

Department Chair Meeting Minutes
College of Arts and Sciences
February 18, 2014

The meeting was called to order at 8:04 a.m. on Tuesday, February 18, 2014. Dr. Vagn K. Hansen, Dean of the College of Arts and Sciences, presided. Department Chairs present: Ms. Chiong-Yiao Chen, Dr. Paul Kittle, Dr. Brent Olive, Dr. Gregory Pitts, Dr. Yaschica Williams, Dr. Larry Adams, Dr. Bob Garfrerick, Dr. Claudia Vance, Dr. Francis Koti, Dr. Christopher Maynard, Dr. Cindy Stenger, MAJ Leslie Relkin for LTC Michael Snyder, Dr. David McCullough, Dr. Brenda Webb, Dr. Richard Hudiburg, Dr. Joy Borah, and Dr. Jerri Bullard. Debbie Tubbs took the minutes.

1. **Approval of Minutes from January 28, 2014.** The minutes were approved by consensus.

Dr. Hansen announced that because of the change in date of this department chair meeting due to inclement weather, Dr. Robertson was not able to attend today's meeting and this topic will be placed on the agenda for February 25.

2. **Curriculum Change Proposal from the Department of Mathematics.** Dr. Stenger made a motion to create the following nine new mathematics labs to provide supplemental instruction for certain sections: MA 100L (0) Intermediate Algebra Lab; MA 100EL (0) Intermediate Algebra Enhanced Lab; MA 105L (0) Introduction to Finite Math Lab; MA 111L (0) Crucial Skills in Math Lab; MA 112L (0) Pre-calculus Algebra Lab; MA 115L (0) Pre-calculus Algebra & Trig Lab; MA 125L (0) Calculus I Lab; MA 126L (0) Calculus II Lab; and MA 147L (0) Elementary Statistics Lab. The motion was seconded, discussed, and **adopted**.
3. **Curriculum Change Proposals from the Department of Social Work.** Dr. Borah made a motion to accept all proposed changes as a packet and the motion was seconded, opened for discussion, and **adopted**.
 - Reduce total number of hours in the Social Work degree from 128 to 120 hours
 - Revise titles of the following classes: SW 305 Social Services, Programs and Policies; SW 315 Human Behavior and Social Environment I: Infancy to Young Adulthood; SW 316 Human Behavior and Social Environment II: Young Adulthood to Later; SW 324 Diversity and Cultural Competence; SW 360W Social Work Knowledge, Skills and Values; SW 361 Social Work with Individuals and; SW 362 Social Work with Groups, Organizations and Communities; SW 370 Research for Social Work Practice; SW 415 Ethical Decision Making; SW 432 Field Internship in Social Work I; SW 433 Field Internship in Social Work II;
 - Delete from Prescribed Supporting Courses: 1. PHL 201 Introduction to Philosophy, 202 Logic and 205 Ethics and 2 hours of General Electives. 2. Designated Major Elective Courses, change "take five" to "take four". 3. Designated Major Elective Courses, delete the line "(no more than two can be taken from any one department)". 4. Designated Major Elective Courses delete: COM 205 Communication in a Global Age; COM 330 Group Communication; EN 333 Images of Women in Literature; FL 101 Introduction to International Studies; GE 390 Urban Geography; HPE 406 Human

Sexuality; PY 242 Psychology of Adjustment; SO 306 Juvenile Delinquency; SO 307 Medical Sociology; SO 350 Cultural Anthropology.

-Create two new courses, SW 425 (3) **Child Welfare Practices and Policies** and SW 430 (3) **Social Work Practice in Health Care Settings**.

4. **Curriculum Change Proposals from the Department of Physics and Earth Science.** Dr. Webb made a motion to create a new major and minor in Earth Systems Sustainability and the motion was seconded, opened for discussion, and **adopted**.

Dr. Webb made a motion to create four new courses—ES 247 & ES 247L (4) Sustainable Earth, ES 251 & ES 251L (4) Environmental Systems, ES 348 and ES 348L (4) Earth: Sustainable Resources, and ES 489 (1-3) Senior Capstone Project—each with a \$50 course fee. Two of the courses, ES 247 and ES 251 should be considered as Area III General Education – Natural Science courses. The motion was seconded, discussed, and **adopted**.

5. **Research Day.** Dr. Hansen stated that this year's Research Day will be more elaborate and multi-faceted.
6. **Department Five-Year Reviews.** Dr. Hansen reported that is time to crank up this process again and Dr. Luna is interested in hearing possible suggestions to make the instrument more useful. He passed out a draft of a possible Academic Department Five-Year Review instrument. This generated much discussion among the department chairs and Dr. Hansen asked any chairs with ideas or suggestions to either email or set up an appointment with Dr. Luna.
7. **Department Chair Quartiles.** Dr. Hansen reported that discussions continue in COAD on this topic. He asked department chairs to suggest ways, from their experience, the rankings could be tweaked and the most commonly suggested way was to eliminate budget as part of the rankings.
8. **Advancement Leadership Summit.** Dr. Hansen stated his appreciation for those who volunteered to participate in the first capital campaign in quite a long time and added that he thought the department chairs who attended gave a very favorable "face" to the College of Arts and Sciences. Dr. Maynard expressed concern that during the Summit, Dr. Hendricks said that there would be follow-up in the fall and his concern was that was too long to wait for follow-up.
9. **Report from COAD.** Dr. Hansen reported that in addition to agenda items 5-8 on today's agenda, the following topic was discussed:
-Course Evaluation System
10. **Other.**
-Curriculum proposals should be sent to Debbie no later than 8:00 a.m. on the Monday before she sends it to department chairs on Tuesday.

-Cindy Stenger discussed 3MT and provided an update with handout. She stated the three faculty members to contact for further information are Sarah Franklin, Mark Greer, and Isaac Sleadd.

-Dr. Hansen stated that the Faculty Handbook has been updated and the old Tenure/Promotion Guidelines are now referred to as Performance Guidelines. Each college and department should reflect this change in title on their Performance Guidelines and send them to Debbie as an email attachment.

The meeting adjourned at 9:25 a.m.

**Undergraduate Curriculum Committee
Curriculum Change Proposal Form**

College Name: Arts and Sciences **Department Name:** Mathematics

Item(s) to be considered by the Undergraduate Curriculum Committee: (please check all spaces relevant to this proposed change)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Proposed New Course(s) —attach one page syllabus | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Addition Of/Change in Course Fee | <input type="checkbox"/> *New Major/Option/Concentration/Minor |
| <input type="checkbox"/> Cross Listing of Course | <input type="checkbox"/> Revised Major/Option/Concentration/Minor |
| <input type="checkbox"/> Inactivation of Course | <input type="checkbox"/> New/Revised Certificate Program |
| <input type="checkbox"/> Merger of Major/Option/Concentration/Minor | <input type="checkbox"/> Revised Admission Requirement |
| <input type="checkbox"/> Revised Course Number/Title/Credit/Prerequisite | <input type="checkbox"/> Editorial Change |
| <input type="checkbox"/> Other | |

Will this proposal result in the need for a Revised Faculty Roster Form? Yes ☒ No ☐

If yes, for whom: Karen Driskell, Jay Jackson, Marlow McCullough, Jason Briley, Jesse Prince-Lubawy, Mark Greer, Ashley Johnson, Lee Raney, Miranda Bowie, David Muse, Jessica Stovall, Cynthia Stenger and Herve Dovoedo. In addition, this proposal will result in the need for a Revised Faculty Roster Form for Jayne Prude for MA 100L, 100EL, 105L, 111L, and 112L.

Will the change require additions or deletions to the Major's Course List? Yes ☐ No ☒

List courses that will be added or deleted for EACH major affected by the curriculum change (see current Major's Courses List). Include major, course number, and title (e.g., "Add to Biology and Marine Biology – BI 498 Study of Pelagic Birds). _____

Brief Description and Rationale – (1) include catalog course prefix, proposed number, credit hours, title, description, prerequisite, if any; (2) include relevant information concerning UNA's mission and goals, student learning opportunities, impact on existing programs and financial implications (you must attach a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

Nine proposed new labs to provide supplementary instruction for certain sections of the corresponding lectures:
1] MA 100L (0) Intermediate Algebra Lab; 2] MA 100EL (0) Intermediate Algebra Enhanced Lab; 3] MA 105L (0) Introduction to Finite Math Lab; 4] MA 111L (0) Crucial Skills in Math Lab; 5] MA 112L (0) Pre-calculus Algebra Lab; 6] MA 115L (0) Pre-calculus Algebra & Trig Lab; 7] MA 125L (0) Calculus I Lab; 8] MA 126L (0) Calculus II Lab; and 9] MA 147L (0) Elementary Statistics Lab.

Proposed Banner Course Title (30 character maximum):

MA 100L, (0) Intermediate Algebra Lab;

MA 100EL, (0) Intermed Algebra Enhanced Lab;

MA 105L, (0) Intro to Finite Math Lab;

MA 111L, (0) Crucial Skills in Math Lab;

MA 112L, (0) Pre-calculus Algebra Lab;

MA 115L, (0) Pre-calculus Alg & Trig Lab;

MA 125L, (0) Calculus I Lab;

MA 126L, (0) Calculus II Lab;

MA 147L, (0) Elementary Statistics Lab

The proposed change(s) will be effective beginning:

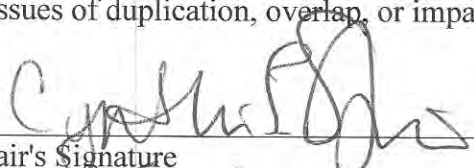
Fall semester 2014 year

If Addition of/Change in Course Fee, provide justification: _____

List the departments or programs on campus consulted on the issues of duplication, overlap, or impact on program
Mathematics

January 7, 2014
Date Approved by Department Curriculum Committee

February 18, 2014
Date Approved by College Curriculum Committee**


Chair's Signature


Academic Dean's Signature**

*Proposals within this category require submission and approval by ACHE. Consult the VPAA Office for additional information.

**Courses that are not specific to an academic department/college must be submitted through the VPAA Office and approved by the Council of Academic Deans prior to submission to the Undergraduate Curriculum Committee.

COURSE SYLLABUS

MA 100L, Intermediate Algebra Lab



I. *INSTRUCTOR INFORMATION

- A. Name:
- B. Office:
- C. Office Phone Number:
- D. E-mail Address:
- E. Office Hours:

II. COURSE INFORMATION

- A. Course name, Number, and Credit Hours
Intermediate Algebra Lab, MA 100L, 0 Credit Hours
- B. *Semester, Section number
- C. *Class meeting time (days, time location):
- D. Prerequisites: NONE
- E. Course Description:

MA 100L is a one-hour lab that accompanies certain enhanced sections of MA 100. This lab provides supplemental instruction through the Mathematics Learning Center, provided by mathematics fellows. Students will work under the guidance of the Math Fellow as directed by the course instructor.

F. Course Objectives

1. To provide supplemental instruction for MA 100.

COURSE SYLLABUS

MA 100EL, Intermediate Algebra Enhanced Lab



I. *INSTRUCTOR INFORMATION

- A. Name:
- B. Office:
- C. Office Phone Number:
- D. E-mail Address:
- E. Office Hours:

II. COURSE INFORMATION

- A. Course name, Number, and Credit Hours
Intermediate Algebra Enhanced Lab, MA 100EL, 0 Credit Hours
- B. *Semester, Section number
- C. *Class meeting time (days, time location):
- D. Prerequisites: NONE
- E. Course Description:

MA 100EL is a one-hour lab that accompanies certain enhanced sections of MA 100L. This lab provides supplemental instruction through the Mathematics Learning Center, provided by mathematics fellows. Students will work under the guidance of the Math Fellow as directed by the course instructor.

F. Course Objectives

1. To provide supplemental instruction for MA 100L.

COURSE SYLLABUS

MA 105L, Introduction to Finite Math Lab



I. *INSTRUCTOR INFORMATION

- A. Name:
- B. Office:
- C. Office Phone Number:
- D. E-mail Address:
- E. Office Hours:

II. COURSE INFORMATION

- A. Course name, Number, and Credit Hours
Introduction to Finite Math Lab, MA 105L, 0 Credit Hours
- B. *Semester, Section number
- C. *Class meeting time (days, time location):
- D. Prerequisites: NONE
- E. Course Description:

MA 105L is a one-hour lab that accompanies certain enhanced sections of MA 105. This lab provides supplemental instruction through the Mathematics Learning Center, provided by mathematics fellows. Students will work under the guidance of the Math Fellow as directed by the course instructor.

F. Course Objectives

1. To provide supplemental instruction for MA 105.

COURSE SYLLABUS

MA 111L, Crucial Skills in Mathematics Lab



I. *INSTRUCTOR INFORMATION

- A. Name:
- B. Office:
- C. Office Phone Number:
- D. E-mail Address:
- E. Office Hours:

II. COURSE INFORMATION

- A. Course name, Number, and Credit Hours
Crucial Skills in Math Lab, MA 111L, 0 Credit Hours
- B. *Semester, Section number
- C. *Class meeting time (days, time location):
- D. Prerequisites: NONE
- E. Course Description:

MA 111L is a one-hour lab that accompanies certain enhanced sections of MA 111. This lab provides supplemental instruction through the Mathematics Learning Center, provided by mathematics fellows. Students will work under the guidance of the Math Fellow as directed by the course instructor.

F. Course Objectives

1. To provide supplemental instruction for MA 111.

COURSE SYLLABUS

MA 112L, Pre-calculus Algebra Lab



I. *INSTRUCTOR INFORMATION

- A. Name:
- B. Office:
- C. Office Phone Number:
- D. E-mail Address:
- E. Office Hours:

II. COURSE INFORMATION

- A. Course name, Number, and Credit Hours
Pre-calculus Algebra Lab, MA 112L, 0 Credit Hours
- B. *Semester, Section number
- C. *Class meeting time (days, time location):
- D. Prerequisites: NONE
- E. Course Description:

MA 112L is a one-hour lab that accompanies certain enhanced sections of MA 112. This lab provides supplemental instruction through the Mathematics Learning Center, provided by mathematics fellows. Students will work under the guidance of the Math Fellow as directed by the course instructor.

F. Course Objectives

1. To provide supplemental instruction for MA 112.

COURSE SYLLABUS

MA 115L, Pre-calculus Algebra & Trig Lab



I. *INSTRUCTOR INFORMATION

- A. Name:
- B. Office:
- C. Office Phone Number:
- D. E-mail Address:
- E. Office Hours:

II. COURSE INFORMATION

- A. Course name, Number, and Credit Hours
Pre-calculus Algebra & Trig Lab, MA 115L, 0 Credit Hours
- B. *Semester, Section number
- C. *Class meeting time (days, time location):
- D. Prerequisites: NONE
- E. Course Description:

MA 115L is a one-hour lab that accompanies certain enhanced sections of MA 115. This lab provides supplemental instruction through the Mathematics Learning Center, provided by mathematics fellows. Students will work under the guidance of the Math Fellow as directed by the course instructor.

F. Course Objectives

1. To provide supplemental instruction for MA 115.

COURSE SYLLABUS
MA 125L, Calculus I Lab



I. *INSTRUCTOR INFORMATION

- A. Name:
- B. Office:
- C. Office Phone Number:
- D. E-mail Address:
- E. Office Hours:

II. COURSE INFORMATION

- A. Course name, Number, and Credit Hours
Calculus I Lab, MA 125L, 0 Credit Hours
- B. *Semester, Section number
- C. *Class meeting time (days, time location):
- D. Prerequisites: NONE
- E. Course Description:

MA 125L is a one-hour lab that accompanies certain enhanced sections of MA 125. This lab provides supplemental instruction through the Mathematics Learning Center, provided by mathematics fellows. Students will work under the guidance of the Math Fellow as directed by the course instructor.

F. Course Objectives

1. To provide supplemental instruction for MA 125.

COURSE SYLLABUS
MA 126L, Calculus II Lab



I. *INSTRUCTOR INFORMATION

- A. Name:
- B. Office:
- C. Office Phone Number:
- D. E-mail Address:
- E. Office Hours:

II. COURSE INFORMATION

- A. Course name, Number, and Credit Hours
Calculus II Lab, MA 126L, 0 Credit Hours
- B. *Semester, Section number
- C. *Class meeting time (days, time location):
- D. Prerequisites: NONE
- E. Course Description:

MA 126L is a one-hour lab that accompanies certain enhanced sections of MA 126. This lab provides supplemental instruction through the Mathematics Learning Center, provided by mathematics fellows. Students will work under the guidance of the Math Fellow as directed by the course instructor.

F. Course Objectives

- 1. To provide supplemental instruction for MA 126.

COURSE SYLLABUS

MA 147L, Elementary Statistics Lab



I. *INSTRUCTOR INFORMATION

- A. Name:
- B. Office:
- C. Office Phone Number:
- D. E-mail Address:
- E. Office Hours:

II. COURSE INFORMATION

- A. Course name, Number, and Credit Hours
Elementary Statistics Lab, MA 147L, 0 Credit Hours
- B. *Semester, Section number
- C. *Class meeting time (days, time location):
- D. Prerequisites: NONE
- E. Course Description:

MA 147L is a one-hour lab that accompanies certain enhanced sections of MA 147. This lab provides supplemental instruction through the Mathematics Learning Center, provided by mathematics fellows. Students will work under the guidance of the Math Fellow as directed by the course instructor.

F. Course Objectives

1. To provide supplemental instruction for MA 147.

MATHEMATICS (MA)

MA 099. (0) **Beginning Algebra.** A noncredit course in basic mathematics and introductory algebra required of all students with scores of 15 or below on the ACT Mathematics Subtest whose major requires MA 112. Except as noted below, no other mathematics course may be taken until a grade of S is earned in MA 099. May also serve as a refresher or beginning course in mathematics for other students. Counts as three semester hours in determining hour load. Grading is S (Satisfactory) or U (Unsatisfactory). Students may be exempted only by approval of the Department of Mathematics. A student receiving a grade of U must repeat the course. After the second term in MA 099 the student, no matter what the grade, must proceed to the credit sequence beginning with MA 100. In the case of a complete withdrawal, a grade of WS, Withdrawal Satisfactory, or WU, Withdrawal Unsatisfactory, will be assigned. Grades of WS or WU have no effect on the student's scholastic standing. (Fall, Spring)

MA 100. (3) **Intermediate Algebra.** Principles and techniques of elementary algebra; products, factors, and quotients of polynomials; operations with rational expressions; ratio and proportion; rectangular coordinate system; systems of equations and inequalities; roots and radicals; second-degree equations; the quadratic formula. Prerequisite: minimum ACT mathematics score of 16 and one unit of high school algebra, or satisfactory completion of MA 099 (Fall, Spring, Summer)

MA 100L. (0) **Intermediate Algebra Lab.** This is a one-hour lab that accompanies certain enhanced sections of MA 100. This lab provides supplementary instruction. (Fall, Spring)

MA 100EL. (0) **Intermediate Algebra Enhanced Lab.** This is a one-hour lab that accompanies certain enhanced sections of MA 100E. This lab provides supplementary instruction. (Fall, Spring)

MA 105. (3) **Mathematics for Liberal Arts.** This course emphasizes the breadth of application of contemporary mathematics to modern society. It is intended primarily for the liberal arts major. Topics covered include charts, graphs, compound interest, problem solving, sets, probability, and statistics. (Fall, Spring, Summer)

MA 105L. (0) **Introduction to Finite Mathematics Lab.** This is a one-hour lab that accompanies certain enhanced sections of MA 105. This lab provides supplementary instruction. (Fall, Spring)

MA 110. (3) **Finite Mathematics.** This course is intended to give an overview of topics in finite mathematics together with their applications and is taken primarily by students who are not majoring in science, engineering, commerce, or mathematics (i.e., students who are not required to take calculus). The course includes sets, counting, permutations, combinations, basic probability (including Bayes' Theorem), an introduction to statistics (including work with Binomial Distributions and Normal Distributions), matrices and their applications to Markov chains and decision theory. Additional topics may include symbolic logic, linear models, linear programming, the simplex method and applications. Prerequisite: minimum mathematics ACT score of 22 and credit in high school Algebra I, Algebra II, and Geometry; or grade of C or better in Intermediate Algebra; or Mathematics for Liberal Arts (MA 105 is preferable to MA 100). (Fall, Spring, Summer)

*MA 111. (3) **Crucial Skills in Mathematics.** This course emphasizes mastery of foundational skills and facts in mathematics in the con-

text of problem solving. Topics include understanding and composing logically correct arguments, using abstract mathematical thinking and improving problem solving ability. It is intended for majors that do not require calculus or statistics. Students will complete a significant project that applies mathematics to their field of interest. (Fall, Spring, Summer)

MA 111L. (0) Crucial Skills in Mathematics Lab. This is a one-hour lab that accompanies certain enhanced sections of MA 111. This lab provides supplementary instruction. (Fall, Spring)

*Course may not transfer for general education program credit.

MA 112. (3) Pre-calculus Algebra. This course emphasizes the algebra of functions – including polynomial, rational, exponential, and logarithmic functions. The course also covers systems of equations and inequalities, quadratic inequalities, and the binomial theorem. Additional topics may include matrices, Cramer's rule, and mathematical induction. Prerequisite: minimum mathematics ACT score of 22 and credit in high school Algebra I, Algebra II, and Geometry; or grade of C or better in Intermediate Algebra. Not open to students with credit in MA 101. (Fall, Spring, Summer)

MA 112L. (0) Pre-calculus Algebra Lab. This is a one-hour lab that accompanies certain enhanced sections of MA 112. This lab provides supplementary instruction. (Fall, Spring)

MA 113. (3) Pre-calculus Trigonometry. This course is a continuation of Pre-Calculus Algebra. It includes the study of trigonometric and inverse trigonometric functions and includes extensive work with trigonometric identities and trigonometric equations. The course also covers vectors, complex numbers, DeMoivre's Theorem, and polar coordinates. Additional topics may include conic sections, sequences, and using matrices to solve linear systems. Prerequisite: MA 112; or permission of the Chair of the Department of Mathematics. Not open to students with credit in MA 103. (Fall, Spring, Summer)

MA 115. (4) Pre-calculus Algebra and Trigonometry. This course is a one semester combination of Pre-calculus Algebra and Pre-calculus Trigonometry intended for superior students. The course covers the following topics: algebra of functions (including polynomial, rational, exponential, and logarithmic functions); systems of equations and inequalities; quadratic inequalities; the binomial theorem; the study of trigonometric and inverse trigonometric functions including extensive work with trigonometric identities and trigonometric equations; vectors; complex numbers; DeMoivre's Theorem; polar coordinates. Prerequisite: minimum mathematics ACT score of 22 and credit in high school Algebra I, Algebra II, and Geometry; or grade of C or better in MA 112. Not open to students with credit in MA 151. (Fall, Spring)

MA 115L. (0) Pre-calculus Algebra and Trigonometry Lab. This is a one-hour lab that accompanies certain enhanced sections of MA 115. This lab provides supplementary instruction. (Fall, Spring)

MA 121. (3) Calculus for Business and Life Sciences I. Algebraic and some transcendental functions; limits; continuity; derivatives; maxima and minima; applications. Prerequisite: MA 112 or equivalent. Not open to students with credit in MA 221. (Fall)

MA 122. (3) Calculus for Business and Life Sciences II. Antiderivatives; the definite integral; applications of the definite integral; functions of two or more variables; partial derivatives; maxima and minima; applications. Prerequisite: MA 121. Not open to students with credit in MA 222. (Spring)

MA 125. (4) Calculus I. This is the first of three courses in the basic calculus sequence. Topics include limits, derivatives, applications of the derivative, definite and indefinite integrals, exponential and logarithmic functions, and inverse functions. Prerequisite: Mathematics ACT score of 28 or higher; or MA 113 with a C or above; or MA 115 with a C or above. (Fall, Spring)

MA 125L. (0) Calculus I Lab. This is a one-hour lab that accompanies certain enhanced sections of MA 125. This lab provides supplementary

instruction. (Fall, Spring)

MA 126. (4) Calculus II. This is the second of three courses in the basic calculus sequence. Topics include techniques of integration, applications of the integral, sequences, series, conic sections, parametric equations, and polar coordinates. Prerequisite: MA 125 with a C or above. (Fall, Spring)

MA 126L. (0) Calculus II Lab. This is a one-hour lab that accompanies certain enhanced sections of MA 126. This lab provides supplementary instruction. (Fall, Spring)

MA 147. (3) Elementary Statistics. Descriptive statistics; probability; confidence intervals; tests of hypothesis; appropriate applications. Not open to students with credit in MA 190. Prerequisite: Minimum ACT mathematics score of 22 or credit in MA 100 or higher. (Fall, Spring)

MA 147L. (0) Elementary Statistics Lab. This is a one-hour lab that accompanies certain enhanced sections of MA 147. This lab provides supplementary instruction. (Fall, Spring)

MA 181H. (1) Freshman Honors Seminar. A survey of the impact of mathematical thought on the evolution of modern society. (Offered on sufficient demand)

MA 227. (4) Calculus III. This is the third of three courses in the basic calculus sequence. Topics include vectors, vector-valued functions, functions of several variables, partial derivatives, multiple integrals, vector-fields, line integrals and surface integrals. Prerequisite: MA 126 with a C or above. (Fall, Spring)

MA 237. (3) Linear Algebra. This course introduces the basic theory of linear equations and matrices, real vector spaces, bases and dimensions, linear transformations and matrices, determinants, eigenvalues and eigenvectors, inner product spaces, and the diagonalization of symmetric matrices. Additional topics may include quadratic forms and the use of matrix methods to solve systems of linear differential equations. Prerequisite: MA 126. (Offered on sufficient demand)

MA 238. (3) Applied Differential Equations I. An introduction to numerical methods, qualitative behavior of first-order differential equations, techniques for solving separable and linear equations analytically, and applications to various models (e.g., population, motion, chemical mixtures, etc.); techniques for solving higher-order linear differential equations with constant coefficients (general theory, undetermined coefficients, reduction of order, and the method of variation of parameters), with emphasis on interpreting the behavior of the solutions, and applications to physical models whose governing equations are of higher order; the Laplace transform as a tool for the solution of initial-value problems whose inhomogeneous terms are discontinuous. Prerequisite: MA 126. Not open to students with credit in MA 355. (Offered on sufficient demand)

MA 295. (1-3) Undergraduate Directed Research. Undergraduate Directed Research (UDR) courses are designed for students who have a serious scholarly interest in a particular mathematics-related topic. A UDR gives students the opportunity to conduct closely supervised research on a chosen mathematics topic and to write a substantial paper or report based on semester long study and analysis of the research question. Research

COLLEGE OF ARTS AND SCIENCES

Undergraduate Curriculum Committee Items for the University Curriculum Committee

Department of Social Work Curriculum Proposals

The items listed below will be discussed for approval at the February 11, 2014 meeting:

1. Request from the Department of Social Work to reduce hours required for graduation from 128 to 120.
2. Request from the Department of Social Work to change titles of the following courses: SW 305, SW 315, SW 316, SW 324, SW 360W, SW 361, SW 362, SW 370, SW 415, SW 432, SW 433.
3. Request from the Department of Social Work to 1) delete classes for Prescribed Supporting Courses: Philosophy 201, 202 and 205; 2) make catalog changes under Designated Major Elective Courses; 3) change Designated Major Elective Courses from "take five" to "take four;" and 4) delete from Designated Major Elective Courses: COM 205, COM 330, EN 333, FL 101, GE 390, HPE 406, PY 242, SO 306, SO 307 and SO 350.
4. Request from the Department of Social Work to create SW 425 Child Welfare Practices and Policies to Designated Supporting Courses and SW 430 Social Work Practices in Health Care Settings to Designated Supporting Courses.

**Undergraduate Curriculum Committee
Curriculum Change Proposal Form**

College Name: College of Arts and Sciences

Department Name: Social Work

Item(s) to be considered by the Undergraduate Curriculum Committee: (please check all spaces relevant to this proposed change)

- | | |
|---|---|
| <input type="checkbox"/> Proposed New Course(s)—attach one page syllabus | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Addition Of/Change in Course Fee | <input type="checkbox"/> *New Major/Option/Concentration/Minor |
| <input type="checkbox"/> Cross Listing of Course | <input type="checkbox"/> Revised Major/Option/Concentration/Minor |
| <input type="checkbox"/> Inactivation of Course | <input type="checkbox"/> New/Revised Certificate Program |
| <input type="checkbox"/> Merger of Major/Option/Concentration/Minor | <input type="checkbox"/> Revised Admission Requirement |
| <input type="checkbox"/> Revised Course Number/Title/Credit/Prerequisite | <input type="checkbox"/> Editorial Change |
| <input checked="" type="checkbox"/> Other – <u>Change in total hours for degree</u> | |

Will this proposal result in the need for a Revised Faculty Roster Form? Yes ☐ No ☒

If yes, for whom: _____

Will the change require additions or deletions to the Major's Course List? Yes ☐ No ☒

List courses that will be added or deleted for EACH major affected by the curriculum change (see current Major's Courses List). Include major, course number, and title (e.g., "Add to Biology and Marine Biology – BI 498 Study of Pelagic Birds. _____

Brief Description and Rationale – (1) include catalog course prefix, proposed number, credit hours, title, description, prerequisite, if any; (2) include relevant information concerning UNA's mission and goals, student learning opportunities, impact on existing programs and financial implications (you must attach a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

Reduce total number of Social Work degree from 128 to 120 hours to facilitate degree completion and consistency of UNA baccalaureate programs with others in Alabama.

Proposed Banner Course Title (30 character maximum): _____

The proposed change(s) will be effective beginning: Fall semester 2014 year

If Addition of/Change in Course Fee, provide justification: _____

List the departments or programs on campus consulted on the issues of duplication, overlap, or impact on program: _____

Jan 28, 2014
Date Approved by Department Curriculum Committee

Feb 18, 2014
Date Approved by College Curriculum Committee**

[Signature]
Chair's Signature

[Signature]
Academic Dean's Signature**

*Proposals within this category require submission and approval by ACHE. Consult the VPAA Office for additional information.

**Courses that are not specific to an academic department/college must be submitted through the VPAA Office and approved by the Council of Academic Deans prior to submission to the Undergraduate Curriculum Committee.

Course	Credit
Prescribed Supporting Courses:	
**Business Applications of Microcomputer Software (CIS 125)	3
Principles of Macroeconomics (EC 251) OR	
Principles of Microeconomics (EC 252)	3
Elementary Statistics (MA 147)	3
Introduction to Philosophy (PHL 201), OR Logic (PHL 202), OR	
Ethics (PHL 206)	3
Contemporary Issues in United States Politics (PS 242) OR	
State and Local Government and Politics (PS 243)	3
	45 12
Designated Major Elective Courses:	
Select five four courses (no more than two can be taken from any	
one department) from among the following:	
Communication in a Global Age (COM 206)	
Interpersonal Communication (COM 306)	
Group Communication (COM 330)	
Images of Women in Literature (EN 333)	
Introduction to International Studies (FL	
404) Cross Cultural Interaction (FL 302)	
Human Geography (GE 260)	
Urban Geography (GE 390)	
Child Development (HES 362)	
Family Development (HES 443)	
Human Sexuality (HPE 406)	
Drugs in Society (HPE 424)	
Psychology of Adjustment (PY 242)	
Abnormal Psychology (PY 302)	
Current Social Problems (SO 222)	
Juvenile Delinquency (SO/CJ 306)	
Medical Sociology (SO 307)	
Cultural Anthropology (SO 350)	
Spanish for Professionals (SP 103)	
Departmental Service Learning	
(SW-SL) Gerontology (SW 403)	
Mental Illness, Substance Abuse and Social Work Practice:	
What Works? (SW 410)	
Ethical Decision-Making in Social Work Practice (SW 415)	
Services to Family and Children (SW 420)	
Child Welfare Practices and Policies (SW 425)	
Social Work Practices in Health Care Settings (SW 430)	
Selected Topics (SW 491)	
Women's Health (WS 323)	
Global Women's Issues (WS 354)	45 12

C. Minor:

A minor is not required for this major.

D. General Elective hours to bring total to ~~428~~120.

**Fulfills computer literacy requirement.



**Undergraduate Curriculum Committee
Curriculum Change Proposal Form**

College Name: Arts and Sciences **Department Name:** Social Work

Item(s) to be considered by the Undergraduate Curriculum Committee: (please check all spaces relevant to this proposed change)

- | | |
|---|---|
| <input type="checkbox"/> Proposed New Course(s)—attach one page syllabus | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Addition Of/Change in Course Fee | <input type="checkbox"/> *New Major/Option/Concentration/Minor |
| <input type="checkbox"/> Cross Listing of Course | <input type="checkbox"/> Revised Major/Option/Concentration/Minor |
| <input type="checkbox"/> Inactivation of Course | <input type="checkbox"/> New/Revised Certificate Program |
| <input type="checkbox"/> Merger of Major/Option/Concentration/Minor | <input type="checkbox"/> Revised Admission Requirement |
| <input checked="" type="checkbox"/> Revised Course Number/Title/Credit/Prerequisite | <input type="checkbox"/> Editorial Change |
| <input type="checkbox"/> Other | |

Will this proposal result in the need for a Revised Faculty Roster Form? Yes ☒ No ☐

If yes, for whom: Dr. Joy Borah, Mrs. Freda Coleman-Reed, Mrs. Katherine Crisler, Dr. John Hodges, Mrs. Jacqueline Winston

Will the change require additions or deletions to the Major's Course List? Yes ☒ No ☐

List courses that will be added or deleted for EACH major affected by the curriculum change (see current Major's Courses List). Include major, course number, and title (e.g., "Add to Biology and Marine Biology – BI 498 Study of Pelagic Birds. Change name of following classes:

SW 305 Social Services, Programs and Policies (Social Services Prog & Pol)
SW 315 Human Behavior and Social Environment I: Infancy to Young Adulthood (Human Behavior & Social Env I)
SW 316 Human Behavior and Social Environment II: Young Adulthood to Later Life (Human Behavior & Social Env II)
SW 324 Diversity and Cultural Competence (Diversity & Cultural Comp)
SW 360W Social Work Knowledge, Skills and Values (Soc Wrk Knowledge Skills Value)
SW 361 Social Work with Individuals and Families (Soc Wrk Individual & Families)
SW 362 Social Work with Groups, Organizations and Communities (Soc Wrk Grps, Org & Comm)
SW 370 Research for Social Work Practice (Research for Soc Wrk Practice)
SW 415 Ethical Decision Making (Ethical Decision Making)
SW 432 Field Internship in Social Work I (Field Internship in Soc Wrk I)
SW 433 Field Internship in Social Work II (Field Internship in Soc Wrk II)

Brief Description and Rationale – (1) include catalog course prefix, proposed number, credit hours, title, description, prerequisite, if any; (2) include relevant information concerning UNA's mission and goals, student learning opportunities, impact on existing programs and financial implications (you must attach a copy of the current catalog page(s) with all suggested changes made using the Guidelines and Style Manual):

Revision of course titles for the above list of Social Work major courses more accurately reflect course content, meet UNA and CSWE criteria for assessment and continuous program improvement, are better identifiable by students, and support the University's efforts in promoting a student-centered environment.

Proposed Banner Course Title (30 character maximum): In parentheses above
The proposed change (s) will be effective beginning: Fall semester 2015 year
If Addition of/Change in Course Fee, provide justification: N/A

List the departments or programs on campus consulted on the issues of duplication, overlap, or impact on program: N/A

Jan 28, 2014
Date Approved by Department Curriculum Committee

Feb 18, 2014
Date Approved by College Curriculum Committee**

J Borah
Chair's Signature
J Borah
Academic Dean's Signature**

*Proposals within this category require submission and approval by ACHE. Consult the VPAA Office for additional information.

**Courses that are not specific to an academic department/college must be submitted through the VPAA Office and approved by the Council of Academic Deans prior to submission to the Undergraduate Curriculum Committee.

The department offers coursework primarily in the classroom with some courses available online. Opportunities for hands-on experience in community service learning settings are provided throughout the curriculum. A supervised field internship in a professional local, state or regional social services agency is required. The official Social Work Student Handbook contains the departmental academic guidelines to acquire the B.S.W. degree. No minor is required for this program. Required General Education courses in Areas I - IV should be completed prior to enrolling in SW 305 and/or SW 315. All social work courses must be satisfactorily completed (must earn a C or better) in the appropriate sequence before advancing to the next sequence of required major courses. An exit exam is required for graduation. More information on the B.S.W. Program is available at <http://www.una.edu/socialwork>.

REQUIREMENTS FOR A BACHELOR OF SOCIAL WORK DEGREE

Course	Credit
A. General Education Component.	44
For general education requirements and additional requirements for UNA students, refer to Academic Procedures and Requirements.	
Social Work majors must complete:	
Area II. Art Appreciation (AR 170) or Music Appreciation (MU 222)	(3)
Area III. Introductory Biology (BI 101) or Principles of Biology (BI 111) and four additional science hours as listed under Area III science requirements	(8)
Area IV. United States Government and Politics (PS 241)	(3)
General Psychology (PY 201)	(3)
Introductory Sociology (SO 221)	(3)
B. Major Core Requirements:	
Introduction to Social Work (SW 230)	3
Social Services, Programs and Policies Social Welfare, Policies and Services (SW 305)	3
Human Behavior and Social Environment I: Infancy to Young Adulthood (SW 315)	3
Human Behavior and Social Environment II: Young Adulthood to Later Life (SW 316)	3
Diversity and Cultural Competence Issues in Social Work (SW 324)	3
Social Work Knowledge, Values and Skills Methods of Social Work Practice I (SW 360W)	3
Social Work with Individuals and Families Methods of Social Work Practice II (SW 361)	3
Social Work with Groups, Organizations and Communities Methods of Social Work Practice III (SW 362)	3
Research for Social Work Practice Methods of Social Work Research (SW 370)	3
Field Instruction Internship in Social Work I (SW 432)	6
*Field Instruction Internship in Social Work II (SW 433)	6
Social Work Elective	3
	<hr/> 42

*The exit examination is a component of this course.

SOCIAL WORK (SW)

Social Work 230 is the prerequisite to all other courses in social work.

SW 230. (3) **Introduction to Social Work.** A comprehensive study of the field of social work including current social problems and related national/state/local issues with emphasis on the historical development of social services, the profession of social work, professional values and ethics, economic and social issues relevant to diverse populations, and employment opportunities in the field. (Fall, Spring, Summer)

SW 305. (3) ~~Social-Welfare-Policies-and-Services~~**Social Services, Programs and Policies.** The political, philosophical, and historical perspectives of social welfare policies and services. A study of basic criteria for analysis and formulation of social welfare policies and their implications for diverse populations. Prerequisite: SW 230. (Fall, Spring)

SW 315. (3) **Human Behavior and Social Environment I: Infancy to Young Adulthood.** A study of the life span of the individual from infancy to young adulthood from a systems perspective with emphasis on interactions with families, groups, organizations, and communities. Special attention is given to the biological, social, psychological, and cultural forces that affect human behavior with emphasis on values and ethical issues, and the significance of human diversity on behavior in a pluralistic society. A community field experience is required. Prerequisite: SW 230. (Fall, Spring)

SW 316. (3) **Human Behavior and Social Environment II: Young Adulthood to Later Life.** A study of the life span of the individual from middle adulthood to later adulthood from a systems perspective with emphasis on interactions with families, groups, organizations, and communities. Special attention is given to the

biological, social, psychological, and cultural forces that affect human behavior with emphasis on values and ethical issues, and the significance of human diversity on behavior in a pluralistic society. Prerequisites: SW 305 and 315.

(Fall, Spring)

SW 324. (3) **Diversity Issues in Social Work and Cultural Competence.** A study of the cultural differences and similarities of diverse populations with emphasis on the dynamics and consequences of discrimination, and social and economic injustice. Issues relevant to ethical social work practice will be explored. Prerequisites: SW 305 and 315. (Fall, Spring)

SW 360W. (3) **Methods of Social Work Practice I: Social Work Knowledge, Skills and Values-I.** Basic knowledge, values, and skills that conceptualize the core of social work practice. Emphasis is on the generalist approach to practice, including philosophical foundation and professional ethics, the professional relationship, and theoretical and practice approaches to problem solving. Prerequisites: majors only and SW 305 and 315. (Fall, Spring)

SW 361. (3) **Methods of Social Work Practice II: Social Work with Individuals and Families.** The focus is on the integration of practice theory, skills and professional ethics in working with individuals and families, examining the strengths and coping mechanism utilized by client systems. A community field experience is required. Prerequisites: majors only and SW 360W. (Fall, Spring)

SW 362. (3) **Methods of Social Work Practice III: Social Work with Groups, Organizations and Communities.** A study of practice theory and skills with small groups, communities, organizations, planning and development, and administration. Approaches and interventions recognizing the ethical responsibility to promote social and economic justice will be emphasized. A community field experience is required. Prerequisites: majors only and SW 360W. (Fall, Spring)

SW 370. (3) **Methods of Social Work Research: Research for Social Work Practice.** Fundamental research principles and skills as applied in social work practice. Course content includes an exploration of quantitative and qualitative research methods employed in social work research and the review of ethical standards of scientific research and technological advances. Emphasis is on the relationship between social work research and practice. A survey of research designs, sampling procedures, data collection, data analysis, and interpretation is included in the curriculum. Participation in a community research project is required. Prerequisites: MA 147 and SW 360W. (Fall, Spring)

SW 403. (3) **Gerontology.** The primary focus is on the biological, psychological, and sociological aspects of aging with an emphasis on community services available to the aging population. Also listed as SO 403 but creditable only in field for

which registered. (Fall, Spring, Summer)

SW 410. (3) **Mental Illness, Substance Abuse, and Social Work Practice: What Works?** Students in this course will develop the knowledge, skills and practice behaviors needed to engage in social work practice with individuals and families impacted by mental illness and substance use/abuse/dependence. This course focuses strongly on core social work competencies and hands-on techniques for successful practice with these populations from a strengths-based perspective. (Fall, Spring)

Courses of Instruction

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SW 415. (3) **Ethical Decision-Making in Social Work Practice.** The primary focus is on the complexity of the ethical decision-making process in social work practice. This course explores ethical dilemmas relative to social work values, a variety of social issues, and populations-at-risk. (Summer)

SW 420. (3) **Services to Families and Children.** A study of the development and implementation of social service programs pertaining to child welfare and family systems. (Summer)

SW 425. (3) **Child Welfare Practices and Policies.** This course examines issues in child welfare specifically related to child abuse and neglect, with an emphasis on advocacy and empowering families. Areas explored include understanding the dynamics of child maltreatment from the perspective of both the child/adolescent and the parent/other adult perpetrator, effective practice interventions to ensure family preservation and promote family reunification, and legal statutes (federal and state) which are the basis for family and child welfare policies. (Fall, Spring)

SW 430. (3) **Social Work Practice in Health Care Settings.** This course applies the generalist Social Work model to the specialized field of health care/medical care. The course introduces students to the social worker's role in a variety of health care settings. These include: acute care, public health services, and long term care with a mix of inpatient, outpatient, clinic and home services. Students will gain knowledge about the policies, programs and service delivery systems relevant to the health care practice field. Social Work's relationship to other professionals and systems is explored in the various health care settings. (Fall, Spring)

SW 432. (6) **Field Instruction-Internship in Social Work I.** Primary focus is on the integration of classroom learning with social work practice. Students are required to do a 250-hour field internship in an assigned social service agency under joint supervision of an agency field instructor and social work faculty liaison. A two-hour seminar is held weekly to evaluate the integration of the student's classroom learning with field practice experiences. Must be taken concurrently with SW 433. Student professional liability insurance is available for student members of the National Association of Social Workers and is a requirement for Field Instruction. Prerequisite: completion of all coursework. (Fall, Spring)

SW 433. (6) **Field Instruction-Internship in Social Work II.** Continuation of Social Work 432 involving an additional 250 hours of field instruction in a human service agency. Weekly seminar. Prerequisite: completion of all coursework. (Fall, Spring)

**Undergraduate Curriculum Committee
Curriculum Change Proposal Form**

College Name: Arts and Sciences **Department Name:** Social Work

Item(s) to be considered by the Undergraduate Curriculum Committee: (please check all spaces relevant to this proposed change)

- | | |
|--|--|
| <input type="checkbox"/> Proposed New Course(s)—attach one page syllabus | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Addition Of/Change in Course Fee | <input type="checkbox"/> *New Major/Option/Concentration/Minor |
| <input type="checkbox"/> Cross Listing of Course | <input checked="" type="checkbox"/> Revised Major/Option/Concentration/Minor |
| <input type="checkbox"/> Inactivation of Course | <input type="checkbox"/> New/Revised Certificate Program |
| <input type="checkbox"/> Merger of Major/Option/Concentration/Minor | <input type="checkbox"/> Revised Admission Requirement |
| <input type="checkbox"/> Revised Course Number/Title/Credit/Prerequisite | <input type="checkbox"/> Editorial Change |
| <input type="checkbox"/> Other | |

Will this proposal result in the need for a Revised Faculty Roster Form? Yes ☐ No ☒

If yes, for whom: _____

Will the change require additions or deletions to the Major's Course List? Yes ☒ No ☐

List courses that will be added or deleted for EACH major affected by the curriculum change (see current Major's Courses List). Include major, course number, and title (e.g., "Add to Biology and Marine Biology – BI 498 Study of Pelagic Birds. 1. Delete from Prescribed Supporting Courses: PHL 201 Introduction to Philosophy, 202 Logic and 205 Ethics and 2 hours of General Electives. 2. From under Designated Major Elective Courses, change "take five" to "take four". 3. From under Designated Major Elective Courses, delete the line "(no more than two can be taken from any one department)". 4. Delete from Designated Major Elective Courses: COM 205 Communication in a Global Age; COM 330 Group Communication; EN 333 Images of Women in Literature; FL 101 Introduction to International Studies; GE 390 Urban Geography; HPE 406 Human Sexuality; PY 242 Psychology of Adjustment; SO 306 Juvenile Delinquency; SO 307 Medical Sociology; SO 350 Cultural Anthropology.

Brief Description and Rationale – (1) include catalog course prefix, proposed number, credit hours, title, description, prerequisite, if any; (2) include relevant information concerning UNA's mission and goals, student learning opportunities, impact on existing programs and financial implications (you must attach a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

The proposed changes will align Departmental offerings with new 2015 Council on Social Work Education (CSWE) accreditation standards which mandate programs to train students in specific social work competencies and content areas relevant for employment and professional leadership in Social Work practice. Remaining elective courses support the Social Work curriculum. The proposed changes meet UNA and CSWE criteria for assessment and continuous program improvement. The proposed deletions will also meet the reduction in total graduation hours for degree completion.

Proposed Banner Course Title (30 character maximum): N/A

The proposed change(s) will be effective beginning: Fall semester 2015 year

If Addition of/Change in Course Fee, provide justification: N/A

List the departments or programs on campus consulted on the issues of duplication, overlap, or impact on program: Department Chairs notified of proposed changes via e-mail.

Jan 28, 2014
Date Approved by Department Curriculum Committee

Feb 18, 2014
Date Approved by College Curriculum Committee**

Morah
Chair's Signature
Morah Van Kester
Academic Dean's Signature**

*Proposals within this category require submission and approval by ACHE. Consult the VPAA Office for additional information.

**Courses that are not specific to an academic department/college must be submitted through the VPAA Office and approved by the Council of Academic Deans prior to submission to the Undergraduate Curriculum Committee.

Course	Credit
Prescribed Supporting Courses:	
**Business Applications of Microcomputer Software (CIS 125)	3
Principles of Macroeconomics (EC 251) OR	
Principles of Microeconomics (EC 252)	3
Elementary Statistics (MA 147)	3
Introduction to Philosophy (PHL 201), OR Logic (PHL 202), OR	
Ethics (PHL 205)	3
Contemporary Issues in United States Politics (PS 242) OR	
State and Local Government and Politics (PS 243)	3
	45 12
Designated Major Elective Courses:	
Select five-four courses (no more than two can be taken from any	
one department) from among the following:	
Communication in a Global Age (COM 205)	
Interpersonal Communication (COM 306)	
Group Communication (COM 330)	
Images of Women in Literature (EN 333)	
Introduction to International Studies (FL	
404) Cross Cultural Interaction (FL 302)	
Human Geography (GE 260)	
Urban Geography (GE 300)	
Child Development (HES 362)	
Family Development (HES 443)	
Human Sexuality (HPE 406)	
Drugs in Society (HPE 424)	
Psychology of Adjustment (PY 242)	
Abnormal Psychology (PY 302)	
Current Social Problems (SO 222)	
Juvenile Delinquency (SO/CJ 306)	
Medical Sociology (SO 307)	
Cultural Anthropology (SO 350)	
Spanish for Professionals (SP 103)	
Departmental Service Learning	
(SW-SL) Gerontology (SW 403)	
Mental Illness, Substance Abuse and Social Work Practice:	
What Works? (SW 410)	
Ethical Decision-Making in Social Work Practice (SW 415)	
Services to Family and Children (SW 420)	
Child Welfare Practices and Policies (SW 425)	
Social Work Practices in Health Care Settings (SW 430)	
Selected Topics (SW 491)	
Women's Health (WS 323)	
Global Women's Issues (WS 354)	45 12

C. Minor:

A minor is not required for this major.

D. General Elective hours to bring total to ~~428~~120.

**Fulfills computer literacy requirement.

**Undergraduate Curriculum Committee
Curriculum Change Proposal Form**

College Name: Arts and Sciences

Department Name: Social Work

Item(s) to be considered by the Undergraduate Curriculum Committee: (please check all spaces relevant to this proposed change)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Proposed New Course(s)—attach one page syllabus | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Addition Of/Change in Course Fee | <input type="checkbox"/> *New Major/Option/Concentration/Minor |
| <input type="checkbox"/> Cross Listing of Course | <input type="checkbox"/> Revised Major/Option/Concentration/Minor |
| <input type="checkbox"/> Inactivation of Course | <input type="checkbox"/> New/Revised Certificate Program |
| <input type="checkbox"/> Merger of Major/Option/Concentration/Minor | <input type="checkbox"/> Revised Admission Requirement |
| <input type="checkbox"/> Revised Course Number/Title/Credit/Prerequisite | <input type="checkbox"/> Editorial Change |
| <input type="checkbox"/> Other | |

Will this proposal result in the need for a Revised Faculty Roster Form? Yes ☒ No ☐

If yes, for whom: Dr. Joy Borah, Mrs. Freda Coleman-Reed, Mrs. Katherine Crisler, Dr. John Hodges, Mrs. Jacqueline Winston

Will the change require additions or deletions to the Major's Course List? Yes ☒ No ☐

List courses that will be added or deleted for EACH major affected by the curriculum change (see current Major's Courses List). Include major, course number, and title (e.g., "Add to Biology and Marine Biology – BI 498 Study of Pelagic Birds. Add SW 425 Child Welfare Practices and Policies and SW 430 Social Work Practice in Health Care Settings

Brief Description and Rationale – (1) include catalog course prefix, proposed number, credit hours, title, description, prerequisite, if any; (2) include relevant information concerning UNA's mission and goals, student learning opportunities, impact on existing programs and financial implications (you must attach a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

(1) **Create new course SW 425 Child Welfare Practices and Policies (3 credit hours)** [see catalog entry for course description]. Rationale: The addition of this course strengthens the BSW curriculum and the Social Work Department's Certificate in Child Welfare Practice by adding an additional designated supporting course which provides students the opportunity to obtain specialized knowledge, values, and skills in a growing area of professional social work practice. The course is consistent with the Department of Social Work and UNA's mission of community engagement, and fits with the Council on Social Work Education's (CSWE) focus on "shaping the profession's future through the education of competent professionals".

Proposed Banner Course Title (30 character maximum): Child Welfare Practices & Pol

2) **Create new course SW 430 Social Work Practice in Health Care Settings (3 credit hours)** [see catalog entry for course description].) Rationale: This course adds specific content focused on practice in community health care settings to the social work undergraduate curriculum. The rationale for adding this course to the curriculum is to meet a community need for social workers with knowledge of practice in health care settings. This strengthens the social work department's ability to meet UNA's mission of community service/engagement. This course also fits with The Council on Social Work Education's (CSWE) new focus on interprofessional education to "prepare students for the changing healthcare environment".

Proposed Banner Course Title (30 character maximum): Soc Wrk Prac in Health Care

The proposed change(s) will be effective beginning: Fall semester 2015 year

If Addition of/Change in Course Fee, provide justification: N/A

List the departments or programs on campus consulted on the issues of duplication, overlap, or impact on program: N/A

Jan 28, 2014
Date Approved by Department Curriculum Committee

J. Borah
Chair's Signature

Feb 18, 2014
Date Approved by College Curriculum Committee**

J. Borah
Academic Dean's Signature**

*Proposals within this category require submission and approval by ACHE. Consult the VPAA Office for additional information.

**Courses that are not specific to an academic department/college must be submitted through the VPAA Office and approved by the Council of Academic Deans prior to submission to the Undergraduate Curriculum Committee.

SW 425 Child Welfare Practices and Policies (3 credit hours)

Course Description

This course examines issues in child welfare specifically related to child abuse and neglect, with an emphasis on advocacy and empowering families. Areas explored include understanding the dynamics of child maltreatment from the perspective of both the child/adolescent and the parent/other adult perpetrator, effective practice interventions to ensure family preservation and promote family reunification, and legal statutes (federal and state) which are the basis for family and child welfare policies.

Course Objectives

1. Identify the physical, behavioral, cognitive, and social indicators of the various types of child maltreatment. (Student Learning Outcome 7: Apply knowledge of human behavior and social environment.)
2. Demonstrate an understanding of the biopsychosocial dynamics involved in the assessment, intervention, and treatment of child abuse and neglect, including resolution of values conflicts and ethical dilemmas. (Student Learning Outcome 3: Apply critical thinking to inform and communicate professional judgments.)
3. Demonstrate an understanding of how to effectively advocate for child safety and family preservation within key systems such as family, community, school, and other systems. (Student Learning Outcome 5: Advance human rights and social and economic justice.)
4. Identify key federal and state child welfare legislation and understand how legal statutes impact policies, programs, and services for children and families. (Student Learning Outcome 8: Engage in policy practice to advance social and economic well-being and deliver effective social work services.)
5. Demonstrate the ability to develop effective social work intervention plans to achieve planned change in families where child maltreatment is occurring. (Student Learning Outcome 3: Apply critical thinking to inform and communicate professional judgments.)
6. Analyze key federal and state child welfare legislation and understand how legal statutes impact policies, programs, and services for children and families. (Student Learning Outcome 8: Engage in policy practice to advance social and economic well-being and deliver effective social work services.)
7. Engage in effective policy analysis to gain an understanding of current child welfare policies and learn to advocate for policy changes that will empower individuals and strengthen families. (Student Learning Outcome 5: Advance human rights and social and economic justice. Student Learning Outcome 8: Engage in policy practice to advance social and economic well-being and deliver effective social work services.)

Methods of Instruction

The course will be taught on campus and/or online utilizing the ANGEL course management system. Methods of instruction will include course lectures, assigned readings, guest lecturers, and assignments based in online resources.

Required Textbook

Crosson-Tower, Cynthia. (2014). *Understanding Child Abuse and Neglect*, 9th edition. New Jersey: Pearson.

Supplemental Required Resources

Web-based electronic resource for researching federal and state child welfare statutes: *Child Welfare Information Gateway*, Administration for Children and Families, U.S. Department of Health and Human Services

Criteria for Evaluation/Course Assessment Credit earned from the following components will determine the final course grade: three formal exams, written analysis of assigned case examples, and weekly activities related to federal/state legislation.

University of North Alabama
Department of Social Work

SW 430: Social Work Practice in Health Care Settings (3 credit hours)

Course Description

This course applies the generalist Social Work model to the specialized field of practice of health care/medical care. The course introduces students to the social worker's role in a variety of health care settings. These include: acute care, public health services, and long term care with a mix of inpatient, outpatient, clinic and home services. Students will gain knowledge about the policies, programs and service delivery systems relevant to the health care practice field. Social work's relationship to other professionals and systems is explored in the various health care settings. This emphasis fits with The Council on Social Work Education's (CSWE) new focus on interprofessional education to "prepare students for the changing healthcare environment". Graduate students will analyze the current health care system via a macro-practice assessment of health care in the United States.

Course Objectives

1. Introduce and understand the various roles and functions of the social worker in health care settings (Student Learning Outcome 1 Identify as a professional social worker).
2. Begin to understand and use basic medical terminology (Student Learning Outcome 1 Identify as a professional social worker).
3. Understand the theoretical perspectives and knowledge base of social work practice in health care settings as they apply to generalist problem solving skills (Student Learning Outcome 10 Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities).
4. Gain knowledge of resources and services to be utilized by consumers and medical social workers (Student Learning Outcome 10 Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities).
5. Understand ethical dilemmas related to health care (Student Learning Outcome 2 Social work ethical principles).
6. Understand the historical and current policy context as it shapes health care and the role of the social worker (Student Learning Outcome 9 Contexts that shape practice; Student Learning Outcome 8 Engage in policy practice).
7. Understand health care needs as related to diverse cultures and at-risk populations (Student Learning Outcome 4 Diversity and difference).

Methods of Instruction

The course will be taught on campus and/or online utilizing the ANGEL course management system. Methods of instruction will include course lectures, assigned readings, guest lecturers, and assignments based in online resources.

Required Textbook

Dziegielewski, S. (2013). *The Changing Face of Health Care Social Work*, 3rd ed. New York. Springer Publishing. Other readings as assigned and posted on the course Angel website.

Criteria for Evaluation/Course Assessment Student progress/achievement will be measured via two semester exams, written work, and in-class group activity.

Course	Credit
Prescribed Supporting Courses:	
**Business Applications of Microcomputer Software (CIS 125)	3
Principles of Macroeconomics (EC 251) OR	
Principles of Microeconomics (EC 252)	3
Elementary Statistics (MA 147)	3
Introduction to Philosophy (PHL 201), OR Logic (PHL 202), OR	
Ethics (PHL 205)	3
Contemporary Issues in United States Politics (PS 242) OR	
State and Local Government and Politics (PS 243)	3
	15
Designated Major Elective Courses:	
Select five-four courses (no more than two can be taken from any	
one department) from among the following:	
Communication in a Global Age (COM 205)	
Interpersonal Communication (COM 306)	
Group Communication (COM 330)	
Images of Women in Literature (EN 333)	
Introduction to International Studies (FL	
404) Cross Cultural Interaction (FL 302)	
Human Geography (GE 260)	
Urban Geography (GE 390)	
Child Development (HES 362)	
Family Development (HES 443)	
Human Sexuality (HPE 406)	
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Abnormal Psychology (PY 302)	
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Medical Sociology (SO 307)	
Cultural Anthropology (SO 350)	
Spanish for Professionals (SP 103)	
Departmental Service Learning	
(SW-SL) Gerontology (SW 403)	
Mental Illness, Substance Abuse and Social Work Practice:	
What Works? (SW 410)	
Ethical Decision-Making in Social Work Practice (SW 415)	
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Child Welfare Practices and Policies (SW 425)	
Social Work Practices in Health Care Settings (SW 430)	
Selected Topics (SW 491)	
Women's Health (WS 323)	
Global Women's Issues (WS 354)	45 12

C. Minor:

A minor is not required for this major.

D. General Elective hours to bring total to ~~428~~120.

**Fulfills computer literacy requirement.

which registered. (Fall, Spring, Summer)

SW 410. (3) **Mental Illness, Substance Abuse, and Social Work Practice: What Works?** Students in this course will develop the knowledge, skills and practice behaviors needed to engage in social work practice with individuals and families impacted by mental illness and substance use/abuse/dependence. This course focuses strongly on core social work competencies and hands-on techniques for successful practice with these populations from a strengths-based perspective. (Fall, Spring)

Courses of Instruction

353

SW 415. (3) **Ethical Decision-Making in Social Work Practice.** The primary focus is on the complexity of the ethical decision-making process in social work practice. This course explores ethical dilemmas relative to social work values, a variety of social issues, and populations-at-risk. (Summer)

SW 420. (3) **Services to Families and Children.** A study of the development and implementation of social service programs pertaining to child welfare and family systems. (Summer)

SW 425. (3) **Child Welfare Practices and Policies.** This course examines issues in child welfare specifically related to child abuse and neglect, with an emphasis on advocacy and empowering families. Areas explored include understanding the dynamics of child maltreatment from the perspective of both the child/adolescent and the parent/other adult perpetrator, effective practice interventions to ensure family preservation and promote family reunification, and legal statutes (federal and state) which are the basis for family and child welfare policies. (Fall, Spring)

SW 430. (3) **Social Work Practice in Health Care Settings.** This course applies the generalist Social Work model to the specialized field of health care/medical care. The course introduces students to the social worker's role in a variety of health care settings. These include: acute care, public health services, and long term care with a mix of inpatient, outpatient, clinic and home services. Students will gain knowledge about the policies, programs and service delivery systems relevant to the health care practice field. Social Work's relationship to other professionals and systems is explored in the various health care settings. (Fall, Spring)

SW 432. (6) **Field Instruction-Internship in Social Work I.** Primary focus is on the integration of classroom learning with social work practice. Students are required to do a 250-hour field internship in an assigned social service agency under joint supervision of an agency field instructor and social work faculty liaison. A two-hour seminar is held weekly to evaluate the integration of the student's classroom learning with field practice experiences. Must be taken concurrently with SW 433. Student professional liability insurance is available for student members of the National Association of Social Workers and is a requirement for Field Instruction. Prerequisite: completion of all coursework. (Fall, Spring)

SW 433. (6) **Field Instruction-Internship in Social Work II.** Continuation of Social Work 432 involving an additional 250 hours of field instruction in a human service agency. Weekly seminar. Prerequisite: completion of all coursework. (Fall, Spring)

**Undergraduate Curriculum Committee
Curriculum Change Proposal Form**

College Name: Arts and Sciences **Department Name:** Physics and Earth Science

Item(s) to be considered by the Undergraduate Curriculum Committee: (please check all spaces relevant to this proposed change)

- | | |
|--|---|
| <input type="checkbox"/> Proposed New Course(s)—attach one page syllabus | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Addition Of/Change in Course Fee | <input checked="" type="checkbox"/> *New Major/Option/Concentration/Minor |
| <input type="checkbox"/> Cross Listing of Course | <input type="checkbox"/> Revised Major/Option/Concentration/Minor |
| <input type="checkbox"/> Inactivation of Course | <input type="checkbox"/> New/Revised Certificate Program |
| <input type="checkbox"/> Merger of Major/Option/Concentration/Minor | <input type="checkbox"/> Revised Admission Requirement |
| <input type="checkbox"/> Revised Course Number/Title/Credit/Prerequisite | <input type="checkbox"/> Editorial Change |
| <input type="checkbox"/> Other | |

Will this proposal result in the need for a Revised Faculty Roster Form? Yes ☐ No ☒

If yes, for whom:

Will the change require additions or deletions to the Major's Course List? Yes ☒ No ☐

List courses that will be added or deleted for EACH major affected by the curriculum change (see current Major's Courses List). Include major, course number, and title (e.g., "Add to Biology and Marine Biology – BI 498 Study of Pelagic Birds.

Brief Description and Rationale – (1) include catalog course prefix, proposed number, credit hours, title, description, prerequisite, if any; (2) include relevant information concerning UNA's mission and goals, student learning opportunities, impact on existing programs and financial implications (you must attach a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

The Department of Physics and Earth Science proposes offering a new undergraduate major and minor, Earth Systems Sustainability. As the United States and the global population become more cognizant of the need for resource sustainability, increasing numbers of universities are now offering similar majors. The Department wishes to appropriately be on the cutting edge of providing this opportunity at the University of North Alabama.

This major or minor provides students the opportunity to examine the inter-disciplinary nature of sustainable concerns and practices. This reflects the University's goals of supporting the development of global awareness and the interrelationships of human and physical systems on local to global scales.

Proposed Banner Course Title (30 character maximum): Earth Systems Sustainability

The proposed change(s) will be effective beginning: Fall semester 2014 year

If Addition of/Change in Course Fee, provide justification: _____

List the departments or programs on campus consulted on the issues of duplication, overlap, or impact on program: in process--Biology, Chemistry, Geography, Economics/Finance; History and Political Science

October 2013

Date Approved by Department Curriculum Committee

Chair's Signature

2/18/2014
Date Approved by College Curriculum Committee**

Academic Dean's Signature**

*Proposals within this category require submission and approval by ACHE. Consult the VPAA Office for additional information.

**Courses that are not specific to an academic department/college must be submitted through the VPAA Office and approved by the Council of Academic Deans prior to submission to the Undergraduate Curriculum Committee.

REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN EARTH SYSTEMS SUSTAINABILITY

Course	Credit
A. General Education Component	41
For general education requirements and additional requirements for UNA students, refer to <i>Academic Procedures and Requirements</i> .	
Area III: Earth Systems Sustainability majors must complete:	
Principles of Biology (BI 111 and BI 111 L)	(4)
Principles of Biology (BI 112 and BI 112)	(4)
Pre-calculus Algebra (MA 112)	(3)
Area IV: Earth Systems Sustainability majors must complete:*	
Principles of Macroeconomics (EC 251)	(3)
Principles of Microeconomics (EC 252)	(3)
B. Major Core Requirements:	
Earth Science/Physical Geology (ES 131) or Earth Science (ES 133)	4
Sustainable Earth (ES 247)	4
Environmental Systems (ES 251)	4
Earth: Sustainable Resources (ES 348)	4
Technology and the Environment (ES 375)	3
Topics in Earth Science (ES 480-481)	4
Hydrogeology (ES 488)	3
Senior Capstone Research (ES 489)	3
	29
C. Prescribed Supporting Courses:	
Ecology (BI 421)	4
Aquatic Ecology (BI 423)	4
Environmental Regulations (CH 465)	3
Map and Interpretation or Aerial Photography (GE 225) ..	3
Economic Geography (GE 321/EC321)	3
Geographic Information Systems (GE 384)	4
Occupational Safety and Health (IH 301)	3
Choose one block of courses:.....	8
General Physics (PH 241) and General Physics (PH 242) OR	
General Chemistry (CH 111/111L) and General Chemistry (CH 112/112L)	
Choose two courses	6
Comparative Government and Politics (PS 302)	
World Politics (PS 303)	
Introduction to Public Policy (PS 412)	
	38
D. A minor is not required for a major in Earth Systems Sustainability.	
E. General Elective hours, if required, to bring total to 120.	

Course	Credit
Technical Physics I (PH 251)	5
Technical Physics II (PH 252)	5
Modern Physics (PH 343)	4
	<u>72-75</u>
One course from among:	3-4
Microbiology (BI 307) (4)	
Evolution (BI 312) (3)	
Ecology (BI 421) (4)	
Organic Chemistry (CH 312) and Laboratory (CH 312L) (4)	
Mineralogy (ES 245) (4)	
Astronomy (PH 125) (4)	
Intermediate Laboratory (PH 356W*) (4)	
One course with accompanying lab.	4-5
Quantitative Analysis (CH 321) (5) OR	
Instrumental Analysis (CH 322*) (5) OR	
Applied Physical Chemistry (CH 341) (4)	
One course from among:	3-4
Meteorology (ES 330) (3) OR	
Technology and the Environment (ES 375) (3) OR	
Structural Geology (ES 431) and Laboratory (ES 431L) (4) OR	
Paleobiology ES 455W* (4)	
D. Minor:	
A minor is not required for Option I.	
A minor or second major is required for Option II.	
E. General Elective hours, if required, to bring total in each option to 128.	

REQUIREMENTS FOR A MINOR IN EARTH SYSTEMS SUSTAINABILITY

General Biology (BI 111 and B111 L)	4
Earth Science/Physical Geology (ES 131 or Earth Science (ES 133)	4
Sustainable Earth (ES 247)	4
Environmental Systems (ES 251)	4
Earth: Sustainable Resources (ES 348)	4
Choose one course:	3
ES 375 Technology and the Environment	
GE 384 Geographic Information Systems	

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REQUIREMENTS FOR A MINOR IN GEOLOGY

Course	Credit
Earth Science/Physical Geology (ES 131)	4
Historical Geology (ES 132)	4
Mineralogy (ES 245)	4
Structural Geology (ES 431)	3
Paleobiology (ES 455W/BI 455W*)	4
Hydrogeology (ES 488)	3
Total	<u>22</u>

Undergraduate Curriculum Committee Curriculum Change Proposal Form

College Name: College of Arts and Sciences

Department Name: Physics and Earth Science

Item(s) to be considered by the Undergraduate Curriculum Committee: (please check all spaces relevant to this proposed change)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Proposed New Course(s)–attach one page syllabus | <input type="checkbox"/> Change in Course Description |
| <input checked="" type="checkbox"/> Addition Of/Change in Course Fee | <input type="checkbox"/> *New Major/Option/Concentration/Minor |
| <input type="checkbox"/> Cross Listing of Course | <input type="checkbox"/> Revised Major/Option/Concentration/Minor |
| <input type="checkbox"/> Inactivation of Course | <input type="checkbox"/> New/Revised Certificate Program |
| <input type="checkbox"/> Merger of Major/Option/Concentration/Minor | <input type="checkbox"/> Revised Admission Requirement |
| <input type="checkbox"/> Revised Course Number/Title/Credit/Prerequisite | <input type="checkbox"/> Editorial Change |
| <input type="checkbox"/> Other | |

Will this proposal result in the need for a Revised Faculty Credentials Checklist Form? Yes ☒ No ☐

If yes, for whom: Dr. Melissa Driskell; Dr. Mark Puckett; Dr. Richard Statom; Dr. Brenda Webb

Will the change require additions or deletions to the Major's Course List? Yes ☒ No ☐

List courses that will be added or deleted for EACH major affected by the curriculum change (see current Major's Courses List). Include major, course number, and title (e.g., "Add to Biology and Marine Biology – BI 498 Study of Pelagic Birds).

Brief Description and Rationale – (1) include catalog course prefix, proposed number, credit hours, title, description, prerequisite, if any; (2) include relevant information concerning UNA's mission and goals, student learning opportunities, impact on existing programs and financial implications (you must attach a copy of the current catalog page(s) with all suggested changes made using the Guidelines and Style Manual):

1. Add four new courses: ES 247 and ES 247L Sustainable Earth (4); ES 251 and ES 251L (4) Environmental Systems; ES 348 and ES 348L (4) Earth: Sustainable Resources; ES 489 (1-3) Senior Capstone Project.
2. Add \$50.00 course fee for each new proposed course.
3. Courses ES 247 Sustainable Earth and ES 251 Environmental Systems should be considered as an Area III General Education--Natural Science courses.

Universities are responding to increasing global awareness of the need for sustainable practices by offering majors and minors. The Department of Physics and Earth Science desires to provide this opportunity to UNA students as well. This reflects the UNA goal of supporting students' sensitivity to an inter-connected world.

Proposed Banner Course Title (30 character maximum):

ES 247 and ES 247L (4) Sustainable Earth ES 251 and ES 251L (4) Environmental Systems
ES 348 and ES 348L (4) Earth: Sustainable Resources ES 489 (1-3) Senior Capstone Research

The proposed change(s) will be effective beginning: Fall semester 2014 year

If Addition of/Change in Course Fee, provide justification: A \$50.00 course fee for lecture and laborator experiences require manipulatives and/or text resources to support learning.

List the departments or programs on campus consulted on the issues of duplication, overlap, or impact on program: Biology, Chemistry, Geography

October 2013

Date Approved by Department Curriculum Committee

2/18/2014

Date Approved by College Curriculum Committee**

Brenda H. Webb

Chair's Signature

[Signature]

Academic Dean's Signature**

*Proposals within this category require submission and approval by ACHE. Consult the VPAA Office for additional information.

**Courses that are not specific to an academic department/college must be submitted through the VPAA Office and approved by the Council of Academic Deans prior to submission to the Undergraduate Curriculum Committee.

Proposed Course: ES 247
Sustainable Earth Syllabus

Faculty: Dr. Brenda H. Webb & Dr. Richard Statom

ES 247 (4) Sustainable Earth. This course explores historical and contemporary environmental issues in Earth science with an emphasis on human-environmental relationships and their influences on sustainability. Inquiry into regional and global environmental issues in geoscience allows students to identify causes, effects, and potential solutions to problems. The course supports the development of geoscience literacy, informed by current scientific understanding of Earth, which is critical to the promotion of good stewardship, sound policy development, and the understanding of diverse perspectives, behaviors and outcomes. Three class periods and one two hour laboratory, ES 247 L, meet weekly. Course Fees: \$50.00 Prerequisite or concurrent enrollment: ES 131 or ES 133 (Spring, Fall).

Text: Wright, R. & Boorse, D. (2014). *Environmental Science: Toward a Sustainable Future*. Pearson. Required 0321811291 and other selected readings

Content

- A. Earth's Systems: An Introduction to Relationships Geosphere, Atmosphere, Biosphere, Hydrosphere
- B. Great Challenges of Global Sustainability
Water, Food, Shelter, Climate, Energy, Communities
- C. Critical Thinking: Finding Good Science in the Context of Sustainability
Identifying Credible and Multiple Resources; Understanding Data Trends
- D. Issues Involving Rivers, Lakes, and Oceans
Aral Sea, Southern California, Colorado River, Mississippi River, Three Gorges Dam, Cuyahoga River, TVA, Corps of Engineers, The Great Garbage Patch, Dead Zones, Petroleum Spills
- E. Effects of Climate and Weather Pattern Changes
Great Lakes, Dust Storms, Ogallala Aquifer Region, Everglades, Bangladesh, Montane Regions; Glaciers; Tundra; Oceans
- F. Effects of Vegetation Loss: An Inquiry into Global Biodiversity
Prairies, Forests; Alabama's Black Belt Soil Region and Agriculture Practices; Crops
- G. Earth's Natural Hazards and Humans
Mexico City, Portland, Philippines, Southeast Asia, North America
- H. Sustainability of Resources and Cultures: Historical and Current Issues India, Africa, Iceland, Ireland, U. S.-Native Americans, North, Central and South America
- I. State, Federal and International Laws

EQUAL OPPORTUNITY STATEMENT:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

Evaluation based on: Multiple projects, exams, panel discussions, laboratory

A—90-100

B-80-89

C 70-79

D 60-69

F 59 and below

Earth Science 251 Syllabus
Proposed Course: Environmental Systems

Instructor: Dr. Mark Puckett; Office 415 FSB

Course Description: ES 251. (4) **Environmental Systems.** This course introduces methods of modeling dynamic systems, with particular emphasis on environmental systems which are foundational to interdisciplinary perspectives of sustainability. A focus in understanding sustainability is placed on the predicting the behavior of systems through time. One 2-hour laboratory period meets each week. Prerequisite or Concurrent Enrollment: Earth Science (ES 131 or ES 133) Course Fee \$50.00 (Spring, Fall)

Course content addresses the following essential questions:

What can modeling dynamic systems tell us? Of what use is modeling the environment? What is the advantage of modeling dynamic systems over the use of static equations and graphs?

Text (required):

Ford, Andrew, 2009, *Modeling the Environment*, 2nd edition, Island Press, 400 p.

Supplementary Text: Fisher, Diana M., 2007, *Modeling Dynamic Systems: Lessons for a First Course*, 2nd edition, iseesystems.com.

<http://clechange.org/curriculum/roadmaps.asp>, Creative Learning Exchange System Dynamics and Systems Thinking in K-12 Education, materials for a self-guided study in systems dynamics.

Grades: In this course, the students will learn by doing, with the instructor acting as a facilitator for learning.

Therefore, the grades for the course will be based largely on the homework and projects. Grades will be earned by the following scheme: homework (30%), four projects (each accounting for 10% for a total of 40%), two exams (each accounting for 10% for a total of 20%), and participation (preparedness for each class meeting – 10%).

Accommodation Statement. In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

Selected Content

Introduction to Modeling
Causal Loop Diagrams
Stocks and Flows
Feedback Systems
Finding Systems in the World
Graphing Results
Generic Structures
Generic Structures

Equilibrium
Water Flows in Mono Basin
Oscillating Systems
Epidemic Models
S Shaped Growth
Positive and Negative Feedback
Exogenous Rates

Easter Island Model
Daisyworld Model

Proposed Course ES 348 Earth: Sustainable Resources

Faculty: Dr. Melissa Driskell

ES 348 Earth: Sustainable Resources. (4) This course supports understanding of the field of sustainability in the context of the systems of Earth Sciences. Sustainability is commonly defined as meeting the needs of the generation without compromising the ability of future generations to meet their own needs. It is characterized by the overarching concerns: maintaining ecological and environmental health; creating economic welfare; and ensuring social justice. This course explores how the human and natural systems interact in a time of visible climate change, diminishing natural resources, and rising rates of consumption through using real world examples. Three one-hour lectures and one two-hour laboratory, ES 348 L, weekly. Course Fee \$50.00. (Spring) Prerequisites: ES 131 or ES 133. Text: *Plan B 4.0: Mobilizing to Save Civilization*, Lester R. Brown. W.W. Norton & Company

Content

- Population Pressure: Land and Water 31 *Civilization's Foundation Eroding* 32 *Water Tables Falling* 38 *Farmers Losing Water to Cities* 41 *Land and Water Conflicts* 44 *Cars and People Compete for Grain* 48 *The Rising Tide of Environmental Refugees* 51
- Climate Change and the Energy Transition 55 *Rising Temperature and Its Effects* 56 *Melting Ice, Rising Seas* 61 *Melting Glaciers, Shrinking Harvests* 66 *Rising Temperatures, Falling Yields* 69 *The Decline of Oil and Coal* 71 *A Challenge Without Precedent* 75
- Stabilizing Climate: An Energy Efficiency Revolution 79 *A Revolution in Lighting Technology* 81 *Energy-Efficient Appliances* 84 *Zero-Carbon Buildings Electrifying the Transport System* 91 *A New Materials Economy* 96 *Smarter Grids, Appliances, and Consumers* 103 *The Energy Savings Potential* 106
- Stabilizing Climate: Shifting to Renewable Energy 109 *Turning to the Wind* 113 *Solar Cells and Thermal Collectors* 117 *Energy from the Earth* 125 *Plant-Based Sources of Energy* 128 *Hydropower: Rivers, Tides, and Waves* 132 *The World Energy Economy of 2020* 135
- Designing Cities for People 143 *The Ecology of Cities* 145 *Redesigning Urban Transport* 147 *The Return of Bicycles* 151 *Reducing Urban Water Use* 154 *Farming in the City* 158 *Upgrading Squatter Settlements* 160 *Cities for People* 162
- Eradicating Poverty and Stabilizing Population 168 *Educating Everyone* 171 *Toward a Healthy Future* 174 *Stabilizing Population* 181 *Rescuing Failing States* 185 *A Poverty Eradication Agenda and Budget* 188
- Restoring the Earth 192 *Protecting and Restoring Forests* 193 *Planting Trees to Sequester Carbon* 198 *Conserving and Rebuilding Soils* 202 *Regenerating Fisheries* 206 *Protecting Plant and Animal Diversity* 209 *The Earth Restoration Budget* 211 *Feeding Eight Billion People Well* 216 *Raising Land Productivity* 217 *Raising Water Productivity* 222 *Producing Protein More Efficiently* 226 *The Localization of Agriculture* 230 *Strategic Reductions in Demand* 233 *Action on Many Fronts* 236
- Can We Mobilize Fast Enough? 241 *Shifting Taxes and Subsidies* 244 *Coal: The Beginning of the End* 249 *Stabilizing Climate* 253 *Three Models of Social Change* 256 *A Wartime Mobilization* 259 *Mobilizing to Save Civilization* 261 *What You and I Can Do* 26

EQUAL OPPORTUNITY STATEMENT:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

GRADES

A: 900-810 points, B: 819-720 points, C: 719-630 points, D: 629-540 points, F: <540

Proposed Course: ES 489 Senior Capstone Research

Faculty: Dr. Melissa Driskell, Dr. Mark Puckett, Dr. Richard Statom, Dr. Brenda Webb

Course: ES 489 Senior Capstone Research (1-3) Students will pursue an area of field-based research interest in sustainability related to the Earth Sciences. Projects are subject to faculty approval prior to engagement. Students will meet regularly with the assigned faculty member(s) to develop the project plans, to implement plans, and to prepare a paper reflecting the research. Scheduled work and conferences equal three hours per week per credit hour. Students will present research to at least one professional group. A maximum of 2 credit hours may be offered in the summer. A total of 3 credit hours required. Course Fee \$ 50.00. Prerequisite: Departmental approval required (Spring, Summer, Fall)

References: Appropriate research writing guides (faculty discretion); appropriate literature readings

Learning Objectives:

Students will demonstrate knowledge of:

1. related literature to scientific evidences related to sustainability
2. relationships of human activity and the environment
3. relationships across disciplines
4. short and long term outcomes of the lack of sustainable practices at the local to global levels through critical evaluation
5. best practices for sustaining selected resources (critical problem-solving)

Students will demonstrate skills as they:

6. use evidence for decision making
7. design and conduct research with an interdisciplinary and interrelationship considerations
8. interact with positive, cooperative attitude or disposition in working with others in the field
9. prepare a research paper based on project
10. communicate research to professional groups

Accommodation Statement: In accordance with the American Disabilities Act (ADA) AND Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical, and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify the instructor within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services/

Grade: Students must obtain a grade of C or better to receive credit toward major.

A—90-100

B—80-89

C—70-79

D—60-69

F < 60

*ES 133. (4) **Earth Science.** Major concepts of meteorology, oceanography, and astronomy with selected examples of interrelationships. Three class periods; one 2-hour laboratory period each week. Field trips and/or term projects may be required. Course fee: \$50.00. (Fall, Spring)

ES 245. (4) **Mineralogy.** Crystal chemistry, crystallography; physical properties of minerals; mineral stability, identification, and occurrence. Three class periods; one 2-hour laboratory per week. Field trips and/or term projects may be required. Prerequisite: ES 131. Course fee: \$50.00. (Spring, odd numbered years)

ES 247 (4) **Sustainable Earth.** This course explores historical and contemporary environmental issues in Earth science with an emphasis on human-environmental relationships and their influences on sustainability. Inquiry into regional and global environmental issues in geoscience allows students to identify causes, effects, and potential solutions to problems. The course supports the development of geoscience literacy, informed by current scientific understanding of Earth, which is critical to the promotion of good stewardship, sound policy development, and the understanding of diverse perspectives, behaviors and outcomes. Three class periods; one 2-hour laboratory per week. Prerequisite or concurrent enrollment: ES 131 or ES 133. Course fee: \$50.00. (Fall, Spring)

ES 251. (4) **Environmental Systems.** This course introduces methods of modeling dynamic systems, with particular emphasis on environmental systems which are foundational to interdisciplinary perspectives of sustainability. A focus in understanding sustainability is placed on the predicting the behavior of systems through time. Three class periods; one 2-hour laboratory per week. Prerequisite or concurrent enrollment: Earth Science (ES 131 or ES 133). Course fee \$50.00. (Fall; Spring)

ES 308. (3) **Science for the Elementary School Teacher.** Selected topics from elementary school science teaching units, including biology, chemistry, physics, geology, astronomy, and meteorology; practical techniques in the development and use of teaching materials and science equipment, the collection and preservation of specimens, and demonstration; consideration of the role of science in the elementary school; study of new curricula. This course cannot be used as a 300-level elective in any major or minor other than Elementary Education. Prerequisites: BI 101, 102; ES 131, PH 101 and ABI/FBI background clearance. Course fee: \$50.00. (Fall, Spring)

ES 330. (3) **Meteorology.** Components of weather systems; atmospheric temperature, pressure, and humidity; interpretation of weather maps and elements of forecasting. Also listed as GE 330 but creditable only in field for which registered. Field trips and/or term projects may be required. Prerequisite: ES 131 or GE 111 or GE 112 or departmental approval. (Fall)

ES 348 **Earth: Sustainable Resources.** (4) This course supports understanding of the field of sustainability in the context of the systems of Earth Sciences. Sustainability is commonly defined as meeting

the needs of the generation without compromising the ability of future generations to meet their own needs. It is characterized by the overarching concerns: maintaining ecological and environmental health; creating economic welfare; and ensuring social justice. This course explores how the human and natural systems interact in a time of visible climate change, diminishing natural resources, and rising rates of consumption through using real world examples. Three class periods; one 2-hour laboratory per week. Prerequisites: ES 131 or ES 133. Course fee \$50.00. (Spring)

ES 375. (3) **Technology and the Environment.** A course designed to acquaint the student with the dynamic state of our technological world; interrelationships of pollution, energy, natural resources, food, and populations, with emphasis on human health issues. Field trips and/or term projects may be required. Prerequisite: advanced standing or departmental approval. (Spring, odd-numbered years)

ES 431. (3) **Structural Geology.** The nature, classification, origin, and quantification of geologic structures, with emphasis on sedimentary rocks. Field trips and/or term projects may be required. Prerequisite: ES 131. (Fall, odd-numbered years)

ES 431L. (1) **Structural Geology Laboratory.** Laboratory analysis, including computer mapping of folds, faults, and other structural features. Laboratory exercises are designed to develop computer skills. Required for geology major. One 2-hour laboratory period per week. Prerequisite: concurrent enrollment in ES 431. (Fall, odd-numbered years)

ES 455W. (4) **Paleobiology.** Fundamental biological problems, including speciation, systematics, evolution, extinction, functional morphology, paleoecology, and biogeography will be addressed from the perspective of the fossil record. Three class periods; one 2-hour laboratory per week. Field trips and/or term projects may be required. Also listed as BI 455W but creditable only in the field for which registered. Prerequisite: ES 132 or departmental approval. Course fee: \$50.00. (Fall, even-numbered years)

*Course may not transfer for general education program credit.

ES 480-481. (1-4) **Topics in Earth Science.** Topics will be selected from astronomy, environmental science, geology, marine geology, meteorology, and oceanography. Departmental approval required. Course fee: \$50.00 (may be required depending on the topic). (Offered on sufficient demand)

ES 488. (3) **Hydrogeology.** The interrelationships between water and geologic materials and processes, primarily subsurface water. Prerequisite: ES 131. (Spring, even-numbered years)

ES 489. (1-3) **Senior Capstone Research.** Students will pursue an area of research interest in sustainability related to the Earth Sciences. Projects are subject to faculty approval prior to engagement. Students will meet regularly with the assigned faculty member(s) to develop the project plans, to implement plans, and to prepare a paper reflecting the research. Scheduled work and conferences equal three hours per week per credit hour. Students will present research to at least one professional group. A maximum of 2 credit hours will be offered in the summer. A total of 3 credit hours required. Prerequisite: Departmental approval required. Course fee \$ 50.00. (Fall, Spring, Summer)

EXIT EXAMINATION (EXIT)

EXIT 000. (0) **Exit Examination.** A non-credit comprehensive examination required in specific majors.

FINANCE (FI)

Business majors must be admitted to the College of Business before enrolling in junior/senior level courses.

FI 325. (3) **Principles of Real Estate I.** A study of real estate fundamentals including problems and law. (Fall, Spring)

FI 326. (3) **Principles of Real Estate II.** Principles of property utilization; the law dealing with ownership, titles, liens, leases, and contracts; introduction to property appraisal. (Offered on sufficient demand)

FI 327. (1) **Real Estate Practicum.** An intensive study of Alabama Real Estate Law including a study of requirements for obtaining and keeping a real estate license. With FI 325, satisfies the 60 hours of formal education required prior to taking the examination for a Alabama real estate sales person's license. (Fall, Spring)

FI 335. (3) **Real Estate Cases.** A study of practical real estate problems and law with emphasis placed on actual cases which practitioners might face. (Offered on sufficient demand)

FI 355. (3) **Principles of Insurance.** A study of risk management and provisions of basic insurance contracts, including life, property, liability, and health insurance. (Offered on sufficient demand)

FI 365. (3) **Property and Casualty Insurance.** Coverages, policy provisions, and concepts in property and casualty insurance. (Offered on sufficient demand)

FI 375. (3) **Life and Health Insurance.** An introductory study of life and health insurance. (Offered on sufficient demand)

FI 385. (3) **Entrepreneurial Finance.** Focusing on the basic principles of financial management, topics covered include working capital management, including management of cash,



Date of Report

Academic Department Five-Year Review

*Proposal
new
doc.*

[Name of Department]

Academic Programs Reviewed

Department Chair

Departmental Assessment

The University of North Alabama is committed to a process of ongoing and integrated planning and evaluation. To this end, each department engages in a five-year review to ensure that departmental goals, strategies, and projected outcomes support the institution's mission, strategic plan, and commitment to academic excellence.

Specifically, all five-year reviews should 1) incorporate a systematic review of institutional mission, goals, and outcomes; 2) review results targeted toward continuing improvement in departmental quality; and 3) document changes have occurred as a result of the review.

1. Assessment of the department as it relates to students
 - 1.1 Alignment with institutional mission, goals, and outcomes
 - 1.2 Alignment with departmental goals and outcomes
 - 1.3 Alignment with continuing improvement in departmental quality (assessments and outcomes of assessments)
 - 1.4 Changes that have occurred as a result of the review
2. Assessment of the department as it relates to faculty and staff
 - 2.1 Alignment with institutional mission, goals, and outcomes
 - 2.2 Alignment with departmental goals and outcomes
 - 2.3 Alignment with continuing improvement in departmental quality
 - 2.4 Changes that have occurred as a result of the review
3. Assessment of the department as it relates to facilities and resources to address the goals and objectives of each program within the department

- 3.1 Alignment with institutional mission, goals, and outcomes
- 3.2 Alignment with departmental goals and outcomes
- 3.3 Alignment with continuing improvement in departmental quality
- 3.4 Changes that have occurred as a result of the review
- 4. Notable achievements by the department (students, faculty, staff)
- 5. Responses to previous program review recommendations
- 6. Vision and plans for the future of the department

Academic Program Assessment

Departments should identify expected outcomes for each of their educational programs (Graduate and Undergraduate). The process below helps to determine whether the program achieves the stated outcomes and provides documented evidence of improvement based on analysis of those results. **If a department offers more than one program, each program coordinator should complete this part of the report.**

7. Name of Program

8. Coordinator of Program

9. Mission Statement of Program

10. Program Overview

10.1 Brief overview of program

10.2 Student Learning Outcomes of the program *[Student learning outcomes should identify the broad skill area students should master as a result of the program by the time they graduate. A matrix indicating which courses address each of the outcomes identified may be included]*

10.3 Program productivity to include five-year trends for number of majors, degrees conferred, and other data that demonstrate program growth

10.4 Evaluate the adequacy of library resources available to support your program

10.5 If you deem existing library resources to be inadequate for your program, identify resources that would improve the level of adequacy

11. Program Evaluation Including Appropriate Documentation

11.1 Means of assessing each Student Learning Outcome

11.2 Summary of the results of the assessment/s for each Student Learning Outcome

- 11.3 Program improvements made as a result of these assessments
- 11.4 Appropriate documentation to support the assessment of Student Learning Outcomes as well as the improvements made as a result of these assessments

12. Program Recommendations

- 12.1 Identify recommendations for improvement of the program
- 12.2 Recommendations for changes, which are within the control of the program, including curricular changes if appropriate
- 12.3 Recommendations for changes that require action at the Dean, Provost, or higher levels to carry out departmental goals, strategies, and projected outcomes are congruent to and support the institution's mission and strategic plan

RESEARCH DAY 2014 OVERVIEW



April 9 and 10, 2014 in the Guillot University Center (Second Floor)

Wednesday Evening Reception: 6:00pm – 8:00pm

All student researchers, faculty members, and staff members are invited to the Wednesday evening reception.

The goal of UNA Research Day is to exhibit student and faculty research whether applied, conceptual, theoretical, practice-based, or artistic and to encourage academic discussions and camaraderie focused on research at UNA. There are four opportunities for involvement for students and faculty members:

Opportunities for Involvement

• Student Presentations

- Student presentations will be going on throughout both days of Research Day 2014.
- Each presentation must be 7-9 minutes long with 2-3 minutes for follow-up questions. All presentations will be held to the time constraints.
- Proposals for presentations on a common topic or theme, followed by panel discussions are encouraged.
- [Oral Presentation Application](#)

• Student Poster Competition

- A student poster competition will held at two specified times during the course of the two days.
- During these two sessions students will be asked to explain their research and answer questions from judges, participants, and others as they view the posters.
- [Poster Competition Application](#)

• Student "Three Minute Thesis" Talk Competition

- A "Three Minute Thesis" talk is a research communication competition developed by [The University of Queensland](#) which challenges students to present a compelling presentation on their research and its significance in just three minutes in manner that is appropriate to a non-specialist audience.
- The first round of competition will be at the Department level, unless a department wants to nominate one undergraduate and one graduate student to continue to the College level.
- The winners of the college-level competition will advance to the final round competition.
- The final round will be held on Wednesday, April 9 during the Research Day Evening Reception.
- Students are not required to submit a paper, thesis, or document in order to compete; all disciplines and undergraduate or graduate student research or projects are eligible.
- [Three Minute Thesis Background](#)
- [UNA Three Minute Thesis Application](#)

• Department Showcase in the Banquet Halls

- Departments and other Academic Units are encouraged to request table space for the Department Showcase
- Please ensure that your table or exhibit has a department representative (faculty member or student researcher) available during all Research Day hours, both day and evening.
- Download the [Department Showcase Registration Form](#)

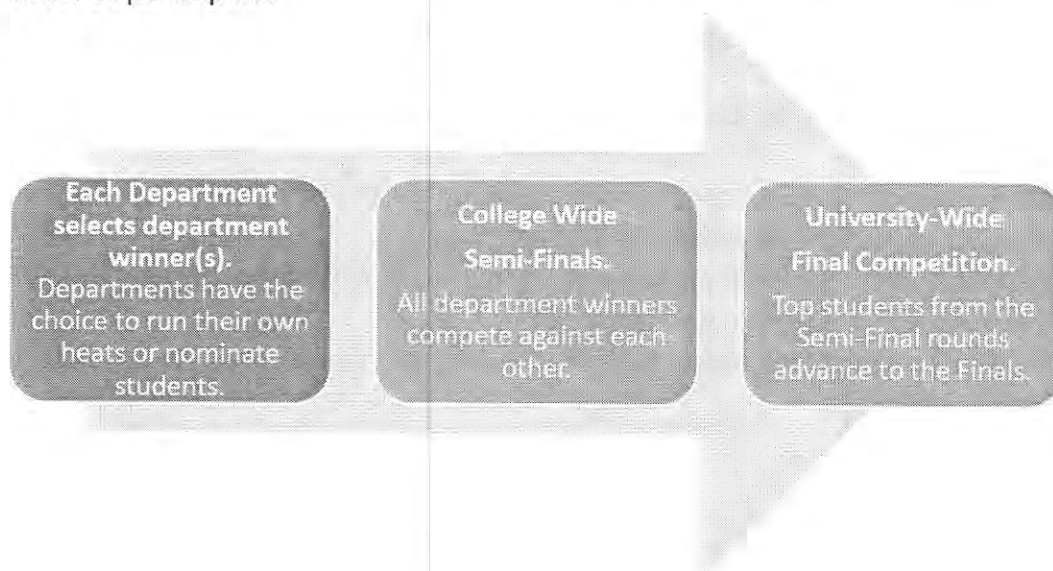
Both undergraduate and graduate students are encouraged to apply, as are individuals and groups. All student posters must have a sponsoring faculty member. Students are not restricted to one event but may apply to provide a presentation, poster, and/or Three Minute Thesis presentation.



THREE MINUTE THESIS COMPETITION UNIVERSITY OF NORTH ALABAMA RESEARCH DAY 2014

Eligibility

- Anyone who is registered and enrolled full time in a degree seeking program in the spring of 2014 will be eligible to participate in the UNA 3MT.
- The Three Minutes Thesis competition is an oral presentation of a student's research project.
- Any student research project completed at UNA, undergraduate or graduate, is eligible for the competition. Students are not required to submit a paper, thesis, or other substantial document in order to participate.



Rules

- A single static PowerPoint slide is permitted (no slide transitions, animations or 'movement' of any description, the slide is to be presented from the beginning of the oration).
- No additional electronic media (e.g. sound and video files) are permitted.
- No additional props (e.g. costumes, musical instruments, laboratory equipment) are permitted.
- Presentations are limited to 3 minutes maximum and competitors exceeding 3 minutes are disqualified.
- Presentations are to be spoken word (e.g. no poems, raps or songs).
- Presentations are considered to have commenced when a presenter starts their presentation through movement or speech.
- The decision of the adjudicating panel is final.

Judging Criteria

Each competitor will be judged on the three judging criteria listed below. Each criterion is equally weighted and has an emphasis on audience. Although departments may use any means they desire to select their winners for the college level competitions, departments are encouraged to use these judging criteria when selecting their department winner(s).

The college level semi-finals must use a competition format to select winners and must include at least one adjudicator from one of the sponsoring entities.

- **Communication Style**

- Are the thesis topic and its significance communicated in language appropriate to a non-specialist audience?
- Did the speaker use sufficient eye contact and vocal range; maintain a steady pace, and a confident stance?
- Did the speaker avoid scientific jargon, explain terminology that needed to be used, and provide adequate background information to illustrate points?
- Did the presenter spend the right amount of time on each element of their presentation – or did they elaborate for too long or were rushed?
- Did the PowerPoint slide enhance, rather than detract from, their presentation – was it clear, legible, and concise?

- **Comprehension**

- Did the presentation help the audience understand the research?
- Did the presenter clearly outline the nature and aims of research?
- Do you know what is significant about this research?
- Did the presentation follow a logical sequence?

- **Engagement**

- Did the oration make the audience want to know more?
- Was the presenter careful not to trivialize or dumb down their research?
- Did the presenter convey enthusiasm for their work?
- Did the presenter capture and maintain their audience's attention?
- Would I like to know more about the speaker's research?



Deadlines

- Department winners or nominations emailed to Lisa Keys-Mathews (lkeysmathews@una.edu)
 - Close of business March 3
- College winners emailed to Lisa Keys-Mathews
 - Close of business March 21
- Research Day 2014
 - April 9-10
- University Competition
 - Evening, April 9th

College Representatives

- Arts & Sciences
 - Dr. Sarah Franklin (History)
 - Dr. Mark Greer (Math)
 - Dr. Isaac Sleadd (Biology)
- Education & Human Sciences
 - Dr. Lee Renfroe (HPER)
 - Dr. Jean Ann Helm (HPER)
- Nursing
 - Dr. Tara Kirkman
- Business
 - Dr. Brett King

So you want to participate?

- Ponder your existing research project(s)
- Notify a professor in your department
- Complete the application
- Practice . . . Practice . . . Practice!

Sponsors

- Office of the Quality Enhancement Plan
- Department of Mathematics
- Department of Computer Science and Information Systems
- QEP Discovery Leadership Team