Technology and Emergency Management:

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

EAM 4033, Emergency Management Research Methods/Analysis:

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

EAM 4043, Disaster and Emergency Management Ethics:

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

EAM 4053, Community Management of Hazardous Materials:

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

EAM 4106, Practicum/Internship:

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

EAM 4991-3, Special Problems and Topics:

modify the prerequisites for EAM 4991-3, Special Problems and Topics, from prerequisites or corequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope

of Emergency Management, or consent of instructor, to prerequisites: EAM 1003, Living in a Hazardous Environment, and EAM 1013, Aim and Scope of Emergency Management, or consent of instructor.

4. Department of Community Education:

ECE 2212, Basic Child Growth and Development II:

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

ECE 2513, Curriculum for Early Childhood Education:

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

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

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

TMAC 1023, Machine Set-Up and Operation:

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

5. Department of Curriculum and Instruction:

SEED 4809, Teaching in the Elementary and Secondary School:

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

6. Department of Behavioral Sciences:

CJ/SOC 2043, Crime and Delinquency:

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

CJ/PSY 3033, The Criminal Mind:

modify the prerequisite for CJ/SOC 3033, The Criminal Mind, from prerequisite: PSY 2003, General Psychology, and CJ 2003, Introduction to Criminal Justice, or SOC 3043, Crime and Delinquency, to prerequisite: PSY 2003, General Psychology, and CJ/SOC 2003, Introduction to Criminal Justice, or SOC 2043, Crime and Delinquency;

CJ/RS 3063, Probation and Parole:

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

PSY 2074, Experimental Psychology:

modify the prerequisite for PSY 2074, Experimental Psychology, from prerequisite: PSY 2003, General Psychology, and PSY 2053, Statistics for the Behavioral Sciences, to prerequisite: PSY 2003, General Psychology, and PSY/SOC 2053, Statistics for the Behavioral Sciences;

PSY/BIOL 3023, Animal Behavior:

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

PSY 4033, Psychological Tests and Measurements:

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

PSY 4234, Field Placement:

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

RS 3053, Rehabilitation Approaches in the Correctional Setting:

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

SOC 3163, Introduction to Social Research:

modify the prerequisite for SOC 3163, Introduction to Social Research, from prerequisite: SOC 1003, Introductory Sociology, and SOC 2053, Statistics for the Behavioral Sciences, to prerequisite: SOC 1003, Introductory Sociology, and SOC/PSY 2053, Statistics for the Behavioral Sciences.

7. Department of English:

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

8. Department of Foreign Languages:

FR/GER/SPAN 3023, Introduction to Linguistics:

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

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

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

9. Department of Biological Sciences

FW 4034, Geographic Information Systems in Natural Resources:

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

HIM 2003, Fundamentals of Medical Transcription:

modify the prerequisites for HIM 2003, Fundamentals of Medical Transcription, from prerequisites: AHS 2013, Medical Terminology, BUAD 1001, Keyboarding I, BUAD 2002, Keyboarding II, and COMS 1003, Introduction to Computer Based Systems, to AHS 2013, Medical Terminology, BUAD 1023, Keyboarding, and COMS 1003, Introduction to Computer Based Systems.

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

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

BIOL 3034, Genetics:

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

PSY/BIOL 3023, Animal Behavior:

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

BIOL/FW 3163, Biodiversity:

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

BIOL/NUR 3803, Applied Pathophysiology:

modify the course description for the BIOL cross listing to match the NUR course description for BIOL/NUR 3803, Applied Pathophysiology.

10. Department of Physical Sciences:

CHEM 3334, Physical Chemistry II:

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

PHSC 1051, Observational Astronomy:

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

PHSC 1053, Astronomy:

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

PHYS 4113, Advanced Physics Laboratory:

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

11. Department of Computer and Information Science:

COMS 2213, Data Structures:

modify the prerequisite for COMS 2213, Data Structures, from prerequisite: COMS 2203, Foundations of Computer Programming II, COMS 2903, Discrete Structures for Technical Major, and MATH 2703, Discrete Mathematics, to prerequisite: COMS 2203, Foundations of Computer Programming II, and either COMS 2903, Discrete Structures for Technical Major, or MATH 2703, Discrete Mathematics;

12. Department of Mathematics:

MATH 1111, College Algebra Laboratory:

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

MATH 1113, College Algebra:

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

MATH 1203, Plane Trigonometry:

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

MATH 2914, Calculus I:

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

13. Department of Mechanical Engineering:

MCEG 1002, Engineering Graphics:

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

MCEG 2013, Statics:

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

MCEG 2203, Computational Methods in Engineering:

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

MCEG 3442, Mechanical Laboratory I:

modify the prerequisite and corequisite for MCEG 3442, MCEG 3442, Mechanical Laboratory I, from prerequisite: MCEG 2023, Engineering Materials, prerequisite or corequisite: MCEG 3013, Mechanics of Materials, to prerequisites: MCEG 2023, Engineering Materials, and MCEG 3013, Mechanics of Materials.

MCEG 3503, Basic Nuclear Engineering:

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

MCEG 4323, Power Plant Systems:

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

MCEG 4343, Internal Combustion Engines:

modify the prerequisites and corequisites for MCEG 4343, Internal Combustion Engines from prerequisites: MCEG 3313, Thermodynamics I, MCEG 4403, Mechanics of Fluids and Hydraulics, prerequisite or corequisite: MCEG 4443, Heat Transfer, to prerequisites: MCEG 3313, Thermodynamics I, and MCEG 4403, Mechanics of Fluids and Hydraulics.

MCEG 4443, Heat Transfer:

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

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Emergency Administration and Management

Date submitted: September 28, 2007

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

Submitted by: Dr. Michael Garner

Approved by: Department Head:
Dean of School

Ed Leachner 9/27/2007
Mary Ann Pullam 09-27-07

Reviewed by: Registrar:
Vice President:

Jammy Rhodes

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

I. Catalog description:

11-14-07
KL ✓
Prerequisites or Corequisites: EAM 1003 and 1013 or consent of instructor. The course covers the basic research methodology and statistical analysis required for managing a research/data base to be utilized for decision-making and policy development. Required for major.

Number: EAM 4033

Title for Catalog: Emergency Management Research Methods/Analysis

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

Description:

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

Effective date or term: ~~Fall 2008~~ Summer I, 2008

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

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

II. Justification and feasibility of course:

- A. What is the need for this course? Who will take it? This is not a new course. This course is already contained in the requirements for completion of the B. S. EAM degree.
- B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This change has no impact on other courses offered by the EAM department nor does it overlap with any other undergraduate EAM courses.
- C. Is this course part of any general plan of development within your department? Explain. This course is contained in the previously approved general EAM degree plan as a required course.
- D. How often will the course be offered? This course is offered each Fall and Spring term.
- E. How will the course be staffed? Current staffing for this course is already in the Department staffing plan.
- F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.) No other departments are affected by this change.

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

Indicate Support
for Proposal
(yes/no)

Date:

1. Dr. Kevin Mason

yes

9/26/2007

2. Dr. Thomas Limperis

yes

9/27/2007

3. Dr. W. Daniel Martin

yes

9/28/2007

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

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


*Updated 8/1/04

**Updated 9/1/05

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

COURSE CHANGE PROPOSAL

To: Curriculum Committee or Graduate Council (as appropriate)

From: (LFA) Department of Art

Date Submitted: October 1, 2007

Request for: Course change X

Submitted By: Neal Harrington, Assistant Professor of Art

Neal Harrington

Approved By: Department Head: Dr. Cathy Caldwell

Dr. Cathy Caldwell

Dean of School: Dr. Georgena Duncan

Dr. Duncan

Reviewed By:

Registrar:

Gammy Woods

Vice-President for Academic Affairs

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

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

I. Catalog Description:

Number: Art 4233

Title for Catalog: Techniques for Illustration:

Prerequisites: ART 1303, 1403, 2303, 2403 and Sophomore Review.

Application of fine art drawing and painting techniques to illustration problems. Studio six hours.

11-14-07
✓
KR

Effective date or term. ~~Spring 2008~~

Summer I, 2008

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

N/A, Change will not alter program.

app CC 10/22/07

app FS 11/12/07

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Music Department

Date submitted: September 24, 2007

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

Submitted by: Lowell Lybarger/Andy Anders

Approved by: Department Head: *[Signature: Andy Anders]*

Dean of School *[Signature: L. Duncan]*

Reviewed by: Registrar: *[Signature: Sammy Keadler]*

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).

11-14-07
✓
A survey of predominantly non-Western world music cultures with attention to sonic structures, musicians, musical instruments, and socio-cultural contexts of music making. Open to students in all majors. Listening emphasized.

Number: MUS 4853 / 5853

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

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

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

***Description:

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

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

Course fees: none

II. Justification and feasibility of course:

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

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

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

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

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

Explain.

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

D. How often will the course be offered?

The course will initially be offered once each year.

E. How will the course be staffed?

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

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

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

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

1.

2.

3.

4.

5.

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

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

*Updated 8/1/04

**Updated 9/1/05

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Social Sciences and Philosophy

Date submitted: 19 September 2007

Request for: Course deletions

Submitted by: H. Micheal Tarver

Approved by: Department Head: H. Micheal Tarver

Dean of School: G. Duncan

Reviewed by: Registrar: Gammylewds

Vice President: _____

~~The following courses should be deleted from the Catalog **BUT NOT** the Course Inventory.~~

~~PHIL 4053 – Social Philosophy~~

~~POLS 3433 – United Nations~~

~~POLS 2421 – Model United Nations Workshop~~

~~POLS 2431 – Model United Nations Workshop~~

~~POLS 3421 – Model United Nations Workshop~~

~~The following courses should be deleted from the Catalog **AND** the Course Inventory.~~

✓ 11-14-07
 11-14-07
 POLS 3443 – Soviet Successor States and East European Politics

POLS 4403 – Current Issues in Global Politics

HIST 3463 – Modern European Political Theory

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

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

Indicate Support
 for Proposal
 (yes/no)

Date:

1. Dr. Arturo Yanez (FL)

YES

19 September 2007

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

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

SAMPLE SYLLABUS

Music of the World's Peoples

~~Spring Semester 2008~~ *Summer I, 2008*

Instructor: Dr. Lowell H. Lybarger

Contact: 964-0584 (office)

Email: llybarger@atu.edu

Course Website: TBA

Course Description:

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

Class Schedule:

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

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

Required Texts:

The textbooks required for the course are as follows:

Bohlman, Philip Vilas. 2002. *World music: a very short introduction*. Oxford: Oxford University Press.

Titon, Jeff Todd. 2005. *Worlds of music: an introduction to the music of the world's peoples*. Belmont, CA : Schirmer/Thomson Learning.

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

Reference Sources:

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

Nettl, Bruno, Ruth M. Stone, James Porter, and Timothy Rice. 1998. *The Garland encyclopedia of world music*. New York: Garland Pub.

Sadie, Stanley, and John Tyrrell. 2001. *The new Grove dictionary of music and musicians*. New York: Grove.

Grove music online. 1999. Oxford: Oxford University Press. Accessible online through the library catalog: <http://library.atu.edu/articles/dblist.php>

Optional Reading:

Merriam, Alan P. 1964. *The anthropology of music*. Evanston, Ill.: Northwestern University Press.

Nettl, Bruno. 2005. *The study of ethnomusicology: thirty-one issues and concepts*. Urbana: University of Illinois Press.

Shelemay, Kay Kaufman. 2001. *Soundscapes: exploring music in a changing world*. New York: Norton.

Small, Christopher. 1998. *Musicking: the meanings of performing and listening*. Hanover: University Press of New England.

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

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Social Sciences and Philosophy

Date submitted: 27 September 2007

Request for: Course Description Changes

Submitted by: H. Micheal Tarver

Approved by: Department Head: H. Micheal Tarver

Dean of School: G. Duncan

Reviewed by: Registrar: Gammage

Vice President: _____

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

- 11-14-07
KH
- ✓ HIST 3533 History of Russia (was HIST 4463)
 - ✓ HIST 3543 History of England to 1689 (was HIST 4473)
 - ✓ HIST 3553 History of England since 1689 (was HIST 4493)
 - ✓ HIST 3603 ~~Modern East Asia~~ (was HIST 4603) *The Modern Far East*
 - ✓ HIST 3703 History of Modern Africa (was HIST 4703)
 - ✓ HIST 4103 American Political Ideas (was HIST 3133)
 - ✓ HIST 4163 American History through Film (was HIST 3143)
 - ✓ HIST 4173 History of American Disasters (was HIST 3193)

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

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

Indicate Support
for Proposal
(yes/no)

Date:

1. None

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

app CC 10/22/07
off FS 11/12/07

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Social Sciences and Philosophy

Date submitted: 19 September 2007

Request for: Course Change

Submitted by: H. Micheal Tarver

Approved by: Department Head: H. M. Tarver

Dean of School: L. Duncan

Reviewed by: Registrar: Gammy Hudes

Vice President: _____

11-14-07
 The following course should be re-numbered from 2033 to 3033 (course title and description remain the same).

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

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

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

Indicate Support
 for Proposal
 (yes/no)

Date:

1. None

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

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

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Social Sciences and Philosophy

Date submitted: 19 September 2007

Request for: Course Description Changes

Submitted by: H. Micheal Tarver

Approved by: Department Head: H. Micheal Tarver

Dean of School: Maduncan

Reviewed by: Registrar: Gammugluo

Vice President: _____

The following revised course title and description should be adopted:

✓ 11-14-07
 POLS (PHIL) 3063 *Modern Political Thought*. An examination of the major contributions to political thought during the Modern Era. Completion of POLS 2253 recommended.

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

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

Indicate Support
 for Proposal
 (yes/no)

Date:

1. None

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

app CE 10/22/07
 app FS 11/12/07

To: Curriculum Committee

From: Department of Social Sciences and Philosophy

Date submitted: 29 September 2007

Request for: Course Description Changes

Submitted by: H. Micheal Tarver

Approved by: Department Head: H. Micheal Tarver

Dean of School: G. Duncan

Reviewed by: Registrar: Gammuglu

Vice President: _____

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

POLS 2513 – *Research Methods I*

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

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

Indicate Support
for Proposal
(yes/no)

Date:

1. None

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

App CC 10/22/07
App FS 11/12/07

To: Curriculum Committee

From: Department of Social Sciences and Philosophy

Date submitted: 19 September 2007

Request for: Course Description Changes

Submitted by: H. Micheal Tarver

Approved by: Department Head: H. M. Tarver

Dean of School: Guluncan

Reviewed by: Registrar: Gammay Rhodes

Vice President: _____

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

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

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

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

Indicate Support
for Proposal
(yes/no)

Date:

1. None

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

App CC 10/22/07
App FS 11/12/07

To: Curriculum Committee

From: Department of Social Sciences and Philosophy

Date submitted: 19 September 2007

Request for: Course Description Changes

Submitted by: H. Micheal Tarver

Approved by: Department Head: H. M. Tarver

Dean of School: Yuluncan

Reviewed by: Registrar: Gammage

Vice President: _____

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

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

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

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

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

Indicate Support
for Proposal
(yes/no)

Date:

1. None

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

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

Vice President: _____

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

of lives while Christianity itself has adapted continuously to shifting political, social and cultural climates. We are convinced an historical survey of Christian traditions, beliefs, and institutions will be a strong addition to the department's offerings in the social sciences. We are likewise convinced that such a course will be an attractive offering for Tech students. Those interested in the history of a hugely influential social and cultural movement will be drawn to the course, as will many interested in the history of their own religious identity and convictions.

- B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? *While certain aspects of the history of Christianity are addressed briefly in several courses already offered by the department, this course will not overlap with other courses in the department. This course will provide greater depth for those students who interests are piqued by discussions of Christianity in the various introductory courses. This proposed course will complement two philosophy courses offered by the department: PHIL 2013 (Religions of the World) and PHIL 3053 (Philosophy of Religion) by providing a detailed historical survey of one major world religion.*
- C. Is this course part of any general plan of development within your department? Explain. *Yes. The Department is attempting to broaden its offerings, in an effort to add greater depth and breadth to its courses. This course strengthens the Department's efforts at achieving the goals established by the History and Political Science Program Objectives – as detailed in the Department of Social Sciences and Philosophy Assessment Plan and the National Council for the Social Studies Matrices.*
- D. How often will the course be offered? *This course will be offered every two years.*
- E. How will the course be staffed? *The course will be taught by existing departmental faculty, primarily Dr. Peter Dykema and Dr. Alexander Mirkovic as part of their rotation of upper-division courses.*
- F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

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

Indicate Support
for Proposal
(yes/no)

Date:

1. NONE

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

Graduate Course Description

A study of Christianity, from its beginnings to the present day, focusing especially on ancient Mediterranean, medieval European, and modern American Christian traditions. Emphasis will be on the interaction between individual beliefs, group identity, and institutional forces, how each have been shaped by broader social, political and cultural contexts, and finally how these interactions have resulted in profound changes for the Christian religion. Course requires the production of substantial written work based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. May not be taken for credit after completion of HIST 4503 or equivalent.

HIST 4503: The History of Christianity

Arkansas Tech University

Course Description: Christianity is nearly 2000 years old and continues to wield influence in our contemporary world. In this course the History of Christianity will be presented and discussed in its sharply differing stages, from the Jesus Movement within Judaism to late twentieth-century religious and cultural life. Such key terms in our current vocabulary as apocalyptic, Roman Catholic, Protestant, and evangelical will be clarified in light of the interaction between institutional church, the beliefs of the people, and the challenges brought by changing cultural, social and political environments throughout Christianity's history.

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

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

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

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

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

Course Objectives:

Students will be able to demonstrate their understanding of:

- the modern "quest for the historical Jesus";
- paradigmatic transformations of Christianity over time;
- key vocabulary in the history of Christianity, for example: apocalyptic, gospel, canon, catholic, orthodox, protestant, evangelical, clergy, laity;
- recent tensions between traditional Christianity and the modern worldview;
- major events, persons, and trends in the history of Christianity.

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

Required Course Materials:

Bruce Shelley, *Church History in Plain Language*, 2nd ed. (Nelson, 1995).

Henry Bettenson and Chris Maunder, ed., *Documents of the Christian Church* (Oxford, 1999).

Handouts provided by Dr. Dykema

Reserve Materials available at the Pendergraft Library

Weekly Outline of Lecture Topics

Week 1: Introduction; Judaism; 2nd Temple Judaism; the Jesus of the Christian Gospels

Week 2:	The Jesus Movement w/in Judaism; apocalyptic fervor; 'Hebrews' and 'Hellenists'; Paul, Peter and James; the 1 st and 2 nd Jewish revolts; XNTY and Judaism part ways
Week 3	Paul and Hellenistic XNTY; growth and spread of XNTY; women in early XNTY; earliest XN communities
Week 4	Christianity and the Roman Empire; persecutions; martyrs; continued growth; Constantine, Imperial and Byzantine XNTY; doctrinal disputes; monasticism
Week 5	XN identity in the early centuries; images of Jesus- "Who do you say I am?"; Augustine
Week 6	Rise and autonomy of papacy in West; age of assimilation; conversion of Germanic tribes; formation of Catholic Christendom; Charlemagne
Week 7	XNTY at 1000 CE; age of reform; the clerical centuries; monastic reform; investiture controversy; Crusades; Lateran IV; alternative models for reform; Franciscans and dissidents
Week 8	Traditional religion and the pursuit of holiness; plague; the popes at Avignon; lay piety and "the sacred in everyday life"; conciliarism
Week 9	Protestant Reformation; Martin Luther; reformation as social movement; Calvinism; Anabaptists; Catholic Reform and Council of Trent
Week 10	European Christianity 1600-1800; religious wars; discipline; witch-hunts; state churches; Jacob Arminius; pietism; John Wesley
Week 11	European Christianity 1800-2000; the challenge/threat of "modernity"; Roman Catholic response to modernity; Vatican I and II
Week 12	Christianity in USA; colonial XNTY
Week 13	Revivalism and immigrants; demography of American XNTY to 1980s; church and state issues: civil religion; North-South split in mid-19th century; abolition; liberals and conservatives
Week 14	Liberals, evangelicals, fundamentalists; pentecostals, holiness and charismatic movements; religion in politics since the 1960s; contemporary XNTY and contemporary culture

Select Bibliography: textbooks, source readers, other possible materials for use

- Henry Bettenson and Chris Maunder, ed., *Documents of the Christian Church* (Oxford, 1999).
- Norbert Brox, *A Concise History of the Early Church* (Continuum, 1996).
- Bart Ehrman, ed., *Lost Scriptures: Books that did not make it into the New Testament* (Oxford UP, 2003).
- Bart Ehrman, ed., *Christianity in Late Antiquity, 300-450 C.E.: A Reader* (Oxford UP, 2004).
- Roger Finke and Rodney Stark, *The Churching of America, 1776-1990: Winners and Losers in Our Religious Economy* (Rutgers UP, 1992).
- Joel Harrington, *A Cloud of Witnesses: Readings in the History of Christianity* (Houghton-Mifflin, 2001).
- Adrian Hastings, ed., *A World History of Christianity* (Eerdmans, 1999).
- Philip Jenkins, *The Next Christendom: The Coming of Global Christianity* (Oxford UP, 2d ed., 2007).
- John McManners, ed., *The Oxford Illustrated History of Christianity* (Oxford UP, 1992).
- R. Dean Peterson, *A Concise History of Christianity* (Wadsworth-Thomson, 3d ed., 2007).
- Bruce Shelley, *Church History in Plain Language*, 2nd ed. (Nelson, 1995).
- Paul Spickard, Kevin Cragg, et al., *A Global History of Christians* (Baker, 2001).
- Rodney Stark, *The Rise of Christianity* (Princeton UP, 1996).
- John A.F. Thomson, *The Western Church in the Middle Ages* (Arnold, 1998).
- Hans Küng, *Christianity: Essence, History, and Future* (Continuum, 1996).

To: Curriculum Committee

From: Department of Social Sciences and Philosophy

Date submitted: 19 September 2007

Request for: Course Creation

Submitted by: H. Micheal Tarver

Approved by: Department Head: H. M. Tarver

Dean of School: G. Duncan

Reviewed by: Registrar: Gammy 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).

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

Number: POLS 3253

Title for Catalog: Classical Political Thought

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

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

Effective date or term: Summer One 2008

*Course fees: NONE

II. Justification and feasibility of course:

- A. What is the need for this course? Who will take it? *This course will serve as an upper-level elective course for students who have an interest in political philosophy.*

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

- B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? *The creation of Classical Political Thought will strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There would be no overlap with other courses in the department.*
- C. Is this course part of any general plan of development within your department? Explain. *Yes. The Department is attempting to broaden its offerings, in an effort to add greater depth and breadth to its courses. This course strengthens the Department's efforts at achieving the goals established by the History and Political Science Program Objectives – as detailed in the Department of Social Sciences and Philosophy Assessment Plan and the National Council for the Social Studies Matrices.*
- D. How often will the course be offered? *This course will be offered every two years.*
- E. How will the course be staffed? *Dr. Michael Rogers, Assistant Professor of Political Science, will have primary responsibility to teach all new political theory courses. Dr. Jeff Mitchell, Professor of Philosophy, has agreed to be a backup for the various political theory courses.*

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

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

Indicate Support
for Proposal
(yes/no)

Date:

1. NONE

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

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

*Updated 8/1/04

**Updated 9/1/05

Classical Political Thought

Course Description

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

Course Goals

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

Required Readings

- 1) Plato. *The Great Dialogues of Plato*. Translated by W.H.D. Rouse, Signet Classics, 1999. (Referred to as **GDP** in the course outline.)
- 2) Plato. *Statesmen*. Cambridge University Press, 1995.
- 3) Aristotle. *The Politics and the Constitution of Athens*. Cambridge University Press, 1996.
- 4) Cicero. *The Republic and the Laws*. Oxford World Classics, 1998.
- 5) Saint Augustine. *City of God*. Penguin Books, 2003.
- 6) St. Thomas Aquinas. *Thomas Aquinas: Selected Writings*. Penguin Books, 1998.

Course Requirements

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

Course Outline

Aug. 22 Introduction
History of Political Thought

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

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

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

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

Sept. 4 LABOR DAY—NO CLASSES!

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

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

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

Sept. 14 Plato
Statesmen. pp. 1-42

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

Sept. 21 Aristotle
The Constitution of Athens. pp. 209-242
Student Presentation

Sept. 26 Aristotle
The Constitution of Athens. pp. 243-263

Sept. 28 Aristotle
The Politics. Book I

Oct. 3 Aristotle
The Politics. Book II

Oct. 5 Aristotle
The Politics. Book III

Oct. 17 Aristotle
The Politics. Book V

Oct. 19 Aristotle
The Politics. Book VI

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

Part II—The Hellenistic Age: The Roman Empire

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

Oct. 31 Cicero
The Republic. pp. 1-45.
Student Presentation

- Nov. 2 Cicero
The Republic. pp. 46-94.
- Nov. 7 Cicero
The Laws. pp. 95- 130.
- Nov. 9 Cicero
The Laws. pp. 131-169.
- Third paper assigned, due Nov. 16**

PART III—Christianity

- Nov. 14 Early Christianity
 St. Augustine
City of God. Book XVIII, Sections 1-31 (pp. 761-800)
Student Presentation
- Nov. 16 St. Augustine
City of God. Book XVIII, Sections 32-54 (pp. 800-843)
- Nov. 21 St. Augustine
City of God. Book XIX
Fourth paper assigned, due Nov. 30.
- Nov. 28 Medieval Christianity
 St. Thomas Aquinas
Selected Writings. Sections 11-12 (pp. 243-289)
Student Presentation
- Nov. 30 St. Thomas Aquinas
Selected Writings. Sections 21-22 (pp. 482-564)
- Dec. 5 St. Thomas Aquinas
Selected Writings. Sections 23-24 (pp. 565-652)
Fifth paper assigned, due in class for final (Dec. 11-14)
- Dec. 7 St. Thomas Aquinas
Selected Writings. Sections 25-26 (pp. 653-709)

Bibliography

1. Aristotle. *The Politics and the Constitution of Athens* (1996).
2. Balot, Ryan Krieger. *Greek Political Thought* (2006)
3. Burns, J.H. (Editor). *The Cambridge History of Medieval Political Thought* (1988)
4. Cicero. *The Republic and the Laws* (1998).
5. Plato. *The Great Dialogues of Plato* (1999).
6. Plato. *Statesmen* (1995).
7. Rowe, Christopher & Malcolm Schofield. *The Cambridge History of Greek & Roman Political Thought* (2000).
8. Saint Augustine. *City of God* (2003).
9. St. Thomas Aquinas. *Thomas Aquinas: Selected Writings* (1998).
10. Steinberger, Peter J. (Editor). *Readings in Classical Political Thought* (2000).
11. Wolin, Sheldon. *Politics and Vision: Continuity and Innovation in Western Political Thought* (2004).
12. Wood, Neal. *Cicero's Social and Political Thought* (1988).

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Social Sciences and Philosophy

Date submitted: 29 September 2007

Request for: Course Creation

Submitted by: H. Micheal Tarver

Approved by: Department Head: H. Micheal Tarver
 Dean of School: Duncan

Reviewed by: Registrar: Jimmy Woods
 Vice President: _____

11-14-07
 I. Catalog description: *Research Methods II*. Introduction to elementary descriptive and inferential statistics, with an emphasis on applications in political science. Prerequisite: POLS 2003 and POLS/HIST 2153 or PSY/SOC 2053. Completion of MATH 1113 recommended.

Number: POLS 3513

Title for Catalog: Research Methods II

*Title for Course Inventory (24 characters): Research Methods II

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

Effective date or term: Summer One 2008

*Course fees: NONE

II. Justification and feasibility of course:

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

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? *The creation of Research Methods II will strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There*

appcc 10/22/07
 app FS 11/12/07

would be no overlap with other courses in the department. While similar to PSY/SOC 3163, the courses are different in their approach and target audience.

- C. Is this course part of any general plan of development within your department? Explain. *Yes. The Department is attempting to broaden its offerings, in an effort to add greater depth and breadth to its courses. This course strengthens the Department's efforts at achieving the goals established by the History and Political Science Program Objectives – as detailed in the Department of Social Sciences and Philosophy Assessment Plan and the National Council for the Social Studies Matrices.*
- D. How often will the course be offered? *This course will be offered every two years.*
- E. How will the course be staffed? *Prof. Donald Gooch, Assistant Professor of Political Science, will have primary responsibility to teach the political science research methodology courses.*
- F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

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

Indicate Support
for Proposal
(yes/no)

Date:

1. Dr. Dan Martin

Yes

1 October 2007

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

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

*Updated 8/1/04

**Updated 9/1/05

Class Time

Office & Office Hours

E-mail address

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

While understanding statistical theory is important, this course attempts to balance theoretical and practical understanding of statistical concepts. Knowledge of mathematics through college algebra (equivalent to Math 1110 or 1120) is required, but no more. For undergraduates, this course satisfies the math reasoning proficiency requirement. For graduate students, this course serves as a prerequisite for other political science statistics and methodology courses.

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

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

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

Textbooks:

Agresti, Alan, and Barbara Finlay. 1997. *Statistical Methods for the Social Sciences*, 3rd edition. Upper Saddle River, NJ: Prentice Hall.

Delwiche, Lora D., and Susan J. Slaughter. 2004. *The Little SAS Book: A Primer*, 3rd edition. Cary, NC: SAS Institute.

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

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

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

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

August 21, 23, 28

Chapters 1 and 2: Sampling and Measurement

August 30, September 6

Chapter 3: Descriptive Statistics

Labor Day, September 4: No class

September 11, 13

Chapter 4: Probability Distributions

September 18, 20

Chapter 5: Statistical Inference: Estimation

September 25: First Exam

September 27, October 2, 4

Chapter 6: Statistical Inference: Significance Tests

October 9, 11, 16

Chapter 7: Comparison of Two Groups

October 18, 23, 25

Chapter 8: Categorical Variables and Association

October 30: Second Exam (part in class and part take-home)

November 1, 6, 8 Chapter 9:

Linear Regression and Correlation

November 13

Chapter 10: Multivariate Relationships

November 13: Research Topic Due

Thanksgiving Break: No Class

November 15, 27, 29,

Chapter 11: Multiple Regression and Correlation

December 4

Chapter 12: Non-Linear Models

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

December 13: Research Paper Due

Important dates to note are:

Monday, September 25 First Exam chapters 1-5

Monday, October 30 Second Exam chapters 6-8

Wednesday, November 1 Second Exam Take-home due

Monday, November 13 Research Topic Chosen

Wednesday, December 6 Final Exam chapters 9-11

Monday, December 11 Final Exam Take-home due

Wednesday, December 13 Research Paper Due

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

CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Department of Social Sciences and Philosophy

Date Submitted: 28 September 2007

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

Submitted By: Dr. Micheal Tarver

Approved By: H. M. Tarver
Department Head

Guluncan
Dean of School

Reviewed By: Jimmy Woods
Registrar

Vice-President for Academic Affairs

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

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

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

AND

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

11-20-07
kf

Is this all
you want it
to say?
NO, leave para. 1
per Dr. T

II. Course Information

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

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

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

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

app cc 10/22/07
app FS 11/12/07

CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Department of Social Sciences and Philosophy

Date Submitted: 25 September 2007

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

Submitted By: Dr. Micheal Tarver

Approved By: H. M. Tarver Department Head Madurcan Dean of School

Reviewed By: Gammayllodis Registrar Vice-President for Academic Affairs

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

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

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

✓ 11-20-07
 KR

II. Course Information

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

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

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

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

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

Karen Riddell

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

Karen,

Here you go:

✓ 12-3-07

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

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

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

Tel: 479.968.0265
Fax: 479.356.2189

mtarver@atu.edu

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FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee or Graduate Council (as appropriate)

From: (Speech, Theatre & Journalism Department)

Date Submitted:

Type of Curriculum Change Requested: Addition of new course

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

Approved By: Department Head: *D. Dana R. Gaste*

Dean of School: *Duncom*

Reviewed By: Registrar: *Tommy Mumert*

Vice-President for Academic Affairs

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

JOUR 1411-1421 01 Print Practicum ✓

JOUR 2411-2421 01 Print Practicum ✓

JOUR 3411-3421 01 Print Practicum ✓

JOUR 4411-4421 01 Print Practicum ✓

✓ 11-20-07

II. Course Information

A. Rationale for the requested change.

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

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

1. Within the department requesting the change.

None. Equipment, staffing, meeting space unchanged/already exist.

2. Outside the department.

None.

App CC 10/22/07
App FS 11/12/07

C. Effective date or term.

~~Fall Semester 2008~~ *Summer 1, 2008*

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

Department of Speech, Theatre and Journalism

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

Indicate Support
for Proposal
(yes/no)

Date:

1. Dr. Donna Vocate

Yes

2.

3.

4.

5.

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

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

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

*Updated 8/1/04

**Updated 9/1/05

Print Practicum

JOUR 1411/1421

JOUR 2411/2421

JOUR 3411/3421

JOUR 4411/4421

Instructor: Tommy Mumert

Office: 968-0284 (T4-A)

Electronic mail: tmumert@atu.edu

Office hours: 10-10:50 a.m. MWF, 1:30-3:30 MW,
9:30-11:30 a.m., TR, 4-5 T, and by appointment

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

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

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

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

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

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

course where students can demonstrate their proficiency in the skills acquired during the semester will total 75 points.

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

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Department of Speech, Theatre & Journalism

Date submitted: Sept. 28, 2007

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

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

Approved by: Department Head: *D. Deana R. Quate*
Dean of School *Lincoln*

Reviewed by: Registrar: *Tommy Mumert*
Vice President:

✓
11-20-07
KR

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

The natural course progression for print journalism majors should be News Writing, News Reporting and Advanced Reporting. Students must learn the fundamentals and concepts of print journalism, as taught in News Writing, before being allowed to advance through the print sequence to News Reporting, where students begin to learn and then apply their writing skills.

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

I. Catalog description:

Number: No Change

Title for Catalog:

*Title for Course Inventory (24 characters):

Description:

Effective date or term: ~~Fall 2008~~ Summer 1, 2006

*Course fees: None

II. Justification and feasibility of course:

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

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

- B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?
- C. Is this course part of any general plan of development within your department? Explain. No.
- D. How often will the course be offered? Once each semester.
- E. How will the course be staffed? Journalism Faculty.
- F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

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

Indicate Support
for Proposal
(yes/no)

Date:

1. Dr. Donna Vocate

Yes

2.

3.

4.

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

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

*Updated 8/1/04

**Updated 9/1/05

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee or Graduate Council (as appropriate)

From: (Initiating Department) Speech, Theatre and Journalism

Date Submitted: Sept. 28, 2007

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

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

Approved By:

Department Head:

D. Donna R. Geste

Dean of School:

Duncan

Reviewed By:

Registrar:

Tommy Mumert

Vice-President for Academic Affairs

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

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

✓ 11-20-07
ff

II. Course Information

A. Rationale for the requested change.

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

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

1. Within the department requesting the change.

No change

2. Outside the department.

No change

C. Effective date or term.

~~Fall 2008~~ Summer I, 2008

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

app cc 10/22/07
app FS 11/12/07

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

Indicate Support
for Proposal
(yes/no)

Date:

- 1.
- 2.
- 3.
- 4.
- 5.

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

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

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

*Updated 8/1/04

**Updated 9/1/05

RECEIVED OCT - 3 2007

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Biological Sciences

Date Submitted: September 28, 2007

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

Submitted by:

Bruce L. Tedford

Approved by: Department Head

Charli Lagen

Approved by: Dean of School

McKesson

Reviewed by: Registrar

Gammy Rude

V.P. Academic Affairs _____

I. Catalog description:

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

Number:

BIOL 2881-4

2881

2882

2883

2884*

Title:

Special Topics in Biology

Title for Course Inventory: Special Topics in Biology

Description:

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

Effective date or term: ~~Spring 2008~~ Summer 1, 2008

Course fees:

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

* BIOL 2884 \$10 lab fee

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

II. Justification and feasibility:

- A. Need? The field of biology is rapidly changing. .The department needs to have a course designation such as this to allow faculty an opportunity to experiment with innovative offerings that best serve student needs.
- B. Overlap? Our department currently offers an upper-level, advanced topics course that is similar in that the content is flexible. However, not all of the courses that could benefit students are necessarily appropriate for upper level credit.
- C. Part of Plan? This course developed directly from the department's plan to be able to offer different types of instruction in a timely fashion.
- D. How Often? The course will be offered as needed.
- E. Staffing? Depending on the topic of interest, the course will be staffed either by Biological Sciences faculty or by qualified adjunct instructors. The offering of this course will depend on both need and availability of qualified staff.
- F. Affect others? We have not consulted other departments because the changes are not expected to significantly impact other departments.
- G. Assessment integration? The department faculty has determined that one of its educational objectives is for graduates to "...demonstrate mastery of core biological concepts and principles similar to that of biology graduates from around the country." This course allows the faculty to offer unique topics in a timely fashion (when such a need is identified), or when unique resources to offer a topic become available. The Major Field Achievement Test (ETS) will be used to measure outcomes. Our goal is to have our students to average within $\pm 5\%$ of the national average in four sub-score areas.

RECEIVED OCT - 2 2007

PROPOSAL FOR COURSE CHANGE

To: **Curriculum Committee**

From: **Biology, Fisheries and Wildlife Program**

Date submitted: **August, 23, 2007**

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

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

Approved by: Department Head: **Dr. Charlie Gagen**

Dean of School: **Dr. Richard Cohoon**

Reviewed by: Registrar: **Ms. Tammy Rhodes**

Vice President: **Dr. Jack Hamm**

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

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

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

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

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app FS 11/12/07

Table 1. Summary of internships on the ATU campus

FW 4116 Internship 400 clock hours; requires internship proposal, log book, and final report	AGBU 3993 Internship I 300 clock hours, requires log book and final report	AGBU 4983 Internship II 300 clock hours; requires log book, seminar, and final report
HA (RP) 4116 Internship 600 clock hours; requires \$100 supervisor travel fee and written report	FIN (MGMT) 4053 Internship I clock hours not specified; counts toward electives in major; requires log book, seminar, and term paper	FIN (MGMT) 4063 Internship II clock hours not specified; counts only toward general electives; requires log book, seminar, and term paper
BIOL 4116 Internship 400 clock hours; requires portfolio and written or oral report	EAM 4016 Practicum/Internship 400 hours; requires portfolio required	PSY 4234 Field Placement clock hours not specified; requires liability insurance
JOUR 4091-4 Internship credit hours based on clock hours on job, but not specified	ACCT 4083-6 Internship clock hours not specified; one semester, requires term paper	

Current course description:

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

Proposed course descriptions:

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

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

List Department Head/

Program Director Consulted: Yes

Indicate Support

Yes

Date: 8/23/2007

Summer I, 2008

Proposal submitted by Program Director

11-20-07
KF

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Biological Sciences

Date submitted: October 8, 2007

Request for: **Course addition**

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

Approved by: Department Head: *Charlie Hagen*Dean of School *McMahon*Reviewed by: Registrar: *Gammy Woods*

Vice President:

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

Number: FW 4054/5054

Title for Catalog: Waterfowl Ecology and Management

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

✓ 11-20-07 K
Description: Ecology and management of North American waterfowl and their habitats. Laboratory exercises will focus on identification, life histories, sex and age determination, and abundance survey methods. Lectures and discussions will cover behavioral ecology, reproductive ecology, winter ecology, harvest management, and habitat management and conservation. Lecture ~~three~~ ^{two} hours, laboratory ~~two~~ ^{per} hours.

Prerequisites: BIOL/FW 3114 (Ecology)

Effective date or term: As soon as possible.

✓ *Course fees: \$10.00 laboratory fee.

II. Justification and feasibility of course:

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

This course was piloted as Advanced Topics in Fisheries and Wildlife (FW 4884/5884) during the spring semester 2007. We suggest that this course become a permanent 4-credit offering (FW 4054/5054) within the Fisheries and Wildlife Science (F&W) Program. It is designed for upper-level undergraduate and graduate

App CC 10/22/07
App FS 11/12/07

Four per Dr. Gagen
11-26-07
See attached email

students. One of the primary purposes of this class is to increase course options for students pursuing a Master's degree in the F&W program. Also, during program **assessment** and particularly the exit exam, many undergraduates have suggested the program would benefit from increasing the diversity of course offerings. Waterfowl are of major ecological and economic importance in Arkansas; however, currently there are no classes offered at universities within Arkansas that specialize in waterfowl ecology. This class will help address this deficiency and educate future resource managers and wildlife biologists on waterfowl ecology. Moreover, the class fulfills one of the certification requirements required for certification as a professional wildlife biologist (as administered by The Wildlife Society).

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

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

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

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

- D. How often will the course be offered?

This course will be taught each spring semester.

- E. How will the course be staffed?

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

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

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

III. Integration with Program Assessment

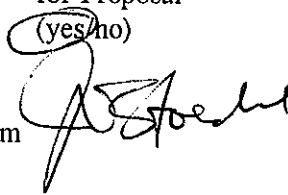
Faculty members in the F&W Program annually assess student learning by administering an exit exam (Major Field Tests, Educational Testing Service). In addition, the F&W faculty administers a comprehensive final exam to all graduating seniors as a part of program assessment. To integrate the proposed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

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

Indicate Support
for Proposal
(yes/no)

Date:

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



10/08/07

Waterfowl Ecology and Management (FW 4054/5054)

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

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

Lecture Text: Baldassarre, G. A. and E. G. Bolen. 2006. Waterfowl Ecology and Management, 2nd ed. Kreiger Publishing, Malabar, Florida. 567 pp.

Laboratory Text: Bellrose, F. C. Ducks, Geese and Swans of North America, 3rd ed. Stackpole Books, Harrisburg, Pennsylvania. 540 pp.

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

Bibliography:

Batt, B.D., A. D. Afton, M.G. Anderson, C.D. Ankney, D.H. Johnson, J.A. Kadlec, and G.L Krapu. 1992. Ecology and Management of Breeding Waterfowl. University of Minnesota Press, Minneapolis, Minnesota. 634 pp.

Carney, S.M. 1992. Species, Age and Sex Identification of Duck Wings Using Wing Plumage. U. S. Fish and Wildlife Service, Department of the Interior. 144 pp.

Smith, L.M, R.L. Pederson, and R.M. Kaminski. 1989. Habitat Management for Migrating and Wintering Waterfowl in North America. Texas Tech University Press, Lubbock, Texas. 560 pp.

Weller, M.W. 1988. Waterfowl in Winter. University of Minnesota Press, Minneapolis, Minnesota. 624 pp.

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

- 1) Understand the basic principles of waterfowl ecology, management, and conservation
- 2) Identify most species of North American waterfowl by sight, sound or wing.
- 3) Incorporate broader ecological principles into the management and conservation of waterfowl
- 4) Understand how management techniques can be used to enhance wetlands to meet the behavioral and physiological of waterfowl throughout their annual cycle

Assessment Methods: Grades will be computed based on approximately 575 points from three lecture exams (including the final exam), two lab exams, homework/computer assignments, and a student presentation and discussions in lab. Grades will be determined as a straight percentage; i.e. 90-100 A, 80-90 B, 70-80 C, 60-70 D, <60 F.

Exam I	100 points	Student presentations: You will each be responsible for giving a 15 minute presentation on an in-depth topic of waterfowl ecology. You should clear the topic with me. You will choose a scientific paper on your topic for the class to read and after your presentation, lead a 10 minute class discussion on the paper and topic. Grades will be assessed based on your professional performance in the presentation/discussion and by the evaluation of your class members (as well as myself).
Exam II	100 points	
Final Exam	100 points	
Lab Exam I	75 points	
Lab Exam II	75 points	
Homework	50	
Participation	25	
Presentations	50	
Total	575 points	

Example Lecture Schedule:

Month	Day	Topic	Chapter Reading
January	19	Phylogeny and Classification	2
	22	Survey of Anseriformes	
	26	Survey of Anseriformes	
	29	Biogeography and distribution	
February	2	Mating systems	3
	5	Pairing and courtship	3
	9	Spacing patterns	
	12	Reproductive ecology	4
	16	Foraging ecology	5
	19	Foraging ecology	5
	23	LECTURE EXAM 1	
March	26	Incubation	6
	2	Brood care	6
	5	Brood parasitism	Handout
	9	Molts and plumage	
	12	Migration and movements	Handout
	19	Important wintering areas	7
	23	Winter behavior	
	26	<i>No class – Spring Break</i>	
	30	<i>No class – Spring Break</i>	
April	2	Winter foraging ecology	7
	6	LECTURE EXAM 2	
	9	Waterfowl diseases and parasites	8
	16	Harvest management	8
	20	Moist-soil management	Handout
	23	Greentree Reservoir Management	Handout
	27	Waterfowl policy	11
	30	The Mississippi Alluvial Valley	Handout
May	3	Current Issues in Waterfowl Management	

Example: Lab Schedule

Month	Day	Topic
January	18	Introduction, functional morphology
	25	Swans, Whistling ducks, Geese
February	1	Field trip
	8	Field trip
	15	Anatini, Aythini (Presentation topic due)
	22	Oxyurini, Mergini
March	1	FIRST LAB EXAM
	8	Methods lab: trapping, marking & measuring
	15	<i>No class – Wildlife Conclave</i>
	22	Wing I.D.
	29	<i>No class – Spring Break</i>
April	5	Wing I.D.
	12	SECOND LAB EXAM
	19	Student Discussions
	26	Student Discussions
May	3	Computer Lab

Karen Riddell

From: Charlie Gagen [cgagen@atu.edu]
Sent: Monday, November 26, 2007 10:52 AM
To: kriddell@atu.edu
Cc: 'Lisa Brennan'
Subject: FW 4054

26NOV07

Karen;

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

Lecture two hours, laboratory four hours.

Thank you for checking.

Charlie

e.c. Dr. Brennan

RECEIVED OCT 11 2007

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Biological Sciences

Date submitted: October 8, 2007

Request for: **Course addition**

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

Approved by: Department Head: *Charlie Fay*

Dean of School *Al Bloon*

Reviewed by: Registrar: *Sammy Woods*

Vice President:

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

Number: FW 4064/5064

Title for Catalog: Wetland Ecology and Management

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

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

Prerequisites: BIOL/FW 3114 (Ecology)

Effective date or term: As soon as possible.

*Course fees: \$10.00 laboratory

II. Justification and feasibility of course:

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

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

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

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

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

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

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

D. How often will the course be offered?

This course will be taught each fall semester.

E. How will the course be staffed?

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

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

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

III. Integration with Program Assessment

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

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

Indicate Support
for Proposal
(yes/no)

Date:

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



10/8/07

Wetland Ecology and Management (FW 4064/5064)

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

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

Lecture Text: Mitsch, W. J., and J. G. Gosselink. 2006. Wetlands, 3rd ed. John Wiley & Sons, Inc., New York, New York. 920 pp.

Laboratory Text: Handouts

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

Bibliography:

Keddy, P. A. 2002. Wetland Ecology: Principles and Conservation. Cambridge University Press, New York, New York. 614 pp.

Messina, M. G., and W. H. Conner. 1998. Southern Forested Wetlands: Ecology and Management. Lewis Publishers, Boca Raton, Florida. 616 pp.

Tiner, R. W. 1999. Wetland Indicators: A Guide to Wetland Identification, Delineation, Classification, and Mapping, Lewis Publishers, Boca Raton, Florida. 392 pp.

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

1. understanding of wetland communities, processes, and functions, and their application toward conservation and management of wetlands and wetland dependent organisms
2. ability to define, describe, and identify the physical, chemical, and biological characteristics of wetlands and how to measure these characteristics
3. knowledge of the variation in different wetland types throughout the US and the world (palustrine, riverine, mangrove, estuary, prairie potholes, salt water marsh, etc.);

4. capability in identifying common wetland plants, soils, and hydrologic indicators in the field, as well as wetland delineation

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

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

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

Assignment:	Percent of final grade		Due date
	Undergrads	Grad students	
Wetland Classification Exam	10	10	September 17
Midterm Exam	15	15	October 15
Wetland delineation report	10	10	October 29
Plant collection	20	15	November 19
Lecture (grad students only)		15	November 26
Class Project	25	15	November 29
Final Exam	20	20	To be announced

Example Lecture Schedule:

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

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Health Information Management Program, Biological Science Department

Date Submitted: September 27, 2007

rec. 10/8/07

Type of Curriculum Change Requested: Minor modification of curriculum

Submitted By: Melinda Wilkins, HIM Program Director

Approved By: Department Head: *Charlie Hogan*

Dean of School: *Al Peterson*

Reviewed By: Registrar: *Jammy Lewis*

Vice-President for Academic Affairs

10-9-07

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

II. Course Information

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

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

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

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

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

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

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

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

Indicate Support
for Proposal
(yes/no)

Date:

1. Kevin Mason

yes

10-3-07

2.

3.

4.

5.

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

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

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

*Updated 8/1/04

**Updated 9/1/05

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: COMS 2003 Microcomputer Applications to MGMT 2013 Productivity Tools Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:
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 (unchanged)	

Curriculum for Health Information Management

Freshman Year (30 hours)	
<u>Fall</u>	<u>Spring</u>
ENGL 1013 – English Composition I† MATH 1113 – College Algebra† Social Science (3 hours)† AHS 1023 – Basic Pharm./Micro. Physical Education (1 hour) † HIM 1001 – Orientation to HIM (Elective) (14 hours)	ENGL 1023 – English Composition II† BIOL 1014 – Intro. To Biological Science† SPH 2003 – Public Speaking Social Science (3 hours) † Social Science (3 hours) † (16 hours)
Sophomore Year (30 hours)	
<u>Fall</u>	<u>Spring</u>
Social Science (3 hours) † Physical Education (1 hour) † MGMT 2013 – Mgmt. Productivity Tools AHS 2013 – Medical Terminology CHEM 1114 – Survey of Chemistry† (14 hours)	*COMS 2233 – Introduction to Databases BIOL 2004 – Basic Human Anatomy & Phys. Fine Arts (3 hours) † Electives (3 hours) ACCT 2003 – Principles of Accounting (16 hours)
Junior Year (27 hours)	
<u>Fall</u>	<u>Spring</u>
HIM 3024 – Introduction to HIM PSY 2053 – Statistics for Behavioral Sciences MGMT 3003 – Mgmt. and Org. Behavior Humanities (3 hours) † (13 hours)	*HIM 3133 – Alternative Health Records *HIM 3132 – Health Data and Statistics *HIM 3153 – Current Issues in HIM *HIM 4153 – Principles of Disease MGMT 4023 or HA/RP 4113 – Human Resource Mgmt. (14 hours)
Senior Year (30 hours)	
<u>Fall</u>	<u>Spring</u>
HIM 4182 – Professional Practice Experience HIM 4063 – Organization and Administration HIM 3043 – Advanced Concepts in HIM HIM 3033 – Basic Coding Principles HIM 4983 – Systems Analysis in HIM (14 hours)	*HIM 4073 – Legal Concepts for Health Fields *HIM 4083 – Health Organization Trends *HIM 4092 – Research in HIM *HIM 4033 – Advanced Coding Principles *HIM 4292 – Professional Practice Experience *MGMT 4013 – Management Info Systems (16 hours)
Summer Following Senior Year (7 hours)	
<u>Summer</u>	
HIM 4895 – Affiliation in HIM HIM 4892 – Seminar in HIM (7 hours)	

*Class offered in spring semester ONLY.

†See appropriate alternatives or substitutions in “General Education Requirements.”

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department

Date submitted: September 10, 2007

Request for: Course change X Course deletion _____ Course addition _____
(Excluding course credit hour changes)Submitted by: Lisa Harless MSN, RN *Lisa Harless MSN, RN*Approved by: Department Head: *Rebecca Burris PhD, RN*
Dean of School *Rebecca Burris*Reviewed by: Registrar: *Sammy Wood*
Vice President:If this is a deletion or other minor change, describe and give rationale.

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

New course description:

*11-20-07
KJ*
This course will introduce the RN-BSN student to the concepts and principles relevant to the promotion, support, and restoration of health for clients of all ages in a variety of settings with particular emphasis upon the health of populations or groups. The student will perform a community assessment which involves the collection and analysis of data from a selected community to plan appropriate educational interventions.

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

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

Number:

Title for Catalog:

*Title for Course Inventory (24 characters):

Description:

N/A

*app CC 10/22/07
app FS 11/12/07*

Effective date or term: Summer I, 2008

*Course fees:

II. Justification and feasibility of course:

- N/A
- 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 or Graduate Council (as appropriate)

From: Initiating Department

Date submitted: September 10, 2007

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

Submitted by: Lisa Harless MSN, RN *Lisa Harless MSN, RN*

Approved by: Department Head: *Rebecca Bunch PhD, RN*
Dean of School *R. Colborn*

Reviewed by: Registrar: *Yammyy*
Vice President:

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

11-20-07
LF
This is a minor change requesting the addition of a prerequisite for NURN 4045 Professional Practicum Synthesis. The prerequisite is NURN 4024. The rationale for this change is that the student is required to utilize the assessment data collected in NURN 4024 to successfully implement a community teaching project in NURN 4045.

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

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

Number:

Title for Catalog:

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

Description:

Effective date or term: *2008 Summer I*

*Course fees:

II. Justification and feasibility of course:

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

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

N/A

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

RECEIVED SEP 28 2007

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Department of Physical Sciences

Date submitted: September 27, 2007

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

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

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

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

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

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

11-20-07
The proposed change is for the prerequisites to read as:

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

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

App CC 10/22/07
App FS 11/12/07

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Physical Sciences

Date submitted: September 27, 2007

Request for: Course change- prerequisites

Submitted by: Bob Allen, Professor of Chemistry

Approved by: Jeff Robertson, Head, Department of Physical Sciences

Richard Cohoon, Dean, School of Physical and Life Sciences

Reviewed by: Tammy Rhodes, Registrar

Jack Hamm, Vice President of Academic Affairs

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

I. Catalog description:

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

Number: CHEM 3254

Title for Catalog: Fundamentals of Organic Chemistry

Title for Course Inventory (24 characters): Organic Chemistry I

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

RECEIVED SEP 28 2007

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Physical Sciences

Date submitted: September 26, 2007

Request for: Course change- prerequisites

Submitted by: Bob Allen, Professor of Chemistry

Approved by: Jeff Robertson, Head, Department of Physical Sciences

Richard Cohoon, Dean, School of Physical and Life Sciences

Reviewed by: Tammy Rhodes, Registrar

Jack Hamm, Vice President of Academic Affairs

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

I. Catalog description:

11-29-07
KR ✓
Fall, Spring. Prerequisites: CHEM 3264 and BIOL 1014 or 1114. The chemistry of metabolism
of carbohydrates, lipids, and proteins. Basic concepts of the chemistry of DNA, vitamins,
enzymes, biological oxidations, and bioenergetics with introduction to laboratory techniques.
Lecture three hours, laboratory three hours. \$10 laboratory fee.

Number: CHEM 3254

Title for Catalog: Principles of Biochemistry

Title for Course Inventory (24 characters): Biochemistry I

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

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Physical Sciences

Date submitted: August 20, 2007

Request for: Course change: ~~Delete CHEM 2143, add CHEM 33x3~~ 3313 ~~to be determined~~Submitted by: Bob Allen, Professor of Chemistry *Bob Allen*Approved by: Jeff Robertson, Head, Department of Physical Sciences *JWR*Richard Cohoon, Dean, School of Physical and Life Sciences *RC*Reviewed by: Tammy Rhodes, Registrar *Tammy Rhodes*

Jack Hamm, VPAA

I. Catalog description:

CHEM 33¹x3 Environmental Chemistry

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

Number: 33~~x~~3 3313Title for Catalog: Environmental Chemistry

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

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

Effective date or term: ~~Spring 2008~~ Summer 1, 2008

*Course fees: none

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

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

- A. The course will serve as an upper level chemistry elective for chemistry majors and as an upper level general elective for others such as biology majors. *OK 1/10/07*
- B. The course integrates into the chemistry curriculum without out significant overlap with other courses. The course incorporates chemistry from all fields as applied to the study of the environment.
- C. This course is part of the chemistry faculties' continuous review of our curriculum for complete coverage of all areas of chemistry and in particular the relevancy or our offerings.
- D Offered each spring semester
- D. Chemistry 33~~1~~3 replaces chemistry 2143 so no staffing changes are necessary
- E. This course change only directly affects chemistry although faculty in biology were consulted in preparation of the course change.
- F. The chemistry department has a robust assessment via the American Chemical Society nationally standardized final examinations. When new course exams are available they will be utilized.

RECEIVED AUG 27 2007

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

Indicate Support
for Proposal
(yes/no)

Date:

1. Biological Sciences
2. - Charlie Gagen

Yes

Charlie Gagen

8/24/07

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

Environmental Chemistry CHEM 33x3

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

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

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

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

Course Objectives:

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

Grading formula:

70 per cent hour exams
15 per cent homework
15 per cent quizzes

Although class attendance is voluntary missed quizzes and homework cannot be made up without prior arrangements.

Cheating will not be tolerated.

Outline:**Class Schedule**

RECEIVED AUG 27 2007

Chemical Beginnings and Part I Energy

Test 1 about February 11

Part 2, the Atmosphere

Test 2 about March 10

Part 3, the Hydrosphere

Test 3 about April 7

Part 4, the Biosphere

Final Exam as scheduled**additional materials online :**Origin of the universe: http://www.damtp.cam.ac.uk/user/gr/public/bb_history.html#pchttp://liftoff.msfc.nasa.gov/academy/universe/b_bang.htmlPlanet Earth: <http://zebu.uoregon.edu/ph121/l7.html><http://www.oceansonline.com/solar.htm>Earths Atmosphere: <http://www.sprl.umich.edu/GCL/paper to html/evolut clim.html>Deep Holes: <http://www.gi.alaska.edu/ScienceForum/ASF7/725.html><http://www.nationalacademies.org/history/mohole/>Origin of Life: <http://www.resa.net/nasa/origins life.htm>

CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Department of Physical Sciences

Date Submitted: 2007 September 28

Type of Curriculum Change Requested: Program modifications

Submitted By: Jeff Robertson

Approved By: Department Head: Jeff Robertson

Dean of School: Richard Cohoon

Reviewed By: Registrar: Tammy Rhodes

Vice-President for Academic Affairs: Jack Hamm

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

Current catalog entry:

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

Proposed new catalog entry:

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

II. Information

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

A. Rationale for the requested change.

An informal exit interview with graduating seniors has been utilized for assessment of the physics program for a couple of years and more recently expanded to include all majors within the department. The information and insights gained in these interviews is deemed valuable enough to warrant making this a formal process. This is desired so as to ensure feedback from all of our majors since in practice only half of the students usually participated no matter what carrot was dangled before them.

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

B. Impact?

This process would be very daunting for a department with many majors (e.g. Nursing) and requires a little more of the Department Heads time during the last few weeks of the semester. Since this department has 15-30 graduates per year (not including pre-pharmacy, pre-dental and other pre-professional students) spread amongst the degree programs there are often small number statistics in our evaluation of programs. This makes it even more critical to obtain this assessment information. In addition, the information and insights gained in these personal interviews done thus far, as judged by our faculty, would be worth the effort even with 10 times the number of majors.

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

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

C. We desire this change to become effective immediately upon approval.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
 From: Physical Sciences

Date submitted: 2007 August 15

Request for: Course TITLE Change

Submitted by: Jeff Robertson

Approved by: Department Head: *JWR* Physical Sciences
 Dean of School

Reviewed by: Registrar: *Chloe*
 Vice President: *Samuel*

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

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

Number: PHYS 1114

Title for Catalog: Applied Physics

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

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

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

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

app cc 10/22/07
 app FS 11/12/07

RECEIVED SEP 28 2007

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Department of Physical Sciences

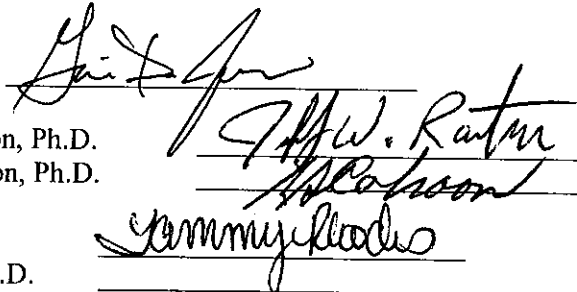
Date Submitted: September 27, 2007

Type of Curriculum Change Requested: Minor Deletion

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

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

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



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

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

This change will take effect immediately following approval.

✓
11-21-07
KR

App CC 10/22/07
App FS 11/12/07

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: PHYS 2114 ✓ Delete: PHYS 2014 Total Hours: 4	Sophomore Spring Semester Add/Change: PHYS 2124 ✓ Delete: PHYS 2024 Total Hours: 4
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: PHYS 2124 ✓ Delete: PHYS 2024 Total Hours: 4	Sophomore Fall Semester Add/Change: PHYS 2114 ✓ Delete: PHYS 2014 Total Hours: 4
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: Department of Physical Sciences

Date Submitted: September 28, 2007

Type of Curriculum Change Requested: Program modification

Submitted By: Robin Lasey, Assistant Professor of Chemistry

Approved By: Jeff Robertson, Head, Department of Physical Sciences

Richard Cohoon, Dean, School of Physical and Life Sciences

Reviewed By: Tammy Rhodes, Registrar

Jack Hamm, Vice-President for Academic Affairs

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

Gen and ACS

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

II. Course Information

A. Rationale for the requested change.

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

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

1. Within the department requesting the change.

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

2. Outside the department.

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

B. Effective date or term.

Effective ~~Fall 2008~~ Summer I, 2008

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

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

11/21/07
KL ✓

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

Indicate Support
for Proposal
(yes/no)

Date:

1. Charlie Gagen, Head,
Department of Biological Sciences

Yes

10/1/07

Charlie Gagen

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

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

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

*Updated 8/1/04

**Updated 9/1/05

Chemistry General Option

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

Fall Start	
Freshman Fall Semester Add/Change:	Freshman Spring Semester Add/Change: BIOL1114 ✓
Delete:	Delete: BIOL1014
Total Hours:	Total Hours:
Sophomore Fall Semester Add/Change:	Sophomore Spring Semester Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Junior Fall Semester Add/Change:	Junior Spring Semester Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Senior Fall Semester Add/Change:	Senior Spring Semester Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add/Change:	Freshman Fall Semester Add/Change: BIOL1114 ✓
Delete:	Delete: BIOL1014
Total Hours:	Total Hours:
Sophomore Spring Semester Add/Change:	Sophomore Fall Semester Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Junior Spring Semester Add/Change:	Junior Fall Semester Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Senior Spring Semester Add/Change:	Senior Fall Semester Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Total Program Hours	

Chemistry ACS Approved Option

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: B10L1114 Delete: B10L1014 ✓ 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: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: B10L1114 Delete: B10L1014 ✓ 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	

ATTACHMENT B

To: Curriculum Committee

From: Physical Sciences

Date Submitted: 10-1-07

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

Submitted By: Robin Lasey, Asst. Prof. of Chemistry

Robert Allen, Prof. of Chemistry;

Ivan Still, Asst. Prof. of Biology;

Scott Kirkconnell, Prof. of Biology;

Bruce Tedford, Assoc. Prof. of Biology

Approved By: Jeff Robertson, Head, Department of Physical Sciences

Richard Cohoon, Dean, School of Physical and Life Sciences:

Reviewed By: Tammy Rhodes, Registrar:

Jack Hamm, Vice-President for Academic Affairs:

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

II. Course Information

A. Rationale for the requested change.

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

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

1. Within the department requesting the change.

The change can be accommodated with the current courses and staffing.

2. Outside the department.

The only affect should be within the Biology department and can be accommodated with the current courses and staffing.

app cc 10/22/07
app FS 11/12/07

✓
11-21-07
JR

C. Effective date or term.

Effective ~~Fall 2008~~ *Summer 1, 2008*

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

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

Indicate Support
for Proposal
(yes/no)

Date:

1. Charlie Gagen, Head,
Department of Biological Sciences

Charlie Gagen

Yes

Oct. 1 2007

2.

3.

4.

5.

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

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

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

*Updated 8/1/04

**Updated 9/1/05

CHEMISTRY- BIOCHEM OPTION

FRESHMAN				SOPHOMORE			
FALL		SPRING		FALL		SPRING	
ENGL1013 ✓	3	ENGL1023 ✓	3	Social Sciences ✓	3	Social Sciences ✓	3
MATH2914 ✓	4	MATH2924 ✓	4	PHYS2014 or 2114 ✓	4	PHYS2024 or 2124 ✓	4
CHEM2124 ✓	4	CHEM2134 ✓	4	CHEM3254 ✓	4	CHEM3264 ✓	4
SOC SCI ✓	3	BIOL1114 ✓	3	COMS 2003/2803 (or) ✓	3	CHEM3245 ✓	5
PHSC1001 ✓	1			Physical Activity ✓	1		
Physical Activity ✓	1						
	16		15		15		16

JUNIOR				SENIOR			
FALL		SPRING		FALL		SPRING	
Fine Arts ✓	3	CHEM 3363 ✓	3	CHEM3324 ✓	4	Humanities ✓	3
BIOL2124 ✓	4	BIOL2134 ✓	4	CHEM4414 ✓	4	Electives ✓	7
CHEM3301 ✓	1	BIOL3034 ✓	4	BIOL3124/3174 (or) ✓	4	BIOL4033 ✓	3
CHEM3344 ✓	4	Elective ✓	4	CHEM4401 ✓	1	Social Sciences ✓	3
Elective ✓	3			Elective ✓	3		
	15		15		16		16

Starting in Spring

FRESHMAN				SOPHOMORE			
SPRING		FALL		SPRING		FALL	
ENGL1013 ✓	3	ENGL1023 ✓	3	Social Sciences ✓	3	Social Sciences ✓	3
MATH2914 ✓	4	MATH2924 ✓	4	PHYS2024 or 2124 ✓	4	PHYS2014 or 2114 ✓	4
CHEM2124 ✓	4	CHEM2134 ✓	4	CHEM3254 ✓	4	CHEM3264 ✓	4
SOC SCI ✓	3	PHSC1001 ✓	1	CHEM3245 ✓	5	COMS2003 or 2803 ✓	3
Physical Activity ✓	1	BIOL1114 ✓	4			Physical Activity ✓	1
	15		16		16		15

JUNIOR				SENIOR			
SPRING		FALL		SPRING		FALL	
Humanities ✓	3	Fine Arts ✓	3	CHEM3363 ✓	3	CHEM4414 ✓	4
BIOL2124 ✓	4	CHEM3344 ✓	4	BIOL4033 ✓	3	BIOL3124/3174 (or) ✓	4
BIOL3034 ✓	4	BIOL2134 ✓	4	Elective ✓	7	CHEM4401 ✓	1
Elective ✓	4	CHEM3324 ✓	4	Social Sciences ✓	3	Elective	6
		CHEM3301 ✓	1				
	15		16		16		15

The following are highly recommended for the electives:

CHEM 3353, CHEM 499x, BIOL 3054, BIOL 4014, BIOL 4023 BIOL 4074, BIOL 4883, BIOL 499x

BS Chemistry – Biochemistry option

Chemistry courses

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

Biology courses

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

Suggested electives

CHEM 3353 Toxicology
BIOL 3054 Microbiology
BIOL 4014 Endocrinology
BIOL 4023 Immunology
BIOL 4074 Molecular Genetics
BIOL 4883 Cancer Biology
CHEM 499x Directed Research
BIOL 499x Directed Research

Educational Objectives (Student Outcomes)	Measures to be Used/Criteria for Success	Actual Results Obtained	Use of Results for Improvement
* 3-5 major ones for each degree producing unit recommended	How will you measure the outcome? Multiple measures may be used. At what degree, do you expect these outcomes to be present?	When you measured, (observed, surveyed, etc.) what did you find?	What impact did this have on the unit And how will you use this for improvement? This should lead Directly to next year's plan.
Students completing the baccalaureate program will be able to demonstrate competency and understanding of the fundamentals of chemistry and biology and the key principles of biochemistry.	<p>Graduates will successfully complete degree requirements, with a "C" or better in all chemistry and biology courses.</p> <p>Graduates will complete the senior assessment test (ACS Biochemistry Exam), 90% of our seniors will perform above the 50th percentile on this test. (MCAT or PCAT scores can substitute for the departmental senior assessment.)</p>		
Baccalaureate graduates will be able to utilize the scientific method for formal investigation and to demonstrate competency in the design and conduct of experiments both safely and with sufficient controls to verify the concepts found in objective (1).	<p>Graduates will successfully complete the laboratory portions of courses and special problems courses.</p> <p>Graduates will prepare a formal laboratory report during CHEM 3301, 90% of our students will receive a satisfactory rating on this assignment.</p>		
Baccalaureate graduates will be able to produce and present oral and written communication (including graphical and tabular data) of activities associated with the discipline.	<p>Graduates will prepare a presentation of their own research or a published journal article during CHEM 4401, 90% of our students will receive a satisfactory rating on this assignment.</p> <p>Graduates will prepare a written report of current research in CHEM 4401, 90% of our students will receive a satisfactory rating on this assignment.</p> <p>Graduates will participate in an exit interview with the department head, 90% of our students will receive a rating of at least 4 out of 5 on their ability to communicate.</p>		

<p>The degree program will successfully prepare students for a career in biochemistry or related discipline.</p>	<p>Graduates will participate in an exit interview with the department head.</p> <p>After graduation, all graduates will be contacted by mail, telephone, or e-mail, six months after graduation, 90% of our graduates will find work in biochemistry or a related discipline, or be attending graduate or professional school.</p> <p>Alumni will be contacted periodically to determine how well the degree program prepared them for their current position.</p>		
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AGENDA
FACULTY SENATE
Monday, December 3, 2007
3:00 p.m., Pendergraft 300 North

I. Call to Order

- A. Approval of the minutes of the November 12, 2007, meeting

II. New Business

A. Curricular Items

1. Departments of Accounting and Business and Economics
 - (a) add ACCT 4103, Special Topics in Accounting, to the course descriptions;
 - (b) delete BUAD 1001, Keyboarding I, and BUAD 2002, Keyboarding II, from the course descriptions;
 - (c) add BUAD 1023, Keyboarding, to the course descriptions;
 - (d) add FIN 4103, Special Topics in Finance, to the course descriptions;
 - (e) add MGMT 3113, Managerial Process Analysis, to the course descriptions;
 - (f) add MGMT 3123, Business Ethics, to the course descriptions;
 - (g) add MGMT 4063, Entrepreneurial Development, to the course descriptions;
 - (h) modify the course description for MGMT 4113, Managerial Issues in Electronic Commerce;
 - (i) modify the Curriculum for Business Education for Teacher Licensure as follows (three proposals): (1) delete HLED 1513, Personal Health and Wellness; add Electives 3 hours; (2) add SPH 2003, Public Speaking, or SPH 2173, Business and Professional Speaking, as alternatives for completion of speech requirement; and (3) delete one hour of physical activity; and add BUAD 1023, Keyboarding;
 - (j) modify the course description for BUAD 1003, Introduction to Business Systems, and modify the Curricula for Accounting, Economics, and Management and Marketing as follows: add BUAD 1003, Introduction to Business Systems, and delete 3 hours of Electives;
 - (k) delete footnote #4 in the Curriculum in Accounting and delete footnote #5 in the Curricula in Economics and Management and Marketing;
 - (l) add a minor in Accounting;
 - (m) add a minor in Business; and
 - (n) add a minor in Economics.
2. Department of English
 - (a) modify the Curricula for Creative Writing For Teacher Licensure, English, and English For Teacher Licensure as follows: reduce the requirement to two semesters of foreign language and add electives as appropriate.
3. Department of Foreign Languages and International Studies
 - (a) add JPN 3143, Study Abroad, as a cross listing with GER/FR/SPAN 3143, Study Abroad;
 - (b) add 4991-4, Special Problems in Japanese, to the course descriptions;
 - (c) add SPAN 4023, Introduction to Spanish Linguistics, to the course descriptions; and
 - (d) modify the Curriculum in Foreign Languages with Concentration in Spanish For Teacher Licensure as follows: (1) add SPAN 4023, Introduction in Spanish

Linguistics; (2) delete 3 hours of elective; (3) delete SPAN 3113, Business Spanish; and (4) add SPAN 3123, Spanish Civilization and Culture, or SPAN 3133, Spanish-American Civilization and Culture. (Note: No modification to the Curriculum in Foreign Languages with Concentration in French/German for Teacher Licensure.)

4. Department of Social Sciences and Philosophy
 - (a) add HIST/POLS 4971-6, Internship, to the course descriptions;
 - (b) add HIST 4183/5183, American Legal History, to the course descriptions (graduate course will be considered by Graduate Council); and
 - (c) add POLS 2253, Survey of Western Political Thought, to the course descriptions.
5. Department of Biological Sciences
 - (a) add BIOL 4083, Cancer Biology, to the course descriptions;
 - (b) modify the Curriculum in Life Science and Earth Science for Teacher Licensure as follows: change the math elective from Math Elective > 1113 to MATH 2163, Introduction to Statistical Method; and
 - (c) add FW 4103/5103, Human Dimensions of Fisheries and Wildlife Management, to the course descriptions (graduate course to be considered by Graduate Council) (tabled at November 12, 2007, meeting).
6. Department of Physical and Life Sciences
 - (a) add PHSC 1074, Physical Science Inquiry, to the course descriptions and to the general education physical science course options for completion of the physical science requirement for Early Childhood Education and Middle Level Education majors only.
7. Department of Agriculture
 - (a) add AGPM 3104, Introduction to Entomology, to the course descriptions;
 - (b) add AGPM 3124, Applied Pest Control, to the course descriptions;
 - (c) add AGPM 4103, Integrated Pest Management, to the course descriptions;
 - (d) modify the prerequisites for AGBU 4023, Agricultural Finance, from prerequisites: AGBU 2063, Principles of Agricultural Macroeconomics, and AGBU 2073, Principles of Agricultural Microeconomics, or consent of instructor, to prerequisites: AGBU 2063, Principles of Agricultural Macroeconomics, AGBU 2073, Principles of Agricultural Microeconomics, and ACCT 2003, Accounting Principles I, and modify the course description;
 - (e) change the title of AGPS 3053, Weeds and Weed Control, to Weed Ecology, and modify the prerequisites from: AGPS 1024, Principles of Horticulture, Junior Standing, or consent of instructor to: AGPS 1003, Principles of Crop Science, and Junior Standing, or consent of instructor, and modify the course description; and
 - (f) add the Pest Management Option to the Curriculum in Agriculture Business.
8. Department of Parks, Recreation, and Hospitality Administration
 - (a) add RP 3763, Introduction to Turfgrass Management, to the course descriptions;
 - (b) add RP 4763, Golf Course Operations and Design, to the course descriptions;
 - (c) change the course number for RP 4783, Turfgrass Management: Equipment, to RP 3791; add a \$25 course fee; and modify the course description;
 - (d) change the course number and title for RP 3783, Turfgrass Management: Basic Chemical Usage, to RP 3793, Turfgrass Pest Control; modify the prerequisites from prerequisite: BIOL 2134, Principles of Botany, and CHEM 1114, A Survey of

Chemistry, to prerequisite or corequisite: RP 3763, Introduction to Turfgrass Management; and modify the course description;

(e) change the course number and title for RP 3773, Sports Facilities Planning and Design (formerly Golf Course Planning and Design), to RP 4753, Sports Field Management and Design; add the prerequisite or corequisite: RP 3034, Site Planning and Design; RP 3763, Turfgrass Management; and RP 3793, Turfgrass Management: Pest Control; modify the course description; and add a \$25 course fee;

(f) delete RP 4773, Turfgrass Management: Climatic Regions and Cultivars, from the course descriptions; and

(g) modify the Curriculum in Recreation and Park Administration Turf Management Emphasis as follows: (1) change RP 3783, Turfgrass Management: Basic Chemical Usage, to RP 3793, Turfgrass Pest Control; (2) change RP 3773, Sports Facilities Planning and Design (formerly Golf Course Planning and Design), to RP 4753, Sports Field Management and Design; (3) delete RP 4773, Turfgrass Management: Climatic Regions and Cultivars; RP 4783, Turfgrass Management Equipment; and one hour approved elective; and (4) add RP 4763, Golf Course Operations and Design; RP 3763, Introduction to Turfgrass Management; and RP 3791, Turfgrass Management: Equipment.

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

III. Old Business

- A. Growth of Faculty
- B. Campus Safety

IV. Open Forum

V. Announcements and Information Items

VI. Adjournment

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Accounting Department

Date submitted: October 8, 2007

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

Submitted by: Pam Carr *PC*

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

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

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

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

I. Catalog description: ACCT

Number: 4103

Title for Catalog: Special Topics in Accounting

*Title for Course Inventory (25 characters):

12407
Description: This course provides in-depth exploration of selected accounting topics. The primary topic will vary from offering to offering; thus, the course may be taken more than once.

Effective date or term: Spring 2008

*Course fees: None

*Syllabus for this course will vary with topic

II. Justification and feasibility of course:

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

The proposed course would serve as an ACCT elective which could be used to satisfy 3 hours of the required ACCT electives needed by ACCT majors. Emerging "hot" topics can be explored in a detailed fashion to enhance the

app CC 11/19/07
app FS 12/3/07

academic preparation of ACCT majors. The course is designed to be taken by ACCT majors.

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

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

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

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

- D. How often will the course be offered?

As Needed

- E. How will the course be staffed?

With current faculty

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

No other departments will be affected.

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

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

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

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

School of Business Learning Objectives

Develop Students'

1. Ability to use technology to support business decisions.
2. Communication skills in a business context.
3. Ability to think critically and reason effectively about business problems.
4. Ethical awareness and ethical decision-making framework in a business context.
5. Foundation knowledge for business.
6. Foundation knowledge and skills specific for the specific major.

ACCOUNTING 4103
Special Topics in Accounting
Tax Compliance and Policy Issues
Spring 2008

COURSE DESCRIPTION

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

PREREQUISITE

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

INSTRUCTOR/CLASS INFORMATION

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

TEXTBOOK AND INSTRUCTIONAL MATERIALS:

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

COURSE OBJECTIVES AND COURSE CONTENT:

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

1. Describe various taxpayer education programs in use and discuss their success.
2. Identify important areas of tax law non-compliance
3. Evaluate case law and court opinions on taxpayer education
4. Propose taxpayer education programs on specific problem areas
5. Prepare and present a paper/project at a student research conference

EVALUATION:

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

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Business and Economics Department

Date submitted: August 27, 2007

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

Submitted by: Linda Bean *LB*

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

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

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

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

✓ 12-4-07 Outline in specific detail how your proposal will alter the program (include course number and title: **delete BUAD 2002 from the freshman term** . NOTE: See the **proposal of addition of BUAD 1023** which shows the details of changes of changes to curriculum for both the reduction of BUAD 1002 (proposed here) along with the addition of the new BUAD 1023 (each proposal impacts the other).

app TEC 11/1/07
app CC 11/19/07
app FS 12/3/07

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: **Business and Economics Department**

Date submitted: **August 27, 2007**

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

Submitted by: Linda Bean *LB*

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

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

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

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

I. Catalog description: **BUAD**

Number: **1023**

Title for Catalog: **Keyboarding**

*Title for Course Inventory (24 characters):

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

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

*Course fees: None

app TEC 11/1/07
app CC 11/19/07
app FS 12/3/07

II. Justification and feasibility of course:

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

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

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

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

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

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

D. How often will the course be offered?

Once each year (Fall)

E. How will the course be staffed?

With current adjunct faculty

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

No other departments will be affected.

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

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

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

SYLLABUS
BUAD 1023 — KEYBOARDING
Fall 2008

Course Description

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

Prerequisites: None

Instructor: Mrs. Susan Campbell

E-mail: susan.campbell@atu.edu

Textbook/Instructional Materials

- *College Keyboarding and Word Processing (MS Word 2007 with CD Data disk)*, Susie H. VanHuss, [et.al.], 2006. South-Western Educational Publishing, Thomson Learning, Cincinnati, OH. (Required).
- *Keyboarding Pro 4* software, sold separately

Course Objectives

- To key the alphabetic, numeric, and symbol keys by touch with good technique.
- Key straight-copy material at a minimum rate of 20 gross words a minute (GWAM) with a maximum of 3 errors per minute using correct touch techniques.
- Key numeric copy using correct touch techniques on the ten-key numeric keypad.
- Use Microsoft Word 2007 commands to perform the basic file management activities of creating, saving, printing, and deleting files.
- Key straight-copy material on 3-minute timings at a minimum rate of 40 words a minute with no more than 3 errors.
- Perform basic file management activities of creating, saving, deleting, printing, e-mailing and closing files.
- Prepare correctly formatted memos, letters, e-mails, business reports, and tables with all errors corrected.

Course Content

Welcome to Windows
Know Your Computer
Welcome to Keyboarding Pro

Ten-Keypad

Alphabetic Keys
Figure & Symbol Keys

Memos and E-mail
Business Letter Formats
Reports
Table Basics

Examinations and Evaluations

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

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

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

Class Policies and Procedures

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

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

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

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

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

Academic Dishonesty: All work in the class is to be done by the student without help from others. Plagiarism, cheating, or any form of academic dishonesty will not be tolerated and is reason to be dropped from the course with an “F”.

Other: Turn cell phones OFF before class begins. No headsets are allowed in class. No eating or drinking is allowed in the classroom.

Teaching Methods

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

Oral/Written Communications

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

Materials Needed

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

Required Computer Applications

- *Keyboarding Pro 4* software
- *Microsoft Word 2003*

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: **Business and Economics Department**

Date submitted: **August 27, 2007**

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

Submitted by: **Kevin Mason** *Km*

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

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

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

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

I. Catalog description: **FIN**

Number: **4103**

Title for Catalog: **Special Topics in Finance**

*Title for Course Inventory (24 characters):

12-407 ✓ Description: **This course provides in-depth exploration of selected finance topics. The primary topic will vary from offering to offering; thus, the course may be taken more than once.**

Effective date or term: **Fall 2008**

*Course fees:

*2006-09 Catalog
Summer I 2006*

II. Justification and feasibility of course:

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

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

*app CC 11/19/07
app FS 12/3/07*

the academic preparation of ECON/FIN majors. The course is designed to be taken by ECON/FIN majors.

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

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

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

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

- D. How often will the course be offered?

As Needed

- E. How will the course be staffed?

With current faculty

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

No other departments will be affected.

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

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

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

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

School of Business Learning Objectives

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

FIN 4103
Special Topics in Finance: Series 7 License Preparation

Example
Topic

Course Description:

Advanced study in topic offered.

Prerequisites:

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

Instructor Information:

Name: Joe L. Moore

Office: Corley 212

Phone: 968-0688

E-mail: joe.moore@mail.atu.edu

Office Hours: Spring 2007

MWF 9:00 – 10:00

1:00 – 2:00

TR 11:00 – 12:00

2:30 – 3:30

Other times by appointment

Textbook:

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

Course Objective:

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

Examinations:

Students will take thirteen Series 7 practice exams. Grades to be determined by performance on exams.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: **Business and Economics Department**

Date submitted: **August 27, 2007**

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

Submitted by: **Kim Troboy**

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

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

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

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

I. Catalog description: **MGMT**

Number: **3113**

Title for Catalog: **Managerial Process Analysis**

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

Description:

12-4-07
KT
This course is a study of the analysis, mapping, and improvement of business processes using standard symbols, popular software tools, metrics, and general systems theory. Examples of sample business processes and topics include customer service, sales management, scheduling, manufacturing, supply chain management, logistics, hiring/job search, process mapping diagrams, organizational charts, workflow and environment layout, cause and effect analysis, systems analysis and design, collection and analysis of process data, and optimization. Software tools are used for process diagramming, concept mapping, physical facilities layout, project planning and management, and data filtering and analysis.

Effective date or term: ~~Fall 2008~~ *2008-9 catalog*
Summer 1 2008

app CC 11/19/07
app FS 12/3/07

*Course fees: None.

II. Justification and feasibility of course:

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

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

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

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

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

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

D. How often will the course be offered?

as needed

E. How will the course be staffed?

With current faculty

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

No other departments will be affected.

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

While this is not a core course (required by all departmental majors), it is hoped that this course will, for those students electing to take the course, advance the attainment of various learning objectives, specifically, critical and analytical thinking skills, problem solving skills, oral and written communication skills, and the ability to use technology to support managerial decisions (see School of Business Learning Objectives below).

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

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

School of Business Learning Objectives

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

MGMT 3113 Managerial Process Analysis

COURSE SYLLABUS

Course Description

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

Course Justification

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

Prerequisites

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

Textbook and Instructional Materials

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

- Seppanen, Kumar, and Chandra. *Process Analysis and Improvement: Tools and Techniques*. McGraw-Hill/Irwin. 2005.
- Marakas. *Systems Analysis & Design, An Active Approach*. Chapter 5 "Modeling the Processes and Logic"
- Whitten-Bentley. *Systems Analysis and Desing Methods*, 7th ed. Chapter 6 "Fact-Finding Techniques for requirements Discovery"

Web Resources:

- Course management: blackboard.atu.edu
- Textbook: http://highered.mcgraw-hill.com/sites/0072857129/student_view0/index.html
- Research: library.atu.edu

Course Objectives

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

1. Gain an overview and understanding of process analysis and improvement:
 - Become familiar with the history of process mapping tools and associated symbols.

- Become familiar with the professional journals, magazines, and other sources useful in extending and updating knowledge and skills in this area.
 - Use standard diagrams to describe and improve an existing process or design a new process.
 - Apply data collection, analysis, and management techniques in process analysis and improvement.
2. Learn about software package tools for process analysis and improvement:
 - Understand their role and select the appropriate tool for the task at hand.
 - Trace the historical perspective on business tools for data management and analysis.
 - Become informed about the state-of-the-art tools and techniques for enterprise integration and future trends in this area.
 3. Apply specific techniques for specific business process situations.
 4. Conduct a professional process analysis and improvement project:
 - Develop a project plan.
 - Develop a report outline.
 - Develop a presentation format.
 5. Demonstrate the ability to use MindManager to
 - Map concepts
 - Document processes
 6. Demonstrate the ability to use Visio to
 - Create a simple drawing.
 - Modify an existing Visio application.
 - Create a new drawing using an appropriate Visio template.
 - Build or modify an organization chart.
 - Create or modify an office or simple facility layout.
 - Build or modify a cause and effect diagram.
 - Generate or modify a Gantt chart.
 7. Demonstrate the ability to use Excel to
 - Organize and analyze process data.
 - Auditing trace formulas in a complex worksheet.
 - Develop a variety of Excel-based graphs.
 - Develop a worksheet using filtering.
 - Analyze a large dataset with Pivot tables.
 - Solve a linear optimization problem using Excel solver.
 - Solve a transportation model using Excel Solver.
 - Analyze choices with Scenario Manager.
 - Record macros.

CLASS ASSIGNMENTS

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

1. **Student Briefings.** Students will work individually or in small teams to complete exercises, cases, or research topics and present them to the class. The format is that of an informal, internal briefing.
2. **Homework.** Students will complete exercises individually to reinforce lectures and text material. Students will bring in relevant journal, newspaper, or web articles that reinforce the material being covered.
3. **In-class exercises.** Students will participate in ad-hoc class activities to learn or practice lecture and text material.
4. **Course Project.** Students will identify, analyze, and propose improvements to a real-world business process.

BIBLIOGRAPHY

Business Process Management Journal.

<http://www.emeraldinsight.com/info/journals/bpmj/bpmj.jsp>.

Havey, Michael. (2005). *Essential Business Process Modeling*. O'Reilly.

Jacka, J. Mike, and Keller, Paulette. (2002). *Business Process Mapping: Improving Customer Satisfaction*. Wiley.

Jeston, John, and Nelis, Johan. (2006). *Business Process Management: Practical Guidelines to Successful Implementations*. Butterworth-Heinemann/Elsevier.

Khan, Rashid. (2005). *Business Process Management: A Practical Guide*. Meghan-Kiffer Press.

Lynch, Richard, and Cross, Kelvin. (1995). *Measure Up!: Yardsticks for Continuous Improvement, 2nd ed.*. Basil Blackwell.

O'connell, Pyke, and Whitehead. (2006). *Mastering Your Organization's Processes: A Palin Guide to Business Process Management*. Cambridge University Press.

WEB RESOURCES

American Society for Quality (ASQ)

www.asq.org

Business Process Trends portal

<http://www.bptrends.com/index.cfm>

Excel

<http://office.microsoft.com/en-us/FX010858001033.aspx>

MindManager

<http://www.mindjet.com/us/>

Open Source Directory

http://www.dmoz.org/Business/Management/Business_Process_Analysis/

Regression

<http://office.microsoft.com/en-us/excel/HA011119631033.aspx?pid=CL100570551033>

Visio

<http://office.microsoft.com/en-us/FX010857981033.aspx>

Workflow and Reengineering International Association

<http://www.waria.com/workshops/bpa.htm>

TEACHING METHODS

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

CONTENT/PERSPECTIVES

Ethics

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

Global

This topic is not explicitly addressed by this course.

Political

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

Legal/Regulatory

This topic is not explicitly addressed by this course.

Social

This topic is covered in discussing the impact of processes on individuals and groups in organizations and critical success factors for changes processes.

Environmental

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

Technological

This topic is integrated throughout the course.

Diversity

This topic is not explicitly addressed by this course.

Processes

This topic is integrated throughout the course.

Oral Communications

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

Written Communications

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

Computer Applications

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

Computer Resources

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

Library Use

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

Critical Thinking

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

Problem Solving

Students are required to identify issues in case studies, exercises, and projects. Class exercises require students to engage in problem solving throughout the course.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: **Business and Economics Department**

Date submitted: **August 27, 2007**

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

Submitted by: **Kevin Mason** *KM*

Approved by: School Cur. Comm: **David Roach** *DR*

Department Head: **Kevin Mason** *KM*

Dean of School: **Tom Tyler** *TT*

Reviewed by: Registrar: **Tammy Rhodes** *Tammy Rhodes*

Vice President: **Jack Hamm**

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

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

I. Catalog description: **MGMT**

Number: **3123**

Title for Catalog: **Business Ethics**

*Title for Course Inventory (24 characters):

✓ 12-4-07
Description: This course is an interdisciplinary study of business ethics and the social responsibility of business organizations in society. The course will consider professional and applied ethics, law and organizational behavior. The focus of the course is on the individual and managerial decision making process in response to ethical issues arising in the business context. Students will explore the role of business in society; discuss general theories of ethics; explain and apply key ethical theories in business; and develop and defend their own ethical positions.

Effective date or term: **Spring 2008**

*Course fees:

II. Justification and feasibility of course:

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

app CC 11/19/07
app FS 12/3/07

The proposed course would serve as an MGMT elective which could be used to satisfy 3 hours of the required MGMT electives needed by MGMK majors. This topic has been taught as a "Special Topics" course for a couple of years and feedback indicates that the course is well-received and beneficial to our MGMK majors. This proposed course provides enhances students' foundation knowledge for business as well as their ethical reasoning. The course is designed to be taken by MGMK majors.

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

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

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

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

- D. How often will the course be offered?

Once each academic year

- E. How will the course be staffed?

With current faculty

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

No other departments will be affected.

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

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

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

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

School of Business Learning Objectives

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

BUSINESS ETHICS MGMT 3123

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

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

Textbook and Instructional Materials:

L. Hartman. *Perspectives in Business Ethics*. Boston: McGraw-Hill 2005 (3rd ed.).

Course Purpose and Objectives:

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

Course Evaluation:

To evaluate your performance in the class, the following assignments are required:

Mission and Life Goal Exercise	Not Graded/Required
Midterm examination	20%
Team Presentation	20%
Final paper	20%
Class participation	20%
Journal	20%

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

The **final paper** is a research paper requiring you to apply Stakeholder Theory, normatively grounded in one of the ethical theories discussed in class, in order to resolve the ethical dilemma researched and analyzed in the paper. **Each team may elect to submit individual papers or one team paper, but all members of the team are required to analyze the same topic.** This is a formal research paper that requires a bibliography. The final paper is due during the final exam period for the course. This assignment will be discussed further in class.

A **team presentation** of your research, analysis and recommendation(s) for resolution of the ethical dilemma under consideration is required. Regardless of whether your team elected to write individual papers or a team paper, the presentation must be made and coordinated by the entire team—if individuals in the team reached different conclusions in their papers, this fact should be reported and incorporated in the presentation. All team members must participate in the presentation; part of the grade for the team presentation will include a team evaluation of each member's contributions to the project. This assignment will be discussed further in class.

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

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

Course Policies:

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

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

Tentative Schedule:

Jan	22	M	Lecture: into to course; American society, culture and institutions
	29	M	Mission & Life Goal Exercise Due Lecture: globalization and world resources; political economy Readings: Handout, Enstein, Albert, "Why Socialism?" Handout, Tracinski, Robert W., "The Moral Basis of Capitalism" Handout, Norberg, Johan, "Humanity's Greatest Achievement" Handout, Specter, Michael, "The Last Drop"
Feb	05	M	Lecture: Philosophy 101—teleological and deontological ethical theories Readings: Text, p. 5-17, Ethical Theories and Approaches Text, p. 18, Kant, Immanuel, "Grounding for the Metaphysics of Morals" Text, p. 52, Rawls, John, "Distributive Justice" Text, p. 30, Mill, John Stuart, "Utilitarianism" Text, p. 43, Le Guin, Ursula K., "The Ones Who Walk Away from Omelas"
	12	M	Screening: <i>The Corporation</i> (145 minutes)
	19	M	Lecture: Law and the Corporation Be prepared to discuss <i>The Corporation</i> using question sheet distributed last week, in addition to any previous readings you find relevant to the issues raised in the film. Readings: Text, p. 100, Seglin, Jeffery, "Just Because It's Legal, Is It Ethical?" Text, p. 280, Friedman, Milton, "The Social Responsibility of Business is to Increase Its Profits" Text, p. 292, Kelly, Marjorie, "The Divine Right of Capital: Is Maximizing Returns to Shareholders a Legitimate Mandate" Text, p. 68, Donaldson, Thomas, "Fundamental International Rights"
	26	M	Lecture: corporate culture and the individual Readings: Text, p. 87-99, Ethical Analysis and Application Text, p. 141, McCoy, Bowen H., "The Parable of the Sadhu"

Text, p. 157, Carr, Albert Z., "Is Business Bluffing Ethical?"

Text, p. 183-98, Corporate Ethical Leadership: Corporate Culture and Reputation Management

Mar 05 M Lecture: Business ethics: decision-making models
Readings: Text, p. 112, Freeman, Edward R., "A Stakeholder Theory of the Modern Corporation"
Text, p. 123, adidas-Salomon (co.), "Identifying Stakeholder Groups"
Text, p. 547, Heely & Nersesuan, "The Case of Planned Obsolescence"

12 M Lecture: Business ethics: decision-making models (Continued)
Readings: Handout, Donaldson & Dunfee, "Précis for *Ties that Bind*"
Handout, "Millions for Millions"

Journals Due—First Installment
Review for Midterm

19 M **Midterm**

26 M **No Class: Spring Break**

Apr 02 M Lecture: Human resources: legal boundaries and ethics
Readings: Text, p. 350-63, "Ethics and Human Resources Management: Values in the Employment Relationship"
Text, p. 376, Bennett-Alexander, "Such Stuff as Dreams are Made on: A Short Primer on Why We Should not Be Ready to Throw Out Affirmative Action"
Text, p. 413, Hartman, "A Free Market Approach to Comparable Worth"

Apr 09 M Lecture: Ethics and Marketing: legal boundaries and ethics
Readings: Text, p. 515-23, Ethics and Marketing
Text, p. 524-32, "Got Beer?! Better Than Milk, New Survey Shows!"

Text, p. 533, Atkinson & Frederick, "Portrayal of Women in Advertising"

Text, p. 593, Montgomery & Pasnik, "Web of Deception: Threats to Children from Online Marketing"

Handout, "Hold the Avocado"

- 16 M Lecture: Finance and Accountancy: legal boundaries and ethics
Readings: Text, p. 613-18, Ethics in Finance and Accountancy
Text, p. 619, Duska, Ronald, "Ethics in Financial Services"
Text, p. 681, "Summary of the Sarbanes-Oxley Act of 2002"
Text, p. 684, Walker, Rebecca, "Weighing Sarbanes-Oxley: Changes Appear to be Profound"
Text, p. 691, Driscoll, Dawn-Marie, "Sarbanes-Oxley: Pardon Me if I'm Underwhelmed"
- 23 M Lecture: Technology: legal boundaries and ethics
Readings: Text, p.717-28, Ethical Implications of Technology
Text, p. 729, Hartman, Laura, "Technology and Ethics: Privacy in the Workplace"
Text, p. 740, Moore, Adam, "Employee Monitoring and Computer Technology: Evaluative Surveillance v. Privacy"
Text, p. 755, Sipior & Ward, "The Ethical and Legal Quandary of Email Privacy"
- 30 M **Presentations**
Journals due—second installment
- May 07 M **Final Papers Due: 5pm**
No examination

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: **Business and Economics Department**

Date submitted: **August 27, 2007**

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

Submitted by: **Stephen Jones** *SCJ*

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

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

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

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

I. Catalog description: **MGMT**

Number: **4063**

Title for Catalog: **Entrepreneurial Development**

*Title for Course Inventory (24 characters):

12-4-07 KR
Description: **Pre-requisites – approval from instructor. The course is designed to increase the students' understanding of critical entrepreneurial and venture creation concepts through practical applications and through textual readings. Specifically, students will take preliminary small business plans and develop and formalize plans that will be submitted for competition consideration at the annual Donald W. Reynolds Governor's Cup business plan competitions.**

Effective date or term: **Spring 2008**

*Course fees: None

*app CC 11/19/07
app FS 12/3/07*

II. Justification and feasibility of course:

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

The proposed course would serve as an MGMT elective which could be used to satisfy 3 hours of the required MGMT electives needed by MGMK majors. This topic has been taught as a "Special Topics" course and to prepare students to compete in "The Governor's Cup" business plan competition. This proposed course is limited to select students who are found to be of high motivation, initiative, and commitment. These students must be willing to develop business plans for the purpose of submitting these plans for competitive purposes at the Governor's Cup. Successful business plans offer the opportunity for students to receive large cash prizes (approximately \$20,000 for first place), tremendous practical application of their entire business curriculum, possible job contact networking and strong publicity for the university. The course is designed to be taken by select (approved by faculty) business and possibly non-business upper-class students.

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

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

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

Yes, it is designed to give participating students intense practical experience and to serve as a source of powerful publicity for the university. It is also part of an academic development of courses in the entrepreneurial field.

D. How often will the course be offered?

Each spring semester

E. How will the course be staffed?

With current faculty

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

While it is possible that students from other departments (e.g., engineering, chemistry, biology, computer science) may take this course, the proposed course is not required by any major and will therefore not adversely impact any other departments.

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

While this is not a core course (required by all departmental majors), it is hoped that this course will, for those students electing to take the course, advance the attainment of various learning objectives, specifically, critical thinking skills, problem solving skills, and the ability to use technology to support managerial decisions (see School of Business Learning Objectives listed below).

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

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

School of Business Learning Objectives

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

4063
MGMT 4063 Special Topics: Entrepreneurial Development
Spring Semester 2007

GENERAL INFORMATION

Instructor	Dr. Stephen C. Jones	Phone	479-968-0673
Office	COR 216	Email	sjones@atu.edu
Office Hours	MW 9:00 – 11:00 a.m. TR 9:30 – 11:00 a.m. TR 2:00 – 3:30 p.m.	Websites	http://business.atu.edu/faculty/sjones/sjones.htm http://blackboard.atu.edu/

Required Materials:

Text: (2006). Annual Editions: Entrepreneurship. Ed. Robert W. Price. 5th Edition.

An Active ATU E-Mail Account: You must check your ATU e-mail account periodically for updates and assignments from me. I may ask you to review a specific article or website for class discussion in advance, and these I will post on Blackboard (<http://blackboard.atu.edu/>). You are expected to download and read these articles on your own using the Adobe Acrobat reader which can be downloaded for free from the Adobe website (<http://www.adobe.com/acrobat/>). Other materials or updates will also be posted periodically on this site.

Course Justification/Rationale: This course extends the development of small business strategic processes to the point where an oral presentation to a venture funding audience is possible.

Course Objectives:

- To take preliminary small business studies and plans and develop formalized plans for funding review.
- To prepare oral presentation materials to simulate a funding presentation made to venture capitalists, bankers and other finance professionals.
- To successfully enter and compete at the annual Donald W. Reynolds Governor's Cup.
- To increase the students' understanding of critical entrepreneurial and venture creation concepts through practical applications and through textual readings.

POLICIES

Discrimination: Arkansas Tech University is an Affirmative Action/Equal Opportunity Employer. It is the policy of this university not to discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of service. If you have any questions or concerns about discrimination in this course or anywhere on campus, please feel free to contact: Jasmine Wilson, Retention Counselor/Affirmative Action Officer, Doc Bryan 233, Russellville, AR 72801. Phone: (479) 968-0239. Fax: (479) 968-0208. jasmine.wilson@atu.edu

Disabilities: Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. Students with disabilities attending TECH will be integrated as completely as possible into the University community. TECH does not offer a specialized curriculum for students with disabilities nor does it assume the role of a rehabilitation center, but does assume responsibility for modifying campus facilities and procedures to accommodate individual needs where feasible. Students must register their disabilities with the coordinator for disability services two weeks prior to enrollment to discuss any special arrangements that may be needed. If you have any questions about this policy, please contact: Dr. Carolyn Crawford, Coordinator for Disability Services, Bryan Hall, Room 103, 968-0302. carolyn.crawford@mail.atu.edu

Academic Dishonesty: The student handbook defines this.

Any student found to have committed misconduct, included but not limited to the following list, is subject to the disciplinary sanctions outlined in Article IV:

1. Acts of dishonesty, including but not limited to the following:
 - a. Cheating, plagiarism, or other forms of academic dishonesty.
 - b. Furnishing false information to any University official, faculty member or office.
 - c. Forgery, alteration, unauthorized use, or misuse of any University document, record, or instrument of identification.
 - d. Tampering with the election of any University-recognized student organization.

Any student found to have committed an act of dishonesty in my class will be liable for sanctions as provided by the policies of this University. I will also assign a grade of F for that student for this course if the student is found to have acted with academic dishonesty in any manner.

Late Assignments: I will allow a student to submit a late assignment for credit with a 25% deduction less any other deductions which are applicable if the assignment is submitted within 24 hours after the due date and time. In-class assignments, presentations and activities cannot be made up or submitted for late credit. If you know you will be missing a class period when an assignment is due, you may e-mail the assignment to me as a Microsoft Word attachment BEFORE the class period. I will consider the sent date and time (as indicated on the e-mail header) as evidence of when the assignment was sent.

Cell Phones and Other Telecommunications Devices: As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. **Therefore, I prohibit the use by students of cell phones, pagers, or similar communication devices during scheduled classes. This includes text messaging or other similar use of cell phones and other devices.** All such devices must be turned off or put in a silent mode and cannot be taken out during class. Recording devices (such as tape recorders for taping a lecture) may be allowed if you contact me in advance.

GRADED ASSIGNMENTS

Exams (0 points): There are no examinations scheduled for this course.

In-Class Discussions (Up to 100 points): Each student will be required to review and explain assigned articles from the text for the class. To do so, the student will need to – prior to class – write a short synopsis of key points discussed in the assigned article and provide a copy of that synopsis for each student by the assigned time in the course calendar. This will allow me sufficient time to make copies available for each student prior to class. A form will be provided that each will need to use to submit analyses.

Information Collection, Analysis and Synthesis (200 points): Each student will be required to assist in the collection of, analysis of and synthesis of information pertaining to the presentations prepared by the class for the Arkansas Governor's Cup competition. This information management will continue throughout the semester. This component of the grading process will be subjectively scored by the instructor based upon personal observation and reference and will be influenced in part by peer evaluations received from other students in the class about the student's performance in this area.

Oral Presentation (100 points): As part of a group, each student will help present one of the business plans in the Arkansas Governor's Cup competition if selected. Whether or not the student is selected to be part of the presentation team, he/she will need to participate in the preparation of materials for the presentation team. This component of the grading process will be subjectively scored by the instructor based upon personal observation and reference and will be influenced in part by peer evaluations received from other students in the class about the student's performance in this area.

Grading Scale: I use the traditional 90/80/70/60 scale for this course.

To: University Curriculum Committee

From: School of Business

Date Submitted: January 24, 2007

Type of Curriculum Change Requested: Course Description Change

Submitted By: Kevin Mason *KM*

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

Reviewed By: Registrar: Ms. Tammy Rhodes *[Signature]*
Vice-President for Academic Affairs: Dr. Jack Hamlin *[Signature]*

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

19-4-07
Delete the last sentence of the course description for MGMT 4113 – Managerial Issues in Electronic Commerce. Specifically, delete the sentence that reads... “For the Management and marketing degree program requirements, this course can be used to satisfy either a marketing elective or a management elective.”

II. Change Information

A. Rationale for the requested change.

This requested change is to correct an error in the course description that was originally included in the course description for the course. MGMT 4113 is a management course and should not count as a marketing elective.

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

1. Within the department requesting the change. **None**
2. Outside the department. **None**

C. Effective date or term. ~~Fall 2007~~ *2008-09 Catalog*
Summer I 2008

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

app CC 11/19/07
app FS 12/3/07

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

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: **Business and Economics Department**

Date submitted: **August 31, 2007**

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

Submitted by: Linda Bean *LB*

Approved by: Department Head:
Dean of School:

Kevin Mason *KM*
Tom Tyler *TT*

*SOB Curriculum & Assessment
Committee: DWK*

Reviewed by: Registrar:
Vice President:

Tammy Rhodes *Tammy Rhodes*
Jack Hamm

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

12-4-07 ✓
Delete Personal Health and Wellness (HLED 1513) as a required course and add three (3) hours of electives in its place. HLED 1513 is no longer required for the completion of degree or licensure for the Business Education program. Deleting this requirement will allow business education majors to take a 3 hour elective. There has not been an opportunity for any electives in this program prior to this change. Students will be encouraged by their advisor to select an additional technology course or a foreign language.

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

1. Within the department requesting the change. **None**
2. Outside the department. **None**

C. Effective date or term. ~~Fall 2008~~ *2008-09 Catalog
Summer I 2008*

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

Outline in specific detail how your proposal will alter the program (include course number and title: **delete HLED 1513 from curriculum requirements and replace with 3 hours of electives.**

*app TEC 11/1/07
app CC 11/19/07
app FS 12/3/07*

Fall Start	
Freshman Fall Semester – NO CHANGE Add/Change: Delete: And Delete: Total Hours:	Freshman Spring Semester – NO CHANGE Add/Change: Delete: Total Hours:
Sophomore Fall Semester – NO CHANGE Add/Change: Delete: Total Hours:	Sophomore Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:
Junior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Electives (3 hours) Delete: HLED 1513 ✓ Total Hours:
Senior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:	Senior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: - NO CHANGE Delete: And Delete: Total Hours:
Sophomore Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Sophomore Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:
Junior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Electives (3 hours) Delete: HLED 1513 ✓ Total Hours:
Senior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Senior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:
Total Program Hours No Change	

CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: (Business and Economics Department)

Date Submitted: August 31, 2007

Request for: Curriculum requirement change X

Submitted By: Linda Bean

SOB Curriculum & Assessment
Committee DWR

Approved By: Department Head: Kevin Mason *KM*

Dean of School: Tom Tyler *TT*

Reviewed By: Registrar: Tammy Rhodes *Tammy Rhodes*

Vice-President for Academic Affairs: Jack Hamm

I. Program or curriculum change as it will appear in the catalog. **Change the SPH 3083 requirement to read "take one of the following: SPH 3083, SPH 2003 or SPH 2173."**

II. Course Information:

12-4-07
TT
A. Rationale for the requested change. **Currently the curriculum allows for only the Speech 3083 but this course is not always available each semester. Hence, we routinely substitute Speech 2003 or 2173 for Speech 3083 on student degree audits. All three courses pertain to the similar activities of oral presentation. Also, students majoring in other business areas take Speech 2003 or 2173 and when they change majors to business education, these courses are substituted for Speech 3083. These speech courses are accepted by the School of Education for other degree programs.**

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

1. Within the department requesting the change. **None**

2. Outside the department. **None**

C. Effective date or term. **Fall 2008**

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

app TEC 11/1/07
app CC 11/19/07
app FS 12/3/07

Outline in specific detail how your proposal will alter the program (include course number and title: **accept Speech 2003 or 2173 or 3083 for business education majors.** **There will be no change in total course hours for this adjustment.**

Fall Start	
Freshman Fall Semester – NO CHANGE Add/Change: Delete: And Delete: Total Hours:	Freshman Spring Semester – NO CHANGE Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: SPH 2003, SPH 2173 or SPH 3083 Delete: SPH 3083 ✓ Total Hours:	Sophomore Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:
Junior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:	Junior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:
Senior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:	Senior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Freshman Fall Semester – NO CHANGE Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: SPH 2003, SPH 2173 or SPH 3083 ✓ Delete: SPH 3083 Total Hours:	Sophomore Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:
Junior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Junior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:
Senior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Senior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:
Total Program Hours No Change	

CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: (Business and Economics Department)

Date Submitted: August 27, 2007

Type of Curriculum Change Requested: (*Program modification)

Submitted By:

Linda Bean

Approved By:

School Curr. Comm:
Department Head:

David Roach

Kevin Mason

Dean of School:

Tom Tyler

Reviewed By:

Registrar:

Tammy Rhodes

Vice-President for Academic Affairs: Jack Hamm

I. Program or curriculum change as it will appear in the catalog.
(see page 2 of this Attachment)

II. Course Information: **Delete one hour of Physical Activities from the curriculum of the Business Education major.**

A. Rationale for the requested change. **Currently 3 physical activities are required in the Business Education major, but there is no need for students to exceed the General Education requirements of 2 physical activities hours. In addition, we proposed to increase the Keyboarding requirement from 2 hours to 3 hours and wish to accommodate this increase by decreasing the number of physical activities hours required (from 3 to 2 hours).**

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

1. Within the department requesting the change. **None**

2. Outside the department. **None**

C. Effective date or term. **Fall 2008**

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

app TEC 11/1/07
app CC 11/19/07
app FS 12/3/07

12-4-07
KR

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

Fall Start	
Freshman Fall Semester Add/Change: Add BUAD 1023 ✓ Delete: BUAD 2002 And Delete: Physical Activity ¹ Total Hours: 16 hours	Freshman Spring Semester – NO CHANGE Add/Change: Delete: Total Hours:
Sophomore Fall Semester – NO CHANGE Add/Change: Delete: Total Hours: 16 hours	Sophomore Spring Semester-- NO CHANGE Add/Change: Delete: Total Hours:
Junior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:	Junior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:
Senior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:	Senior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Add BUAD 1023 ✓ Delete: BUAD 2002 And Delete: Physical Activity ¹ Total Hours: 16 hours
Sophomore Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Sophomore Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:
Junior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Junior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:
Senior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Senior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:
Total Program Hours No Change	

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: **Business and Economics Department**

Date submitted: **October 15, 2007**

Request for: Curriculum Change X
(Excluding course credit hour changes)

Submitted by: Kevin Mason

Approved by: B&E Dept. Head: Kevin Mason *Km*
Acct Dept. Head: Pam Carr *PJC*
Dean of School: Tom Tyler *TT*

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

Require BUAD 1003 for three School of Business programs (ACCT, ECON, and MGMK) and change the course description of BUAD 1003 to the following:

12-4-07
TR ✓
Description: **This course cannot be taken for credit after completion of any upper division (3-4000 level) School of Business course. The purpose of "Introduction to Business Systems" is to orient students to the business disciplines and business expectations including professionalism and ethics. Topics examined include business fundamentals such as accounting, finance, management, marketing, information technology and a basic understanding of economic factors. The course also provides an overview of the School of Business programs, the School of Business core curriculum (including course requirements, student responsibilities, and study skills), and an overview of business career options.**

Effective date or term: **Fall 2008**

*Course fees:

II. Justification and feasibility of course:

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

Some students have misconceptions as to what a business major offers the student. As such, some students elect to drop out of the School of Business majors before they are ever able to understand how the various courses relate to each other. This course will help all business majors to understand the "Big Picture" of the business disciplines and give them a basis for understanding the more complex specific courses required in the major. This course will be required of all business majors.

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

app CC 11/19/07
app FS 12/3/07

This course will allow student to get an early more comprehensive look at the field of business before they get into the more complex details of how to deal with business analysis and problem solving.

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

Yes, we hope to by providing students with a general “Big Picture” look at business systems (from the proposed courses) then exposing them to the more detailed specific course requirements, and finally having the students pull the details together in our capstone course (Business Policy), that they will have a greater understanding of how to critically examine business situations and solve business problems.

- D. How often will the course be offered?

Every Semester

- E. How will the course be staffed?

With current faculty

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

No other departments will be affected.

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

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

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

MGMK Fall Start	
Freshman Fall Semester Add/Change: Add BUAD 1003 ✓ Delete: Science with Lab ¹ ✓ Total Hours: Reduce to 15 hours ✓	Freshman Spring Semester Add/Change: Add SPH 2173 ✓ Delete: Science with Lab ¹ ✓ Total Hours: Reduce to 15 hours ✓
Sophomore Fall Semester Add/Change: Add Science with Lab ¹ ✓ Delete: Fine Art/Humanities ¹ ✓ Also Delete: Physical Activity ✓ Total Hours: 16 hours	Sophomore Spring Semester Add/Change: Add Science with Lab ✓ Delete: SPH 2173 ✓ Also Delete: Physical Activity ✓ Total Hours: 16 hours
Junior Fall Semester Add/Change: Add Physical Activity ¹ ✓ Delete: ✓ Total Hours: Increase to 16 hours ✓	Junior Spring Semester Add/Change: Add Physical Activity ¹ ✓ Delete: ✓ Total Hours: Increase to 16 hours ✓
Senior Fall Semester Add/Change: Delete: Total Hours: 15 hours	Senior Spring Semester Add/Change: Add Fine Art/Humanities ¹ ✓ Delete: Elective ⁵ ✓ Total Hours: 15 hours ✓
MGMK Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Add BUAD 1003 ✓ Delete: Science with Lab ¹ ✓ Total Hours: Reduce to 15 hours ✓	Freshman Fall Semester Add/Change: Add SPH 2173 ✓ Delete: Science with Lab ¹ ✓ Total Hours: Reduce to 15 hours ✓
Sophomore Spring Semester Add/Change: Add Science with Lab ¹ ✓ Delete: Fine Art/Humanities ¹ ✓ Also Delete: Physical Activity ¹ ✓ Total Hours: 16 hours	Sophomore Fall Semester Add/Change: Add Science with Lab ¹ ✓ Delete: SPH 2173 ✓ Also Delete: Physical Activity ¹ ✓ Total Hours: 16 hours ✓
Junior Spring Semester Add/Change: Add Physical Activity ¹ ✓ Delete: ✓ Total Hours: Increase to 16 hours ✓	Junior Fall Semester Add/Change: Add Physical Activity ¹ ✓ Delete: ✓ Total Hours: Increase to 16 hours ✓
Senior Spring Semester Add/Change: Delete: Total Hours: 15 hours	Senior Fall Semester Add/Change: Add Fine Art/Humanities ¹ ✓ Delete: Elective ⁵ ✓ Total Hours: 15 hours ✓
Total Program Hours 124	

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

ECON Fall Start	
Freshman Fall Semester Add/Change: Add BUAD 1003 ✓ Delete: HIST 1503 ✓ Total Hours:	Freshman Spring Semester Add/Change: Add HIST 1503 ✓ Delete: HIST 1513 ✓ Total Hours:
Sophomore Fall Semester Add/Change: Add HIST 1513 ✓ Delete: Fine Art/Humanities ¹ ✓ Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Add Fine Art/Humanities ¹ ✓ Delete: 3 hour Elective ⁵ ✓ Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:
ECON Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Add BUAD 1003 ✓ Delete: HIST 1503 ✓ Total Hours:	Freshman Fall Semester Add/Change: Add HIST 1503 ✓ Delete: HIST 1513 ✓ Total Hours:
Sophomore Spring Semester Add/Change: Add HIST 1513 ✓ Delete: Fine Art/Humanities ¹ ✓ Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Add Physical Activity ¹ Delete: <i>Delete Per Dr. Mason 12-4-07</i> Total Hours:	Junior Fall Semester Add/Change: Add Fine Art/Humanities ¹ ✓ Delete: 3 hour Elective ⁵ ✓ Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours 124	

This adds
 1 hr to
 program =
 125

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

ACCT Fall Start	
Freshman Fall Semester Add/Change: Add BUAD 1003 ✓ Add Physical Activity¹ ✓ Delete: Science with Lab¹ ✓ Total Hours: 16 ✓	Freshman Spring Semester Add/Change: No Change Delete: Total Hours: 16
Sophomore Fall Semester Add/Change: Add Science with Lab¹ ✓ Delete: Fine Art/Humanities¹ ✓ Also Delete: Physical Activity¹ ✓ Total Hours: 16 hours ✓	Sophomore Spring Semester Add/Change: No Change Delete: Total Hours: 16 hours
Junior Fall Semester Add/Change: Fine Arts/Humanities¹ ✓ Delete: Electives ✓ Total Hours: 15	Junior Spring Semester Add/Change: No Change Delete: Total Hours: 15
Senior Fall Semester Add/Change: No Change Delete: Total Hours: 15 hours	Senior Spring Semester Add/Change: No Change Delete: Total Hours: 15 hours
Total Program Hours 124	

CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee
From: School of Business
Date Submitted: September 24, 2007
Request for: Curriculum requirement change X

Submitted By: Kevin Mason *and Pam Carr*

Approved By: School Curr Comm: David Roach *DR*

Department Head: Kevin Mason *KM*

Dean of School: Tom Tyler *TT*

Reviewed By: Registrar: Tammy Rhodes *TR*

Vice-President for Academic Affairs: Jack Hamm

I. Program or curriculum change as it will appear in the catalog. (1) **Delete footnote # 5 in the Management and Marketing Curriculum (on page 92 of the 2007-08 catalog);** (2) **delete footnote #5 in the Economics and Finance curriculum (on page 93 of the 2007-08 catalog) and** (3) **delete footnote #4 in the Accounting curriculum (on page 90 in the 2007-08 catalog).**

II. Course Information:

A. Rationale for the requested change. **In the past, our accreditation body (AACSB) required that a certain number of credit hours taken by business students must be outside from outside the school of business courses. This requirement no longer exists and we wish to increase the flexibility of business students and allow them to take extra business courses if they so choose.**

B. What impact will the change have on staffing, on other programs, budget, and space allocation? **It may allow some business students to take addition elective courses within business disciplines but this will not cause any problems.**

1. Within the department requesting the change. **None**

2. Outside the department. **None**

C. Effective date or term. **Fall 2008**

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

*app CC 11/19/07
app FS 12/3/07*

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: **Curriculum Committee**

From: **School of Business**

Date Submitted: **October 8, 2007**

Type of Curriculum Change Requested: **Addition of new minor**

Submitted By:

Pam Carr *PSC*

Approved By: School Curr. Comm.:
Department Head:

David Roach *DR*
Pam Carr *PSC*

Dean of School:

Tom Tyler *TT*

Reviewed By: Registrar:

Tammy Rhodes *TR*

Vice-President for Academic Affairs:

Jack Hamm

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

It is proposed that "Accounting" be added to the list of minors offered by the university (on page 17 of the 2007/08 catalog. Furthermore, the following text is proposed to be added to the bottom of School of Business "The Curriculum" section (bottom of page 88 in the 2007/08 catalog):

✓
12-4-07
PSC
Minor
Accounting

The minor in Accounting is available to students who wish to add to their knowledge of accounting for personal edification or for professional purposes, but not open to School of Business majors. The minor in accounting requires 21 hours of courses:

BUAD 2003 or COMS 1003

ACCT 2003

ACCT 2013

ACCT 3003*

ACCT 3013*

ACCT 3043*

3 hours of either ACCT 3053 or ACCT 4023*

* in order to take the upper division (3000-4000 level) ACCT courses, the student must have completed 54 hours including all 2000 level courses listed above, have a cumulative GPA of at least 2.0 and permission from the Dean of Business.

app CC 11/19/07
app FS 12/3/07

II. Will this proposal impact other departments?

Yes, this proposal may increase the number of students who wish to enroll into COMS 1003. This has been discussed and approved by the head of the COMS department (Dr. Larry Morell).

Signed (Dr. Larry Morell) Larry Morell

Date 10/8/07

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: **Curriculum Committee**

From: **School of Business**

Date Submitted: August 31, 2007

Type of Curriculum Change Requested: **Addition of new minor**

Submitted By: **Kevin Mason**

Approved By: School Curr. Comm.:
Department Head:

David Roach *[Signature]*
Kevin Mason *[Signature]*

Dean of School:

Tom Tyler *[Signature]*

Reviewed By: Registrar:

Tammy Rhodes *[Signature]*

Vice-President for Academic Affairs: **Jack Hamm**

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

It is proposed that "Business" be added to the list of minors offered by the university (on page 17 of the 2007/08 catalog). Furthermore, the following text is proposed to be added to the bottom of School of Business "The Curriculum" section (bottom of page 88 in the 2007/08 catalog):

Minor
Business

The minor in business is available to students who wish to add to their knowledge of business for personal edification or for professional purposes, but not open to School of Business majors. The minor in business requires 21 hours of courses:

- 12-4-07*
KM ✓
- ✓ BUAD 1003
 - ✓ BUAD 2003 or COMS 1003
 - ✓ ACCT 2003
 - ✓ ECON 2003*
 - ✓ BUAD 2033
 - ✓ MGMT 3003**
 - ✓ MKT 3043 **

*for many majors Econ 2003 can be used to satisfy 3 hours the general education social science requirement.

** in order to take the upper division (3000-4000 level) MKT and MGMT courses, the student must have completed 54 hours including all 2000 level courses listed above, have a cumulative GPA of at least 2.0 and permission from the Dean of Business.

app CC 11/19/07
app FS 12/3/07

II. Will this proposal impact other departments?

Yes, this proposal may increase the number of students who wish to enroll into COMS 1003. This has been discussed and approved by the head of the COMS department (Dr. Larry Morell).

Signed (Dr. Larry Morell) Larry Morell

Date 10/1/2007

RECEIVED OCT 11 2007

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: School of Business

Date Submitted: August 31, 2007

Type of Curriculum Change Requested: Addition of new minor

Submitted By: Julie Trivitt

Approved By: School Curr. Comm.:
Department Head:

David Roach

Kevin Mason

Dean of School:

Tom Tyler

Reviewed By: Registrar:

Tammy Rhodes

Vice-President for Academic Affairs: Jack Hamm

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

It is proposed that "Economics" be added to the list of minors offered by the university (on page 17 of the 2007/08 catalog. Furthermore, the following text is proposed to be added to the bottom of School of Business "The Curriculum" section (bottom of page 88 in the 2007/08 catalog):

Minor
Economics

The minor in Economics is available to students who wish to add to their knowledge of business for personal edification or for professional purposes, but not open to School of Business majors. The minor in economics requires 18 hours of courses:

ACCT 2003

ECON 2003*

ECON 2013

ECON 3003**

6 hours of 3-4000 level Economics electives **

*for many majors Econ 2003 can be used to satisfy 3 hours the general education social science requirement.

** in order to take the upper division (3000-4000 level) ECON courses, the student must have completed 54 hours including all 2000 level courses listed above, have a cumulative GPA of at least 2.0 and permission from the Dean of Business.

app CC 11/19/07
app FS 12/3/07

English Department

Memorandum

To: Curriculum Committee

From: English Department

Date: October 10, 2007

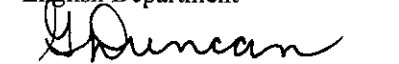
Subject: Revise Curricula for B.A. in English, B.A. in English for Teacher Licensure, and B.F.A. in Creative Writing for Teacher Licensure to require two semesters of foreign language study.

Submitted by: Carl Brucker

Approved by:



Dr. Carl Brucker, Head
English Department



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

Dr. Glenn Sheets, Dean
School of Education
Teacher Education Council

Reviewed by:



Ms. Tammy Rhodes
Registrar

Dr. Jack Hamm
Vice President for Academic Affairs

12-5-07
KJ

Proposed Changes:

The English Department requests changes to its curricula in English, English Education, and Creative Writing Education as follows.

Require two semesters of a foreign language. The Department of English requests that the foreign language requirement for the B.A. in English (ENGL), B.A. in English for Teacher Licensure (ENED), and the B.F.A. in Creative Writing for Teacher Licensure (CWED) be set at two semesters of foreign language study in the same language.

Justification:

At present English majors are required to take four semesters of a foreign language. English Education and Creative Writing Education majors are required to take three semesters of a foreign language. We believe that two semesters of foreign language study will adequately introduce our students to language study without presenting the barrier to retention that the present three and four semester requirements do. The B.A. in English, B.A. in English Education, and B.F.A. in Creative Writing Education will continue to be three of only five degree programs on campus that require foreign language study. We will continue to encourage our students to complete more than the required two semesters.

app TEC 11/1/07
app CC 11/19/07
app FS 12/3/07

Consultation:

This proposal was discussed with Dr. Arturo Yañez, Acting Head of the Department of Foreign Languages, and he was supportive, agreeing that two semesters was an adequate introduction to foreign language study.

Revised catalog descriptions:

The revised curricula for the B.A. in English, the B.A. in English for Teacher Licensure, and the B.F.A. in Creative Writing for Teacher Licensure are attached in Appendices A-C. Following each revised matrix is a detailed explanation of the changes that were made.

Effect of proposed changes within the department:

Creating consistent, two-semester foreign language requirements in these degree programs will make it easier for students to complete their degree programs on time and will cut down on the number of students who drop out of these programs due to the sequential nature of the foreign language requirement.

Effect of the proposed changes on other departments:

As we will continue to encourage our majors to take more than two required semesters of foreign language, we expect that the effect on enrollment in foreign language classes will be minimal.

Effect of the proposed changes on staffing:

The proposed curricular changes will have no effect on departmental staffing.

Effective date:

We would like these changes to take effect for the fall semester of 2008.

Details of changes made to B.F.A. in Creative Writing for Teacher Licensure matrices:

Fall Start	
Freshman Fall Semester No Change ✓	Freshman Spring Semester No Change ✓
Sophomore Fall Semester Delete: Intermediate Foreign Language I ✓ Add: Elective 3 hrs ✓ Reduce total hours to 16 ✓	Sophomore Spring Semester No Change ✓
Junior Fall Semester Increase Elective hours to 2-1 ✓ Increase total hours to 18	Junior Spring Semester No Change ✓
Senior Fall Semester No Change ✓	Senior Spring Semester No Change ✓
Spring Start (If applicable)	
Freshman Spring Semester No Change ✓	Freshman Fall Semester No Change ✓
Sophomore Spring Semester No Change ✓	Sophomore Fall Semester Delete: Intermediate Foreign Language I ✓ Add: Elective 3 hrs ✓ Reduce total hours to 15 ✓
Junior Spring Semester Increase Elective hours to 2-1 ✓ Increase total hours to 16 17 ✓	Junior Fall Semester No change ✓
Senior Spring Semester No change ✓	Senior Fall Semester No Change ✓
Total Program Hours: 124	

Appendix C: Creative Writing Education

Curriculum in Creative Writing Bachelor of Fine Arts for Teacher Licensure							
Degree Completion Plan Beginning in Fall Semester							
Freshman				Sophomore			
Fall		Spring		Fall		Spring	
Engl 1013	3	Engl 1023	3	Engl 2043	3	Engl 2003	3
Social Sciences ¹	3	Social Science ¹	3	Social Science ¹	3	Social Science ¹	3
Mathematics ¹	3	Lab Science ¹	4	Lab Science ¹	4	Engl 3023	3
Physical activity ¹	2	Sph 2003 or 3083	3	Engl 2063	3	Fine Arts ¹	3
Beg. Foreign Language I ²	4	Beg. Foreign Language II ²	4	Elective	3	Seed 2002	2
						Engl 2881	1
Total Hours	15	Total Hours	17	Total Hours	16	Total Hours	15
Junior				Senior			
Fall		Spring		Fall		Spring	
Engl 3313	3	Engl 3323	3	Engl 4093	3	Seed 4503	3
Engl 3413	3	Engl 3423	3	Engl 2881 or 4881	1	Seed 4909	9
English 3093	3	English 3083	3	Engl 4733	3		
Engl 2881 or 4881	1	Engl 3013	3	Seed 4556	6		
Seed 3702 or Edmd 3013	2-3	Engl 4813	3	English elective ³	3		
Seed 3554	4						
Elective	2-1						
Total Hours	18	Total Hours	15	Total Hours	16	Total Hours	12
Degree Completion Plan Beginning in Spring Semester							
Freshman				Sophomore			
Spring		Fall		Spring		Fall	
Engl 1013	3	Engl 1023	3	Engl 2043	3	Engl 3313	3
Social Sciences ¹	3	Social Science ¹	3	Social Science ¹	3	Engl 3023	3
Mathematics ¹	3	Lab Science ¹	4	Lab Science ¹	4	Engl 2003	3
Physical activity ¹	2	Beg. Foreign Language I ²	4	Beg. Foreign Language II ²	4	Elective	3
Fine Arts ¹	3	Sph 2003 or 3083	3	Engl 2063	3	Engl 2881	1
						Seed 2002	2
Total Hours	14	Total Hours	17	Total Hours	17	Total Hours	15
Junior				Senior			
Spring		Fall		Spring		Fall	
Engl 3323	3	Engl 3413	3	Engl 3423	3	Seed 4503	3
Engl 3013	3	Engl 3093	3	Engl elective ³	3	Seed 4909	9
Engl 3083	3	Engl 4093	3	Engl 4813	3		
Engl 2881 or 4881	1	Engl 4733	3	Engl 2881 or 4881	1		
Social Science ¹	3	Seed 3554	4	Seed 4556	6		
Seed 3702 or Edmd 3013	2-3						
Elective	2-1						
Total Hours	17	Total Hours	16	Total Hours	16	Total Hours	12

¹See appropriate alternatives or substitutions in * General Education Requirements*

²All minimum college course (at least three semesters) should be in one language.

³Any 2-4000-level English course excluding English 2003, 2013, 2113, 2173, 2881, and 4881-4.

Details of changes made to B.A. in English for Teacher Licensure matrices:

Fall Start	
Freshman Fall Semester No Change ✓ 15	Freshman Spring Semester No Change ✓ 17
Sophomore Fall Semester Delete: Intermediate Foreign Language I ✓ Add: Elective 3 hrs ✓ Reduce total hours to 16 ✓ 16	Sophomore Spring Semester No Change ✓ 17
Junior Fall Semester Increase Elective hours to 2-1 ✓ Increase total hours to 16 ✓ 16	Junior Spring Semester No Change ✓ 16
Senior Fall Semester No Change ✓ 15	Senior Spring Semester No Change ✓ 12
Spring Start (If applicable)	
Freshman Spring Semester No Change ✓ 16	Freshman Fall Semester No Change ✓ 17
Sophomore Spring Semester No Change ✓ 17	Sophomore Fall Semester Delete: Intermediate Foreign Language I ✓ Add: Elective 3 hrs ✓ Reduce total hours to 15 ✓ 15
Junior Spring Semester Increase Elective hours to 2-1 ✓ Increase total hours to 16 ✓ 16	Junior Fall Semester No change ✓ 16
Senior Spring Semester No change ✓ 15	Senior Fall Semester No Change ✓ 12
Total Program Hours: 124	

Appendix B: English Education

Curriculum in English							
Bachelor of Arts for Teacher Licensure							
Degree Completion Plan Beginning in Fall Semester							
Freshman				Sophomore			
Fall		Spring		Fall		Spring	
Engl 1013	3	Engl 1023	3	Engl 2063	3	Engl 3023	3
Social Sciences ¹	3	Social Science ¹	3	Social Science ¹	3	Social Science ¹	3
Mathematics ¹	3	Science with Lab ¹	4	Science with Lab ¹	4	English elective ³	3
Physical activity ¹	2	Beg. Foreign Language II ²	4	Engl 2003	3	Fine Arts ¹	3
Beg. Foreign Language I ²	4	Sph 2003 or 3083	3	Elective	3	Seed 2002	2
						Elective	3
Total Hours	15	Total Hours	17	Total Hours	16	Total Hours	17
Junior				Senior			
Fall		Spring		Fall		Spring	
Engl 3313	3	Engl 3323	3	Engl 4013	3	Seed 4503	3
Engl 3413	3	Engl 3423	3	English (3-4000)	3	Seed 4909	9
English electives ³	6	Engl 3013	3	Engl 4733	3		
Seed 3702 or Edmd 3013	2-3	Seed 3554	4	Seed 4556	6		
Elective	2-1	Elective	3				
Total Hours	16	Total Hours	16	Total Hours	15	Total Hours	12
Degree Completion Plan Beginning in Spring Semester							
Freshman				Sophomore			
Spring		Fall		Spring		Fall	
Engl 1013	3	Engl 1023	3	Engl 2063	3	Engl 3313	3
Social Sciences ¹	3	Social Science ¹	3	Social Science ¹	3	Engl 3023	3
Mathematics ¹	3	Lab Science ¹	4	Lab Science ¹	4	Elective	3
Physical activity ¹	1	Beg. Foreign Language I ²	4	Beg. Foreign Language II ²	4	Social Science ¹	3
Fine Arts ¹	3	Sph 2003 or 3083	3	Engl 2003	3	Seed 2002	2
Elective	3					Physical activity ¹	1
Total Hours	16	Total Hours	17	Total Hours	17	Total Hours	15
Junior				Senior			
Spring		Fall		Spring		Fall	
Engl 3323	3	Engl 3413	3	Engl 3423	3	Seed 4503	3
Engl 3013	3	Engl 4013	3	Engl 4733	3	Seed 4909	9
English electives ³	6	English electives ²	3	English (3-4000)	3		
Seed 3702 or Edmd 3013	2-3	Seed 3554	4	Seed 4556	6		
Electives	2-1	Elective	3				
Total Hours	16	Total Hours	16	Total Hours	15	Total Hours	12

¹See appropriate alternatives or substitutions in "General Education Requirements" on page

²All minimum college hours (at least three semesters) should be in one language.

³Any 2-4000-level English course excluding English 2003, 2013, 2113, 2173, 2881, and 4881-4.

* At least 40 of the 124 hours required for graduation must be earned in 3000-4000 level courses.

Details of changes made to B.A. in English matrices:

Fall Start	
Freshman Fall Semester Increase Physical Activity hours to 2 ✓ Increase total hours to 15 ✓	Freshman Spring Semester Delete Physical Activity ✓ Reduce total hours to 17 ✓
Sophomore Fall Semester Delete: Intermediate Foreign Language I ✓ Add: English elective ✓ Reduce total hours to 16 ✓	Sophomore Spring Semester Delete: Intermediate Foreign Language II ✓ Add: Elective ✓ Reduce total hours to 15 ✓
Junior Fall Semester Reduce English elective hours to 3 ✓ Increase Elective hours to 6 ✓	Junior Spring Semester No Change ✓
Senior Fall Semester No Change ✓	Senior Spring Semester Increase Elective hours to 13 ✓ Increase total hours to 16 ✓
Spring Start (If applicable)	
Freshman Spring Semester Increase Physical Activity hours to 2 ✓ Increase total hours to 14 ✓	Freshman Fall Semester Delete: Physical Activity ✓ Add: Elective ✓ Increase total hours to 17 ✓
Sophomore Spring Semester No Change ✓	Sophomore Fall Semester Delete: Intermediate Foreign Language I ✓ Add: Elective ✓ Reduce total hours to 15 ✓
Junior Spring Semester Delete: Intermediate Foreign Language II ✓ Increase Elective hours to 6 ✓ Reduce total hours to 15 ✓	Junior Fall Semester No change ✓
Senior Spring Semester No change ✓	Senior Fall Semester Reduce Elective hours to 13 ✓ Reduce total hours to 16 ✓
Total Program Hours: 124	

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

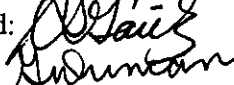

To: Curriculum Committee

From: Department of Foreign Languages and International Studies

Date submitted: 10/26/2007

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

Submitted by: C. Arturo Yanez

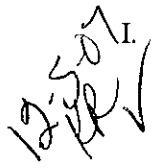
Approved by: Department Head: 
Dean of School 

Reviewed by: Registrar: 
Vice President:

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

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

Catalog description:

 Prerequisite: enrollment in a Tech-sanctioned study abroad program in Japan, completion of JPN 2024 or equivalent, and permission of the Study Abroad Supervisor and Department Head. Study of the contemporary language and culture in Japan. May substitute JPN 3003 or JPN 3013, depending on the student's proficiency level.

Number: 3143

Title for Catalog: **JPN (GER, FR, SPAN) Study Abroad**

Description: This course will help Japanese students to experience Japanese language, society and culture first hand. Traveling abroad is a must for each and every foreign language student.

Effective date or term: Spring 2008

*Course fees: Fees will be determined and agreed by ATU and the Study Abroad Program supervisor. They will vary according to institutional agreements.

app 11/19/07
app FS 12/3/07

II. Justification and feasibility of course:

- A. What is the need for this course? Who will take it?
Japanese students must be given the opportunity to visit Japan through a Tech-sanctioned study abroad program. Japanese students deserve equal access to travel abroad.
- B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?
A study abroad experience will definitely reinforce and refine students' knowledge of the Japanese language and culture. There is no overlap.
- C. Is this course part of any general plan of development within your department?
Absolutely! This course is part of a general plan of development within our department. We want to make our foreign language program more consistent, robust and attractive. Equal opportunities for all foreign language students.
- D. How often will the course be offered?
It will be offered according to the regular rotation.
- E. How will the course be staffed?
It will be taught by existing faculty.
- F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

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

Indicate Support
for Proposal
(yes/no)

Date:

1.

2.

3.

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

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

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

Addendum to JPN 3143 Study Abroad Syllabus

Upon successful completion of this course the student shall have mastered the following specific objectives:

Course Objectives

1. To provide students with an opportunity to experience Japanese society and culture in Japan.
2. To develop the students' aural proficiency skills.
3. To provide advanced students of Japanese the opportunity to perfect their language oral proficiency,
4. To acquire specific training and skills overseas.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Foreign Languages and International Studies

Date submitted: 10/26/2007

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

Submitted by: C. Arturo Yanez

Approved by: Department Head: *C. Yanez*
Dean of School: *D. Duncan*

Reviewed by: Registrar: *M. M. M.*
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:

10-501
RF
Prerequisite: completion of JPN 2024 or equivalent, permission of the instructor and Department Head. This course is designed to provide advanced Japanese students with a course of study in an area not covered by the departmental course offerings.

Number: 4991-4

Title for Catalog: **Special Problems in Japanese**

Description: This course will help Japanese students to learn about language, society and culture beyond the regular classes offered within the program.

Effective date or term: Spring 200⁰

*Course fees: Fees will be determined and agreed by ATU and Department Head. The fees will vary according to institutional agreements.

II. Justification and feasibility of course:

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

Japanese students must be given the opportunity to expand, learn beyond regular course offerings. Special Problems in Japanese is a non-traditional framework to vary pedagogical practices and learning opportunities.

app CC 11/19/07
app FS 12/3/07

- B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?
Special Problems in Japanese will definitely expand the students' opportunities to reinforce and refine students' knowledge of the Japanese language and culture beyond the alma mater campus. No overlap!
- C. Is this course part of any general plan of development within your department?
Absolutely! This course is part of a general plan of development within our department. We want to make our foreign language program more consistent, robust and attractive. Equal opportunities for all foreign language students.
- D. How often will the course be offered?
It will be offered according to the regular rotation.
- E. How will the course be staffed?
It will be taught by existing faculty and/or by an exchanged institution's faculty.
- F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

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

Indicate Support
for Proposal
(yes/no)

Date:

1.

2.

3.

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

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

*Updated 8/1/04

**Updated 9/1/05

Addendum to JPN 4991-4 Special Problems in Japanese Syllabus

Course Objective

To provide advanced Japanese students with a course of study in an area not covered by departmental course offerings.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Foreign Languages and International Studies

Date submitted: Oct 1, 2007

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

Submitted by: C. Arturo Yanez

Approved by: Department Head: Arturo Yanez

Dean of School: Georgina Duncan

Reviewed by: Registrar:

Vice President:

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

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

12-5-07
I. Catalog description: Prerequisites: SPAN 3023, SPAN 3013, SPAN 3213. The purpose of this course is to provide students with the fundamental knowledge of Spanish linguistics as the basis for future application of linguistic principles. This course explores Spanish phonetics, phonology, morphology, syntax and semantics.

Number: SPAN 4023Title for Catalog: Introduction to Spanish Linguistics*Title for Course Inventory (24 characters): Intro Spanish Linguistics

Description: This course provides an introduction to Spanish linguistics and establishes the basis for future application of linguistic principles. The purpose of this course is to provide students with the fundamental knowledge of Spanish linguistics. The course begins with an exploration of the sound system of Spanish and its theoretical representation. Then, it examines basic Spanish morphology areas, including word formation and verbal inflection. Finally, it addresses relevant issues on syntax analyzed in isolation.

Effective date or term: Fall 2008*Course fees: N/A

II. Justification and feasibility of course:

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

This is a vital course for student teachers of Spanish to learn about language theory. No other course, taught in Spanish, in the program teaches this theory

app TEC 11/1/07
app CC 11/19/07
app FS 12/3/07

related to Spanish. This course is a requirement for student teachers of Spanish and can be of great benefit to Spanish majors.

- B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This course complements the course SPAN 3023 taught in English about English linguistics. These two fundamental courses will prepare students to be able to compare and contrast these two languages. The two courses will also help student teachers to identify and isolate potential sources of difficulty when young students attempt to learn Spanish. There is no overlap at all.
- C. Is this course part of any general plan of development within your department? Yes, this course is part of the general plan of development within this department that has been taking place in the past few years. This plan seeks to support ATU's mission: to offer and sustain quality education. The plan also seeks to align with state and national standards.
- D. How often will the course be offered?
The course will be offered according to the natural rotation of courses in the program.
- E. How will the course be staffed?
It will be staffed by existing faculty (Dr. Arturo Yanez or Dr. Cecilia Ryan)
- F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

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

Indicate Support
for Proposal
(yes/no)

Date:

1. Dr. Carl Brucker

Yes

Sept. 26, 2007

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

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

*Updated 8/1/04

**Updated 9/1/05

Brief explanation

The faculty members of the Department of Foreign Languages and International Studies of Arkansas Tech University are well aware of the fact that any curricular change must come primarily from an agreement based on internal as well as external assessments. This new course proposal is a direct answer to both the ongoing assessment process of this department and the evaluation provided by the ACTFL/NCATE program reviewers. These two evaluations have helped us comprehend the imperative need to create this course. Spanish linguistics is a core course in every Spanish program designed to prepared high quality Spanish teachers and/or Spanish majors.



SYLLABUS

SPAN 4023: INTRODUCTION TO SPANISH LINGUISTICS

(Prerequisites: SPAN 3023, SPAN 3013, and SPAN 3213)

Instructor: Dr. Arturo Yáñez/Dr. Cecilia Ryan

Class Date/Time:

Classroom:

Office: 116B

Office Hours:

Course Description

Linguistics is the study of human languages--what they are composed of and how they are used. This course provides an introduction to Spanish linguistics and establishes the basis for future application of linguistic principles. This course begins with an exploration of the sound system of Spanish and its theoretical representation. Then, it examines basic Spanish morphology areas, including word formation and verbal inflection. Finally, it addresses relevant issues on syntax analyzed in isolation. The purpose of this course is to provide students with the fundamental knowledge of Spanish linguistics. This knowledge will enable students to make connections between the structure of Spanish and relevant issues such as language variation, bilingualism, and Spanish in the United States.

Objectives

At the end of this course, students will have improved their knowledge of spoken and written Spanish, their abilities to communicate orally and their skills to make more systematic comparisons between the English and Spanish language systems. These general goals will help them to get a more comprehensive and higher quality foreign language education.

- Demonstrate language proficiency.
- Improve their oral and written discourse abilities and skills.
- Present information about concepts related to the main areas of linguistics: Phonetics, phonology, syntax, morphology, semantics and pragmatics.
- Improve their ability to analyze, write and discuss.
- Make presentations in Spanish about syntactic-grammatical, phonetic-phonological and morphological-semantic issues.
- Identify and compare different language patterns of English and Spanish.

Course Content

Lenguaje, Lengua y Lingüística

Tema: Convenios del estudio de la lengua.

Fonética

Temas: Producción, descripción y representación de los sonidos del español.

Fonología

Temas: Estructura del sistema de sonidos y patrones generales de variaciones fonológicas.

Morfología

Temas: Sistemas de sustantivos y verbos, procesos de la formación de la palabra.

Sintaxis

Temas: Reglas y estructuras de oraciones y reglas transformacionales.

Variación Regional

Temas: El habla canario, judeoespañol, criollo, filipino, fronterizo.

El español en los Estados Unidos

Temas: El español de Luisiana, Texas, alternación de lenguas.

Required Texts

- Azevedo, M. (2004). Introducción a la lingüística española. 2nd Edition. New Jersey: Prentice Hall.
- Whitley, M. S. (2002). Spanish/English Contrasts: A Course in Spanish Linguistics. 2nd edition. Georgetown University Press.

Evaluation

The final grade will be based on student performance in the following:

Problems sets (7)	35%
Oral presentation (1)	10%
Questions (4)	20%
Exams (2)	30%
Participation	5%

A) Problems sets: You will complete 7 problem sets that will deal with material learned in each chapter. They will be graded for content and grammar. Please follow the instructions below for each assignment.

- Include on one line on top left of the page, your name and problem set number.
- For essay responses, provide a detailed analysis, no quick responses. Type using Times New Roman 12 point font, double-space, 1" margins.
- Responses needing linguistic symbols or 'trees' can be handwritten.

- B) Oral presentation: Presenters must present a 1 sided, clear, concise, handout in grammatically accurate, edited in Spanish. Using a handout you will construct a presentation. Using PowerPoint/overhead slides to accompany your presentation and a handout incorporating clarifying examples is effective in getting concepts across. Elements to include on handout are: Avoid writing narrative on the handout; it should be in outline format that provides a summary of the important aspects of the presentation.
- C) Questions: You must submit four questions. They must be relevant questions and not ones of a 'definition' nature. This means introducing your question with examples, asking your question, and then supplying your own hypothesis to the question. Such a practice is especially helpful for isolating areas that everyone is having problems with. You will receive 1 out of 5 points for the structure and quality of your questions. Content from these questions will be on the final exam. Write your questions in a word document. Email your questions directly to me and I will distribute the questions accordingly. The reason I want the questions first is so I can filter out inappropriate, vague, or confusing questions.
- D) Exams: There are two exams that cover the material seen in the homework and also what is covered during class time. The Midterm Exam covers Chapters 2-5 and the Final Exam covers Chapters 6, 7, 9, 12.
- E) Participation: Due to the nature of the structure of this course unexcused late work will not be accepted. If circumstances beyond your control arise, please notify me by e-mail as soon as possible. If your absence is valid, you will either be given - at my discretion - adequate time to complete that scheduled work or exempted from it. Participation points cannot be made up. Beginning the second week of class, I will evaluate your class participation in the following manner:
- 3 - Student is well prepared for class as shown through frequent oral participation, frequently leads discussion, and can expand effectively on topic
 - 2 - Student is prepared, but must be encouraged to participate, may speak English
 - 1 - Student doesn't talk; prepared or preparation inadequate to allow full participation; asleep; disruptive to groups
 - 0 - no preparation; absent from class.

Grading scale:

A = 90-100

B= 80-89.99

C = 70-79.99

D = 60-69.99

F = 0-59.99

Bibliography

Butt, J. and C. Benjamin (2004). A New Reference Grammar of Modern Spanish. McGraw-Hill.

- Canfield, C. L. (1981). Spanish Pronunciation in the Americas. University Of Chicago Press .
- Cotton, E. G. and J. M. Sharp. (1988) Spanish in the Americas (Romance Languages and Linguistics Georgetown University Press
- Hualde, J. I., A. Olarrea, and A. M. Escobar (2002). Introducción a la lingüística hispánica. Cambridge University Press.
- Quilis, A. and J. A. Fernández (1975). Curso de fonética y fonología españolas: para estudiantes angloamericanos. Consejo Superior de Investigaciones Científicas, Instituto de Filología; 11a ed. rev. y aum edition .
- Roca, A. (1993). Spanish in the United States: Linguistic Contact and Diversity. Mouton De Gruyter
- Teschner, R. and F. Castro-Paniagua (1993). Lo esencial de la lingüística española. New York: McGraw-Hill, Inc.
- Zagon, K. (2001). The Syntax of Spanish (Cambridge Syntax Guides) Cambridge University Press.

Useful links

<http://lapenalinguistica.blogspot.com/>

<http://www.rae.es/>

<http://cvc.cervantes.es/>

<http://www.cervantesvirtual.com/>

<http://www.elcastellano.org/>

<http://www.elcastellano.org/ns/edicion/2007/septiembre/carmenlepre.html>

<http://www.unidadenladiversidad.com/>

<http://spanishlinguistics.blogspot.com/>

<http://cuadernodelenguaje.blogspot.com/>

<https://www.blogger.com/start>

<http://www.isfla.org/Systemics/>

Class Requirements

Regular class attendance and participation are required for successful completion of the course.

I will make myself available to discuss appropriate academic accommodations that you may require as a student with a disability.

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Department of Foreign Languages and International Studies

Date Submitted: October 1, 2007


Type of Curriculum Change Requested: **Addition of new course**

Submitted By: C. Arturo Yanez

Approved By: Department Head: C. Arturo Yanez
Dean of School: Georgina Duncan



12-13-07
KH

Reviewed By: Registrar 

Vice-President for Academic Affairs:

- I. Program or curriculum change as it will appear in the catalog.
SPAN 4023 Introduction to Spanish Linguistics

II. Course Information

A. Rationale for the requested change.

Linguistics is a vital subject for the any language teacher. Introduction to Spanish linguistics is the only class that will provide student teachers with the specific theoretical knowledge about Spanish (phonetics, phonology, syntax, morphology and semantics). No other class in this program can supply this knowledge systematically. This class will definitely complement the other courses in the program which mostly focus on the effective/appropriate use of the language.

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

Introduction to Spanish Linguistics will be taught by existing faculty and will have no impact on the budget or on space allocation.

1. Within the department requesting the change. No impact.

2. Outside the department. No impact.

C. Effective date or term. Fall semester 2008

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

app TEC 11/1/07
app CC 11/19/07
app FS 12/3/07

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

Indicate Support
for Proposal
(yes/no)

Date:

1. Carl Brucker

Yes

09/26/07

2.

3.

4.

5.

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

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

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

*Updated 8/1/04

**Updated 9/1/05

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

Fall Start	
<p>Freshman Fall Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours: 17</p>	<p>Freshman Spring Semester Add/Change: SEED 2002 ✓</p> <p>Delete:</p> <p>Total Hours: 16 ✓</p>
<p>Sophomore Fall Semester ✓ Add/Change: SEED 3702 ✓ ELECTIVE ONE (1) CREDIT HOUR ✓</p> <p>Delete: SPH 2003/3083 ✓</p> <p>Total Hours: 15 ✓</p>	<p>Sophomore Spring Semester Add/Change: ART 2123//MUS 2003/TH 2273 ✓</p> <p>Delete: SEED 2002 ✓</p> <p>Total Hours: 17 ✓</p>
<p>Junior Fall Semester Add/Change: SPAN 3123 OR SPAN 3133 ✓ ENGL 2003 OR 2013 ✓</p> <p>Delete: ART 2123//MUS 2003/TH 2273 ✓ SPAN 3113 ✓</p> <p>Total Hours: 16</p>	<p>Junior Spring Semester Add/Change: SEED 4556 ✓</p> <p>Delete: SEED 3702 ✓ ELECTIVE THREE (3) CREDIT HOUR ✓ ENGL 2003 OR 2013 ✓</p> <p>Total Hours: 15 ✓</p>
<p>Senior Fall Semester Add/Change: SPAN 4023 ✓ SPH 2003/3083 ✓</p> <p>Delete: ELECTIVE ONE (1) CREDIT HOUR ✓ SEED 4556 ✓</p> <p>Total Hours: 15 ✓</p>	<p>Senior Spring Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours: 13</p>
Spring Start (If applicable)	
<p>Freshman Spring Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours <u>124</u></p>	

**Curriculum in Foreign Languages
with Concentration in
Spanish
For Teacher Licensure ^{2,6,8}**

Suggested Sequence of Courses

Freshman				Sophomore			
Fall		Spring		Fall		Spring	
BIOL 1014 ¹	4	ENGL 1023 ^{1,5}	3	POLS 2003	3	Physical Activity ¹	2
ENGL 1013 ^{1,5}	3	PHSC 1013 & 1021 ¹	4	SPAN 3003	3	ANTH 2003	3
SPAN 2014 ^{2,3}	4	SPAN 2024 ^{2,3}	4	SPAN 3023	3	SPAN 3013	3
HIST 1503 ¹	3	HIST 2003 ¹	3	Elective ⁴	4	Elective ⁴	6
MATH 1113 ^{5,7}	3	SEED 2002	2	SEED 3702	2	ART 2123/MUS 2003/TH 2273	3
Total Hours	17	Total Hours	16	Total Hours	15	Total Hours	17

Junior				Senior			
Fall		Spring		Fall		Spring	
SPAN 3123 OR 3133	3	SPAN 3213	3	SPAN 4213	3	SPAN 4701	1
SPAN 3223	3	SPAN 4223	3	SPAN 4703	3	SEED 4503	3
Elective ⁴	3	SPAN 3143 OR 3163	3	SPAN 4023	3	SEED 4909	9
SEED 3554	4	SEED 4556	6	SPAN 4003	3		
ENGL 2003 OR 2013	3			SPH 2003 OR 3083	3		
Total Hours	16	Total Hours	15	Total Hours	15	Total Hours	13

¹See appropriate alternatives or substitutions in "General Education Requirements" on page 79.

²Students with previous study in a foreign language should refer to Foreign Language Advanced Placement and Credit under Credit by Examination.

³Lab attendance is required for the beginning and intermediate foreign language courses.

⁴At least 40 of the total hours required for graduation must be 3000-4000 level.

⁵Students must complete course with a grade of C or better.

⁶For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching and Teaching Tests as determined by the Arkansas Department of Education.

⁷Any higher level Mathematics course may be substituted for MATH 1113, College Algebra.

⁸An 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.

AMST
2003



**Curriculum in Foreign Languages
with Concentration in
German
For Teacher Licensure ^{2,6,8}**

Suggested Sequence of Courses

Freshman				Sophomore			
Fall		Spring		Fall		Spring	
BIOL 1014 ¹	4	ENGL 1023 ^{1,5}	3	POLS 2003	3	Physical Activity ¹	2
ENGL 1013 ^{1,5}	3	PHSC 1013 & 1021 ¹	4	GER 3003	3	ANTH 2003	3
GER 2014 ^{2,3}	4	GER 2024 ^{2,3}	4	GER 3023	3	GER 3013	3
HIST 1503 ¹	3	HIST 2003 ¹	3	Elective ⁴	3	Elective ⁴	6
MATH 1113 ^{5,7}	3			SPH 2003 OR 3083	3	SEED 2002	2
Total Hours	17	Total Hours	14	Total Hours	15	Total Hours	16

Junior				Senior			
Fall		Spring		Fall		Spring	
GER 3113	3	ENGL 2003 OR 2013	3	GER 4213	3	GER 4701	1
GER 3223	3	GER 3213	3	GER 4703	3	SEED 4503	3
Elective ⁴	3	Elective ⁴	3	Elective ⁴	1	SEED 4909	9
SEED 3554	4	GER 4223	3	SEED 4556	6		
ART 2123/MUS 2003/TH 2273	3	GER 3143 OR 3163	3	GER 4003	3		
		SEED 3702	2				
Total Hours	16	Total Hours	17	Total Hours	16	Total Hours	13

¹See appropriate alternatives or substitutions in "General Education Requirements" on page 79.

²Students with previous study in a foreign language should refer to Foreign Language Advanced Placement and Credit under Credit by Examination.

³Lab attendance is required for the beginning and intermediate foreign language courses.

⁴At least 40 of the total hours required for graduation must be 3000-4000 level.

⁵Students must complete course with a grade of C or better.

⁶For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching and Teaching Tests as determined by the Arkansas Department of Education.

⁷Any higher level Mathematics course may be substituted for MATH 1113, College Algebra.

⁸An 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.

ANST 2003



**Curriculum in Foreign Languages
with Concentration in
French
For Teacher Licensure ^{2,5,8}**

Suggested Sequence of Courses

Freshman				Sophomore			
Fall		Spring		Fall	Spring		
BIOL 1014 ¹	4	ENGL 1023 ^{1,5}	3	POLS 2003	3	Physical Activity ¹	2
ENGL 1013 ^{1,5}	3	PHSC 1013 & 1021 ¹	4	FR 3003	3	ANTH 2003	3
FR 2014 ^{2,3}	4	FR 2024 ^{2,3}	4	FR 3023	3	FR 3013	3
HIST 1503¹ AMST 2003	3	HIST 2003 ¹	3	Elective ⁴	3	Elective ⁴	6
MATH 1113 ^{5,7}	3			SPH 2003 OR 3083	3	SEED 2002	2
Total Hours	17	Total Hours	14	Total Hours	15	Total Hours	16
Junior				Senior			
Fall		Spring		Fall	Spring		
FR 3113	3	ENGL 2003 OR 2013	3	FR 4213	3	FR 4701	1
FR 3223	3	FR 3213	3	FR 4703	3	SEED 4503	3
Elective ⁴	3	Elective ⁴	3	Elective ⁴	1	SEED 4909	9
SEED 3554	4	FR 4223	3	SEED 4556	6		
ART 2123/MUS 2003/TH 2273	3	FR 3143 OR 3163	3	FR 4003	3		
		SEED 3702	2				
Total Hours	16	Total Hours	17	Total Hours	16	Total Hours	13

¹See appropriate alternatives or substitutions in "General Education Requirements" on page 79.

²Students with previous study in a foreign language should refer to Foreign Language Advanced Placement and Credit under Credit by Examination.

³Lab attendance is required for the beginning and intermediate foreign language courses.

⁴At least 40 of the total hours required for graduation must be 3000-4000 level.

⁵Students must complete course with a grade of C or better.

⁶For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching and Teaching Tests as determined by the Arkansas Department of Education.


⁷Any higher level Mathematics course may be substituted for MATH 1113, College Algebra.

⁸An oral proficiency level of Advanced Low, as demonstrated by a score on the ACTFL Oral Proficiency Interview, will be required of all foreign language education majors for admission to the internship.

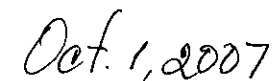
CURRICULUM CHECKLIST FOR EDITING CURRICULAR CHANGE PROPOSALS

1. The course number should be checked against the current catalog to see if the course number is currently being used.
2. The course number should be checked against recent catalogs. In general, re-using the course numbers should be avoided for three to five years.
3. The course number selected should be appropriate for the course. The level of the course and the sequencing of the course should be considered.
4. Pre/co-requisites in the course description should be verified as correct by checking the current catalog.
5. The curricular change should be applied to appropriate current programs of study (usually in the current catalog) to ensure proper sequencing of pre/co-requisites.
6. General Education requirements should be checked carefully to ensure compliance.
7. The number of upper division hours should be checked to ensure that 40 or more are required.
8. The number of credit hours required for the degree must be at least 124. Hours required beyond 124 for a new program require a justification.
9. If the number of credit hours in a program of study is being increased, a justification should be included in the proposal.
10. *If unable to identify coordinating departments that proposed change affects, Academic Affairs can offer assistance in identifying courses.
11. The proposal should be made available to departmental faculty and other interested parties via electronic distribution at least five business days prior to submission for approval.

All of the above items have been checked.



Department Head



Date

Karen Riddell

From: Tammy Rhodes [trhodes@atu.edu]
Sent: Monday, October 22, 2007 11:21 AM
To: pchronister@atu.edu; kriddell@atu.edu
Subject: Catalog Note

Pat and Karen:

If Dr. Hamm allows the Curriculum in Foreign Language with Concentration in French, German, or Spanish for Teacher Licensure to be in the 2008-09 Catalog, we need to note that all three programs will not be the same. Dr. Yanez has a proposal changing the Curriculum in Foreign Language with concentration in Spanish for Teacher Licensure. He did not make any changes to the French or German Concentrations.

Thanks.

Tammy

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Social Sciences and Philosophy

Date submitted: 24 October 2007

Request for: Course Creation

Submitted by: H. Micheal Tarver

Approved by: Department Head: H. Micheal Tarver
Dean of School: G. Duncan

Reviewed by: Registrar: G. Woods
Vice President: _____

I. Catalog description: *Internship*. Prerequisites: Junior or Senior standing, 2.75 grade point average, and consent of department head. A supervised placement in selected agency settings in student/trainee status under professional guidance of both an agency supervisor and a faculty member. Emphasis will be on providing hands-on experience in research, editing, cultural management, public service, or some other area related to the discipline. Written report required and minimum of 125 clock hours of supervision required per credit hour. May be repeated for a maximum of 6 hours credit.

Number: HIST/POLS 4971-6

Title for Catalog: Internship

***Title for Course Inventory (24 characters):** Internship

Description: A supervised placement in selected agency settings in student/trainee status under professional guidance of both an agency supervisor and a faculty member. Emphasis will be on providing hands-on experience in research, editing, cultural management, public service, or some other area related to the discipline. Written report required and minimum of 125 clock hours of supervision required per credit hour. May be repeated for a maximum of 6 hours credit. The internship must be based on its related academic learning potentials. Simply being in an archive, or museum, or county judge's office may not offer sufficient learning opportunities to justify an approved internship. Thus, both the applicant and the department head must carefully address the learning and practical experience level obtainable from the proposed internship. The department head will not feel compelled to approve every application.

Effective date or term: Summer One 2008

*Course fees: NONE

II. Justification and feasibility of course:

app CC 11/19/07
app FS 12/3/07

- A. What is the need for this course? Who will take it? *This course will be offered to students wishing to gain practical experience in the disciplines of history and political science. Our departmental assessment efforts over the past three years have revealed a weakness among graduates who either do not fully understand the range of career options available to them, need further experience to gain entrance to quality graduate programs, or seek a capstone experience to complement their course of study.*
- B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? *The creation of an internship will strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There would be no overlap with other courses in the department. Currently, students who do a public service internship or assist with faculty research take a special problems course. The creation of HIST/POLS 4971-6 will help distinguish between students who are gaining job-related experience from those who merely complete an independent study.*
- C. Is this course part of any general plan of development within your department? Explain. *Yes. The Department is attempting to broaden its offerings, in an effort to add greater depth and breadth to its courses. This course strengthens the Department's efforts at achieving the goals established by the History and Political Science Program Objectives – as detailed in the Department of Social Sciences and Philosophy Assessment Plan and the National Council for the Social Studies Matrices.*
- D. How often will the course be offered? *This course will be offered on an as-needed basis, potentially each semester.*
- E. How will the course be staffed? *The current SSP faculty will work with the students and qualified professionals who agree to supervise the interns. The Department will assign an Internship Coordinator to supervise the overall program and coordinate the students enrolled.*
- F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

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

Indicate Support
for Proposal
(yes/no)

Date:

1. NONE

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

Assessment Note: *This course directly relates to a new departmental assessment goal: "Opportunities to test, apply, and develop the skills and techniques of the disciplines of history and political science both inside and outside the classroom." The course also provides an additional class through which the department can continue to assess its majors. The Departmental Assessment Committee will evaluate the course with the instructor to determine how best to incorporate the class into the Department's efforts at assessment.*

*Updated 8/1/04

**Updated 9/1/05

History and Political Science Internship

Course Description: Prerequisites: Junior or Senior standing, 2.75 grade point average, and consent of department head. A supervised placement in selected agency settings in student/trainee status under professional guidance of both an agency supervisor and a faculty member. Emphasis will be on providing hands-on experience in research, editing, cultural management, public service, or some other area related to the discipline. Written report required and minimum of 125 clock hours of supervision required per credit hour. May be repeated for a maximum of 6 hours credit.

Course Coverage and Objectives: The Internship option is not open to all students. Students who participate in the History or Political Science Internship Program represent the Department and the University in the community. In order to ensure that interns represent the university community with the highest degree of professionalism, students must apply to the Social Sciences and Philosophy Department Head to be admitted into the class. To be admitted, students must demonstrate academic excellence as well strong writing skills, strong communications skills, competency, punctuality, courtesy and professionalism.

The value of an effective internship cannot be disputed. The student is afforded an opportunity to gain “real world” experience from the internship. This should intensify and strengthen the student’s appreciation for, and interest in, academic work as well as improve the resume and job seeking potential. The key to all of this is to have an “effective” internship program.

This course will allow students to apply the theories, principles, and methods of historical and/or political studies in a practical work environment. By participating in this course, each student will learn both conceptual and applied approaches to the study of history and political science, and will be better prepared for a variety of career opportunities. Emphasis will be on providing hands-on experience in research, editing, cultural management, public service, or some other area related to the discipline. A written report will be required, as well as a minimum of 125 clock hours of supervision per credit hour. This internship program must be based on its related academic learning potentials (i.e., simply being in an archive, or museum, or county judge’s office may not offer sufficient learning opportunities to justify an approved internship). Prerequisites: Junior or Senior standing, 2.75 grade point average, and consent of department head.

Specific Course Goals: This course is designed to allow history and political science interns the opportunity to:

- Apply theoretical learning in real-life situations.
- Develop applied skills necessary for working in the field of social sciences.
- Sample a variety of career directions.
- Learn which areas of history and/or political science fit or do not fit particular skills and interests.
- Improve student qualifications for graduate programs.
- Assist some excellent agencies and organization provide services that improve our society on the local level.

Resources: There are no specific reference books or readings required for this class. If a student desires more resources, s/he can refer to any of the following:

Bradbury, Miles L. *Internships in History: An Argument and an Example*, 1978.
Conaway, Mary Ellen. *Student Projects and Internships in a Museum Setting*, 1993.
College Internships, 1991.

Grant, Reeher and Mariani Mack, eds. *The Insider's Guide to Political Internships: What to Do Once You're in the Door*, 2002.

The History Internship Book, 2006.

Jones, Arnita A. and Philip Cantelon. *Corporate Archives and History: Making the Past Work*, 1993.

Mediavilla, Cindy. *Public Library Internships: Advice from the Field*, 2006.

Pennsylvania Historical and Museum Commission. *Internships: Applied History Program*.

Sweitzer, H. Frederick and Mary A. King, *The Successful Internship: Transformation and Empowerment*, 2003.

Course Requirements: Students are responsible for securing their own internship, which may be paid or unpaid. They should research possible internships based on the type of work they want to perform and on practical considerations such as employment location. They are also responsible for arranging required interviews and submitting application materials. When securing employment, students are responsible for explaining the purpose and requirements of the internship. They should also discuss specific work responsibilities. Once a student secures an internship, he or she develops an internship contract approved by both the internship supervisor and the department chair. The internship contract must document the specific work to be performed, especially written work. Internships that are clerical in nature, for example those requiring interns to do typing, copying, or other routine paperwork, are not acceptable for credit. The internship contract must be signed by the student, internship supervisor, and department head.

Credits for the internship will be determined by the amount of work performed. For an internship of two credits, students must complete approximately 250 hours at the internship. For an internship of four credits, students must complete approximately 500 hours at the internship. The internship advisor and job supervisor will communicate to assess the student's on-site performance.

During the enrolled semester, students must communicate with the supervising faculty member by email, telephone, or in person once a week. The communication should address issues like work being performed, positive and negative aspects of the internship situation, and the status of projects or course work.

In addition to working at the internship, the student will be required to maintain a log and journal for each day worked. The student should 1) keep a record of hours worked and projects accomplished, 2) write about experiences and observations of the organization's activities, 3) gather ideas and data for the research paper, 4) reflect on the purpose, mission, and function of the organization, and 5) reflect philosophically on the chosen vocation. Other journal topics could include decision-making practices, research techniques used, supervisor-worker relations, formal structure, informal networks, goals of the organization, and problems in the organization.

Finally, each student will write a 10-20 page research paper (depending on credit hours) on a topic relating to the internship. The intern will select a paper topic in consultation with the supervising faculty member. Topics may include a significant problem relating to the intern's role or the functioning of the organization. The paper might relate the purpose of the organization to larger societal and/or historical issues. Other research topics might be more appropriate depending upon the type and scope of the internship.

Grading Policy: Daily journal (30%): The daily journal is a record of the internship experience. It includes the details of the projects you work on, meetings or events you attended, and your reflection about the day's experiences. The journal is due on the last day of seminar. Employer Evaluation (30%) This consists of an evaluation by your office supervisor that examines your performance including aspects such as initiative, punctuality, dependability, and ability to complete tasks/projects. Research Paper (40%) The internship report is a report of what you learned and accomplished in your internship. The report is an academic paper that describes what you had hoped to learn as well as what you accomplished in the internship. Your report is to be rooted in the pertinent literature for the area in which your employer is located (i.e., an elected official's office occupies a position within the campaign and elections literature; a non-profit organization occupies a position in the literature relating to non-profits). The report is to contain a literature review section and bibliography.

Your final grade is based on the total percentage that you earn on assignments:

90-100% = A

80-89% = B

70-79% = C

60-69% = D

<60% = F

A. STUDENT INFORMATION

- ## B. DESCRIPTION OF INTERNSHIP

Description of Goals and Objectives (What do you intend to learn through this experience?):

[illegible]

C. EVALUATION OF INTERNSHIP

Documentation of Accomplishments and Learning Objectives (How will you demonstrate what you have learned as a result of the internship?)

- Projects: _____

- Research and research papers: _____

- Other written/oral reports: _____

- Log or diary records: _____

- Other plans (e.g. portfolio, employer evaluation): _____

The signature of the student on this document shall serve to bind the student to the terms of this contract and make the student responsible for the completion and satisfaction of said responsibilities in order to earn academic credit for the assignment.

Signature of Student Date

Signature of Employer/Supervisor Date

Signature of Faculty Supervisor Date

Signature of Department Head Date

I. Catalog description: *American Legal History*. This course concerns the history and development of law, legal institutions, and legal culture in the United States from its colonial origins to the present day, with emphasis on the interaction of law with the overall development of American society.

Title for Catalog: American Legal History

Description: This course is the study and analysis of the development of legal history from the colonial era to the present. Specific issues that will be examined include how law shaped the development of the North American colonies, its influence on colonial society of development, the primacy of law in the founding, the development and influence of law in the early republic, the transition from slavery to freedom; how law participated in creating the modern nation, the ways in which it defined and created citizenship, and how various social movements used the court as part of wider grass root campaigns. The course will treat law as both reflecting and shaping politics, society, the economy, and culture, studying not only case law and the specific facts that gave rise to particular court cases but also as a crucial element in shaping how individuals defined themselves. Readings will include a wide range of secondary scholarship and primary documents, including briefs, trial transcripts, newspaper articles, appellate court decisions, and items from popular culture.

*Course fees: NONE

Table d CC 10/22/07
app CC 11/19/07
app FS 12/3/07

II. Justification and feasibility of course:

- A. What is the need for this course? Who will take it? *This course will serve as a upper-level elective course for students who have an interest in American history and the legal profession. The course can also be used by HIST and HISE majors to meet certain degree requirements. This course is a necessary addition to the catalog for a number of reasons. As a university that supports a Pre-Law emphasis for its students, ATU must offer sufficient topical courses to support such an emphasis. A course on the history of American law is a valuable asset to any student planning admission to law school. Additionally, it is an important addition in general for history majors, as the study of the development of law and legal institutions in American history sheds light and creates greater insight into the history of the nation in general, as well as greater insight into how the law impacts our society today. Our students benefit from exposure to different approaches to the study of history, and the study of the development of law offers theories, methodologies, and information other approaches do not.*
- B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? *The creation of American Legal History will strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There would be no overlap with other courses in the department. American Legal History acts as a valuable companion to history offerings such as American Economic History, History of Foreign Relations, and American Constitutional Development, topical courses which address the evolution of institutions and significant themes over the life of the nation. Additionally, American Legal History is a relatively common offering at most institutions comparable to Arkansas Tech. Though American Legal History can be seen as a companion to History 4043 American Constitutional Development, this course differs fundamentally in its area of study: whereas Constitutional Development focuses on the origins, evolution, application, and interpretation of the Constitution over American history, law is more than the Supreme Court and Constitutional Law. American Legal History offers analysis and study of every other aspect of law in American history, from the evolution of such critical issues and institutions pivotal to the understanding of the American past as property, commerce and trade, criminal law, the legal profession and the courts, the evolution of procedure, contracts, labor, torts, taxation, crime and punishment, economic regulation, and a host of other topics not addressed in the study of Constitutional development.*
- C. Is this course part of any general plan of development within your department? Explain. *Yes. The Department is attempting to broaden its offerings, in an effort to add greater depth and breadth to its courses. This course strengthens the Department's efforts at achieving the goals established by the History and Political Science Program Objectives – as detailed in the Department of Social Sciences and Philosophy Assessment Plan and the National Council for the Social Studies Matrices.*
- D. How often will the course be offered? *This course will be offered every two years.*
- E. How will the course be staffed? *The course will be taught by Dr. James Moses as part of his rotation of upper-division courses. Moses' MA thesis and doctoral dissertation both dealt with American legal history, as have several of his publications.*
- F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

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

Indicate Support
for Proposal
(yes/no)

Date:

1. NONE

Assessment Note: *It is a valuable course for assessment purposes as well, since presently there is no course offered that addresses the evolution of law and legal institutions in American history. Such an omission has adverse effects upon standardized testing scores and other measures of proficiency that our history/political science and education majors must demonstrate. The study of legal history, a writing-intensive course of study, is an excellent field for the application of techniques of critical thinking, writing, and analysis. Improvements in these areas, which this course would provide, cannot help but aid ATU in producing higher quality graduates. In specific, the course could be used to assess verbal and written communication skills and the ability to analyze, critique, and synthesize primary and secondary sources. The Departmental Assessment Committee will evaluate the course with the instructor to determine how best to incorporate the class into the Department's efforts at assessment. This course will also help build the Political Science program, as the Department moves toward the eventual creation of a B.S in Political Science.*

Graduate Catalog Description

American Legal History. This course concerns the history and development of law, legal institutions, and legal culture in the United States from its colonial origins to the present day, with emphasis on the interaction of law with the overall development of American society. Course requires the production of substantial written work based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. May not be taken for credit after completion of HIST 4183 or equivalent.

American Legal History

American Legal History is the study and analysis of the development of legal history from the colonial era to the present. Specific issues that will be examined include how law shaped the development of the North American colonies, its influence on colonial society, the primacy of law in the founding, the development and influence of law in the early republic, the transition from slavery to freedom; how law participated in creating the modern nation, the ways in which it defined and created citizenship, and how various social movements used the court as part of wider grass root campaigns. The course will treat law as both reflecting and shaping politics, society, the economy, and culture, studying not only case law and the specific facts that gave rise to particular court cases but also as a crucial element in shaping how individuals defined themselves. Readings will include a wide range of secondary scholarship and primary documents, including briefs, trial transcripts, newspaper articles, appellate court decisions, and items from popular culture.

Assigned Texts

Lawrence Freidman, *The History of American Law*, 3rd ed. (2005)

Kermit L. Hall, William M. Wiecek, and Paul Finkelman, eds., *American Legal History: Cases and Materials*, 3rd ed. (2004)

Selected Bibliography

Stuart Banner, *How the Indians Lost their Land: Law and Power on the American Frontier* (2005)

Edgar Bodenheimer et al., *An Introduction to the Anglo-American Legal System: Readings and Cases* (1992)

Anthony Chase, *Law and History: The Evolution of the American Legal System* (1999)

Robert Ferguson, *The Trial in American Life* (2007)

Lawrence Friedman and Harry Scheiber, eds., *American Law and the Constitutional Order: Historical Perspectives* (1988)

Lawrence Friedman, *American Law in the Twentieth Century* (2004)

Grant Gilmore, *The Ages of American Law* (1979)

Annette Gordon-Reed, *Race on Trial: Law and Justice in American History* (2001)

Kermit L. Hall, *The Magic Mirror: Law in American History* (1989)

Morton J. Horowitz, *The Transformation of American Law, 1780-1860* (1977)

_____, *The Transformation of American Law, 1870-1960: The Crisis of Legal Orthodoxy* (1994)

Frederick G. Kempin, *Historical Introduction to Anglo-American Law* (1986)

Robert Marcus and Anthony Marcus, eds., *On Trial: American History Through Court Proceedings and Hearings*, 2 vols. (1998)

Stephen Presser and Jamil Zainaldin, eds., *Law and Jurisprudence in American History*, 6th ed. (2005)

Mark Tushnet, *The American Law of Slavery, 1810-1860* (1981)

William M. Wiecek, *Liberty and the Law: The Supreme Court in American Life* (1988)

Class Schedule

Week One:	Law, Society, and Economy in the Colonial Era to 1760
Week Two:	The Revolution in the Law and the Law in the Revolution
Week Three:	The Rise of an American Legal System
Week Four:	Law and Economy in the Early Republic
Week Five:	National Growth: Labor, Property, Contracts, and Torts
Week Six:	Race, Class, and Slavery in the 19 th Century
Week Seven:	Postbellum Criminal and Civil Law
Week Eight:	Gender and Domestic Relations in the Late 19 th Century
Week Nine:	Industrialization and the Emergence of the Regulatory State
Week Ten:	The Law in Depression and War
Week Eleven:	The Emergence of Civil Liberties and Civil Rights
Week Twelve:	Law and the Rise of Federal and Presidential Power
Week Thirteen:	Law in Modern Society

Addendum to American Legal History Syllabus

Upon successful completion of this course the student shall have mastered the following specific objectives:

- An understanding of the historical development of law and legal institutions in the United States
- Knowledge of the historical relationship and interplay between legal and social, economic, cultural, and political developments in the United States
- The ability to demonstrate through writing, discussion, and analysis a comprehension of the evolution of law and legal institutions in the United States as well as specific comprehension of the primacy of American law and legal concepts and their evolution as related to:
 - Law, Society, and Economy in the Colonial Era to 1760
 - The Role of Law in the American Revolution
 - The Rise of an *American* Legal System
 - National Growth: Labor, Property, Contracts, and Torts
 - Race, Class, and Slavery in the 19th Century
 - Postbellum Criminal and Civil Law
 - Industrialization and the Emergence of the Regulatory State
 - The Law in Depression and War
 - The Emergence of Civil Liberties and Civil Rights
 - Law and the Rise of Federal and Presidential Power
 - Law in Modern Society

app FS 12/3/07

to its courses. This course strengthens the Department's efforts at achieving the goals established by the History and Political Science Program Objectives – as detailed in the Department of Social Sciences and Philosophy Assessment Plan and the National Council for the Social Studies Matrices.

- D. How often will the course be offered? *This course will be offered every two years.*
- E. How will the course be staffed? *Dr. Michael Rogers, Assistant Professor of Political Science, will have primary responsibility to teach all new political theory courses. Dr. Jeff Mitchell, Professor of Philosophy, has agreed to be a backup for the various political theory courses.*
- F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

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

Indicate Support
for Proposal
(yes/no)

Date:

1. NONE

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

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

*Updated 8/1/04

**Updated 9/1/05

Survey of Western Political Thought

Course Description

The Survey of Western Political Thought is designed to introduce the student to a sampling of major works and thinkers in the history of Western political thought. As a result, the course moves quickly, covering a time span that begins with 4th and 5th Century B.C. of Ancient Greece and ends in the contemporary era with a work by Herbert Marcuse. In this course, students will be introduced to a) the important role theory and ideas play in shaping the political system, b) the stockpile of political knowledge that is the foundation for the discipline of political science, c) a general understanding of key trends and tendencies the classical, modern, and contemporary political eras, and d) the origins of key concepts and principles that still play an important role in our political system today.

Required Readings

- 1) Marcuse, Herbert. *One-dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Beacon Press, 1964.
- 2) All other readings can be found online. The web sites are given in the course outline. **Note:** *If clicking on the link does not open it, try cutting and pasting the address into your web browser. It is also highly recommended that the student print out a hard copy to bring to class for referencing.*

Optional Readings

- 1) Wiser, James L. *Political Philosophy: A History of the Search For Order*. Prentice Hall, 1983.
Note: This is an optional text that is meant to be a supplement to the actual readings. This text helps explain the contexts in which the writings were produced, as well as highlights the key concepts and principles used and developed by most of the political thinkers covered in this course. *This text is highly recommended for anyone in the course who is struggling to follow the readings.*

Course Requirements

- 1) There are **two** major exams, a mid-term and a final exam. Each will comprise 20% of the overall grade. The final exam is not a cumulative exam, although students are encouraged to use information, ideas, and concepts from the first half of the course on the final. **(2 exams: 40%)**
- 2) Each week the student will have a quiz to take online through BlackBoard. Quizzes will comprise 20% of the students overall grade. Over the course of the semester, the student will have the opportunity to take 12 quizzes, so the lowest 2 quiz grades will be dropped from the calculation of the student's overall quiz grade. **(Best 10 of 12 possible quizzes: 20%)**
- 3) After completing the readings on the Ancient Greeks, the Contract Theorists, and Modern Ideologies, essay questions will be handed out. The student is to write a 4-5 pp. (12 point font Times New Roman double-spaced) essay using the texts to answer the questions. The essays may be handed in at class or e-mailed to the instructor by midnight on the date due. The essays comprise 20% of the overall grade. The student is encouraged to write all 3 essays, but the final essay grade will be based on his/her 2 highest essay grades. **(2 of 3 possible essays: 20%)**
- 4) Students will be broken into groups and periodically assigned the responsibility for leading the class discussions. The group will be responsible for a) providing any background historical context that is applicable and b) developing 4 or 5 questions to direct class analysis and discussion of key elements of the philosopher's theory and arguments. Groups are expected to meet prior to class to prepare. Each group will be responsible for leading 2 class discussions. Development of powerpoints, handouts, etc. is highly encouraged. **(Participation in Groups: 10%)**
- 5) The remaining 10% of the student's grade is based on attendance and participation. Students are allowed 2 unexcused absences. Any additional absences without a documented excuse will result in a deduction of the student's attendance grade. **(Attendance: 10%)**

Course Outline

Section I: Classical Political Thought

Part A. The Ancient Greeks

- Jan. 18 Introduction
The History of Western Political Thought
- Jan. 20 Plato. *The Republic*. Book I & II
<http://classics.mit.edu/Plato/republic.html>
Quiz to be completed on BlackBoard by midnight Jan. 21.
- Jan. 25 Plato. *The Republic*. Book III & IV
- Jan. 27 Plato. *The Republic*. Book V & VI
Quiz to be completed on BlackBoard by midnight Jan. 28.
- Feb. 1 Plato. *The Republic*. Book VII & VIII
Recommended reading: Books IX & X
- Feb. 3 Aristotle. *The Politics*. Book 1 & 3
<http://classics.mit.edu/Aristotle/politics.html>
Quiz to be completed on BlackBoard by midnight Feb. 4
- Feb. 8 Aristotle. *The Politics*. Book 4 & 5
- Feb. 10 Aristotle. *The Politics*. Book 6
First paper topic assigned.
Quiz to be completed on BlackBoard by midnight Feb. 11.
- Feb. 15 The Hellenistic Age
Political Philosophy, Chapter 3

Part B. Christian Theology

- Feb. 17 St. Augustine and Early Christianity
Political Philosophy, Chapter 4
First paper due.
Quiz to be completed on BlackBoard by midnight Feb. 18.
- Feb. 22 St. Thomas Aquinas and Medieval Christianity
Political Philosophy, Chapter 5

Part C. The Origins of Modernity

- Feb. 24 Machiavelli. *The Prince*. Introductory Letter and Sections I-XIV
<http://www.marxists.org/reference/archive/machiavelli/works/prince/>
Quiz to be completed on BlackBoard by midnight Feb. 25.
- March 1 Machiavelli. *The Prince*. Sections XV-XXVI
- March 3 **Mid-term exam**

Section II: Modernity

Part A. The Contract Theorists

- March 15 Hobbes. *Leviathan*. Book I, Chapters 1-9
<http://oregonstate.edu/instruct/phl302/texts/hobbes/leviathan-contents.html>
- March 17 Hobbes. *Leviathan*. Book I, Chapters 10-16
Quiz to be completed on BlackBoard by midnight March 18.
- March 22 Hobbes. *Leviathan*. Book II, Chapters 17-24
- March 24 Hobbes. *Leviathan*. Book II, Chapters 25-31
Quiz to be completed on BlackBoard by midnight March 25.
- March 29 Locke. *The Second Treatise on Government*. Chapters I-VIII
<http://www.liberty1.org/2dtreat.htm>
- March 31 Locke. *The Second Treatise on Government*. Chapters VIII-XIX
Quiz to be completed on BlackBoard by midnight April 1.
- April 5 Rousseau. *On the Social Contract*. Book I & II
<http://www.constitution.org/jjr/socon.htm>
- April 7 Rousseau. *On the Social Contract*. Book III
Second paper topic assigned.
Quiz to be completed on BlackBoard by midnight April 8.

Part B. Modern philosophical ideologies

- April 12 Mill. *On Liberty*. Chapter I & II
<http://www.bartleby.com/130/>
- April 14 Mill. *On Liberty*. Chapter III & IV
Second paper topic due.
Quiz to be completed on BlackBoard by midnight April 15.
- April 19 Marx & Engel. *The Communist Manifesto*
<http://marx.thefreelibrary.com/Communist-Manifesto>
Third paper topic assigned.

Section III: The Contemporary Period

- April 21 Marcuse. *One-dimensional Man*. Chapters 1-3
Third paper topic due.
Quiz to be completed on BlackBoard by midnight April 22.
- April 26 Marcuse. *One-dimensional Man*. Chapters 4-7
- April 28 Marcuse. *One-dimensional Man*. Chapters 8-10

Final exam on Wednesday, May 4 from 2-3:50 PM.

Bibliography

1. Jenkins, Thomas. *The Nature and Objects of Political Theory* (1955).
2. Kateb, George. *The Uses of Political Theory* (1968).
3. McClelland, J.S. *A History of Western Political Thought* (1996).
4. Nelson, Brian R. *Western Political Thought: From Socrates to the Age of Ideology (Second Edition)* (1996, 1982).
5. Sabine, George. *What is a Political Theory?* (1939).
6. Shklar, Judith. *Political Thought & Political Thinkers* (1988).
7. Strauss, Leo & Joseph Cropsey (Editors). *History of Political Philosophy (Third Edition)* (1987).
8. Strauss, Leo. *What is Political Philosophy? And Other Studies* (1988, 1959).
9. Vincent, Andrew. *The Nature of Political Theory* (2007)
10. Wiser, James L. *Political Philosophy: A History of the Search for Order.* (1983).
11. Wolin, Sheldon. *Politics and Vision: Continuity and Innovation in Western Political Thought* (2004).
12. Zeitlin, Irving. *Rulers and Ruled: An Introduction to Classical Political Thought from Plato to the Federalists* (1997).

Addendum to Survey of Western Political Thought Syllabus

Course Objectives

- 1) To provide an introduction to the history of Western political thought,
- 2) To introduce students to the core philosophical questions (e.g., what is the good life, what is the ideal government, who should rule, etc.) and concepts (e.g., justice, liberty, equality, power, democracy, aristocracy, monarchy, etc.) used in political theory and political science, and
- 3) To develop the students' skills as critical thinkers so they are better able to rationally evaluate the political system in which they live.
- 4) Academically, this course meets an upper-level elective requirement for a history and political science major, history education major, or a political science minor.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Department of Biological Sciences

Date submitted: October 11, 2007

Request for: **Course addition**

Submitted by: Dr. Ivan H. Still, Assistant Professor of Biology

I am in still

Approved by: Department Head:

Charles J. ...

Dean of School

McMahon

10-12-07

Reviewed by: Registrar:

Sammy ...

Vice President:

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

Number: BIOL 4083

Title for Catalog: Cancer Biology

*Title for Course Inventory: Cancer Biology

✓ Description: An in-depth study of major areas and topics in cancer biology, including etiology and epidemiology of cancer, impact of the human genome mapping project, molecular genetics and cell biology of cancer, cancer modeling and clinical aspects of human cancer.

✓ Prerequisites: BIOL 3034

Effective date or term: As soon as possible.

II. Justification and feasibility of course:

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

This course was taught successfully once as Advanced Topics (BIOL 4883) during the spring semester 2007. We suggest that this course become a permanent 3-credit offering (**BIOL 4083**) within our program. The course will be suitable for students with a general interest in the topic. However, of particular importance, this course will provide significant background for students wishing to pursue medical or research careers in the cancer field.

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

The department currently offers courses in Molecular Genetics (BIOL4074), Cell Biology (BIOL4033), Human Physiology (BIOL3074) and Histology (BIOL4054). These courses cover normal and to a certain extent human disease processes. The addition of a Cancer Biology course will enhance the representation of medically oriented biology electives. In particular, this course will provide a new avenue in human disease study for Biology Majors and PreMed students.

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

During **assessment** committee meetings, BIOL faculty have expressed a desire to see additional specialized offerings that can meet a growing need for training/preparation of students in the medical and biopharmaceutical fields. Cancer Biology would provide students with the opportunity to explore a medical/research option previously unavailable at TECH.

- D. How often will the course be offered?

This course will be taught each spring semester.

- E. How will the course be staffed?

A faculty member (Dr. Still) from the Biology program will teach this course.

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

It is not thought that this new course offering will affect other department's students or offerings.

III. Integration with assessment plan:

Faculty in the BIOL Program annually assess student learning by administering an exit exam (Major Field Tests, Educational Testing Service). Additionally, these faculty discuss student classroom performance in cell/molecular biology as well as other areas. It was concluded that at least some of the students could benefit from additional cell/molecular offerings, particularly in relation to a medical/research related cell/molecular option. After piloting the course, the faculty have decided that Cancer Biology should be offered regularly as an upper level elective. We hope to see many students take advantage of this opportunity and we hope to see improvement in classroom performance in related areas, and in the assessment outcomes.

BIOL 4083 Cancer Biology

Dr. Ivan H. Still - Instructor

Office (McEver 31)

Office Hours:

356-2032

M3-5 TW2-5, R10-12, or by appointment

E-mail: lstill@atu.edu

Required Text: *The Biology of Cancer* Weinberg (2007) Garland Science. ISBN 08153-4076-1

Suggested Text: *Molecular Biology of the Cell* Alberts et al. (2002). Garland Science ISBN 08153-4072-9

Course Description:

This advanced course covers modern aspects of cancer biology. Prerequisites: BIOL 3034. Topics included are: etiology and epidemiology of cancer, impact of the human genome mapping project, molecular genetics and cell biology of cancer, cancer modeling and clinical aspects of human cancer. Lecture: three hours per week.

Course Rationale:

This course provides an introduction and overview of major areas and topics in cancer biology. It will build on the knowledge presented in previous courses, such as BIOL1114 and 3034. In particular, it will apply that knowledge to a major concern in the modern world. The course will be suitable for students with a general interest in the topic, as well as providing significant background for students wishing to pursue medical or research careers in the extensive field that is cancer.

Course Objectives:

By the end of the course, you will be able to:

1. Describe the major factors leading to the initiation of cancer;
2. Describe the impact of genetics and the human genome project on our understanding of familial cancer;
3. Understand the technologies currently in use in cancer genetics and cancer biology;
4. Discuss the role of retinoblastoma and p53 gene products in normal and malignant development;
5. Describe the interrelationship of chromosomal instability and defects in mitosis;
6. Describe sources and repair of genetic damage;
7. Understand the complexities of cell signaling in the normal and cancerous cell;
8. Describe how hormone receptors control gene transcription;
9. Describe the relationship of cell signaling and the cytoskeleton;
10. Describe the process of angiogenesis and how cancer cells leave their initial site and metastasize;
11. Understand the clinical aspects of cancer, and the problems of treatment;
12. Describe the impact of high throughput analyses to cancer biology and treatment; and
13. Describe site-specific studies of cancer.

Grading Criteria:

Lecture Tests	(5)	30% (the 4 best test scores will constitute the final score)
Final		30%
Essays	(3)	30%
Class participation/report for L40-42		10%

Grading Scale:

Grades of A, B, C, D, or F will be assigned in an absolutely fair and impartial fashion for respective averages

85-100 %	A
75-85	B
65-75	C
55-65	D
<55	F

Additional credit toward a higher grade can, at any time, be earned through extra study. Volunteer service and extra educational participation such as blood donation, community-based reading program participation, attendance at guest lectures, etc. can be submitted for consideration in cases where a student is within 1.0% of the next higher grade. Otherwise, 84.999% is a "B" and 85.001% is an "A". The main source material for tests will be from the lectures, with some supplementary material from the associated reading guide. The Powerpoint Presentations are your main study guide, with the key topics section at the end of each lecture acting as the areas that you are definitely expected to know. Three unexcused absences from lectures and/or tests will result in being dropped from the course with a grade of F* for excessive absences.

Lecture Tests:

There will be five 40 minute Tests. The lowest test grade will be dropped. Tests will be a mixture of multiple-choice, fill in the blank and short answer questions. Make-up tests will be allowed, subject to scheduling issues, and notice.

Homework:

There are three open-book homework assignments. These are designed to cover course material, but are also designed to encourage the student to read around the subject. This homework will be assessed for scientific content, how the student answered and interpreted the question (showing the thought process involved) and essay style. These assignments are designed to be instructional and help to develop scientific essay writing skills. Further details will be given out early in the course.

Final Exam:

The final exam will be comprehensive. It will follow a format similar to the lecture test, and include multiple choice questions, complete the statement, short answers and essay type questions. Details will be provided later in the course.

Class participation for L40-L42:

"Lectures" 40 - 42 are "Site specific Cancer studies". These bring together parts of the course and three specific chapters in the main text book to apply them to studies of breast, prostate and lung cancer. Class members will be asked to put forward views on how genetics, and biology interrelate to epidemiology and medical aspects of these cancers. A short summary report (2-3 pages) for each site will be submitted at the end of each class.

Tentative Lecture Schedule

Class	Date	Topics
1	Week 1	Introduction, The Nature of Cancer
2		Clinical Aspects I: Pathology
3		Clinical Aspects II: Incidence of Cancer
4	Week 2	Origins of Cancer I: Chemical Carcinogenesis
5		Origins of Cancer II: Physical Agents in human carcinogenesis
6		Origins of Cancer III: Viral Carcinogenesis
7	Week 3	Clinical Aspects III: Epidemiology, Etiology and prevention
8		Molecular Techniques I: DNA methodologies
9		Introduction to bioinformatics
10	Week 4	Test 1: Lectures 1-8
11		The human genome mapping project
12		The Cancer Genome I: Hereditary Cancers
13	Week 5	The Cancer Genome II: Leukemias
14		The Cancer Genome III: Solid Tumors
15		Molecular Techniques II: Cell culture
16	Week 6	Test 2: Lectures 9-14
17		The Cancer Genome IV: pRB, control of the cell cycle
18		The Cancer Genome V: P53, the guardian of the cell
19	Week 7	The Cancer Genome VI: Cell immortalization and telomerase
		Essay 1 due
20		The Cancer Genome VI: Mitosis and chromosomal abnormalities
21	Week 8	The Cancer Genome VII: Defects in DNA repair pathways
22		Cell Biology of Cancer I: Principles of cell signaling pathways
23		Test 3: Lectures 15-19
24	Week 9	Cell Biology of Cancer II: Growth factors and their receptors
25		Cell Biology of Cancer III: Gene regulation
26		Cell Biology of Cancer IV: The Wnt pathway and colon cancer
27	Week 10	Cell Biology of Cancer V: The cytoskeleton
28		Cell Biology of Cancer VI: The Extracellular matrix
29		Essay 2 due
30	Week 11	Molecular Techniques III: Modeling cancer
31		Angiogenesis
32		Test 4: Lectures 20-28
33	Week 12	Metastasis I
34		Metastasis II
35		Clinical Aspects IV: Genetic Counseling
36	Week 13	Molecular techniques IV: High throughput technologies
37		Clinical Aspects V: Biomarkers in Cancer
38		Clinical Aspects VI: Clinical Trials
39	Week 14	Clinical Aspects VII: Cancer Treatment
40		Test 5: Lectures 29-36
		Site-specific Cancer study: Breast
41	Week 15	Essay 3 due
42		Site-specific Cancer study: Prostate
43		Site-specific Cancer study: Lung
44		Review for Key Topics

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Teachers Ed Council and Curriculum Committee
 From: Biological Sciences

Date Submitted: Oct. 7, 2007

Type of Curriculum Change Requested: Life Science/Earth Science Secondary Education
 (LSED) Program Modification

Submitted By: Jacqueline K. Bowman

Approved By: Department Head:

Charlie Dyer

Dean of School:

McMahon 10-12-07

Reviewed By:

Registrar:

Yammye

Vice-President for Academic Affairs

12-13-07
 ✓ I. Program or curriculum change as it will appear in the catalog.

This change will restrict a math elective requirement from higher than MATH 1113 to Math 2163. See attached matrix change sheet for the revision.

II. Course Information

A. Rationale for the requested change.

New content requirements for NCATE accreditation in biological sciences include a course in statistics. We currently allow LSED students to take a mathematics elective above MATH 1113, but strongly recommend they take a statistics course, like MATH 2163. The new content requirements would be readily met by requiring MATH 2163 or an equivalent statistics course.

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

1. No change in staffing, budget, or space allocation

2. This change should not affect the Mathematics Department, because the LSED program is extremely small with 2-6 graduates per year and most of them already take MATH 2163.

C. Fall 2008

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

app TEC 11/1/07
app CE 11/19/07
app FS 12/3/07

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

Indicate Support
for Proposal
(yes/no)

Date:

1.	Tom Limperis	Yes	10/11/07
2.			
3.			
4.			
5.			

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

III. Integration with Assessment Plan

This change is consistent with the first goal of the LSED program, that students graduating from our program have an excellent understanding of the content and nature of science and understand the relationship between both the scientific disciplines and society as a whole, as this will improve their understanding of the mathematics involved in biological sciences. This should improve their scores on the Praxis II assessment.

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

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

*Updated 8/1/04

**Updated 9/1/05

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

Will not affect program sequence

Fall Start	
Freshman Fall Semester Add/Change: None Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Math Elective > 1113 to MATH 2163 <i>from</i> ✓ Delete: Total Hours: 17	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:
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 128-129 (Unchanged)	

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Biological Sciences

Date submitted: October 8, 2007

Request for: **Course addition**

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

Approved by: Department Head:

Dean of School

Reviewed by: Registrar:

Vice President:

Signature on original proposal pcc

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

Number: FW 4103/5103

Title for Catalog: Human Dimensions of Fisheries and Wildlife Management

*Title for Course Inventory (30 characters): Human Dimensions of F&W

12-13-07
Description: Exploration of the complex interactions of social, political, institutional, economic and ecological processes that contribute to natural resource use and management. The primary focus is on interactions and conflict resolution among various stakeholders, resource management agencies, and wildlife and fisheries resources. Topics covered include public attitudes and expectations; agency structure and policy; values of fishes, wildlife; and public relations. Lecture three hours

✓ Prerequisites: BIOL/FW 3114 (Ecology) or permission of instructor. *pcc*

Effective date or term: As soon as possible.

II. Justification and feasibility of course:

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

This course is being piloted as Advanced Topics in Fisheries and Wildlife (FW 4883/5883) during the fall semester 2007. We suggest that this course become a permanent 3-credit offering (FW 4103/5103) within the Fisheries and Wildlife Science (F&W) Program. It is designed for upper-level undergraduate and graduate students. One of the primary purposes of this class is to increase course options for

*App CC 10/22/07
Jalad FS 11/12/07
app FS 12/3/07*

students pursuing a Master's degree in the F&W program. Also, during program **assessment** and particularly the exit exam, many undergraduates have suggested the program would benefit from increasing the diversity of course offerings. The class helps fulfill one of the certification requirements required for certification as a professional fisheries scientist or wildlife biologist (as administered by the American Fisheries Society or The Wildlife Society).

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

The proposed course will not overlap with other classes offered by the department. FW 3053 (Fisheries and Wildlife Administration) fulfills one human dimension certification requirement and this class will fulfill the other human dimension class required for professional certification.

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

Fisheries and Wildlife Program faculty members recognized the need to offer additional graduate-level courses for M.S students. This course helps fulfill that need. The proposed course offering fits directly into the developmental plan of the F&W program by increasing course offerings for F&W majors while providing an opportunity for specialized instruction in human dimensions. Moreover, the class fulfills one of the certification requirements required for certification as either a professional wildlife biologist (as administered by The Wildlife Society) or professional fisheries scientist (American Fisheries Society).

- D. How often will the course be offered?

This course will be taught alternating fall semesters.

- E. How will the course be staffed?

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

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

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

III. Integration with Program Assessment

Faculty members in the F&W Program annually assess student learning by administering an exit exam (Major Field Tests, Educational Testing Service). In addition, the F&W faculty administers a comprehensive final exam to all graduating seniors as a part of program assessment. To integrate the proposed course into assessment procedures, new questions

pertaining to human dimensions of fisheries and wildlife will be developed and included in the comprehensive exam. This class also requires student presentations, which F&W faculty will be invited to attend as part of overall measurement of proficiency identified in the assessment plan.

List Department Head/ Program Director Consulted: (Add to list as needed)	Indicate Support for Proposal (yes/no)	Date:
1. Dr. Joe Stoeckel, Director Fisheries and Wildlife Science Program	yes	Oct. 2007
2. Dr. Herrick, Head Department of <u>Parks, Recreational & Hospitality Administration</u>	yes	Nov. 2007
3. Dr. Martin, Head Department of <u>Behavioral Sciences</u>	yes	Nov. 2007

✓ pcc
✓ mc

Human Dimension of Fisheries and Wildlife Management (FW 4103/5103)

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

Course Description: Exploration of the complex interactions of social, political, institutional, economic and ecological processes that contribute to natural resource use and management. Class will focus on interactions among various stakeholders, resource management agencies, and wildlife and fisheries resources. Covers topics such as public attitudes and expectations; agency structure, administration, and policy; tangible and intangible values of fishes, wildlife, and their habitats; public relations; the philosophy and ethics of resource use and management; and approaches to resolutions of conflicts arising from natural resource use and management practices.

Text: Decker, D.J., T. L. Brown, and W. F. Siemer. 2001. Human dimensions of wildlife management in North America. The Wildlife Society, Bethesda, Maryland.

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

Bibliography:

Kellert, S. R. 1985. Social and Perceptual Factors in Endangered Species Management. *Journal of Wildlife Management* 49(2): 528-536.

Loker, C. A., D. J. Decker, and S. J. Schwager. 1999. Social Acceptability of Wildlife Management in Suburban Areas: 3 Case Studies from New York. *Wildlife Society Bulletin* 27(1):152-159.

Manfredo, M. J., T. L. Teel, and A.D. Bright. 2003 Why are Public Values Toward Wildlife Changing? *Human Dimensions of Wildlife* 8:287-306.

Williams, C.K., G. Ericsson, and T. A. Heberlein. 2002. A quantitative Summary of Attitudes Toward Wolves and their Introduction. *Wildlife Society Bulletin* 30(2):575-584.

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

- 1) knowledge of the history and current status of the human dimensions aspect in fisheries and wildlife;
- 2) understanding of important human dimensions applications, needs and case studies in fisheries and wildlife;
- 3) ability to find, interpret, critically evaluate and successfully apply human dimensions research to fisheries and wildlife management needs;

4) competency in designing and implementing strategies for collecting human dimensions data for use in fisheries and wildlife management; and

5) skills and knowledge related to major human dimensions specialties including recreational choice and behaviors; beliefs, attitudes and risk behavior; application of marketing strategies to management; principles of institutional design and administration; trends and processes in policy making; and issue management and conflict resolution.

Assessment Methods: Grades will be computed based on approximately 500 (600 for grad students) points distributed among the following assignments:

	Possible Points		Due date
	Undergrads	Grad students	
Quizzes (x 5)	100	100	To be announced
Participation	150	150	ALL DAY, EVERY DAY
Public Meeting Essays (x 2)	50	50	To be announced
Response Letters (x 2)	50	50	October 2, November 1
Survey Presentation	100	100	November 29, December 4
Discussion (grad students only)		100	November 20, 22
Final Project	50	50	December 6
Total Points	500	600	

Survey presentations: Working in assigned groups, you will design a survey to gauge public opinion on a fisheries or wildlife issue of your choice. Once I approve the survey questionnaire, your group will administer the survey to 2 groups; biology/fisheries/wildlife majors and all other students. Your group should clear the topic with me **at least one month before the presentation is due**. You will give a 20 minute presentation on your topic, the results of your survey, and what actions you would recommend. Grades will be assessed based on your professional performance in the presentation/discussion and by the evaluation of your class members (as well as myself). The **Final Project** will be an 8 page written report discussing your survey and results.

Sample Lecture Schedule:

Month	Day	Topic	Reading
August	23	Introduction	Riley et al. 2002
	28	Evolution of Human Dimensions	Jacobson and McDuff 1998
	30	Social Science Theory	Decker et al. pp. 9-56
September	4	Economic Value of Fisheries/Wildlife	Steinhoff et al. 1987
	6	Changing Value of FW	Kellert 1978; Manfredo et al. 2003
	11	Process of FW Management	Stout et al. 1996
	13	Working with Stakeholders	Chase et al. 2004
	18	Citizen Participation	Decker et al. pp. 133-167
	20	Effective Communication	Decker et al. pp. 171-190
	25	Effective Communication	
	27	Researching Human Dimensions	Decker et al. pp. 355-374
October	2	Methods of Inquiry	Decker et al. pp. 375-400
	4	Management in Urban Environments	Conover 1997
	9	Management in the Burbs'	Loker et al. 1999
	11	Management in Rural Areas	Conover 1998
	16	Working with Private Landowners	
	18	Managing for Fish	Ditton 1996
	23	Managing for Hunting Access	
	25	Hunter Participation	Decker et al. 289-302; Enck et al. 1993
	30	Subsistence Use	Decker et al. pp. 328-347
November	1	Species Restoration and Reintroduction	Williams et al. 2002; Enck and Brown 2002
	6	Endangered Species	Kellert 1985; Phillips et al. 1998
	8	Invasive Species	McNeely 2001
	13	Predator Management	Messmer et al. 1999; Ash and Adams 2003
	15	Animal Damage	Reiter et al. 1999
	20	Student Discussion	To be assigned
	22	Student Discussion	To be assigned
	24	No class – Thanksgiving Break	
	27	"Managing" Human Users	
	29	Survey Presentations	
December	4	Survey Presentations	
	6	Future of Human Dimensions	Manfredo et al. 1998; Conover and Conover 2001

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Biological Sciences

Date submitted: October 8, 2007

Request for: **Course addition**

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

Approved by: Department Head: *Charlie Jay*
Dean of School: *St. Poloon*

Reviewed by: Registrar: *Sammyllodis*
Vice President:

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

Number: FW 4103/5103

Title for Catalog: Human Dimensions of Fisheries and Wildlife Management

*Title for Course Inventory (30 characters): Human Dimensions of F&W

Description: Exploration of the complex interactions of social, political, institutional, economic and ecological processes that contribute to natural resource use and management. The primary focus is on interactions and conflict resolution among various stakeholders, resource management agencies, and wildlife and fisheries resources. Topics covered include public attitudes and expectations; agency structure and policy; values of fishes, wildlife; and public relations. Lecture three hours

Prerequisites: BIOL/FW 3114 (Ecology)

Effective date or term: As soon as possible.

II. Justification and feasibility of course:

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

This course is being piloted as Advanced Topics in Fisheries and Wildlife (FW 4883/5883) during the fall semester 2007. We suggest that this course become a permanent 3-credit offering (FW 4103/5103) within the Fisheries and Wildlife Science (F&W) Program. It is designed for upper-level undergraduate and graduate students. One of the primary purposes of this class is to increase course options for

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students pursuing a Master's degree in the F&W program. Also, during program **assessment** and particularly the exit exam, many undergraduates have suggested the program would benefit from increasing the diversity of course offerings. The class fulfills one of the certification requirements required for certification as a professional fisheries scientist or wildlife biologist (as administered by American Fisheries Society or The Wildlife Society).

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

The proposed course will not overlap with other classes offered by the department. FW 3053 (Fisheries and Wildlife Administration) fulfills one human dimension certification requirement and this class will fulfill the other human dimension class required for graduation and professional certification.

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

Fisheries and Wildlife Program faculty members recognized the need to offer additional graduate-level courses for M.S students. This course helps fulfill that need. The proposed course offering fits directly into the developmental plan of the F&W program by increasing course offerings for F&W majors while providing an opportunity for specialized instruction in human dimensions. Moreover, the class fulfills one of the certification requirements required for certification as either a professional wildlife biologist (as administered by The Wildlife Society) or professional fisheries scientist (American Fisheries Society).

- D. How often will the course be offered?

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- E. How will the course be staffed?

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assessment. To integrate the proposed course into assessment procedures, new questions pertaining to human dimensions of fisheries and wildlife will be developed and included in the comprehensive exam. This class also requires student presentations, which F&W faculty will be invited to attend as part of overall measurement of proficiency identified in the assessment plan.

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

Indicate Support
for Proposal
(yes/no)

Date:

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

Joe Stoeckel

10/08/07

Human Dimension of Fisheries and Wildlife Management (FW 4103/5103)

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

Course Description: Exploration of the complex interactions of social, political, institutional, economic and ecological processes that contribute to natural resource use and management. Class will focus on interactions among various stakeholders, resource management agencies, and wildlife and fisheries resources. Covers topics such as public attitudes and expectations; agency structure, administration, and policy; tangible and intangible values of fishes, wildlife, and their habitats; public relations; the philosophy and ethics of resource use and management; and approaches to resolutions of conflicts arising from natural resource use and management practices.

Text: Decker, D.J., T. L. Brown, and W. F. Siemer. 2001. Human dimensions of wildlife management in North America. The Wildlife Society, Bethesda, Maryland.

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

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Kellert, S. R. 1985. Social and Perceptual Factors in Endangered Species Management. *Journal of Wildlife Management* 49(2): 528-536.

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

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4) competency in designing and implementing strategies for collecting human dimensions data for use in fisheries and wildlife management; and

5) skills and knowledge related to major human dimensions specialties including recreational choice and behaviors; beliefs, attitudes and risk behavior; application of marketing strategies to management; principles of institutional design and administration; trends and processes in policy making; and issue management and conflict resolution.

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Total Points	500	600	

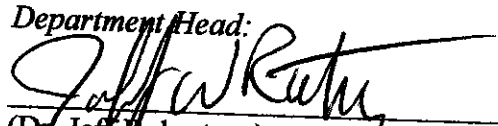
Survey presentations: Working in assigned groups, you will design a survey to gauge public opinion on a fisheries or wildlife issue of your choice. Once I approve the survey questionnaire, your group will administer the survey to 2 groups; biology/fisheries/wildlife majors and all other students. Your group should clear the topic with me **at least one month before the presentation is due**. You will give a 20 minute presentation on your topic, the results of your survey, and what actions you would recommend. Grades will be assessed based on your professional performance in the presentation/discussion and by the evaluation of your class members (as well as myself). The **Final Project** will be an 8 page written report discussing your survey and results.

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	11	Process of FW Management	Stout et al. 1996
	13	Working with Stakeholders	Chase et al. 2004
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	20	Effective Communication	Decker et al. pp. 171-190
	25	Effective Communication	
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October	2	Methods of Inquiry	Decker et al. pp. 375-400
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	16	Working with Private Landowners	
	18	Managing for Fish	Ditton 1996
	23	Managing for Hunting Access	
	25	Hunter Participation	Decker et al. 289-302; Enck et al. 1993
	30	Subsistence Use	Decker et al. pp. 328-347
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	6	Endangered Species	Kellert 1985; Phillips et al. 1998
	8	Invasive Species	McNeely 2001
	13	Predator Management	Messmer et al. 1999; Ash and Adams 2003
	15	Animal Damage	Reiter et al. 1999
	20	Student Discussion	To be assigned
	22	Student Discussion	To be assigned
	24	No class – Thanksgiving Break	
	27	"Managing" Human Users	
	29	Survey Presentations	
December	4	Survey Presentations	
	6	Future of Human Dimensions	Manfredo et al. 1998; Conover and Conover 2001

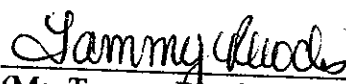
PROPOSAL for COURSE CHANGE

To: Curriculum Committee
From: Department of Physical Science
Date Submitted: September 28, 2007
Request for: Course Addition
Submitted by: Dr. Linda C. Kondrick, Assistant Professor of Physical Science

Approved by: *Department Head:*

(Dr. Jeff Robertson)

Dean of School of Physical and Life Science:

 10/17/07
(Dr. Richard Cohoon)

Reviewed by: *Registrar:*

(Ms. Tammy Rhodes)

Vice President of Academic Affairs:

(Dr. Jack Hamm)

I. New Course Description

Number: PHSC 1074

Title: for Catalog: Physical Science Inquiry

Title for Course Inventory: Physical Science Inquiry

app TEC 11/12/07
app CC 11/19/07
app FS 12/3/07

12-13-09
KR

Description: Each Semester. Prerequisite: A score of 19 or above on the mathematics section of the ACTE exam or the completion of Math 0903, Intermediate Algebra, with a grade of "C" or better. This course is designed to model physical science teaching and learning through the process of inquiry. Topics explored are Interactions and Energy, Forces, Systems, Behavior of Gases, Physical Changes, and Chemical Changes. The focus is upon the construction of knowledge regarding science content and process skills essential to the preparation of teachers of physical science in early childhood education. It is recommended for early childhood education majors seeking to fulfill undergraduate requirements in preparation for upper level science methods courses and is equivalent to 3 hours of lecture and 3 hours of laboratory experience in physical science. However, the course requires that students participate as active learners in an activity-based, cooperative- learning-style curriculum.

Effective term: Fall 2008

Course fees: \$10 laboratory fee

II. Justification and feasibility of course:

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

Over the past three years it has become apparent to the author of this course-addition proposal that the majority of Early Childhood Education majors enrolled in the science methods course, PHSC 3213 Science in the Elementary School are inadequately prepared for that class. They lack the specific science content knowledge and science process skills in physics and chemistry pre-requisite for that course. However, the majority of them have completed their physical science requirement, usually by taking PHSC 1013, Introduction to Physical Science. The students themselves have discussed their frustration with the mismatch between the science preparation in that course (regardless of which instructor they had) and the expectations of the science methods course. PHSC 1013 is designed as a broad-survey of physical science intended to meet the goals of a liberal arts curriculum for non-majors. Furthermore, their experiences in science classes typically model only expository methods of lecture and direct instruction. Neither PHSC 1013 nor

the companion lab, PHSC 1021, model for them the Guided Inquiry Method of learning. Yet, according to the National Science Resources Center (2000), this is the preferred method for science instruction at all levels of the science curriculum. Research on student learning consistently points to the need for: a) an exploratory class structure (National Science Resources Center, 1997; Cobb, 1966); b) social interactions in learning (McDermott, Shaffer, & Constantinou, 2000; Vygotsky, 1986); and c) explicit attention to the nature of science issues (Hammer & Van Zee, 2006; Ackerson, Abd-El-Khalick, & Lederman, 2000).

The proposed course, PHSC 1074, Physical Science Inquiry is intended for undergraduates who are early childhood education majors ~~or non-science majors who need a physical science course for graduation requirements~~. It is also appropriate for early childhood or middle school teachers who need to enhance their content knowledge and inquiry skills in physical science.

It is specifically designed to prepare pre-service early childhood majors to teach physical science in the elementary school. The primary goal of this course is to develop the knowledge of science content and processes skills essential to prepare early childhood teachers skilled in the guided inquiry method of learning. This is not a science methods course, but a science content, process, and skills course.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? There is no other course being offered in physics or chemistry content that is designed specifically to meet the needs of Early Childhood Education Majors. The course which these majors are now taking in order to fulfill their physical science requirement is PHSC 1013, Introduction to Physical Science. However, that course is designed as a broad survey of issues in Physical science for non-science majors. It is not intended to prepare students to teach science content. The proposed course, PHSC 1074 is designed specifically for the purpose of preparing early childhood teachers to teach physics and

chemistry in the elementary school. It is not a methods course, but a science content and process course.

C. *Is this course part of any general plan of development within your department?* Yes. The Physical Science Department is currently reviewing the PHSC 1013: Introduction to Physical Science and the companion lab, PHSC 1021: Physical Science Laboratory. These are the physical science courses for non-science majors that many students take to fulfill their general education requirements. These courses are being transformed into an issues-based applied science format designed to develop science literacy among non-science majors. However, this change would make it even more unsuitable for Early Childhood Education majors who need a more rigorous approach to acquiring specific science content and process skills in order to teach early childhood level level science.

D. *How often will the course be offered?* The course will be offered in the Fall and Spring semesters and will be taught when ten or more students are enrolled.

E. *How will the course be staffed?* The course will be staffed with existing faculty in the Department of Physical Science. According to the demographics in Table 1 below, by dropping a section of PHSC 1013 and adding a section of PHSC 1074 one section of this course could be staffed each semester without adding additional faculty. Over the past three semesters, there has been an average of 36 students per semester who were identified as Early Childhood Education Majors. Due to the interactive nature of the proposed course, enrollment for PHSC 1074 would be limited to 36 students. The number of students enrolled in PHSC 1013 over the past three semesters has averaged approximately 56 students per section. Enrollment ranges from 29 to 69 students per section. Six of the seventeen sections have not exceeded maximum enrollments over the past three semesters. The numbers in Table 1

below do not include students who withdrew from the course with a "W". Neither do they include Middle Level Education Majors enrolled in this course. Presumably some of them may also elect to take the new course as an alternative to PHSC 1013.

Table 1: Enrollment in PHSC 1013 Spring 2006 through Spring 2007					
PHSC 1013	Enrollment: Lecture sections	Enrollment: Online sections	Number of Sections	Lecture Section Averages	ECED Majors Enrolled
Spring 2007	304	40	5 lecture 1 on-line	61	40
Fall 2006	243	30	4 lecture 1 on-line	61	26
Spring 2006	313	29	5 lecture 1 on-line	57	41
Combined Semesters	860	99 (average 33)	14 lecture 3 online	61	36

F. How will this course affect other departments' students and their offerings? When applicable, state with which departments you have specifically coordinated this change. This proposal was discussed on August 21, 2007 in a joint Department Meeting attended by Dr. Jeff Robertson, Department Head of Physical Science; Dr. Jacqueline Bowman, Science Education Co-ordinator and Associate Professor of Biology; and Dr. Robert Bell, Department Head of Curriculum and Instruction. Also in attendance were: Dr. Cathy Baker, Associate Professor of Geology; Dr. Wilson Gonzalez-Espada, Associate Professor of Physical Science; and Dr. Linda Kondrick, Assistant Professor of Physical Science. No opposition to the proposal was offered.

David per

1. Dr. Jeff Robertson, Head Department of Physical Science. YES. Dr. Robertson fully supports the proposed course addition. See signature on page one. *David Pae*
2. Dr. ~~Robert~~ Bell, Head Department of Curriculum and Instruction. YES. Dr. Bell asked that the course be offered as a recommended alternative to PHSC 1013, rather than a required course for Early Childhood Education majors. He was glad to have a larger selection of courses for these majors to fulfill their program and general education requirements. Date: August 21, 2007.

G. *How does the new course integrate with the assessment process of the department in which the course will be taught?* This course is offered primarily as a service to the Department of Curriculum and Instruction in the School of Education. It will expand the options for Early Childhood Education majors to fulfill their physical science general education requirements. This course is not a requirement for any of the programs offered in the Physical Science Department. As such the addition of this course does not directly affect assessment process for programs offered through the School of Physical and Life Sciences.

Proposal Bibliography

- Akerson, V., Abd-El-Khalick, F. & Lederman, N. (2000). The influence of a reflective activity-based approach to elementary teachers' conception of the nature of science. *Journal of Research in Science Teaching*. 37, pp 295-317.
- Cobb (1966). *Where is the mind? A coordination of sociocultural and constructionist perspectives*. In C.T. Fostnot (Ed.) *Constructivism: Theory, perspectives, and practice*. pp 34-52 New York, NY: Teachers College Press.
- Hammer, D. & Van Zee, E. (2006). *Seeing the Science in Children's Thinking: Case Studies of Student Inquiry in Physical Science--A Staff Developer's Guide*. Portsmouth, NH: Heinemann. ISBN: 9780325009483
- McDermott, L, Shaffer, P, & Constantinou, C (2000). Preparing teachers to teach physics and physical science by inquiry. *Physics Education*. 35.No.6, 411-416.
- National Science Resources Center, (1997). *Science for All Children: A Guide to Improving Elementary Science Education*. Washington, DC: The National Academies Press. ISBN: 0-309-05297-1
- National Science Resources Center (2000). *Inquiry and the National Science Education Standards*. Washington, DC: The National Academies Press. ISBN: 9780309064767
- Vygotsky, L. (1986). *Thought and language*. Cambridge, MA: MIT Press.



ARKANSAS TECH UNIVERSITY

School of Physical and Life Sciences

Course Syllabus Physical Science Inquiry PHSC 1074 Fall 2008

Instructor:

Dr. Linda C. Kondrick
#33 McEver Hall
Office: (479) 968-0341
Fax: (479) 964-0837
Home: (479) 497-1768
Internet E-mail: lkondrick@mail.atu.edu

Office Hours:

Please feel comfortable about contacting me outside of class. My schedule, including lab times, is posted on my office door. I will make a special effort to be near my desk on MWF 11:00 a.m. to noon; TR 10:00 a.m. to noon; and W 2:00 to 5:00 p.m. Other hours are available by appointment. Please e-mail your request.

Course Description:

This course is designed to model physical science teaching and learning through the process of inquiry. Topics explored are Interactions and Energy, Forces, Systems, Behavior of Gases, Physical Changes, and Chemical Changes. The focus is upon the construction of knowledge regarding science content and process skills essential to the preparation of teachers of physical science in early childhood education. It is recommended for early childhood education majors seeking to fulfill undergraduate requirements in preparation for upper level science methods courses and is equivalent to 3 hours of lecture and 3 hours of laboratory experience in physical science. However, the course requires that students participate as active learners in an activity-based, cooperative- learning-style curriculum.

Course Rationale and Objectives (Correlated Assessment):

This general education course is designed to meet the goals of a Liberal Arts University as described in the 2007-2008 ATU Undergraduate Catalogue. In part that goal is to "... provide a foundation for knowledge common to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime (page 79)." Upon successful completion of Physical Science Inquiry, students will be able to:

- ◆ Demonstrate knowledge and comprehension of certain basic laws, principals, and methods used in the physical sciences with a minimum of 60% freedom from errors.
- ◆ Demonstrate the ability to formulate models and explanations of everyday phenomena based upon analysis of observations and empirical evidence.
- ◆ Analyze basic problems in physical science with a minimum of 60% accuracy.
- ◆ Discuss naïve science ideas held by children and analyze methods to guide their development of concepts in physical science.
- ◆ Evaluate the implications of recent developments in physical science and technology affecting our quality of life.

Department of Physical Sciences, McEver Hall, Russellville, Arkansas 72801-2222
Tel: (501) 968-0293 Fax: (501) 964-0837 E-mail: pldh@atuvn.atu.edu

Textbook:

The PSET materials required for this course serve as both the textbook and laboratory manual: Fred Goldberg, Rebecca Kruse, Steve Robinson, Valerie Otero, and Nephi Thompson, principal developers (2007). *Physical Science and Everyday Thinking (PSET) SE*. The PSET project was supported in part by Grant #0096856 from the National Science Foundation. ISBN 978-1-58591-668-9. Armonk, NY: It's About Time, Herff Jones Education Division.

Ancillary course materials are available on the ATU tdata drive: linda.kondrick>PHSC 1001. (The t-data drive can be accessed from My Computer when on campus. When off campus it can be accessed via the web at: <ftp://tdata.atu.edu>.)

Assignments:

Daily Participation: Student participation in group laboratory activities is required and will be assessed on a behavioral rubric.

Homework: Weekly assignments are included in subsequent sections of this syllabus. *Mastery of the concepts and skills in these homework assignments will be essential to your success in this course.*

Connection Project: One Connection Project is required. The student will complete a research project that includes a graphic organizer and an essay discussion. The goal of this project is to increase your awareness of the connections between physical science and other disciplines, your lifestyle, and your career. A rubric will be provided for evaluation of the Connection Project.

Tests: There are six unit exams and a comprehensive final exam. The format is multiple choice and essay.

Assessment:

Evaluation of a student's achievement of the course objectives will be based upon the following assessment criteria:

- ◆ Daily Participation is worth approximately 10 points per class for a total of approximately 300 points.
- ◆ Homework assignments are worth approximately 10 points each for a total of approximately 350 points.
- ◆ Connection Project is worth 100 points.
- ◆ Six unit exams, are worth 100 points each. The worst test score will be dropped leaving a total of 500 test points.
- ◆ Comprehensive Final Exam is worth 150 points.

Grading:

The arithmetic mean is calculated by dividing the total points earned by the number possible (approximately 1400). The resulting percentage score is converted to a letter grade according to the following scale:

A > 90%

B = 80% to 90%

C = 70% to 79%

D = 60% to 69%

F < 60%

Class Policies:

All behavior is subject to ATU academic policies as covered in the Undergraduate Catalogue and Student Handbook. Below are my specific requirements to insure success:

- ◆ Be present. Students with five absences may be dropped from the course with an F grade.
- ◆ Be on time and stay until dismissed. Daily quizzes cannot be made-up.
- ◆ Be prepared. Class notes are available on the course website:
<http://pls.atu.edu/phyci/physics/people/kondrick/index.htm>
- ◆ Be diligent. Assignment due dates are not flexible.
- ◆ Be honest. Plagiarism and all forms of cheating are absolutely unacceptable. Detection of such behavior will result in a failing grade for the course. All essays are required to be submitted to an electronic monitoring program called *turnitin.com*.
- ◆ Be respectful of fellow students, instructors, and ATU property. Rude, destructive, or disruptive behavior will not be tolerated.

Access and Accommodation:

- ◆ If you need a specific accommodation due to temporary or long-term injury, handicap, or disability, please contact me as soon as possible.
- ◆ Remember that this is a Liberal Arts teaching institution that focuses on its teaching mission. If you need clarification, or other individual help with course material or objectives, please contact me as soon as possible. Do not fail to take advantage of all the resources available to you. I chose teaching as a career because I like interacting with students.

Course Bibliography:

National Science Resources Center, (1997). *Science for All Children: A Guide to Improving Elementary Science Education*. Washington, DC: The National Academies Press. ISBN: 0-309-05297-1

(2000). *Inquiry and the National Science Education Standards*. Washington, DC: The National Academies Press. ISBN: 9780309064767

David Hammer & Emily Van Zee, (2006). *Seeing the Science in Children's Thinking: Case Studies of Student Inquiry in Physical Science--A Staff Developer's Guide*. Portsmouth, NH: Heinemann. ISBN: 9780325009483

McDermott, L, Shaffer, P, & Constantino, C (2000). Preparing teachers to teach physics and physical science by inquiry. *Physics Education*. 35.No.6, 411-416.

(2007). Concept to Classroom. Retrieved October 10, 2007, from Thirteen Ed Online Web site: <http://www.thirteen.org/edonline/concept2class/inquiry/index.html>

(2007). Inquiry Learning Forum. Retrieved October 10, 2007, from Center for Research on Learning and Technology Web site: <http://www.thirteen.org/edonline/concept2class/inquiry/index.html>

Pacing Guide: *Dates are approximate and subject to change.*

Week	Month	Days	Topics	Assignment	Assessment
I	Aug	21	Introduction 1. Measuring Motion	Chapter 1 <i>Activity 1</i>	<i>HW 1: Learning Science</i>
II	Aug	26,28	2. Motion and energy 3. Slowing and Stopping 4. Warming and Cooling	<i>Activity 2-4</i>	<i>HW 2: Scientific Explanations</i> <i>HW 3: Push Pull Interactions</i> <i>HW 4: Interactions with Surroundings</i>
III	Sept	2,4	5. Light and Seeing 6. Electric Circuits	<i>Activity 5-6</i>	<i>HW 5: Children's Ideas About Light</i> <i>HW 6 Energy Transfer</i>
IV	Sept	9,11	7.keeping Track of Energy 8. Using Energy Models to Explain Everyday Phenomena	<i>Activity 7-8</i>	<i>HW 7 Energy Conservation and Efficiency</i>
Tues	Sept	16	Test Unit 1		Interactions and Energy
V	Sept	16,18	1. Interactions and Forces 2. Pushes and Slowing Down 3.Friction and Slowing Down 4.Force-strength and Mass	Chapter 2 <i>Activity 1-5</i>	<i>HW1: Pushing a Skateboarder</i> <i>HW2: Combinations of Forces</i> <i>HW3: Children's Ideas About Forces</i> <i>HW4: Changing Direction</i>
VI	Sept	23,25	5. Motion with Balanced Forces 6. Using Force Models to Explain Everyday Phenomena	<i>Activity 5-6</i>	<i>HW5: Balanced Forces</i> <i>HW 6: Children's Ideas About Friction</i>
Tues	Sept	30	Test Unit 2		Interactions and Forces
VII	Sep/Oct	30, 2	1. Magnetic Interactions 2. Electric Charge Interactions 3. Gravitational Attractions	Chapter 3 <i>Activity 1-3</i>	<i>HW1A: Model for Magnetism</i> <i>HW1B: Historical Development of Model of Magnetism</i> <i>HW2: Charged and Uncharged</i> <i>HW3:Gravitational Potential Energy</i>
VIII	Oct	7,9	4. Falling Objects 5. Using Electro-Magnetic Models to Explain Everyday Phenomena	<i>Activity 4-5</i>	<i>HW4: Using Energy and Force Ideas</i> <i>HW5: Observations, Inferences, and Models</i>
Tues	Oct	14	Test Unit 3		Interactions and Systems
IX	Oct	14,16	1. Small Particle Model Gases 2. SPM and Gas Pressure 3. Effects of Pressure Difference	Chapter 4 <i>Activity 1-3</i>	<i>HW2: Explaining Phenomena Using Gas Pressure</i> <i>HW 3:Children's Ideas About Gases</i>
X	Oct	21,23	4. SPM and Temperature 5. Explanations Involving Gases	<i>Activity 4-5</i>	<i>HW4A: the Ideal Gas Law</i> <i>HW4B: Small Particle Simulator</i> <i>HW5: Nature of Science</i>
Tues	Oct 28		Test Unit 4		Interactions and the Behavior of Gases

Week	Month	Days	Topics	Assignment	Assessment
XI	Oct	28,30	1. Density 2. SPM and Density 3. Heating Liquids and Solids	Chapter 5 Activity 1-3	<i>HW1: Sinking and Floating</i> <i>HW2: Density and SPM</i> <i>HW3: Children's Ideas About Density</i>
XII	Nov	4,6	4. Changes of State and SPM 5. Vapor Pressure and SPM	Activity 4-5	<i>HW 4: Melting and Boiling</i> <i>HW5: Vapor Pressure and Other Liquids</i>
XIII	Nov	11,13	6. Solubility and SPM 7.Explanations Involving Physical Changes	Activity 6-7	<i>HW6: Dissolving and Polarity</i> <i>HW7: Using Physical Properties and Changes</i>
Tues	Nov 18		Test Unit 5		Interactions and Physical Changes
XIV	Nov	18,20	1. Chemical Changes 2.Chemical Changes and SPM 3. Elements and Periodic Table	Chapter 6 Activity 1-3	<i>HW1: Rate of Chemical Changes and Temperature</i> <i>HW2:Models of the Atom</i>
XV	Nov	25	4. Atoms and Periodic Table 5. Conservation of Mass and SPM	Activity 4-5	<i>HW4:Electrons, Chemical Bonds, and Chemical Formulas</i> <i>HW 5: Ideas About Learning Science</i>
XV	Nov	27	Thanksgiving Holiday, No classes!		
XVI	Dec	2,4	6. Social Scientist's Ideas 7. Chemical Changes and Energy 8. Explanations Involving Chemical Changes	Activity 6-8	<i>HW7: Solubility and Energy</i>
TBA	Dec 9-14		Test Unit 6 and Comprehensive Final Exam		Interactions and Chemical Changes; and Comprehensive Final Exam

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
 From: Agriculture Department

Date submitted: NOVEMBER 2, 2007

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

Submitted by: Mike W. Fairbanks

Approved by: Department Head: *Wally Hask*
 Dean of School: *John Hask*

Reviewed by: Registrar: *Sammy Kleider*
 Vice President:

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

I. Catalog description: An introduction to insect diversity, evolution and biology with emphasis on identification of major families of insects. Prerequisites: AGPS 1003, Junior standing or consent of instructor.

Number: AGPM 3104

Title for Catalog: Introduction to Entomology

*Title for Course Inventory (24 characters):

Description: This course will introduce the student to insect diversity and the identification of the major families of insects. Laboratory time will be spent learning family characteristics and collecting and preserving insect specimens. Lecture will consist of topics such as insect diversity, morphology and physiology.

Effective date or term: Fall 2008

*Course fees: \$25

\$25
course fee

II. Justification and feasibility of course:

A. What is the need for this course? There has not been an entomology course taught at Arkansas Tech University in several years. This course will serve

App CE 11/19/07
 App FS 12/3/07

as a foundation to the pest management emphasis in the Department of Agriculture.

Who will take it? **This course should have broad appeal and enroll students from biology, fisheries and wildlife, turf grass management and pest management.**

- B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? **There is no overlap with other courses being offered. This course will be part of the pest management emphasis in the Department of Agriculture.**
- C. Is this course part of any general plan of development within your department? Explain. **This course will be part of the general plan to develop a pest management option to go along with the Agricultural Business degree to help prepare our students for job opportunities in the area of agricultural pest management.**
- D. How often will the course be offered? **Every Fall semester.**
- E. How will the course be staffed? **With current personnel.**
- F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

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

Indicate Support
for Proposal
(yes/no)

Date:

1. Dr. Theresa Herrick

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 program will fit the department's assessment process by addressing the following objectives:

- Understand basic micro and macro principles as they relate to agriculture.**
- Understand the basic principles of agricultural marketing and finance.**
- Understand basic agri-business management principles and techniques of the agri-business industry.**
- Understand the basic principles in agricultural pest management**
- Understand basic principles of soils and waste management in production agriculture.**
- Have a basic knowledge of computer technology.**

Syllabus
AGPM 3104
Introduction to Entomology (Lecture)

Course Description: An introduction to insect diversity, evolution and biology with emphasis on identification of major families of insects. Prerequisites: AGPS 1003, Junior standing or consent of instructor.

Course Objectives: Students should have working knowledge of the following subjects:

1. Ability to identify characteristics of major taxa of insects.
2. Understand the ecological importance of insects
3. Evolution and diversity of insects
4. Concept of beneficial and injurious insects

Textbook:

Johnson, N. F. and C. A. Triplehorn. 2004. *An introduction to the study of insects* (7 ed.). Saunders College Publishing.

Course Schedule:

<u>Week</u>	<u>Topic</u>
1.	Introduction to the class insecta
2.	Morphology, physiology and development
3.	Behavior and ecology
4.	Entognathous and apterygote insects
5.	Ephemeroptera, odonata, Grylloblattaria and Phasmida
6.	Orthoptera, Mantodea and Blattaria
7.	Isoptera, Dermaptera and Embiidina
8.	Plecoptera, Zoraptera, Psocoptera and Phthiraptera
9.	Hemiptera, Homoptera and Thysanoptera
10.	Neuroptera, Strepsiptera and Mecoptera
11.	Coleoptera
12.	Siphonaptera and Trichoptera
13.	Diptera
14.	Lepidoptera
15.	Hymenoptera
16.	Final exam

Syllabus
AGPM 3104
Introduction to Entomology (Lab)

Course Description: An introduction to insect diversity, evolution and biology with emphasis on identification of major families of insects. Prerequisites: AGPS 1003, Junior standing or consent of instructor.

Course Objectives: Students should have working knowledge of the following subjects:

5. Ability to identify characteristics of major taxa of insects.
6. Understand the ecological importance of insects
7. Evolution and diversity of insects
8. Concept of beneficial and injurious insects

Textbook:

Johnson, N. F. and C. A. Triplehorn. 2004. *An introduction to the study of insects* (7 ed.). Saunders College Publishing.

Course Schedule:

<u>Week</u>	<u>Topic</u>
1.	Collection, pinning and preservation of insects
2.	Entognathous and apterygote insects
3.	Ephemeroptera, odonata, Grylloblattaria and Phasmida
4.	Orthoptera, Mantodea and Blattaria
5.	Collection
6.	Isoptera, Dermaptera and Embiidina
7.	Plecoptera, Zoraptera, Psocoptera and Phthiraptera
8.	Hemiptera, Homoptera and Thysanoptera
9.	Collection
10.	Neuroptera, Strepsiptera and Mecoptera
11.	Coleoptera
12.	Siphonaptera and Trichoptera
13.	Collection
14.	Diptera
15.	Lepidoptera
16.	Hymenoptera

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
 From: Agriculture Department

Date submitted: November 2, 2007

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

Submitted by: Mike W. Fairbanks

Approved by: Department Head: *Willy Hoefler*
 Dean of School: *Michael*

Reviewed by: Registrar: *Gummy*
 Vice President:

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

12-13-07 ✓
 Catalog description: Advanced concepts and techniques used in modern pest control practices and the chemistry and environmental fate of pesticides. Prerequisites: AGPS 1003, AGPM 3104, AGPS 3053, Junior standing or consent of instructor.

Number: AGPM 3124

Title for Catalog: Applied Pest Control

*Title for Course Inventory (24 characters):

Description: This course will introduce the student to pesticide application techniques, calibration of spray equipment, chemistry of pesticides, efficacy and environmental fate of pesticides.

Effective date or term: Spring 2009

*Course fees: None

II. Justification and feasibility of course:

- A. What is the need for this course? This course will serve as an applied pest management course and will emphasize hands-on learning. It will provide an opportunity to apply theories learned in the class room in a small plot research environment.

app CC 11/19/07
 app FS 12/3/07

Who will take it? **This course should have broad appeal and be of particular interest to pest management, horticultural and turf grass students.**

- B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? **This course will be part of the pest management emphasis in the Department of Agriculture and will not overlap with other courses offered within the department.**
- C. Is this course part of any general plan of development within your department? Explain. **This course will be part of the general plan to develop a pest management option to go along with the Agricultural Business degree to help prepare our students for job opportunities in the area of agricultural pest management.**
- D. How often will the course be offered? **Once a year.**
- E. How will the course be staffed? **With current personnel.**
- F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

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

Indicate Support
for Proposal
(yes/no)

Date:

1. Dr. Theresa Herrick

2.

3.

4.

5.

Theresa Herrick *yes* *11-8-07*

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

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

This program will fit the department's assessment process by addressing the following objectives:

- Understand basic micro and macro principles as they relate to agriculture.

- Understand the basic principles of agricultural marketing and finance.
- Understand basic agri-business management principles and techniques of the agri-business industry.
- Understand the basic principles in agricultural pest management
- Understand basic principles of soils and waste management in production agriculture.
- Have a basic knowledge of computer technology.

Syllabus
AGPM 3124
Applied Pest Control

Course Description: Advanced concepts and techniques used in modern pest control practices and the chemistry and environmental fate of pesticides. Prerequisites: AGPS 1003, AGPM 3104, AGPS 3053, Junior standing or consent of instructor.

Course Objectives: Students should have working knowledge of the following concepts:

1. Use of modern spray equipment
2. Calibration techniques
3. Pesticide efficacy
4. Pesticide safety
5. Environmental fate of pesticides

Textbooks:

Ahrens, W.H. *Herbicide Handbook*. 2007. Weed Sc. So. of Am. (9th ed.)

Perry, A.S., Yamamoto, I., Ishaaya, I. and R. Y. Perry. *Insecticides in Agriculture and Environment: Retrospects and Prospects*. 1998. Springer

Course Schedule:

<u>Week</u>	<u>Topic</u>
1.	Toxicology / efficacy of insecticides
2.	Organochlorine isecticides
3.	Organophosphate insecticides
4.	Carbamate insecticides
5.	Botanical insecticides
6.	Synthetic pyrethroids
7.	Neonicitinoids and Insect Growth Regulators
8.	Environmental fate of insecticides
9.	Entry and movement of herbicides in plants
10.	Modes and sites of action of herbicides
11.	Acid amide herbicides
12.	Benzonitrile herbicides
13.	Dinitroaniline herbicides
14.	Growth regulator-type herbicides
15.	Imidazolinone herbicides
16.	Final Exam

Syllabus
AGPM 3124
Applied Pest Control (Lab)

Course Description: Advanced concepts and techniques used in modern pest control practices and the chemistry and environmental fate of pesticides. Prerequisites: AGPS 1003, AGPM 3104, AGPS 3053, Junior standing or consent of instructor.

Course Objectives: Students should have working knowledge of the following concepts:

1. Small plot experimental design
2. Sprayer calibration
3. Identification of herbicide injury to plants
4. Insect sampling / treatment techniques

Textbooks:

None

Course Schedule:

<u>Week</u>	<u>Topic</u>
1.	Insect collection / sampling techniques
2.	Insecticide efficacy experiments
3.	Insecticide efficacy experiments
4.	Insecticide efficacy experiments
5.	Experiment results / presentation
6.	Sprayer calibration
7.	Small plot experimental design
8.	Plot lay-out and weed identification
9.	Herbicide selection
10.	Broadleaf vs. grass herbicides
11.	Herbicide application in small plots
12.	Data collection from small plots
13.	Experiment results and presentations
14.	Environmental fate of pesticides
15.	Pesticide effects on non-target species
16.	Final exam

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Agriculture Department

Date submitted: **November 2, 2007**

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

Submitted by: **Mike W. Fairbanks**

Approved by: Department Head: *Wally Hoefler*
 Dean of School: *John White*

Reviewed by: Registrar: *Gammy Kuder*
 Vice President:

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

12-13-07 I.

Catalog description: A systematic approach utilizing biological, cultural and genetic control methods to suppress pest numbers in agroecosystems. Prerequisite: AGPS 1003, Junior standing or consent of instructor.

Number: **AGPM 4103**

Title for Catalog: **Integrated Pest Management**

*Title for Course Inventory (24 characters):

Description: **Integrated Pest Management is an effective and environmentally sensitive approach to pest management that relies on a combination of common-sense practices. IPM programs use current, comprehensive information on the life cycles of pests and their interaction with the environment. This information, in combination with available pest control methods, is used to manage pest damage by the most economical means, and with the least possible hazard to people, property, and the environment.**

Effective date or term: **Spring 2009**

*Course fees: **None**

App CC 11/19/07
App FS 12/3/07

II. Justification and feasibility of course:

- A. What is the need for this course? **Agricultural resources are becoming constrained by pests that are increasingly becoming resistant to pesticides, the increasing cost of production, increasing human population and the dwindling amount of arable land. With these constraints comes a need to train pest management professionals that understand pest dynamics and their interaction with agroecosystems. This will only serve to meet the evolving needs of farmers and ranchers and will add value to the entire agriculture production system as a whole.**

Who will take it? **Primarily agricultural business majors seeking an emphasis in pest management and turf grass management students.**

- B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? **This is a new course that will be part of the pest management emphasis in the Department of Agriculture. This course will serve to anchor concepts learned in Weed Ecology, Plant Pathology, Entomology and Weed/Insect control.**
- C. Is this course part of any general plan of development within your department? Explain. **This course will be part of the general plan to develop a pest management option to go along with the Agricultural Business degree to help prepare our students for job opportunities in the area of agricultural pest management.**

How often will the course be offered? **It is anticipated that this course will be initially be taught every spring semester.**

- D. How will the course be staffed? **With current personnel.**
- E. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

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

Indicate Support
for Proposal
(yes/no)

Date:

1. Dr. Theresa Herrick

2.

3.

4.

5.

Theresa Herrick yes 11-8-07

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

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

This program will fit the department's assessment process by addressing the following objectives:

- Understand basic micro and macro principles as they relate to agriculture.
- Understand the basic principles of agricultural marketing and finance.
- Understand basic agri-business management principles and techniques of the agri-business industry.
- Understand the basic principles in agricultural pest management
- Understand basic principles of soils and waste management in production agriculture.
- Have a basic knowledge of computer technology.

Syllabus
AGPM 4103
Integrated Pest Management

Course Description: A systematic approach utilizing biological, cultural and genetic control methods to suppress pest numbers in agroecosystems. Prerequisite: AGPS 1003, Junior standing or consent of instructor.

Course Objectives: Students should have working knowledge of the following concepts:

1. The role that ecology plays in the development of rational and sustainable pest management.
2. Ecologies of natural enemies and their usefulness in IPM
3. Application of integrated management strategies to solve complex pest problems.
4. Genetically modified crop plants and their role in agroecosystems.

Textbooks:

Kogan, M and P. Jepson Eds. 2007. *Perspectives in ecological theory and integrated pest management*. Cambridge.

Pedigo, L. P. and M.E. Rice. 2006. *Entomology and pest management* (5th ed.) Pearson Prentice Hall

Course Schedule:

<u>Week</u>	<u>Topic</u>
1.	Sustainable agriculture
2.	Concept of integrated pest management
3.	Arthropod pest behavior and IPM
4.	Plant-insect interactions
5.	Conservation, biodiversity and IPM
6.	Ecological risks of biological control agents
7.	Ecology of natural enemies
8.	Genetically engineered crop plants
9.	Host-plant resistance
10.	Chemical control of pests
11.	Ecotoxicology and the fate of pesticides
12.	Ecotoxicology and the fate of pesticides
13.	Agroecology: a renewed ecological foundation for pest management
14.	Emerging trends in IPM
15.	Presentations
16.	Final Exams

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)

From: Agriculture Department

Date submitted: October 2, 2007

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

Submitted by: Molly Brant

Approved by: Department Head: *Wally Hoefler*
Dean of SchoolReviewed by: Registrar: *Sammy Rhodes*
Vice President:

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

The departmental consensus indicated that our students needed the application of accounting to the agricultural realm. In doing so, we adjusted our degree requirements to replace ACCT 2013 with AGBU 4023. The prerequisite portion of the description needs to reflect the expectations that the students will have completed ACCT 2003 before taking AGBU 4023.

Old Description:

Prerequisite: AGBU 2063 and 2073, or consent of instructor. Designed as an economic and accounting study of the processes in agricultural businesses. Manufacturing costs, income tax, managerial reports, cash flow, and statement analysis of agricultural businesses along with capital allocation and the purpose and efficiency of agricultural lending institutions are analyzed.

New Description:

12-13-07
✓
Prerequisite: AGBU 2063 and 2073, *and pcc* *pcc* ~~or consent of instructor~~. Designed as an economic and accounting study of the processes in agricultural businesses. Manufacturing costs, income tax, managerial reports, cash flow, and statement analysis of agricultural businesses along with capital allocation and the purpose and efficiency of agricultural lending institutions are analyzed.

Number: AGBU 4023

Title for Catalog: Agricultural Finance

Effective date or term: Fall 2008

Course fees: None

*per telephone conversation
w/ Hoefler 11/14/07*

*app CC 4/19/07
app FS 12/3/07*

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: **Agriculture Department**

Date Submitted: November 2, 2007

Request for: Course change X Course deletion Course addition
(Excluding course credit hour changes)Submitted by: **Mike W. Fairbanks**Approved by: Department Head: *Wally Hoefler*
Dean of School: *John White*Reviewed by: Registrar: *Sammy Bleeder*
Vice President:

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

It is proposed that AGPS 3053 Weeds and Weed Control be changed to AGPS 3053 Weed Ecology. The course will remain functionally similar in relation to weed demography and population dynamics, competition, interference, and soil seed bank concepts. However, the weed control aspect (herbicides, spray calibrations, etc.) will be covered in a new course, AGPM 3124 Applied Pest Control

Catalog description:

12-13-07 ✓
The principles of weed ecology including weed demography and population dynamics, competition, interference, soil seed bank concept and systematic approaches to weed management. Prerequisite: AGPS 1003, Junior standing or consent of instructor.

Number: AGPS 3053 *and per*Title for Catalog: **Weed Ecology**Effective date or term: **Fall 2008**Course fees: **None**

App CC 11/19/07
App FS 12/3/07

app CC 11/19/07
app FS 12/3/07

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

1. Within the department requesting the change.

This fall a faculty member was hired by the Department of Agriculture with a background in pest management to help teach the agronomy courses offered by the department. Therefore, there should not be a need to hire any additional faculty. The addition of a pest management option should not have a negative impact on any other departmental programs or budget. Arrangements have already been made to accommodate additional space required for the pest management program both in Dean Hall and at the University Farm.

2. Outside the department.

There should be no negative effects on programs outside the department. Students enrolled in either the Turf Management Program in Parks, Recreation and Hospitality or Biology may benefit by taking some of the proposed courses for the pest management program.

C. Effective date or term.

Summer 2008

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

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

Indicate Support
for Proposal
(yes/no)

Date:

1. Dr. Theresa Herrick

2.

3.

4.

5.

Theresa Herrick yes 11-8-07

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

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

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

This program will fit the department's assessment process by addressing the following objectives:

- Understand basic micro and macro principles as they relate to agriculture.
- Understand the basic principles of agricultural marketing and finance.
- Understand basic agri-business management principles and techniques of the agri-business industry.
- Understand the basic principles in agricultural pest management
- Understand basic principles of soils and waste management in production agriculture.
- Have a basic knowledge of computer technology.
- Have a basic knowledge of written and oral communication skills.

Curriculum in Agribusiness (Pest Management Option)

Bachelor of Science

Degree Completion Plan Beginning in Fall Semester

Freshman				Sophomore			
Fall		Spring		Fall		Spring	
AGAS 1014 ✓	4	AGPS 1024 ✓	4	ACCT 2003 ✓	3	AGBU 2073 ✓	3
AGPS 1003 ✓	3	AGBU 1013 ✓	3	AGBU 2063 ✓	3	AGSS 2014 ✓	4
BIOL 1014 ✓	4	COMS 1003 ✓	3	BUAD 2033 ✓	3	Fine Arts ¹ ✓	3
ENGL 1013 ¹ ✓	3	ENGL 1023 ¹ ✓	3	SPCH 2173 ✓	3	MATH 2163 ✓	3
MATH 1113 ✓	3	Physical Activity ¹ ✓	1	CHEM 1114 ✓	4	Social Science ¹ ✓	3
Total Hours	17	Total Hours	14	Total Hours	16	Total Hours	16

Junior				Senior			
Fall		Spring		Fall		Spring	
AGBU 3213 ✓	3	Agriculture Elective ³ ✓	1	AGBU 4003 ✓	3	AGBU 4023 ✓	3
AGEG 3413 ✓	3	Elective ² ✓	2	AGBU 4013 ✓	3	AGBU 4033 ✓	3
AGPS 3244 ✓	4	Social Science ¹ ✓	6	AGPS 3053 ✓	3	AGPM 4103 ✓	3
AGPM 3104 ✓	4	Physical Activity ¹ ✓	1	Social Science ¹ ✓	3	AGPS 4103 ✓	3
Humanities ¹ ✓	3	AGPM 3214 3124 ✓	4	Elective ² ✓	3	Elective ² ✓	3
Total Hours	17	Total Hours	14	Total Hours	15	Total Hours	15

Degree Completion Plan Beginning in Spring Semester

Freshman				Sophomore			
Spring		Fall		Spring		Fall	
AGPS 1024 ✓	4	AGAS 1014 ✓	4	AGBU 2073 ✓	3	ACCT 2003 ✓	3
AGBU 1013 ✓	3	AGPS 1003 ✓	3	AGSS 2014 ✓	4	AGBU 2063 ✓	3
COMS 1003 ✓	3	BIOL 1014 ✓	4	Fine Arts ¹ ✓	3	BUAD 2033 ✓	3
ENGL 1013 ¹ ✓	3	ENGL 1023 ¹ ✓	3	MATH 2163 ✓	3	SPCH 2173 ✓	3
Physical Activity ¹ ✓	1	MATH 1113 ✓	3	Social Science ¹ ✓	3	CHEM 1114 ✓	4
Total Hours	14	Total Hours	17	Total Hours	16	Total Hours	16

Junior				Senior			
Spring		Fall		Spring		Fall	
Agriculture Elective ³ ✓	1	AGBU 3213 ✓	3	AGBU 4023 ✓	3	AGBU 4003 ✓	3
Elective ² ✓	2	AGEG 3413 ✓	3	AGBU 4033 ✓	3	AGBU 4013 ✓	3
Social Science ¹ ✓	6	AGPS 3244 ✓	4	AGPM 4103 ✓	3	AGPS 3053 ✓	3
Physical Activity ¹ ✓	1	Humanities ¹ ✓	3	AGPS 3053 4103 ✓	3	Social Science ¹ ✓	3
AGPM 3214 3124 ✓	4	AGPM 3104 ✓	4	Elective ² ✓	3	Elective ² ✓	3
Total Hours	14	Total Hours	17	Total Hours	15	Total Hours	15

¹See appropriate alternatives or substitutions in "General Education Requirements" on page (Except ECON 2003)

²Recommended electives are SPAN 1014 and SPAN 1024

³Must be 3000-4000 level.

12-13-07
KR

Agricultural Business (Pest Management Option)

Courses Added

AGPM 3104 Introduction to Entomology
AGPM 3214 Applied Pest Control
AGPM 4103 Integrated Pest Management
AGPS 3053 Weed Ecology
AGPS 4103 Crop and Garden Insects

PROPOSAL FOR COURSE CHANGE
RP 3763 Introduction to Turfgrass Management

To: Curriculum Committee

From: Parks, Recreation, and Hospitality Administration

Date submitted: September 17, 2007

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

Submitted by: Glen Bishop

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

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

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

This proposal is to add a course to the Turf Management Emphasis in the Recreation and Park Administration Program. The purpose of the new course is to serve as an entry course upon which to build more detailed study of turfgrass management as students move through the curriculum.

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

I. Catalog description:

Number: RP 3763

Title for Catalog: Introduction to Turfgrass Management

12-17-07
Description: Pre or Co-requisite: BIOL 2134 and CHEM 1114. An introduction to turf management emphasizing structure, growth, adaptation, and management of turfgrass. Methods for establishment, fertilization, mowing, cultivation, irrigation and pest management.

Effective date or term: Fall 2008

II. Justification and feasibility of course:

- A. What is the need for this course? Who will take it? This course will serve as the entry course into the Turf Management Emphasis in the Recreation and Park Administration Program. This course will replace RP 4773 Turfgrass Management: Climatic Regions and Cultivars. The Turf Management Emphasis needs a clear entry course of general turfgrass study upon which to build more detailed scholarship with additional courses. This course will serve that purpose. Because the course should serve as a gateway to specialized study of turfgrass, it

app CC 11/19/07
app FS 12/3/07

should be no higher than the Junior level. The course it replaces is at the Senior level. Students in the Turf Management Emphasis will be the primary target for this course. Agriculture students may also find this course to be of interest.

- B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department. This course will be part of a revised Turf Management Emphasis curriculum. All courses in this emphasis are designed to overlap slightly with each other and also to explore in more detail particular topics that do not overlap the other courses. This course will provide an introduction to areas discussed in more depth in Turf Management courses that should be taken later in the curriculum.
- C. Is this course part of any general plan of development within your department? Explain. This course is part of a redesign of the Turf Management Emphasis in the Recreation and Park Administration Program.
- D. How often will the course be offered? It is anticipated that the course will be offered every other year. The course may be offered more often based on demand.
- E. How will the course be staffed? The course will be staffed with existing personnel.
- F. When applicable, state with which departments you have specifically coordinated this change? It is anticipated that this change will not affect other departments. Agriculture students may find this course of interest. This proposal has been circulated to the Department of Agriculture.

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

ASSESSMENT:

Because the assessment process of the Recreation and Park Administration Program is guided by the standards of its accrediting body and those standards are addressed in other courses, this course will have little affect on the department's assessment process.

RP 3763
Introduction to Turfgrass Management
Arkansas Tech University

Course Description: Pre or Co-requisite: BIOL 2134 and CHEM 1114. An introduction to turf management emphasizing structure, growth, adaptation, and management of turfgrass. Methods for establishment, fertilization, mowing, cultivation, irrigation and pest management.

Course Objectives: During this course, students will:

1. Understand basic structure and physiology of turfgrass plants.
2. Know characteristics of the climatic zones of grass adaptation for the United States.
3. Know characteristics key turfgrass species for each climatic zone.
4. Understand key cultural practices.

Textbook:

Christians, N. (2007). *Fundamentals of turfgrass management* (3rd ed.). Hoboken, New Jersey: Wiley.

Course Schedule:

<i>Week</i>	<i>Topic</i>
1	Careers in the Turfgrass Industry
2	Introduction to the Grasses
3	Cool-Season Grasses
4	Warm-Season Grasses
5	Establishment
6	Soil Testing and Soil Amendment
7	Fertilization
8	Mowing
9	Irrigation
10	Thatch, Cultivation, and Topdressing
11	Weed Control
12	Turf Insects
13	Turfgrass Diseases
14	Sports Field Management and Sod Production
15	Lawn Care and Golf Course Maintenance
Finals	

PROPOSAL FOR COURSE CHANGE
RP 4763 Golf Course Operations and Design

To: Curriculum Committee or Graduate Council (as appropriate)

From: Parks, Recreation, and Hospitality Administration

Date submitted: September 17, 2007

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

Submitted by: Glen Bishop

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

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

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

This proposal is add a course to the Turf Management Emphasis in the Recreation and Park Administration Program. The purpose of the new course is to serve as a capstone course requiring the use of knowledge and understanding developed from other courses in the curriculum and deepening the understanding of turfgrass management as it pertains to golf courses. A \$25.00 fee is requested to cover expenses associated with travel to golf courses to observe operations and design characteristics first hand.

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

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

Number: **RP 4763**

Title for Catalog: **Golf Course Operations and Design**

*Title for Course Inventory (24 characters):

12-17-07
 Description: **Pre or Co-requisite: RP 3034, 3763, and 3793. Golf course turfgrass management as influenced by golf course design, including operations, financial analysis, personnel, and environment. \$25.00 fee required.**

Effective date or term: **Fall 2008**

*Course fees: **\$25.00**

app ce 11/19/07
app fs 12/3/07

II. Justification and feasibility of course:

- A. What is the need for this course? Who will take it? **Golf courses provide a major source of employment for students in the Turf Management Emphasis. A detailed understanding of golf course operations as affected by design will be helpful for students desiring to enter this industry. For those turf students not planning to work in the golf industry, knowledge of the complex nature of turfgrass culture involved in golf course management will provide valuable knowledge in any area of the turfgrass industry. A \$25.00 fee is requested to cover expenses associated with travel to golf courses to observe operations and design characteristics first hand.**
- B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? **This course is part of a revised Turf Management Emphasis in the Recreation and Park administration Program in the Department of Parks, Recreation, and Hospitality Administration. There will be slight overlap with other courses in the Emphasis. This course will apply and deepen understanding of content introduced in other Turf Management courses.**
- C. Is this course part of any general plan of development within your department? Explain. **This course is part of a revised Turf Management Emphasis in the Recreation and Park Administration Program in the Department of Parks, Recreation, and Hospitality Administration.**
- D. How often will the course be offered? **It is anticipated that this course will be offered every other year.**
- E. How will the course be staffed? **This course will be staffed with current personnel.**
- F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.) **It is anticipated that this change will not affect other departs. This course may be of interest to agriculture students. This proposal has been circulated to the Agriculture Department.**

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

ASSESSMENT:

Because the assessment process of the Recreation and Park Administration Program is guided by the standards of its accrediting body and those standards are addressed in other courses, this course will have little affect on the department's assessment process.

***Updated 8/1/04**

****Updated 9/1/05**

SYLLABUS

RP 4763 Golf Course Management and Design Arkansas Tech University

Course Description: Pre or Co-requisite: RP 3034, 3763, and 3793. Golf course turfgrass management as influenced by golf course design, including operations, financial analysis, personnel, and environment. \$25.00 fee required.

Course Objectives: During this course, students will:

1. Know golf course design and construction principles.
2. Understand golf course cultural practices.
3. Understand golf course operations

Textbooks:

Beard, J.B. (2002). *Turf management for golf courses* (2nd ed.). Hoboken, New Jersey: Wiley.

McCarty, L. B. (2005). *Best golf course management practices* (2nd ed.). Upper Saddle River, New Jersey: Pearson Education.

Milligan, R. A. & Maloney, R. R. (1996). *Human Resource Management for Golf Course Superintendents*. Hoboken, New Jersey: Wiley

Richardson, F. L. (2002). *Routing the golf course: The art & science that forms the golf journey*. Hoboken, New Jersey: Wiley

Schmidgall, R. S. (2004). *Superintendent's handbook of financial management* (Rev. ed.). Hoboken, New Jersey: Wiley.

Course Schedule:

<i>Week</i>	<i>Topic</i>
1	Introduction
2	Designing and Building a Golf Course
3	The Putting Green
4	The Tee
5	Fairway and Rough
6	Bunkers
7	Equipment and Facilities
8	Irrigation
9	Pests
10	Fertilization
11	Irrigation
12	Golf Course Management
13	Golf Course Management
14	Golf Course Management
15	Golf Course Management
Finals	

PROPOSAL FOR COURSE CHANGE
RP 3791 Turfgrass Management: Equipment

To: Curriculum Committee

From: Parks, Recreation, and Hospitality Administration

Date submitted: September 17, 2007

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

Submitted by: Glen Bishop

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

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

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

This proposal is to modify RP 4783 Turfgrass Management: Equipment. This change is part of a revision of the Turf Management Emphasis in the Recreation and Park Administration Program. The manner in which the course has been taught over the past few years no longer matches the course description in the catalog. This proposal is to reduce the credit hours to one, changing the course number to RP 3791. In addition, a course fee is proposed to help defray expected travel expenses.

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

Number: RP 3791

Title for Catalog: Turfgrass Management: Equipment

*Title for Course Inventory (24 characters):

✓ Catalog description: An introduction to turfgrass equipment. Visits to golf course or other turfgrass sites where students will examine and operate various types of turf equipment. Equipment maintenance discussed. Equipment design and selection discussed.

Effective date or term: Fall 2008

*Course fees: \$25.00

\$25 fee required per

*app CC 11/19/07
 app FS 12/31/07*

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

RP 3793 Turfgrass Pest Control

To: Curriculum Committee

From: Parks, Recreation, and Hospitality Administration

Date submitted: September 17, 2007

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

Submitted by: Glen Bishop

Approved by: Department Head:
Dean of School:

Reviewed by: Registrar:
Vice President:

[Handwritten signatures: Theresa Herrick, Glen Bishop, and another signature]

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

This proposal is to make a minor change in the course number, course description and course title to emphasize the turfgrass content of the course. The change in the course number is to differentiate this course from the previous version of the course which emphasized chemical safety rather than turfgrass pest control. The old course number is RP 3783. The new course number is RP 3793. In addition the proposed new turf management entry course (RP 3763) will be a pre or co-requisite for this course.

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

I. Catalog description:

Number: RP 3793

Title for Catalog: **Turfgrass Pest Control**

*Title for Course Inventory (24 characters):

Description: **Pre or Co-requisite: RP 3763. An introduction to the integrated management of pests affecting turfgrass. Maintenance practices related to pest and abiotic turfgrass problems, safety, and materials.**

Effective date or term: **Fall 2008**

[Handwritten notes: app CC 11/19/07, app FS 12/3/07]

[Handwritten note: 12-17-07]

**PROPOSAL FOR COURSE CHANGE
RP 4753 Sports Field Management and Design**

To: Curriculum Committee
From: Parks, Recreation, and Hospitality Administration

Date submitted: July 27, 2007

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

Submitted by: Glen Bishop

Approved by: Department Head: _____
Dean of School: _____

Reviewed by: Registrar: _____
Vice President: _____

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

This proposal is to make a minor change in the course number, course description and course title to emphasize the turfgrass content of the course. The change in the course number is to indicate that this should be a senior level course. The old course number is RP 3773. The new course number is RP 4753. In addition the proposed new turf management entry course (RP 3763) will be a pre or corequisite for this course as will RP 3034 Site Planning and Design. This proposal also asks that a course fee be added to cover expenses associated with field trips to sports fields that provide good examples of design and cultural practices.

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

I. Catalog description

Number: **RP 4753**

Title for Catalog: **Sports Field Management and Design.**

*Title for Course Inventory (24 characters):

Description: Pre or co-requisite: RP 3034, RP 3763, and RP 3793. A survey of design and management practices for turfgrass sports fields. Personnel and budgeting requirements for operations and maintenance. \$25.00 fee required.

Effective date or term: **Fall 2008**

*Course fees: **\$25.00**

app CC 11/19/07
app FS 12/3/07

ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: **RP 4773 Turfgrass Management: Climatic Regions and Cultivars**
Curriculum Committee or Graduate Council (as appropriate)

From: **Parks, Recreation and Hospitality Administration**

Date submitted: September 17, 2007

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

Submitted by: Glen Bishop

Approved by: Department Head: _____
Dean of School _____

Reviewed by: Registrar: _____
Vice President: _____

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

✓ This proposal is to delete RP 4773 Turfgrass Management: Climatic Regions and Cultivars from the catalog. It is to be replaced by a new junior level course that will serve as the initial course in a series of courses in the Turf Management Emphasis in the Recreation and Park Administration Program. RP 4773 should not be deleted if the proposed course, RP 3673, is not approved.

This deletion should have little to no affect on other departments.

app CC 11/19/07
app FS 12/3/07

62-17-07

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: Parks, Recreation and Hospitality Administration

Date Submitted: September 17, 2007

Type of Curriculum Change Requested: (*Addition of new program, option, or minor)

(*Program, option, or minor deletion)

Program, option, or minor modification (*Program, option, or minor modification)

(Course credit hour change)

(Miscellaneous change)

Submitted By: Glen Bishop

Approved By: Department Head:

Dean of School:

Reviewed By: Registrar:

Vice-President for Academic Affairs

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

II. Course Information

A. Rationale for the requested change. This proposed change is part of an effort begun in 2005 to better align and integrate the Turf Management Emphasis in the Recreation and Park Administration Program. In the 2006—2007 catalog, new supporting courses in Agriculture were added to the curriculum. In the 2007—2008 catalog, prerequisites were added to existing turf management courses. The current proposal is to restructure the core Turf Management Emphasis courses so that students will be able to build on and deepen understanding of turf management as they move through the emphasis. Specifically, this proposal changes the course number, title and course description for RP 3773 Sports Fields, the title and course description for RP 3783 Chemicals; adds a course to serve as an entry to the Turf Management Emphasis; adds a course to focus on golf course operations; drops RP 4773 Climatic Regions and Cultivars; and modifies RP 4783 Equipment. In addition some additional prerequisites are required for some of the reconfigured turf management courses.

Delete 1 hr approved elective

app CC 11/19/07
app FS 12/31/07

12-17-07

see previous proposals

B. What impact will the change have on staffing, on other programs, budget, and space allocation? **It is anticipated that the proposed changes will require no changes within or outside the department in above areas.**

1. Within the department requesting the change.
2. Outside the department.

C. Effective date or term. **Fall 2008**

D. ****When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that the change affects, Academic Affairs can offer assistance in identifying course use.) It is anticipated that the proposed changes will have little if any impact on other departments.**

The proposed course changes have been reviewed by the Turf Management Advisory Committee, the Recreation and Park Administration Advisory Committee, and presented to a group of interested students for comments.

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

Indicate Support
for Proposal
(yes/no)

Date:

1. Dr. William Hoefler (Agriculture)

Yes

9-21-07

Wally Hoefler

2.

3.

4.

5.

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

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

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

This is a revision of an existing emphasis and not a new program.

*Updated 8/1/04

**Updated 9/1/05

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

Fall Start	
Freshman Fall Semester Add/Change:	Freshman Spring Semester Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Sophomore Fall Semester Add/Change:	Sophomore Spring Semester Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Junior Fall Semester Add/Change: RP 3763 ✓	Junior Spring Semester Add/Change: RP 3793 ✓
Delete: RP 3773 ✓	Delete: RP 3783 ✓
Total Hours: 16 ✓	Total Hours:
Senior Fall Semester Add/Change: RP 4753 ✓	Senior Spring Semester Add/Change: RP 4763; RP 3791 ✓
Delete: RP 4773 ✓	Delete: RP 4783; 1 Hour Approved Elective ✓
Total Hours: 13 ✓	Total Hours: 13
Spring Start (If applicable)	
Freshman Spring Semester Add/Change:	Freshman Fall Semester Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Sophomore Spring Semester Add/Change: Add/Change:	Sophomore Fall Semester Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Junior Spring Semester Add/Change: RP 3793	Junior Fall Semester Add/Change: RP 3763
Delete: RP 3783	Delete: RP 3773
Total Hours:	Total Hours: 16
Senior Spring Semester Add/Change: RP 4763; RP 3791	Senior Fall Semester Add/Change: RP 4753
Delete: RP 4783; 1 Hour Approved Elective	Delete: RP 4773
Total Hours: 13	Total Hours: 13
Total Program Hours 124	

12-17-07
KR