

University Curriculum Committee Minutes

May 1, 2017

Approved by Eric Pani

Date Approved: 3/30-5/18/2017

NOTE: The change to curriculog occurred in Aug/Sept of 2016;
There were no minutes readily available during the timeframe
from May 2017. These proposals were printed out of Curriculog
on 5/18/17 and minutes were made manually.

2017-18

Item	Department	Action	Decision	Banner	Catalog	Last Offered
1	Communication	CLOSE & REMOVE MCOM 5083	APPROVED	YES	GRAD	FALL 2017
2	Communication	CLOSE & REMOVE MCOM 5001	APPROVED	YES	GRAD	FALL 2017
3	Communication	CLOSE & REMOVE MCOM 5081	APPROVED	YES	GRAD	FALL 2017
4	Communication	Course ADD COMM 5083 Public Opinion & Propaganda	APPROVED	YES	GRAD	
5	Communication	Course ADD COMM 5084 Persuasion	APPROVED	YES	GRAD	
6	Communication	Create M.A. Communication (Online)	APPROVED	YES	GRAD	
7	CBSS	Course CHANGE CONS 4020	APPROVED	YES	YES	
8	CHPS	Degree CHANGE Dental Hygiene, B.S.	APPROVED	N/A	YES	
9	School of Education	Course CHANGE ELED 4063 (4 cr)	APPROVED	YES	YES	
10	Humanities	Course ADD ENGL 2050- EXPLOR IN LIT	APPROVED	YES	YES	
11	School of Sciences	Course ADD GEOS 4023- Arch Field Techniques	APPROVED	YES	YES/GRAD	
12	Humanities	Course ADD HIST 4053- The Atlantic World	APPROVED	YES	YES/GRAD	
13	Humanities	Degree CHANGE History (Online), M.A.	APPROVED	N/A	GRAD	
14	School of Management	Course ADD MRKT 4013- Social Media Marketing	APPROVED	YES	YES	
15	School of Pharmacy	Course ADD PHRD 5068- Lifestyle Mod for Dis Mgmt/Prev	APPROVED	YES	YES	
16	Kitty Degree Nursing	Degree ADD RN to BSN to MSN	APPROVED	YES	GRAD	
17	CAES (Communication)	Course ADD COMM 5090 (prev approved w MCOM to COMM changes)	APPROVED	10/1/2017 minutes	GRAD	
18	CHPS	CLOSE & REMOVE OCCT 2000	APPROVED	YES	YES	
19	CHPS	Course ADD OCCT 2002- Kines for OTA's	APPROVED	YES	YES	
20	CHPS	Course CHANGE OCCT 2008	APPROVED	YES	YES	
21	CHPS	Change DEGREE Plan OTA	APPROVED	N/A	YES	
22	CBSS	Change DEGREE Plan Construction Mgmt, B.S.	APPROVED	N/A	YES	
23	Dental Hygiene	Change DEGREE plan, Dental Hygiene, AAS-BS bridge- See Oct 2016 DHYG course changes	APPROVED	N/A	YES	
24	CBSS	Organizational Leadership, B.A.- removed BOR	APPROVED	N/A	YES	

Master of Communication

Addition of a Degree Plan or Program of Study

General Catalog Information

****Read before you begin****

1. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading.
2. All fields with an * are required. You will not be able to launch the proposal without completing required fields.

School/ College*

Communication

**Optional
Approval**

- ☐ School Curriculum Committee
☐ College Curriculum Committee

Program level*

- ☐ Undergraduate
☒ Graduate
☐ Post Baccalaureate Certificate
☐ Professional

Program type*

- ☒ Program
☐ Shared Core

**Indicate name of
degree plan***

Master of Communication

**Reason(s) for
adding this
degree plan**

We have created a program to be offered on line.

**Prospective
Curriculum***

In which semester/term will the proposed program of study first be offered?

Semester/Term*

Fall

Year*

2017

**Will this
program of
study affect
other schools on
campus?***


- ☐ Yes
☒ No

**If yes, which
schools will be
affected?**

- ☐ Education
☒ Humanities
☐ Sciences
☐ Visual and Performing Arts
☐ Accounting, Financial and Information Services
☐ Behavioral and Social Sciences
☐ Management
☐ Nursing
☐ Health Professions
☐ Pharmacy

If yes, how?

]///,/ORIGINAL Communication, M.A.

 [Return to: Graduate Program Listing](#)

Program Description

The Master of Arts in Communication is an interdisciplinary degree focusing on Communication Studies and Mass Communication. Areas of emphasis within the degree include Communication and Culture, Communication Science, Media Studies, Digital Media, and Performance and Rhetorical Studies. Students enter this program with a variety of undergraduate degrees. For a complete listing of all courses in the Department of Communication look under "Communication" (COMM), "Communication Studies" (CMST) and "Mass Communication" (MCOM).

Program Admission

In addition to the university requirements for admission to the Graduate School, applicants for admission to the Master of Arts in Communication degree program must meet at least two of the following criteria:

A minimum cumulative grade point average of 2.5;

A minimum combined score of 283 on the GRE (143 Verbal plus 138 Quantitative);

A minimum formula score of 707.50, determined by multiplying the total undergraduate grade-point average by the combined GRE General Test Scores (Verbal plus Quantitative).

Applicants who fail to meet the above standards may be admitted on conditional status as recommended by the Graduate Admission and Retention Committee of the Department of Communication in concert with the Dean of the Graduate School.

Program Requirements

Exit Project Option

Requirements are 30 semester hours in communication and related fields, including:

[COMM 5000 - Proseminar in Communication Studies](#)

[COMM 5001 - Qualitative Research Methods](#)

[COMM 5002 - Quantitative Research Methods](#)

[MCOM 5070 - Mass Communications Theories](#) or

[CMST 5010 - Communication Theory](#)

[COMM 5093 - Professional Communication Exit Project](#) 3 semester hours required

Thesis Option

Requirements are 30 semester hours in communication and related fields, including:

[COMM 5000 - Proseminar in Communication Studies](#)

[COMM 5001 - Qualitative Research Methods](#)

[COMM 5002 - Quantitative Research Methods](#)

[CMST 5010 - Communication Theory](#) or

[MCOM 5070 - Mass Communications Theories](#)

[CMST 5099 - Thesis](#) 6 semester hours required

or

[MCOM 5099 - Thesis](#) 6 semester hours required

Additional Information

The student's plan of study is to be determined with the guidance of the student's major professor.

Graduate Courses

Note: To receive graduate credit for a 4000-level course designated "For Undergraduate and Graduates," a student must be in graduate admission status at the time credit is earned in the course. Credit earned in undergraduate admission status cannot be changed to graduate credit.

PROPOSED Communication, M.A.

[Return to: Graduate Program Listing](#)

Program Description

The M. A, in Communication offers advanced knowledge and skill in goal-oriented communication, developing strategies to guide internal and external, interpersonal and organizational communication.

The degree will require 33 credit hours consisting of a core of 21 hours and 12 additional hours in a strategic communication concentration.

Communication

Program Admission

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- ✓ minimum cumulative grade point average of 2.5;

- ✓ minimum combined score of 283 on the GRE (143 Verbal plus 138 Quantitative);

A minimum formula score of 707.50, determined by multiplying the total undergraduate grade-point average by the combined GRE General Test Scores (Verbal plus Quantitative).

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Program Requirements

Exit Project Option

CORE

COMM 5000 – Proseminar (0)

COMM 5001 - Qualitative Research Methods (3)

COMM 5002 - Quantitative Research Methods (3)

COMM 5010 – Communication Theory (3)

COMM 5050 – Interpersonal & Conflict Communication (3)

COMM 5052 – Criticism of Contemporary Communication (3)

COMM 5080 – Communication Law & Ethics (3)

COMM 5080 – Persuasion (3)

Concentration in Strategic Communication(Online)-12 hours

COMM 5041 Communication and Gender (3)

COMM 5044 Organizational Communication (3)

COMM 5071 Creative Media Strategies & Techniques (3)

COMM 5060 Pr Practices (3)

Concentration in Communication Studies, Exit Project Option (Classroom)- 12 hours

COMM 5093 Exit Project

9 hours to develop a focus area according to a degree plan

Concentration in Communication Studies, Thesis Option-12 hours:

Comm 5099 Thesis (6)

**6 hours to develop a focus area according to a degree plan, which
may not include COMM 5090**

Internship credit

Note: To receive graduate credit for a 4000-level course designated "For Undergraduate and Graduates," a student must be in graduate admission status at the time credit is earned in the course. Credit earned in undergraduate admission status cannot be changed to graduate credit.

Publication Search

Search Publication



Advanced Search

Publication Home

Archived Catalogs

Catalog Addendum

Message from the President

Message from the Graduate School

Academic Calendar

The University

Graduate School and Regulations

Title IX Policy and Resources

Admissions

International Student Admissions

Tuition, Fees, Costs, and Expenses

Graduate Assistantships

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Graduate Program Listing

Fields of Study

Courses of Instruction

Boards, Administration, Faculty & Staff

Physical Facilities

My Portfolio

Communication, M.A. (090101)



Return to: Graduate Program Listing

Program Description

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Program Admission

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2. A minimum combined score of 283 on the GRE (143 Verbal plus 138 Quantitative);
3. A minimum formula score of 707.50, determined by multiplying the total undergraduate grade-point average by the combined GRE General Test Scores (Verbal plus Quantitative).

Applicants who fail to meet the above standards may be admitted on conditional status as recommended by the Graduate Admission and Retention Committee of the Department of Communication in concert with the Dean of the Graduate School.

Program Requirements

Exit Project Option

Requirements are 30 semester hours in communication and related fields, including:

- COMM 5000 - Proseminar in Communication Studies
- COMM 5001 - Qualitative Research Methods
- COMM 5002 - Quantitative Research Methods
- MCOM 5070 - Mass Communications Theories or
- COMM 5010 - Communication Theory
- COMM 5093 - Professional Communication Exit Project 3 semester hours required

Offline as well as online

Thesis Option

Requirements are 30 semester hours in communication and related fields, including:

- COMM 5000 - Proseminar in Communication Studies
- COMM 5001 - Qualitative Research Methods
- COMM 5002 - Quantitative Research Methods
- COMM 5010 - Communication Theory or
- MCOM 5070 - Mass Communications Theories
- COMM 5099 - Thesis 6 semester hours required or
- MCOM 5099 - Thesis 6 semester hours required

Additional Information

The student's plan of study is to be determined with the guidance of the student's major professor.

Graduate Courses

Note: To receive graduate credit for a 4000-level course designated "For Undergraduate and Graduates," a student must be in graduate admission status at the time credit is earned in the course. Credit earned in undergraduate admission status cannot be changed to graduate credit.

Return to: Graduate Program Listing

Close & Remove

CBSS Graduate Blank Change

General Catalog Change

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4. After the proposal is launched make your proposed changes. To view tracked changes in text box fields, choose "current with markup." When the proposal is complete, click the decisions icon on the top, right side of the screen. After decision is entered the proposal will move onto the next step.

School/ College*

Communication

Change Title:* Close & Remove

Description of
Change: *

Close MCOM 5083 Public Opinion and Propaganda and remove it from the catalog.

Reason(s) for
the proposed
change*

The MCOM prefix is being phased out to align the graduate program with the undergraduate program. A proposal to open COMM 5083 Public Opinion & Propaganda has been launched.

In which semester/term would the change(s) take effect?

Semester/Term*

Fall

Year*

2017

Check if
providing
attachments, if
appropriate

Explanatory Memo

Close & Remove

CBSS Graduate Blank Change

General Catalog Change

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School/ College*

Communication

Change Title:* Close & Remove

Description of Change: * Close MCOM 5001 Mass Communications Seminar and remove it from the catalog.

Reason(s) for the proposed change*

The MCOM prefix is being phased out as we realign the graduate program with the undergraduate program, which eliminated MCOM several years ago in recognition of the convergence trend of recent years. We have not used this seminar in more than five years and have no further need of it.

In which semester/term would the change(s) take effect?

Semester/Term*

Fall

Year*

2017

Check if providing attachments, if appropriate

Explanatory Memo

Close & Remove

CBSS Graduate Blank Change

General Catalog Change

****Read before you begin****

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4. After the proposal is launched make your proposed changes. To view tracked changes in text box fields, choose "current with markup." When the proposal is complete, click the decisions icon on the top, right side of the screen. After decision is entered the proposal will move onto the next step.

School/ College*

Communication

Change Title:* Close & Remove

Description of
Change: x

Close MCOM 5081 Literature of Mass Communicaitons and remove it from the catalog.

Reason(s) for
the proposed
change*

The MCOM prefix is being phased out as we realign the graduate program with the undergraduate program, which eliminated MCOM several years ago in recognition of the convergence trend of recent years. We have not taught this course in more than five years and have no further need of it.

In which semester/term would the change(s) take effect?

Semester/Term*

Fall

Year*

2017

Check if
providing
attachments, if
appropriate

Explanatory Memo

COMM - 5083 - Public Opinion & Propaganda

CBSS Graduate Course Addition

Course details

****Read before you begin****

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School/ College*

Communication

Course Level*

Undergraduate

☒ Graduate

Undergraduate and Graduate

☐ Professional

Prefix*

COMM

Course number* 5083

Title* Public Opinion & Propaganda

If title exceeds 20 characters (including spaces), indicate appropriate abbreviation to be used on the transcript.

Abbreviated Title PR & Propaganda

Course
Description

The study of propaganda theory and methods. Opinion-making processes in government, political parties, pressure groups and various societal institutions. The role of mass media in public opinion formation.

Credit hours* 3

Class hours per
week* 3

Lab/recitation
hours per week* 0

Maximum hours
to be earned* 3

Is the course to
be offered for
fixed credit
hours or variable
credit hours?*

☒ Fixed
☐ Variable

If variable, give
the range of
hours

Indicate the
course Activity
Type

In which semester/term will the course first be offered?

Semester/Term*

Fall

Year*

2017

Course justification

Does the course
relate to any
other course
change now
being proposed
or anticipated?*

Yes

No

If yes, explain

This course replaces MCOM 5083, which is being closed as part of phasing out the MCOM prefix.

What is the
justification or
reason for
adding this
course?*

This course has long existed in the graduate curriculum as MCOM 5083. We are converting it to a COMM course as we align the graduate program with the undergraduate program, which moved to the COMM prefix several years ago.

What is the
justification for
offering the
course at the
proposed level?*

It is graduate level content and has always been.

Does any part of
the course
duplicate
material of other
courses in the
University?*

Yes

No

If so, explain

Please list any
related
proposals to the
course/ program

Course closure: MCOM 5083.

Which formats/
methods of
instruction will
be used in this
course?

This is

Attachments

Follow link to access the syllabus template

<https://webservices.ulm.edu/forms/officesdepartments/academic-affairs>

Check the boxes
once the
required
documents are
attached

- ☒ *Required* Syllabus or general outline of the subject matter of the course including course objectives
- ☐ Copy of material mandating change, if appropriate (e.g., from Board of Regents, Accreditation Group, etc.)

MCOM 5083 COMM 5083: Public Opinion, Propaganda and Mass Media
University of Louisiana at Monroe, Communication Graduate Program SPRING 2017

Instructor: Dr. Adaobi Duru

Office: Walker 2-121

Phones: 318-342-1199

E-mail: duru@ulm.edu

Office Hours: Everyday by chance and by appointment. Mondays 8-11am, Tuesdays 8-10am, Wednesday 10-3pm.

Required Texts:

McCombs et. al. (2011). The News and Public Opinion: Media Effects on Civic Life

Pratkanis, A., & Aronson, E. (2001). Age of Propaganda: The Everyday Use and Abuse of Persuasion (2nd ed.)

Jowett, Garth S. and O'Donnell, Victoria. Propaganda and Persuasion 6th Edition.

Chomsky, Noam (2002) Media Control: The Spectacular Achievements of Propaganda (2nd ed.)

University catalog description: (3 Cr.) This course involves the study of propaganda theory and methods, opinion-making processes in government, political parties, pressure groups and various societal institutions and explores the role of mass media in public opinion formation.

Course Objectives.

This class is multidisciplinary, therefore it draws from communication, political science, sociology, and psychology to provide a foundational basis for exploring techniques of persuasion and the influence of mass media on public attitudes and behavior. It explores the societal and democratic implications of public opinion and propaganda, along with the ethical concerns that come with mass persuasion in a contemporary context.

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

1. Identify, describe, and explain major concepts in the studies of public opinion, propaganda, persuasion, and mass media.
2. Understand origins and formation of mass public opinion, and the media's role in facilitating and influencing public opinion
3. Recognize, understand and analyze the processes underlying public opinion and propaganda, exemplifying these with reference to significant historical and current events.
4. Identify, understand, apply and critique a variety of qualitative and quantitative techniques for measuring public opinion.
5. Understand the state of public opinion on key issues of the day, and how various stakeholders intentionally and unintentionally influence opinion.
6. Understand, exemplify and critique the interrelationships between propaganda, public opinion, media institutions, the market, political influence and power.
7. Understand the theoretical underpinnings of public opinion, propaganda and its societal influence, and its effects on democracy.

Structure of the Course: The first part of the course focuses on public opinion, its formation and impact on public policy and the role of the mass media. In the second part we turn to propaganda attempts at

modifying/changing public opinion. And the last third of the quarter will be spent mostly on measuring public opinion and a look at the contemporary public opinion.

Principal Assessment Criteria

1. Demonstration of understanding of course texts, lectures and class discussions.
2. Ability to go beyond course texts, lectures, and discussions in using and applying additional sources.
3. Ability to apply course concepts and theories to specific instances of propaganda practice and public opinion formation.
4. Ability to critically evaluate relevant concepts, data and theories.
5. Skills of analysis and presentation in collaborative work, both oral and written, including skills of accuracy in representation; clarity of concept, structure and articulation; freshness and originality.

<u>Assessment Weighting</u>	<u>Response paper</u>	20%
	<u>Discussion leader</u>	20%
	<u>Discussion chapters' paper</u>	10%
	<u>Final research project paper</u>	25%
	<u>Final research project presentation</u>	5%
	<u>Attendance and Participation</u>	20%
	TOTAL	100%

Grading: A = 100-90 percent,
B = 89-80
C = 79- 70
D = 69-60
F = 59 and below.

Class Rules:

Reading: All reading assignments must be completed before class meeting to facilitate class participation and discussion. It is important students keep up with required reading (according to course schedule), even when the reading may not be specifically covered in corresponding class. Further, you are recommended to read ahead, also, so that you may find material that is likely to be of relevance to your dossier collection and your final group project.

Written assignments: All written assignments must be turned in ON or BEFORE due dates. Written assignments must be typed, double-spaced, font no larger than 12 pt, margins 1" Stapled! Papers must be free of any factual, gramatical or spelling error. Late assignments will be penalized. Please, do not email assignments unless specifically requested to do so.

Attendance and participation: This is an applied class that will consist of scholarly class discussions and various in-class activities; this class is not based on lectures and slides. The class is structured to function based on everybody's active participation. Thus, you should come to class prepared to discuss the readings. You are expected to make contributions to class discussions and fully participate in in-class activities. Because of the nature of the course, it is expected that you will attend each class and remain for the entire class period. Attendance and participation is a huge chunk of the final grades.

ASSIGNMENTS

Response Paper (20%)

As part of the requirement for this course, you will write a response paper. This paper requires you to produce a 4-page reaction to Noam Chomsky's *Media Control: Spectacular Achievements of Propaganda*. A good response paper connects the author's opinions with your experiences. In other words, it is your chance to communicate your thoughts about the book in writing. It is not a summary of the book! Nor a review of the book! See it as a conversation with the author about his work. The purpose of the paper is to stimulate thinking about issues, questions, and problems raised by your study of the book.

Discussion Leader (20%)

While we are all responsible for the assigned chapters every week, one person is in charge of leading our discussion of weekly assigned readings. Each person will lead the discussion for three weeks (For which you will volunteer). Leading the class discussion is worth 20% of the course grade.

Discussion Chapters Paper (10%)

Student who lead class discussion will also synthesize the major ideas of all assigned chapter's in a report. Therefore, you will each turn in three specific papers based on the assigned weekly reading. In other words, you will turn in a paper the day you lead a class discussion. The paper should be 2-pages, double spaced.

Final Research Paper/presentation (30%)

The final research paper is a 20-page paper on any public opinion area of your choice. This is a research paper and should be written in an academic format. I don't expect you to have the complete paper by the end of the semester, but I expect a comprehensive introduction, literature review, a methods section and a bibliography.

Main components of the Final Paper

A. Selection. For the project you should select a research area that captures the manipulation of public opinion through the use of the mass media. Your topics must be approved by me.

B. Project Report. 20-page, double-spaced project report due on the last day of class.

This part should include the following:

1. An introduction
2. Detailed literature review/theory
3. A bibliography with a minimum of 20 sources

C. Paper Summary. 1-page, double-spaced abstract to be distributed in class on the day of the presentation.

D. Presentation. 20-minute presentation covering the critical aspects of your paper, followed by class discussion. You can make this presentation as creative and persuasive as possible using props such as video and film clips, slides, artifacts, etc.

COURSE SCHEDULE: (I reserve the right to make adjustments as necessary).

Week	Dates	Topics/assignments
1	1/16	<ul style="list-style-type: none"> • Introduction to the Course
2	<u>1/23</u> <u>Exploring the Public Opinion-Propaganda Relationship</u>	<ul style="list-style-type: none"> • Read Chap. 1, “Our age of propaganda” in Pratkanis & Aronson • “What is public opinion?” (pp. 1-8) in McCombs et al. • Read L. Menand, “The unpolitical animal” (Link on moodle) • Chap. 3, “Mindless propaganda, thoughtful persuasion” (pp. 33-40) in Pratkanis & Aronson • Chap. 4, “The rationalizing animal” (pp. 40-47) in Pratkanis & Aronson.
3	<u>1/30</u> <u>Mass Media & the Origins of Public Opinion and propaganda</u>	<ul style="list-style-type: none"> • Public Opinion, Propaganda and Mass Media (Jowett & O'Donnell, Chapter 1) • Propaganda Through the Ages (Chapter2, Jowett & McDonnell). • Propaganda Institutionalized (Chapter 3, Jowett & McDonnell) • Focusing public attention” (Chapter 5, McCombs et al). • “Learning from the news” (Chapter 6, McCombs et al). • “Forming opinions” (Chapter 7, McCombs et al). • “Tone of the news” (Chapter 8, McCombs et al). • Mendelsohn, H. (1973). Some reasons why information campaigns can succeed. <i>Public Opinion Quarterly</i>, 37(1), 50-61.(Moodle)
4	<u>2/6</u> <u>Priming, Framing and Agenda Setting (Articles on Moodle)</u>	<ul style="list-style-type: none"> • Glazier, R. A., & Boydston, A. E. (2012). The president, the press, and the war: A tale of two framing agendas. <i>Political Communication</i>, 29(4), 428-446. • Hayes, D., & Guardino, M. (2010). Whose views made the news? Media coverage and the march to war in Iraq. <i>Political Communication</i>, 27(1), 59-87. • McCombs, M. E., & Shaw, D. L. (1972). The agenda-setting function of mass media. <i>Public opinion quarterly</i>, 36(2), 176-187. • Nelson, T. E., Clawson, R. A., & Oxley, Z. M. (1997). Media framing of a civil liberties conflict and its effect on tolerance. <i>American Political Science Review</i>, 91, 567-583

		<ul style="list-style-type: none"> • Framing U.S. coverage of international news: Contrasts in narratives of the KAL and Iran air incidents. <i>Journal of Communication</i>, 41(1), 6–27 • Entman, R. (2007). Framing Bias: Media in the Distribution of Power. <i>Journal of Communication</i>, 57(1), 163–173. • Framing, Agenda Setting, and Priming: The Evolution of Three Media Effects Models. <i>Journal of Communication</i>, 57(1), 9–20. doi:10.1111/j.1460-2466.2006.00326.x • Pan, Z., & Kosicki, G. M. (1997). Priming and media impact on the evaluations of the president's performance. <i>Communication Research</i>, 24(1), 3-30. • Nelson, T. E., & Oxley, Z. M. (1999). Issue framing effects on belief importance and opinion. <i>The journal of politics</i>, 61(04), 1040-1067. • The Framing Wars by Matt Bai(On Moodle)
5	2/13 Misperceptions and rumoring	<ul style="list-style-type: none"> • Garrett, R. K. (2011). Troubling consequences of online political rumoring. <i>Human. Communication Research</i>, 37(2), 255–274. doi:10.1111/j.1468-2958.2010.01401. • Nyhan, B. (2010). Why the” death panel” myth wouldn’t die: Misinformation in the health care reform debate. <i>The Forum</i>, 8(1), 1–24. doi:10.2202/1540-8884.1354. • Garrett, R. K., Nisbet, E. C., & Lynch, E. K. (2013). Undermining the corrective effects of media-based political fact checking? The role of contextual cues and naïve theory. <i>Journal of Communication</i>, 63(4), 617–637. doi:10.1111/jcom.12038. • Thorson, E. (2015). Belief echoes: The persistent effects of corrected misinformation. <i>Political Communication</i>, 1–21. doi:10.1080/10584609.2015.1102187. • Weeks, B. E. & Garrett, R. K. (2014). Electoral consequences of political rumors: Motivated reasoning, candidate rumors, and vote choice during the 2008 U.S. presidential election. <i>International Journal of Public Opinion Research</i>, 26(4), 401– 422. doi:10.1093/ijpor/edu005
6	2/20	<ul style="list-style-type: none"> • Final Paper discussions/ Office meetings (Response Paper due)
7	2/27	<ul style="list-style-type: none"> • Mardi Gras Holiday
8	3/6 Propaganda & Tools of Persuasion	<ul style="list-style-type: none"> • The four stratagems of influence” (pp. 48-66) in Pratkanis & Aronson. • Read Chap. 6, “Words of influence” (pp. 71-79) in Pratkanis & Aronson • Chap. 7, “Pictures in our heads” (pp. 79-87) in Pratkanis & Aronson

		<ul style="list-style-type: none"> Goebbel's "Principles of Propaganda" (on moodle) Some Principles of Mass Persuasion: Selected Findings of Research on the Sale of United States War Bonds. (On Moodle)
9	3/13 Propaganda in Action	<ul style="list-style-type: none"> Propaganda in Action (Chapters 6-8, Jowett & O'Donnell)
10	3/20 Measuring Public Opinion	<ul style="list-style-type: none"> Read S. Igo, "Public opinion polls" (on Moodle); A.Kohut, "But what do the polls show?" (on Moodle). S. Keeter, "Public opinion polling and its problems" (pp. 28-51) in Political Polling in the Digital Age (on Moodle). Questionnaire design (Reading on Moodle)
11	3/27	<ul style="list-style-type: none"> Research days
12	4/3 Contemporary Propaganda	<ul style="list-style-type: none"> Read Chap. 36, "How to become a cult leader" (pp. 302-317) in Pratkanis & Aronson. In-class viewing: "Secret State of North Korea"
13	4/10 Contemporary Propaganda	<ul style="list-style-type: none"> In-class viewing: "Obama's America"
14	4/24	<ul style="list-style-type: none"> Project Presentations
15	4/29	<ul style="list-style-type: none"> Course Summary
16	Exam Week	

AT A MINIMUM, ALL POLICIES STATED IN THE CURRENT ULM STUDENT POLICY MANUAL & ORGANIZATIONAL HANDBOOK SHOULD BE FOLLOWED (SEE <http://www.ulm.edu/studentpolicy/>).

Additional Class Policies include:

- A. You are required to purchase a textbook for this class, which is listed earlier in this document. Other supplementary materials are generally found on Moodle which you can access.
- B. **Attendance Policy:** Because of the nature of this course, it is very important to attend each class. Please keep in mind that ULM policy indicates that students are expected to be in class unless s/he is involved in a university excused activity, can provide a doctor's excuse for an illness, or experiences an unavoidable emergency. In the case of planned absences, assignments must be turned in/presented before their due date.
- C. **Make-up policy:** A class schedule, which we will follow as closely as possible throughout the session, is now in your possession. Because you know when each of your assignments is due, I will accept make up work only if the student has appropriate documentation and if s/he has experienced truly extenuating and unavoidable circumstances.

- D. **Academic Integrity:** Faculty and students must observe the ULM published policy on Academic Dishonesty (see ULM Student Policy Manual— <http://www.ulm.edu/studentpolicy/>). All graded work must be the original work of the student claiming credit for it. Students guilty of knowingly using, or attempting to use, another person's work as though that work were their own, and students guilty of knowingly permitting, or attempting to permit, another student to use their work, will receive a grade of "F" for the course. Students unfamiliar with what actions constitute plagiarism will not be able to make this claim after completing their Academic Integrity and Honor Code worksheet.
- E. **Course Evaluation Policy:** Students are expected to complete the on-line course evaluation for this class, as well as each of the classes you complete during the academic year.
- F. **Student Services:** Many services are available to you on ULM's campus. Below you will find information about commonly needed ULM student services.
- Student Success Center (<http://www.ulm.edu/cass/>)
 - Counseling Center (<http://www.ulm.edu/counselingcenter/>)
 - Special Needs (<http://www.ulm.edu/counselingcenter/special.htm>) and (<http://www.ulm.edu/studentaffairs/>)
 - Student Health Services (<http://www.ulm.edu/studentaffairs/>).
 - Library (<http://www.ulm.edu/library/referencedesk.html>)
 - Computing Center Help Desk (<http://www.ulm.edu/computingcenter/helpdesk>)

The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions. **If you have special needs of which I need to be made aware you should contact me within the first two days of class.**

If you need accommodation because of a known or suspected disability, you should contact the director for disabled student services at: Voice phone: 318-342-5220, FAX: 318-342-5228; Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

If you are having any emotional, behavioral, or social problems, and would like to talk with a caring, concerned professional please call one of the following numbers: The ULM Counseling Center: 342-5220; The Marriage and Family Therapy Clinic 342-9797, or the Community Counseling Center 342-1263.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination which includes sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter unlawful sexual harassment or gender-based discrimination, please contact Student Services at 318-342-5230 or to file a complaint, visit www.ulm.edu/titleix.

Remember that all services are offered free to students, and all are strictly confidential.

G. **Emergency Procedures:** See ULM website for information regarding emergency procedures.

H. **Discipline/Course Specific Policies:** Below you will find specific policies and procedures for this course:

1. **Professionalism is expected**—Whenever possible type your papers, and make use of APA or MLA style sheets for formatting and documentation procedures. Be polite and courteous in your email and phone interactions.
2. **Tardiness should be avoided**—class begins promptly. If you are tardy please be sure you do not enter the room when a colleague is giving a presentation.
3. **Late work is not generally accepted.** If you do not turn in an assignment on or before the due date, I assume you are not turning it in and you receive a “0” for that grade. In order to make up any missed work (presentations, papers, workshops), you must present either a note from a physician, a University excuse, or court subpoena. All missed work will need to be made up as quickly as possible, and the window for such make-up options is small—within one week of the missed due date. Missed work without an excuse as mentioned above results in a “0” for that portion of your grade.
4. **Disruptive behavior**, can include a variety of things, from cell phone use, to infringing on the rights of others, to rudeness. One warning is given. If the behavior continues after that warning, the disruptor will be asked to leave class and will not be allowed to return until s/he has gone through appropriate channels.
5. **Student Disabilities.** Students should notify the instructor of any disability, and provide appropriate documentation that is relevant to their performance in the course. The notification should be given to me prior to any assignment that may be influenced by the disability. Every reasonable effort will be made to accommodate the disability.
6. **Cell Phones.** Using (dialing a number on, text-messaging, answering, or leaving the class to answer a call on) a cell phone will be grounds for dismissal, unless approval by the instructor for emergency use is obtained.
7. **Take Initiative.** You will be required to contact your class members, keep yourself on schedule and be sure you acquire anything you inadvertently miss. That is, you will take initiative to contact your class members without waiting for them to contact you, especially if an assignment is due or if you have been absent from class. In other words, protect your own interests. Nobody in here is a mind-reader...you have to communicate what you need to participate fully.

Appreciation

- Dr. Catherin Wilson
- Dr. Jason Turcotte

This syllabus used words and derivatives from their course syllabi.

COMM - 5084 - Persuasion

Course Addition

Course details

****Read before you begin****

1. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading.
2. All fields with an * are required. You will not be able to launch the proposal without completing required fields.

School/ College*

Communication

Optional
Approval

- ☐ School Curriculum Committee
☒ College Curriculum Committee

Course Level*

- ☐ Undergraduate
☒ Graduate
☐ Undergraduate and Graduate
☐ Professional

Prefix*

COMM

Course number* 5084

Title* Persuasion

If title exceeds 20 characters (including spaces), indicate appropriate abbreviation to be used on the transcript.

Abbreviated Title

Course
Description

This course is a survey of classical and contemporary thinking on persuasion from a rhetorical perspective. The study of persuasion dates back to ancient Greece and Rome, and has continued to grow in academic study. Great thinkers such as Plato and Aristotle spent a great deal of time writing about and discussing the value and parameters of the "art of persuasion". Contemporary scholars continue to explore persuasion from a rhetorical perspective and also draw on data generated through social scientific studies. As such, we will delve into the history, complexity, and power of persuasion, as well as explore contemporary examples of persuasion in public discourse.

Credit hours* 3

Class hours per
week* 3

Lab/recitation
hours per week* 0

Maximum hours
to be earned* 3

Is the course to
be offered for
fixed credit
hours or variable
credit hours?*

- ☒ Fixed
☐ Variable

If variable, give
the range of
hours

Indicate the
course Activity
Type

In which semester/term will the course first be offered?

Semester/Term*

Spring

Year*

2018

Course justification

Does the course
relate to any
other course
change now
being proposed
or anticipated?*

☐ Yes
☒ No

If yes, explain

What is the
justification or
reason for
adding this
course?*

This course is part of the new online degree plan for the Masters in Communication. It has been a topic in the study of communication since Plato and Aristotle, and the amount of scholarship and collection of data on the topic requires that graduate students have a solid foundation.

What is the
justification for
offering the
course at the
proposed level?*

An undergraduate course does not allow the time to study this topic in great depth as it is so integral to the field.

Does any part of
the course
duplicate
material of other
courses in the
University?*

☐ Yes
☒ No

If so, explain

Please list any related proposals to the course/ program

The new MA in Communication for online students.

Which formats/ methods of instruction will be used in this course?

Attachments

Follow link to access the syllabus template

<https://webservices.ulm.edu/forms/officesdepartments/academic-affairs>

Check the boxes once the required documents are attached*



Required Syllabus or general outline of the subject matter of the course including course objectives



Copy of material mandating change, if appropriate (e.g., from Board of Regents, Accreditation Group, etc.)

Course Syllabus
COMM 5083: Persuasion

I. Contact Information

Dr. Lesli Pace
Office: Walk 2-112
Phone #: 342-1165
Email Address: pace@ulm.edu
Office Hours:

II. Course Prerequisites/Corequisites

Graduate status, or consent of the instructor.

III. Course Description

This course is a survey of classical and contemporary thinking on persuasion from a rhetorical perspective. The study of persuasion dates back to ancient Greece and Rome, and has continued to grow in academic study. Great thinkers such as Plato and Aristotle spent a great deal of time writing about and discussing the value and parameters of the "art of persuasion". Contemporary scholars continue to explore persuasion from a rhetorical perspective and also draw on data generated through social scientific studies. As such, we will delve into the history, complexity, and power of persuasion, as well as explore contemporary examples of persuasion in public discourse.

IV. Course Objectives and Outcomes

This course is devoted to understanding, analyzing, and practicing persuasion. Students will:

- 1) examine academic literature and theories
- 2) critically analyze and construct critical viewpoints of theory and research
- 3) analyze and construct persuasive messages.

See description of assignments for information regarding evaluation/grading procedures.

V. Course Topics

We will cover a wide range of topics. See daily schedule for a complete list of topics and areas we will study.

VI. Instructional Methods and Activities

This is a writing intensive course with special emphasis placed on research, synthesis, analysis, and argument construction. Students will practice analytical skills by evaluating the persuasive strategies used in various artifacts and writing a persuasive essay.

VII. Evaluation and Grade Assignment

Participation: Graduate level courses require consistent attendance and participation. Consider the difficulty of learning to communicate effectively if you are not engaged in communication. Additionally, educators across disciplines have found that combining multiple learning approaches is the most effective way to learn. In other words, reading, writing, speaking, and discussion, used in conjunction, will enhance your learning. As such, you are expected to complete assigned readings in order to participate in class discussions and understand course assignments. You will be evaluated on quality and quantity. Keep in mind speaking often does not necessarily mean that you have offered well thought out and informed contributions.

Exams: All students will complete two exams: a midterm and a comprehensive final. Each exam will be taken from both the text and classroom discussions. Exams will essay exams. (Each exam is worth 150 pts; 300 total pts possible.)

Discussion Questions: Students will write and post three discussion questions for each chapter/article assigned. Questions should point to what you see as significant aspects of the reading or particularly challenging ideas that need discussion for clarification. (200 points)

Position Papers: Students will write four short papers (3-5 pages) that analyze the persuasive strategies used. Students may choose any controversial issue they find interesting. Papers should define the issue, provide

context for the issue, and outline each of the persuasive strategies used. Students should also discuss outcomes of the persuasive appeals and whether the persuasive messages changed over time. (50 pts each; 200 pts total)

Research Paper: This paper must be 15-18 pages in length (excluding the works cited page). For this paper you must compare and contrast two divergent perspectives (to demonstrate a coactive approach), and then advocate a position. You can advocate one of the perspectives, a combination of the two, or a different perspective completely. Regardless of your choice, you must present strong arguments for why the reader should accept the perspective you are advocating. This is the paper that will demonstrate the persuasion skills you've learned over the course of the semester. Papers will be graded on how well you persuade the reader, structure, clarity, depth, critical awareness, syntax, and grammar. You must use internal citations and include a works cited page. This paper must contain no fewer than 10 sources (no more than TWO INTERNET sources). Your paper must follow MLA guidelines and be typed. Please place your name in the top right corner, double space, use 1 inch margins, and Times New Roman 12 point font. (200 pts.)

Total Points Possible for Course: 700

Grading Scale

A—630-700
B—560-629
C—490-559
D—420-489
F—0-419

VIII. Class Policies and Procedures

At a minimum, all policies stated in the current ULM *Student Policy Manual & Organizational Handbook* should be followed (see <http://www.ulm.edu/studentpolicy/>).

II. Additional class policies include:

Students are also required to use Moodle for additional readings, supplements, and announcements.

- A. Attendance Policy:** Because of the nature of this course, it is very important to attend each class. Please keep in mind that ULM policy indicates that you are expected to be in class unless you are ill or experiencing an emergency. If you know you will be absent you need to contact me in advance. In the case of planned absences, assignments must be turned in before their due date. If you participate in university-sanctioned events that require you to miss class, please provide a list of effected dates by the end of the second week of classes.
- B. Make-up Policy:** A class schedule, that we will follow as closely as possible throughout the semester, is now in your possession. Because you know when each of your assignments is due, NO MAKE UP WORK WILL BE ALLOWED.
- C. Academic Integrity:** Faculty and students must observe the ULM published policy on Academic Dishonesty (see Page 4 in ULM *Student Policy Manual* -- <http://www.ulm.edu/studentpolicy/>).

All graded work must be the original work of the student claiming credit for it. Students guilty of knowingly using, or attempting to use, another person's work as though that work were their own, and students guilty of knowingly permitting, or attempting to permit, another student to use their work, will receive a grade of "F" for the course. Students who are unfamiliar with what actions constitute plagiarism should consult the professor.

- D. Course Evaluation Policy:** Students are expected to complete the on-line course evaluation.

- E. Student Services:** Information about ULM student services, such as Student Success Center (<http://www.ulm.edu/cass/>), Counseling Center (<http://www.ulm.edu/counselingcenter/>), Special Needs (<http://www.ulm.edu/counselingcenter/special.htm>), and Student Health Services, is available at the following Student Services web site <http://www.ulm.edu/studentaffairs/>.
- F. Emergency Procedures:** See ULM website for additional information on emergency procedures.
- G. Student Disabilities:** Students should notify the instructor of any disability they may have that is relevant to their performance in the course. The notification should be given to me prior to any assignment that may be influenced by the disability. Every reasonable effort will be made to accommodate the disability.
- H. MENTAL HEALTH:** If you are having problems with emotional, social, and/or behavioral issues please call any of the mental health clinics on campus to make an appointment. All services are free to ULM students, staff, and faculty. ULM Counseling Center, x5220; Marriage and Family Therapy Clinic, x9797; Community Counseling Center, x1263.

Effective
Fall 2017

Master of Communication

Addition of a Degree Plan or Program of Study

General Catalog Information

****Read before you begin****

1. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading.
2. All fields with an * are required. You will not be able to launch the proposal without completing required fields.

School/ College*

Communication

**Optional
Approval**

- ☐ School Curriculum Committee
☐ College Curriculum Committee

Program level*

- ☐ Undergraduate
☒ Graduate
☐ Post Baccalaureate Certificate
☐ Professional

Program type*

- ☒ Program
☐ Shared Core

**Indicate name of
degree plan***

Master of Communication

**Reason(s) for
adding this
degree plan**

We have created a program to be offered on line.

**Prospective
Curriculum***

In which semester/term will the proposed program of study first be offered?

Semester/Term*

Fall

Year*

2017

**Will this
program of
study affect
other schools on
campus?***

☐ Yes

☒ No

**If yes, which
schools will be
affected?**

☐ Education

☒ Humanities

☐ Sciences

☐ Visual and Performing Arts

☐ Accounting, Financial and Information Services

☐ Behavioral and Social Sciences

☐ Management

☐ Nursing

☐ Health Professions

☐ Pharmacy

If yes, how?

Comments for Master of Communication

Curriculog	5/16/2017 11:37 am
Eric Pani has approved this proposal on Vice President of Academic Affairs.	
Curriculog	5/3/2017 3:19 pm
Lon Smith has force approved this proposal.	
Lon Smith	5/3/2017 3:18 pm
The Persuasion course number is COMM 5084	
Curriculog	5/3/2017 3:18 pm
Lon Smith has approved this proposal on University Curriculum Committee.	
Curriculog	5/3/2017 10:18 am
Roger Carpenter has approved this proposal on University Curriculum Committee.	
Curriculog	5/2/2017 5:16 pm
Christopher Gissendanner has approved this proposal on University Curriculum Committee.	
Katie Smith	5/1/2017 6:01 pm
There is an incorrect course number in the proposed curriculum. Persuasion should be COMM 5084 not 5080	
Curriculog	5/1/2017 6:01 pm
Katie Smith has approved this proposal on University Curriculum Committee.	
Curriculog	5/1/2017 5:03 pm
Gregory Smith has approved this proposal on University Curriculum Committee.	
Curriculog	5/1/2017 2:51 pm
Paul Nelson has approved this proposal on University Curriculum Committee.	
Curriculog	5/1/2017 2:21 pm

Shannon Banks has approved this proposal on University Curriculum Committee.

Curriculog

5/1/2017 12:24 pm

Cynthia Robertson has approved this proposal on University Curriculum Committee.

Curriculog

5/1/2017 12:07 pm

Carl Kogut has approved this proposal on University Curriculum Committee.

Curriculog

5/1/2017 11:01 am

Arturo Rodriguez has approved this proposal on University Curriculum Committee.

Curriculog

5/1/2017 10:38 am

Joni Noble has approved this proposal on University Curriculum Committee.

Curriculog

5/1/2017 8:56 am

Rhonda Hensley has approved this proposal on University Curriculum Committee.

Curriculog

4/30/2017 11:12 pm

Donna Eichhorn has approved this proposal on University Curriculum Committee.

Curriculog

4/30/2017 4:53 pm

Allison Wiedemeier has approved this proposal on University Curriculum Committee.

Curriculog

4/30/2017 11:08 am

Rick Stevens has approved this proposal on University Curriculum Committee.

Curriculog

4/29/2017 5:59 pm

Jana Giles has approved this proposal on University Curriculum Committee.

Curriculog

4/29/2017 8:50 am

Lon Smith has force approved this proposal.

Chris Michaelides

4/27/2017 4:03 pm

This proposal was approved by the CAES Curriculum Committee.

Curriculog

4/27/2017 4:03 pm

Chris Michaelides has approved this proposal on Dean.

Curriculog

4/12/2017 0:09 am

This proposal has passed its deadline and has been approved.

Curriculog

4/11/2017 0:09 am

This proposal has passed its deadline and has been approved.

Curriculog

4/10/2017 5:44 pm

Ruth Smith has approved this proposal on School Director.

Curriculog

4/10/2017 5:44 pm

Ruth Smith has approved this proposal on Originator.

Curriculog

4/10/2017 5:43 pm

Ruth Smith has launched this proposal.

///, /ORIGINAL Communication, M.A.

[Return to: Graduate Program Listing](#)

Program Description

The Master of Arts in Communication is an interdisciplinary degree focusing on Communication Studies and Mass Communication. Areas of emphasis within the degree include Communication and Culture, Communication Science, Media Studies, Digital Media, and Performance and Rhetorical Studies. Students enter this program with a variety of undergraduate degrees. For a complete listing of all courses in the Department of Communication look under "Communication" (COMM), "Communication Studies" (CMST) and "Mass Communication" (MCOM).

Program Admission

In addition to the university requirements for admission to the Graduate School, applicants for admission to the Master of Arts in Communication degree program must meet at least two of the following criteria:

A minimum cumulative grade point average of 2.5;

A minimum combined score of 283 on the GRE (143 Verbal plus 138 Quantitative);

A minimum formula score of 707.50, determined by multiplying the total undergraduate grade-point average by the combined GRE General Test Scores (Verbal plus Quantitative).

Applicants who fail to meet the above standards may be admitted on conditional status as recommended by the Graduate Admission and Retention Committee of the Department of Communication in concert with the Dean of the Graduate School.

Program Requirements

Exit Project Option

Requirements are 30 semester hours in communication and related fields, including:

COMM 5000 - Proseminar in Communication Studies

COMM 5001 - Qualitative Research Methods

COMM 5002 - Quantitative Research Methods

MCOM 5070 - Mass Communications Theories or

CMST 5010 - Communication Theory

COMM 5093 - Professional Communication Exit Project 3 semester hours required

Thesis Option

Requirements are 30 semester hours in communication and related fields, including:

COMM 5000 - Proseminar in Communication Studies

COMM 5001 - Qualitative Research Methods

COMM 5002 - Quantitative Research Methods

CMST 5010 - Communication Theory or

MCOM 5070 - Mass Communications Theories

CMST 5099 - Thesis 6 semester hours required

or

MCOM 5099 - Thesis 6 semester hours required

Additional Information

The student's plan of study is to be determined with the guidance of the student's major professor.

Graduate Courses

Note: To receive graduate credit for a 4000-level course designated "For Undergraduate and Graduates," a student must be in graduate admission status at the time credit is earned in the course. Credit earned in undergraduate admission status cannot be changed to graduate credit.

PROPOSED Communication, M.A.

[Return to: Graduate Program Listing](#)

Program Description

The M. A. in Communication offers advanced knowledge and skill in goal-oriented communication, developing strategies to guide internal and external, interpersonal and organizational communication.

The degree will require 33 credit hours consisting of a core of 21 hours and 12 additional hours in a strategic communication concentration.

Communication

Program Admission

In addition to the university requirements for admission to the Graduate School, applicants for admission to the Master of Arts in Communication degree program must meet at least two of the following criteria:

- minimum cumulative grade point average of 2.5;
- minimum combined score of 283 on the GRE (143 Verbal plus 138 Quantitative);

A minimum formula score of 707.50, determined by multiplying the total undergraduate grade-point average by the combined GRE General Test Scores (Verbal plus Quantitative).

Applicants who fail to meet the above standards may be admitted on conditional status as recommended by the Graduate Admission and Retention Committee of the Department of Communication in concert with the Dean of the Graduate School.

Program Requirements

Exit Project Option

CORE

COMM 5000 – Proseminar (0)

COMM 5001 - Qualitative Research Methods (3)

COMM 5002 - Quantitative Research Methods (3)

COMM 5010 – Communication Theory (3)

COMM 5050 – Interpersonal & Conflict Communication (3)

COMM 5052 – Criticism of Contemporary Communication (3)

COMM 5080 – Communication Law & Ethics (3)

COMM 5080 – Persuasion (3)

Concentration in Strategic Communication(Online)-12 hours *SCOM*

COMM 5041 Communication and Gender (3)

COMM 5044 Organizational Communication (3)

COMM 5071 Creative Media Strategies & Techniques (3)

COMM 5060 Pr Practices (3)

Concentration in Communication Studies, Exit Project Option *COMS*
(Classroom)- 12 hours

COMM 5093 Exit Project

9 hours to develop a focus area according to a degree plan

Concentration in Communication Studies, Thesis Option-12
hours:

Comm 5099 Thesis (6)

6 hours to develop a focus area according to a degree plan, which
may not include COMM 5090

Internship credit

Note: To receive graduate credit for a 4000-level course designated "For Undergraduate and Graduates," a student must be in graduate admission status at the time credit is earned in the course. Credit earned in undergraduate admission status cannot be changed to graduate credit.

CONS - 4020 - Associate Constructor Exam Preparation

Course Change

Course Change Form

****Read before you begin****

1. This approval process is to be used when NO NEW COURSE NUMBER is required. If you are changing course title **and** description, **do not use this form**. You must submit both a Course Addition proposal and Course Closure/Removal/Replacement proposal.
2. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading.
3. All fields with an * are required. You will not be able to launch the proposal without completing required fields.
4. **IMPORTANT:** click the **IMPORT ARROW** on the top left corner of the heading to begin the proposal with the current information in the catalog. Select the course you want to modify and click Import.
5. If you are proposing changes to a cross listed course, use the approval process named Course Change - Crosslisted.
6. **DO NOT MAKE CHANGES UNTIL PROPOSAL IS LAUNCHED.** Complete the proposal for the course as it is currently in the catalog. After launching the proposal you will have the opportunity to make modifications. This is for the purpose of tracking any changes made.
7. After the proposal is launched make your proposed changes. To view tracked changes in text box fields, choose "current with markup." When the proposal is complete, click the decisions icon on the top, right side of the screen. After decision is entered the proposal will move onto the next step.

School/ College*

School of Construction Management

Optional
Approval

- ☐ School Curriculum Committee
☐ College Curriculum Committee

Course Level*

- ☒ Undergraduate
☐ Graduate
☐ Undergraduate and Graduate
☐ Professional

For what semester/term will the proposed change take effect?

Semester/Term *

Fall

Year *

2017

Course Title* Associate Constructor Exam Preparation

Prefix *

CONS

Course Number* 4020

Catalog
Description

Preparation for the content areas on the Associate Constructor certification examination that each student will be required to take.

**Reasons for
change(s)**

The national Associate Constructor Exam has a required fee and we believe that the student should pay that fee. This is an incentive for the students to put their best effort in attempting to pass the examination. Furthermore, if the student can pass the national AC Exam, the Industry Advisory Committee (IAC) will reimburse them the fee.

Impact Report

This would not import.

ULM School of Construction Management
College of Business and Social Sciences

4/3/17
Kms

Course Outline – Associate Constructor Preparation and People Skills

I. Course Information

Course Number(s): CONS 4020

Course Title(s) Associate Constructor Exam Preparation & Soft Skills

BANNER Entry 4/3/17
UG CATALOG Entry 4/3/17

201840

Credits: 3 Credits Lecture

Contacts: 3 Lecture Hours per Week

II. Course Prerequisites: CONS 3030, 4005, 4006, 4008, 4009, 4030

III. Course Description

Preparation for the content areas on the Associate Constructor certification examination that each student will be required to take. An additional fee is required.

Required Textbooks: Brayton, E. (2016). *Associate Constructor Exam Preparation Guide*.

Required Materials:

IV. Course Objectives and Outcomes

OBJECTIVES	OUTCOMES
1. Take the national Associate Constructor Certification Examination	70% of the Students will be able to attain a 70% or higher score on the assignments and examinations
2. Complete practices exercises and problem set for Project Administration and Communication portion of exam	
3. Complete practices exercises and problem set for Budgeting, Costs, Cost Control, and Construction Safety	
4. Complete practices exercises and problem set for Planning, Scheduling, Engineering, and Geomatics	
5. Complete practices exercised and problem set for Plan Reading, Materials, Methods, Bidding, and Estimating	
6. Identify your needs driven behavior style and other people's behavior styles, and describe the criteria that motivates people.	
7. Recognize the different listen styles and identify techniques which improve your listening, describe specific communication barriers and provide techniques to reduce or eliminate their effect on a conversation.	

ULM School of Construction Management
College of Business and Social Sciences

Course Outline – Associate Constructor Preparation and People Skills

V. Course Topic Descriptions and Time Allocations

NO.	UNIT TOPIC DESCRIPTION SUMMARY	LECTURE HOURS
I.	Introduction – Exam Prep,	1
II.	Communications – Formal Business letters, Reports, and Change Order Proposals	3
III.	Engineering Concepts - Materials, Soil, Formwork, Air & Fluid, Electricity	3
IV.	Management Concepts – Contracts, Entities, Accounting, Systems, Ethics and American Institute of Constructors (AIC) Ethics Criteria	2
V.	Materials, Methods, Visualization – MaterFormat, Plans	3
VI.	Bidding & Estimating – Bidding Process, Estimates, Quantity Takeoff	4
VII.	Budgeting, Costs & Cost Control – WBS, Productivity, Unit Costs	4
VIII.	Planning, Scheduling & Control – Planning, Sequences, Scheduling, Analysis	3
IX.	Construction Safety – Admin, Procedures, Safety Interpretation	3
X.	Construction Surveying – Basic Layout, Topo Maps, Calculations	1
XI.	Project Administration – Roles, Procurement, Shop Drawings, QC, Claims	3
	Completion of AC Exam Preparation Sub Total Hours	30
XII.	Behavior Styles	2
XIII.	Motivation	2
XIV.	Listening Styles	2
XV.	Communication Barriers	2
XVI.	Examinations	5
	Holidays	2
	Total Hours	45

ULM School of Construction Management
College of Business and Social Sciences

Course Outline – Associate Constructor Preparation and People Skills

VI. Learning Outcomes for Course Topic

Upon Completion of each instructional unit, the learner will be able to satisfactorily:

I.	Introduction— A. State the course objectives, procedures and grading policies
II.	Communications – Daily Job Diaries, Construction Reports, Change Order Proposals and Memos A. Identify the content of the Daily job diary, Daily construction report, Change Orders and memos B. Complete the Daily construction report C. Complete a Formal business letter concerning Architect Changes and change order approval
III.	Engineering Concepts - Materials, Soil, Formwork, Air & Fluid, Electricity A. B.
IV.	Management Concepts – Contracts, Entities, Accounting, Systems, Ethics and American Institute of Constructors (AIC) Code of Ethics
V.	Materials, Methods, Modeling & Visualization – CSI MaterFormat, Plans
VI.	Bidding & Estimating – Bidding Process, Estimates, Quantity Takeoff
VII.	Budgeting, Costs & Cost Control – Budgeting, WBS, Productivity, Unit Costs
VIII.	Planning, Scheduling & Control – Planning, Sequences, Scheduling, Analysis
IX.	Construction Safety – Admin, Std. Safety Procedures, Safety Interpretation
X.	Construction Surveying – Basic Layout, Topographical Maps, Calculations
XI.	Project Administration – Roles, Procurement, Shop Drawings, QC, Claims
XII.	Completion of AC Exam Preparation

ULM School of Construction Management
College of Business and Social Sciences

Course Outline – Associate Constructor Preparation and People Skills

Learning Outcomes for Course Topic - continued

Upon Completion of each instructional unit, the learner will be able to satisfactorily:

XII.	Needs Driven Behavior A. Describe the attributes of the four needs driven behavioral styles B. Identify the fifteen classical patterns C. Associate the classical patterns with the behavioral styles D. Describe the compatibility between behavioral styles
XIII.	Motivation and Positive Reinforcement A. Distinguish between motivation and hygiene factors B. Recognize and provide positive reinforcement C. List positive and negative conditions to a worker
XIV.	Listening Styles A. Name the five listening styles B. Identify the attributes of each listening style C. Describe methods to achieve a more balanced listening style
XV.	Communication Barriers A. Identify the types of communication barriers B. Review some communication cases and analyze the problems C. Neutralize listening barriers using the four step process

Original UCC Approval Date: March 28, 2015

Revised Date: August 23, 2015; adjusted the content area

Revised Date: January 12, 2017

V. Course Topic Descriptions and Time Allocations

Omitted Research Topics, Procedures, Presentation Criteria. Moved to CONS 4030 Construction Safety
Omitted Communications – Technical Interpretation and Writing. Moved to CONS 4030
Omitted Time Management Topic

VI. Learning Outcomes for Course Topic

Omitted Oral and Written Communication Assignments. Moved to CONS 4030 Construction Safety A. Write a research paper on an assigned topic
Omitted Communications – Technical Interpretation and Writing. Moved to CONS 4030 Construction Safety A. Explain course syllabus and requirements. B. Describe course grading, attendance and conduct policies.

Omitted Time Management Topic

Dental Hygiene B.S.

Change or Closure of a Degree Plan or Program of Study

General Catalog Information

****Read before you begin****

1. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading.
2. All fields with an * are required. You will not be able to launch the proposal without completing required fields.
3. **IMPORTANT:** Select Program or Shared Core in the Program Type field below. Then click the **IMPORT ARROW** on the top left corner of the heading to begin the proposal with the current information in the catalog. Select the degree plan or program you want to modify and click Import.
4. **DO NOT MAKE CHANGES UNTIL PROPOSAL IS LAUNCHED.** Complete the proposal for the degree plan or program as it is currently in the catalog. After launching the proposal you will have the opportunity to make modifications. This is for the purpose of tracking any changes made.
5. After the proposal is launched make your proposed changes. To view tracked changes in text box fields, choose "current with markup." When the proposal is complete, click the decisions icon on the top, right side of the screen. After decision is entered the proposal will move onto the next step.

Mark action to be taken ☒ Change ☐ Closure

School/ College*

School of Health Professions

Dental Hygiene

Optional Approval

- ☒ School Curriculum Committee
☐ College Curriculum Committee

Level*

- ☒ Undergraduate
☐ Graduate
☐ Post Baccalaureate Certificate
☐ Professional

Program Type*

- ☒ Program
☐ Shared Core

Indicate which degree plan is to be changed or closed*

Dental Hygiene B.S.

Reason(s) for changing the current degree plan or removing this program of study

The Dental Hygiene Department would like to replace DHYG 4024 with DHYG 4035. The department would like to use DHYG 4035 and change the name to Practice Management and Professional Development (1-3 cr hrs.) The Dental Hygiene Department feels that students need more current knowledge of practice management issues, productivity, salaries, dental insurance, and the concept of the dental health team. This course will be utilized by our traditional on campus students and our online degree completion students. This course addresses current topics in dental hygiene practice that will help the clinical dental hygienist to become more proficient in their field and a leader in the dental hygiene profession.

Curriculum*

In which semester/term will the proposed change or closing take effect?

Semester/Term *

Fall

Year

2017

Will this change/
closing affect
other schools on
campus? *

- ☐ Yes
☒ No

If yes, which
schools will be
affected?

- ☐ Education
☐ Humanities
☐ Sciences
☐ Visual and Performing Arts
☐ Accounting, Financial and Information Services
☐ Behavioral and Social Sciences
☐ Management
☐ Nursing
☐ Health Professions
☐ Pharmacy

If yes, how?

Publication Search
Search Publication 
Advanced Search
Publication Home
CATALOG ADDENDUM
Catalogs Prior to 2011
Message from the President
Academic Calendar
The University
FERPA Guidelines
Title IX Policy and Resources
University Regulations
Division of Student Affairs
Financial Aid
Housing and Living Accommodations
Recruitment and Admissions
Scholarships
Tuition, Fees, and Expenses
University Health Service
Colleges/Schools - Academic Programs
Inventory of Undergraduate Degree and Certificate Programs (Majors/Minors)
2017-2018 Undergraduate Core Curriculum
Courses of Instruction
Boards, Administration, Faculty & Staff
ULM Information Directory
ULM Campus Map

Dental Hygiene, B.S. (510602)



NOTE:

Prior to admission to the professional program, all pre-requisite courses must be completed. Pre-requisite courses can be found at PRE-DENTAL HYGIENE. Potential students may apply to the professional program after completion of these courses.

Required for a Major

- DHYG 3018 - Oral Histology and Embryology
- DHYG 3019 - Oral Histology and Embryology Lab
- DHYG 3020 - Clinical Dental Hygiene Orientation
- DHYG 3021 - Clinical Dental Hygiene Technique
- DHYG 3022 - Dental Anatomy
- DHYG 3023 - Head and Neck Anatomy
- DHYG 3024 - General and Oral Pathology
- DHYG 3025 - Clinical Dental Hygiene
- DHYG 3026 - Clinical Dental Hygiene Lecture
- DHYG 3027 - Oral Radiology
- DHYG 3028 - Pharmacology for Dental Hygienist
- DHYG 4014 - Periodontology
- DHYG 4015 - Dental Materials and Dental Assisting
- DHYG 4016 - Clinical Dental Hygiene
- DHYG 4017 - Clinical Dental Hygiene Lecture
- DHYG 4019 - Community and Preventive Dentistry
- DHYG 4020 - Community and Preventive Dentistry Field Experience
- DHYG 4021 - Clinical Dental Hygiene
- DHYG 4022 - Clinical Dental Hygiene Lecture
- ~~DHYG 4024 - Dental Hygiene Practicum~~ 4035 ✓
- DHYG 4027 - Ethics and Jurisprudence
- DHYG 4028 - Clinical Dental Hygiene
- DHYG 4029 - Clinical Dental Hygiene Lecture
- DHYG 4033 - Local Anesthesia and Pain Control
- DHYG 4034 - Management of the Medically Compromised Patient

Total Hours 60

Junior Year

- DHYG 3018 - Oral Histology and Embryology
- DHYG 3019 - Oral Histology and Embryology Lab
- DHYG 3020 - Clinical Dental Hygiene Orientation
- DHYG 3021 - Clinical Dental Hygiene Technique
- DHYG 3022 - Dental Anatomy
- DHYG 3023 - Head and Neck Anatomy
- DHYG 3024 - General and Oral Pathology
- DHYG 3025 - Clinical Dental Hygiene
- DHYG 3026 - Clinical Dental Hygiene Lecture
- DHYG 3027 - Oral Radiology
- DHYG 3028 - Pharmacology for Dental Hygienist
- HLST 3004 - Research Design for Healthcare * uc

Total Hours 28

Summer Session First Term

- DHYG 4015 - Dental Materials and Dental Assisting
- DHYG 4016 - Clinical Dental Hygiene
- DHYG 4017 - Clinical Dental Hygiene Lecture

Total Hours 4

Senior Year

- DHYG 4014 - Periodontology
- DHYG 4019 - Community and Preventive Dentistry
- DHYG 4020 - Community and Preventive Dentistry Field Experience
- DHYG 4021 - Clinical Dental Hygiene
- DHYG 4022 - Clinical Dental Hygiene Lecture
- ~~DHYG 4024 - Dental Hygiene Practicum~~ 4035 ✓
- DHYG 4027 - Ethics and Jurisprudence
- DHYG 4028 - Clinical Dental Hygiene

- DHYG 4029 - Clinical Dental Hygiene Lecture
- DHYG 4033 - Local Anesthesia and Pain Control
- DHYG 4034 - Management of the Medically Compromised Patient

Total Hours 31

Total hours for degree 120

Note:

*Students should see the University 2017-2018 Undergraduate Core Curriculum requirements.



[

ELED - 4063 - Student Teaching in the Upper Elementary School

Course Change

ANNER Entry 4/24/17
IG CATALOG Entry 4/24/17

Course Change Form

****Read before you begin****

1. This approval process is to be used when **NO NEW COURSE NUMBER** is required. If you are changing course title **and** description, **do not use this form**. You must submit both a Course Addition proposal and Course Closure/Removal/Replacement proposal.
2. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading.
3. All fields with an * are required. You will not be able to launch the proposal without completing required fields.
4. **IMPORTANT:** click the **IMPORT ARROW** on the top left corner of the heading to begin the proposal with the current information in the catalog. Select the course you want to modify and click Import.
5. If you are proposing changes to a cross listed course, use the approval process named Course Change - Crosslisted.
6. **DO NOT MAKE CHANGES UNTIL PROPOSAL IS LAUNCHED.** Complete the proposal for the course as it is currently in the catalog. After launching the proposal you will have the opportunity to make modifications. This is for the purpose of tracking any changes made.
7. After the proposal is launched make your proposed changes. To view tracked changes in text box fields, choose "current with markup." When the proposal is complete, click the decisions icon on the top, right side of the screen. After decision is entered the proposal will move onto the next step.

School/ College*

School of Education

Optional
Approval

- ☐ School Curriculum Committee
☒ College Curriculum Committee

Course Level*

- ☒ Undergraduate
☐ Graduate
☐ Undergraduate and Graduate
☐ Professional

For what semester/term will the proposed change take effect?

Semester/Term*

Fall

Year*

2017

Course Title* Student Teaching in the Upper Elementary School

Prefix*

ELED

Course Number* 4063

Catalog
Description

Directed observation and participation in classroom activities in the upper grades in an approved elementary school.

Reasons for
change(s)*

The course, ELED 4063, should be 4 hours instead of 5 hours. When the proposed 120 hour *Plan of Study* was designed, there was a need for adjustment for meeting the criteria.

Impact Report*

This course will impact the students in Elementary Education taking Student Teaching. It affects no other school, only the School of Education.

ENGL - 2050 - Explorations in Literature

Course Addition

Course details

Read before you begin

1. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading.
2. All fields with an * are required. You will not be able to launch the proposal without completing required fields.

School/ College*

English

Optional
Approval

- ☐ School Curriculum Committee
☒ College Curriculum Committee

Course Level*

- ☒ Undergraduate
☐ Graduate
☐ Undergraduate and Graduate
☐ Professional

Prefix*

ENGL

Course number* 2050

Title* Explorations in Literature

If title exceeds 20 characters (including spaces), indicate appropriate abbreviation to be used on the transcript.

Abbreviated Title Explorations in Lit

Course
Description

English 2050—Explorations in Literature

3 cr.

Introduction to varying themes in literature.

Credit hours* 3

Class hours per
week* 3

Lab/recitation
hours per week* 0

Maximum hours
to be earned* 3

Is the course to
be offered for
fixed credit
hours or variable
credit hours?*

- ☒ Fixed
☐ Variable

If variable, give
the range of
hours

Indicate the
course Activity
Type

LEC

In which semester/term will the course first be offered?

Semester/Term *

Spring

Year*

2018

Course justification

Does the course
relate to any
other course
change now
being proposed
or anticipated? *

☒ Yes
☐ No

If yes, explain

English has been asked to delete the following special topics courses from our core offerings:

<input type="checkbox"/>	• ENGL 2052 - Special Topic of Gender
<input type="checkbox"/>	• ENGL 2053 - Special Topic of Nature And Science
<input type="checkbox"/>	• ENGL 2054 - Special Topic of Native Peoples
<input type="checkbox"/>	• ENGL 2055 - Special Topic of Immigrants and Emigrants
<input type="checkbox"/>	• ENGL 2056 - Special Topic of Society and Culture
<input type="checkbox"/>	• ENGL 2057 - Special Topic of Politics and Economics
<input type="checkbox"/>	• ENGL 2058 - Special Topic of Child and Adolescent
We have been asked to replace these 7 courses with one course.	

What is the
justification or
reason for
adding this
course? *

This change will simplify and streamline our curriculum and university core offerings. It will also allow us to delete courses that have not been offered in more than five years.

What is the
justification for
offering the
course at the
proposed level? *

The broad base of the content and the workload are appropriate to the sophomore level.

Does any part of
the course
duplicate
material of other
courses in the
University? *

☐ Yes
☒ No

If so, explain

Please list any
related
proposals to the
course/ program

Which formats/
methods of
instruction will
be used in this
course?

Lecture, group activities, small group discussions, presentations, essays

Attachments

Follow link to access the syllabus template

<https://webservices.ulm.edu/forms/officesdepartments/academic-affairs>

Check the boxes
once the
required
documents are
attached *



Required Syllabus or general outline of the subject matter of the course including course objectives



Copy of material mandating change, if appropriate (e.g., from Board of Regents, Accreditation Group, etc.)

English 2050: Explorations in Literature

Fall 2017 Focus: Native American Literature

TR 11-12:15 in Walker 2-51

Professor:

Dr. Mary Adams

madams@ulm.edu, 342-1500

Office: Walker 3-107

Office Hours: MW 12-3:30, TR 12:30-2

Please note that email is the fastest way to contact me.

Course Description: English 2050 is designed to study a special topic in literature. This semester, we will study works by contemporary Native American authors. Authors on our list include but are not limited to N. Scott Momaday (Kiowa), Louise Erdrich (Chippewa), James Welch (Blackfoot/Gros Ventre), Sherman Alexie (Spokane/Coeur d'Alene), and Diane Glancy (Cherokee). We will read novels, short stories, and poetry. We will also watch two films.

In general, this course will include lectures, whole-class discussions, group activities, and quizzes. Major assignments include in-class essays, a group presentation, and a final exam.

Course Objectives:

By the end of the course students will:

1. Read and discuss key works of Native American literature
2. Research, discuss, and write about key issues in contemporary Native American culture
3. Re-examine their own cultural conditions

Required Materials:

1. Native American Literature: A Brief Introduction and Anthology
4. Selected stories from Lone Ranger and Tonto Fistfight in Heaven
6. Access to Moodle, where other reading assignments are posted

Format:

All out-of-class assignments should be typed, double-spaced, with a 1" margin all the way around. No title page, binders, or folders, please. We will use MLA guidelines, which require that you put your name, my name, the course number, and the date on page 1.

Assignment Overview and Grades:

- | | |
|------------------------|-----|
| 1. Essay 1 | 15% |
| 2. Essay 2 | 20% |
| 2. Final Exam | 20% |
| 3. Presentation | 20% |
| 5. Quizzes | 15% |
| 6. Class Participation | 10% |

Note--Final Exam—December X, 2017

For essays, you will receive an assignment sheet that carefully explains the goals and criteria. You will also receive a grading sheet. The grading sheet will list the criteria, along with the total points each criterion is worth. All essays are expected to be clear, grammatically correct, and collegiate.

Class Participation grade is based on attendance and participation in group activities.

Due Dates:

Assignments must be turned in on the due date in order to receive full credit. Late papers will be penalized 10 points per day (not class period, but 24 hour period) they are late. However, students who have excused absences shall not be penalized, but shall be afforded fair and reasonable opportunity to complete comparable course work or examinations missed as a result of the absences. I will grade and return all papers within two weeks, with the exception of late papers, which I will return at my convenience.

Attendance and Class Participation:

Our in-class activities, discussions, and peer evaluations make attendance crucial. Poor attendance will result in poor performance, as well as a poor quiz grade. As university policy states, any student who is not present for at least 75% of scheduled classes may receive a grade of W (if this condition occurs prior to the last day to drop) or a grade of F (if this condition occurs after the final drop date). University-related absences will count as absences when determining if a student has met 75% of scheduled class meetings.

Cell Phone Policy:

University policy states that cell phones should be turned off or set to vibrate during class. All people carrying cell phones into a classroom must turn off and store their phones prior to entering that room. If there is an extenuating circumstance requiring you to access your phone, please obtain permission prior to class and please leave the phone on silent or vibrate only.

Open Classroom Policy:

Discussion will be a key part of our class. As an open classroom, we will listen to the ideas of all students with thoughtfulness. You are encouraged to challenge ideas, but not each other. In this classroom, we are all equal. We will adhere to a zero tolerance policy on discrimination of any kind.

Keep in mind that all writing in this course is public. Other students will read your essays, so please choose topics with which you are comfortable.

Academic Dishonesty:

Plagiarism includes, but is not limited to, having someone else write part or all of an assignment, copying someone else's work, failing to document research, or presenting someone else's (or some website's) work or ideas as your own. Any student who plagiarizes will fail that

assignment, and his/her name will be added to the department's plagiarism file. Subsequent violations will result in disciplinary action.

Student Services:

The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

- Student Success Center www.ulm.edu/studentsuccess
- Counseling Center www.ulm.edu/counselingcenter/
- Special Needs at www.ulm.edu/studentaffairs/
- Library www.ulm.edu/library/reference.html
- Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Current college's policies on serving students with disabilities can be obtained on the ULM website: www.ulm.edu/counselingcenter/

- If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:
- Voice phone: 318-342-5220
- Fax: 318-342-5228
- Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

- The ULM Counseling Center: 318-342-5220
- The Marriage and Family Therapy Clinic: 318- 342-9797
- The Community Counseling Center: 318-342-1263

Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that I need to be made aware of, you should contact me within the first two days of class.

Emergency Procedures:

In case of critical injury to, or illness of, anyone in class, the instructor or a student should call campus security immediately (342-5350).

In case of fire or a fire alarm, leave the room in an orderly fashion and head for the nearest safe exit. If you are the first to see the fire, call campus security (342-5350).

In case of severe weather, seek shelter in the hallway of the first floor of the building.

In case of other unforeseen emergencies, use common knowledge and/or common sense.

Remember: A weekly/daily course schedule and menu of assignments is on our Moodle page.

GEOS - 4023 - Archaeological Field Techniques

Course Addition

Course details

****Read before you begin****

1. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading.
2. All fields with an * are required. You will not be able to launch the proposal without completing required fields.

School/ College*

School of Sciences

Optional
Approval

- ☒ School Curriculum Committee
- ☒ College Curriculum Committee

Course Level*

- ☐ Undergraduate
- ☐ Graduate
- ☒ Undergraduate and Graduate
- ☐ Professional

Prefix*

GEOS

Course number*: 4023

Title* Archaeological Field Techniques

If title exceeds 20 characters (including spaces), indicate appropriate abbreviation to be used on the transcript.

Abbreviated Title Archy Field Techs

Course
Description

4 Cr. This is a field course introducing the basic methods of scientific archaeological investigation. Students will participate in cutting-edge archaeological research while gaining practical experience in techniques such as pedestrian survey, surface collection, geophysical survey, mapping, excavation, laboratory methods, and artifact analysis. Emphasis is placed on the examination of soils, stratigraphy, and the spatial distribution of artifacts and cultural deposits across the landscape. Instructor permission required.

Credit hours* 4

Class hours per
week* 40

Lab/recitation
hours per week* 0

Maximum hours
to be earned* 4

Is the course to
be offered for
fixed credit
hours or variable
credit hours?*

- ☒ Fixed
- ☐ Variable

If variable, give
the range of
hours

Indicate the
course Activity
Type

In which semester/term will the course first be offered?

Semester/Term [†]

Summer

Year ^{†*}

2017

Course justification

Does the course
relate to any
other course
change now
being proposed
or anticipated? ^{†*}

- ☐ Yes
☒ No

If yes, explain

What is the
justification or
reason for
adding this
course? ^{†*}

We are entering a phase of intensive archaeological research at Poverty Point World Heritage Site and its environs. This can provide students interested in archaeology and the culture history of Louisiana with an opportunity to participate in cutting-edge research at a remarkable archaeological site. Out-of-state universities are contributing to this research, but no universities within Louisiana have indicated a willingness to participate. We want to provide Louisiana students with an option to experience archaeology at Louisiana's World Heritage Site without having to pay out-of-state tuition.

What is the
justification for
offering the
course at the
proposed level? ^{†*}

I understand that the suggested 4000 level and lack of prerequisite courses is a concern for the curriculum committee. This proposal is simply a request to reinstate a course that was apparently removed from the catalog after the 2011-2012 academic year. The course description from the 2011-2012 catalog does not indicate any prerequisite courses.

The equivalent field archaeology courses at other Louisiana universities are ANTH 490 at ULL; ANTH 4100 through 4200 at NSULA; ANTH 3201 at UNO; and ANTH 2016 and Anth 4021 at LSU. There is no consistency among the institutions regarding prerequisites or instructor permission (the LSU and NSULA courses have prerequisites; the NSULA and ULL courses require instructor permission). Thus, having this course as a 4000-level course without prerequisites is within the range of equivalent courses at other Louisiana institutions.

I further note that there is no longer an archaeology program at ULM and, consequently, no relevant or appropriate courses that could serve as prerequisites are available. If I required, say, an introduction to the principles of archaeology or its equivalent, no ULM students would qualify to participate.

Does any part of
the course
duplicate
material of other
courses in the
University? ^{†*}

- ☐ Yes
☒ No

If so, explain

Please list any
related
proposals to the
course/ program

Which formats/
methods of
instruction will
be used in this
course?

Attachments

Follow link to access the syllabus template

<https://webservices.ulm.edu/forms/officesdepartments/academic-affairs>

Check the boxes
once the
required
documents are
attached



Required Syllabus or general outline of the subject matter of the course including course objectives



Copy of material mandating change, if appropriate (e.g., from Board of Regents, Accreditation Group, etc.)

GEOS 4023
Archaeological Field Techniques

I. CONTACT INFORMATION

Diana M. Greenlee
318-926-3314
greenlee@ulm.edu
Poverty Point Archaeological Curatorial Facility
8 am - 4:30 pm, Mon-Fri

My preferred method of communication is via email.

II. COURSE DESCRIPTION

ARCHAEOLOGICAL FIELD TECHNIQUES. 4 Cr. This is a field course introducing the basic methods of scientific archaeological investigation. Students will participate in cutting-edge archaeological research while gaining practical experience in techniques such as pedestrian survey, surface collection, geophysical survey, mapping, excavation, laboratory methods, and artifact analysis. Emphasis is placed on the examination of soils, stratigraphy, and the spatial distribution of artifacts and cultural deposits across the landscape. Instructor permission required.

III. COURSE PREREQUISITES/COREQUISITES

There are no prerequisites for this course, although some prior knowledge about archaeology and/or the prehistory of northeast Louisiana would be helpful.

Instructor permission is required to enroll in this course. This is to ensure that the enrollment cap (which is determined by dormitory occupancy restrictions and requirements of the research) is not exceeded and to establish that students are fully aware of the commitment that archaeological field research entails.

Archaeological fieldwork can be demanding physically and may involve full days of walking significant distances over soft or rough terrain, kneeling or bending, and lifting or carrying loads (up to 40 lbs.). Students will likely have to deal with extreme heat, humidity, poison ivy, insects, and possibly snakes.

We will work five days/week and take field trips on one of the two "off" days each week. Housing in the research dormitory at Poverty Point World Heritage Site will be provided at no cost. This means you will be working and living with other students and faculty. You will be expected to participate in necessary housekeeping chores.

A \$200 fee will offset meals and other expenses.

IV. COURSE OBJECTIVES

The objectives of the course are to introduce students to both the culture history of northeast Louisiana and aspects of archaeological field research. This includes a general understanding of the archaeological record of northeast Louisiana and how to recognize

artifacts and archaeological deposits, establish units of investigation for survey or excavation, describe soils, and identify artifacts. This course will provide students with the basic skills and practical experience required to obtain employment with Cultural Resource Management firms.

V. COURSE TOPICS

- Use of GPS and total station in mapping and laying out grids
- Pedestrian survey and systematic surface collection
- Geophysical survey: ground penetrating radar, magnetic gradiometry, electrical resistivity, electrical conductivity
- Soil coring and stratigraphic interpretation
- Excavation techniques: using hand tools, piece-plotting artifacts, screening, sampling, description of sediments, photography, documentation, and drawing plan maps and stratigraphic profiles
- Laboratory techniques: artifact identification, cataloging, curation, and basic analysis
- Culture history of the Lower Mississippi Valley, particularly northeast Louisiana

VI. INSTRUCTIONAL METHODS AND ACTIVITIES

The field school is a hands-on course. Students will work in teams to accomplish the project's research goals via the methods and techniques listed in the course objectives. The instructor and other experts will provide demonstrations, instruction, and guidance to students. Students will be responsible for disseminating information about the research to visitors and the general public. Weekend field trips to other sites and field projects will broaden the students' archaeological experience.

VII. EVALUATION AND GRADE ASSIGNMENT

There are no formal examinations in this course. The final grade will be based on the instructor's assessment of:

- | | |
|---|-----|
| • Daily attendance and participation | 25% |
| • Mastery of archaeological skills as demonstrated in the field and laboratory | 35% |
| • Quality of field and laboratory records | 30% |
| • Public interaction (i.e., how well can you explain the project and results to a non-archaeologist?) | 10% |

Undergraduate mid-term grades will be posted on-line for students to view via Banner. Mid-term grades indicate a student's status at mid-semester only and do not indicate the final performance outcome of a student.

VIII. CLASS POLICIES AND PROCEDURES

All policies stated in the current ULM *STUDENT POLICY MANUAL & ORGANIZATIONAL HANDBOOK* should be followed (see <http://www.ulm.edu/studentpolicy/>).

Additional class policies include:

- A. Textbook(s) and Materials: No textbooks are required.
- B. Attendance Policy: Attendance is mandatory. To be excused, absences must be arranged in advance.
- C. Make-up Policy: There will be no make-up for days missed.
- D. Course Evaluation Policy: At a minimum, students are expected to complete the online course evaluation.
- E. Student Services:

The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter unlawful sexual harassment or gender-based discrimination, please contact Student Services at 318-342-5230 or to file a complaint, visit www.ulm.edu/titleix.

Information about ULM student services, such as

- Student Success Center: <http://www.ulm.edu/cass/>
- Counseling Center <http://www.ulm.edu/counselingcenter/>
- Special Needs at <http://www.ulm.edu/studentaffairs/>
- Library <http://www.ulm.edu/library/referencedesk.html>
- Computing Center Help Desk <http://www.ulm.edu/computingcenter/helpdesk>

Current college's policies on serving students with disabilities can be obtained at for the ULM website: <http://ulm.edu/counselingcenter/>

- If you need accommodation because of a known or suspected disability, you should contact the director for disabled student services at:
- Voice phone: 318-342-5220
- Fax: 318-342-5228
- Walk In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus

If you are having any emotional, behavioral, or social problems, and would like to talk with a caring, concerned professional please call one of the following numbers:

- The ULM Counseling Center 342-5220
- The Marriage and Family Therapy Clinic 342-9797
- The Community Counseling Center 342-1263

Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that I need to be made aware you should contact me within the first two days of class.

F. Emergency Procedures:

In the event of an emergency, contact the West Carroll Parish Sheriff's Office (911), the instructor (318-926-3314), and the Poverty Point site manager (318-926-5492).

IX. TENTATIVE COURSE SCHEDULE FOR FIRST SUMMER SESSION, 2017.

Note: Schedule subject to change at the instructor's discretion.

Week	Dates	Activities
1	06/01/2017 – 06/07/2017	Artifact identification; using a GPS; pedestrian survey; systematic surface collection; field records; artifact cataloging Field trip to Watson Brake and Ouachita River Valley sites
2	06/08/2017 – 06/14/2017	Laying out grid squares using a total station and by hand; geophysical survey techniques; soil coring; soil description Field trip to Insley, Mott, and other Macon Ridge sites
3	06/15/2017 – 06/21/2017	Excavation; piece-plotting artifacts; screening; drawing plan maps; photography; field records Field trip to Winterville and Feltus (MS) field projects
4	06/22/2017 – 06/28/2017	Excavation; drawing stratigraphic profiles; flotation; back-filling; artifact curation Field trip to Marksville and the "Tunica Treasure"

201860

HIST - 4053 - The Atlantic World

Course Addition

BANNER Entry

4/24/17

UG CATALOG Entry

4/24/17

AE

HUMN

A

540101

GR

UG

SA

Course details****Read before you begin****

1. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading.

2. All fields with an * are required. You will not be able to launch the proposal without completing required fields.

School/ College*

School of Humanities

Optional
Approval☐

School Curriculum Committee

☒

College Curriculum Committee

Course Level*

☐

Undergraduate

☐

Graduate

☒

Undergraduate and Graduate

☐

Professional

Prefix*

HIST

Course number* 4053

Title* The Atlantic World

If title exceeds 20 characters (including spaces), indicate appropriate abbreviation to be used on the transcript.

Abbreviated Title

Course
Description

The study of the interconnections among the peoples and histories of Africa, Europe, and the Americas

Credit hours* 3

Class hours per week* 3

Lab/recitation hours per week* 0

Maximum hours to be earned* 3

Is the course to be offered for fixed credit hours or variable credit hours?* ☒ Fixed ☐ Variable

If variable, give the range of hours

Indicate the course Activity Type

LEC

In which semester/term will the course first be offered?

Semester/Term*

Spring

Year*

2018

Course justification

Does the course relate to any other course change now being proposed or anticipated?* ☐ Yes ☒ No

If yes, explain

What is the justification or reason for adding this course?*

Atlantic World history examines the interconnectedness of the Americas, Europe, Africa, the Caribbean and (due to their colonial connections to other parts of the Spanish and Portuguese empires) touches on the Philippines, India, and the Indian Ocean in the period the early fifteenth century to the mid-nineteenth century. This course examines exploration and contact, the transatlantic slave trade, colonization, and the age of revolutions in the Atlantic World.

What is the justification for offering the course at the proposed level?*

The course is appropriate for undergraduate and graduate students. Graduate students will work on individual research proposals that are above the graduate requirements. The course will be taken by face to face and on-line students at both levels.

Does any part of the course duplicate material of other courses in the University?*

☐ Yes
☒ No

If so, explain

Please list any related proposals to the course/ program

**Which formats/
methods of
instruction will
be used in this
course?**

Attachments

Follow link to access the syllabus template

<https://webservices.ulm.edu/forms/officesdepartments/academic-affairs>

**Check the boxes
once the
required
documents are
attached***



Required Syllabus or general outline of the subject matter of the course including course objectives



Copy of material mandating change, if appropriate (e.g., from Board of Regents, Accreditation Group, etc.)

History 4053
Graduate Syllabus
The Atlantic World, 1492-1830
Term & Year
Days and time class meets

Instructor: Roger Carpenter
Office: Walker 2-65
Hours: TBD each semester
Phone: 342-6739
E-mail: carpenter@ulm.edu

The best way to reach me is to come to my office hours. If my hours are not convenient, please speak to me and we can schedule an alternate time. The second best way to reach me is e-mail, which I check at least twice a day. All email correspondence with me must be via your Warhawk email account; otherwise, I will not respond.

Communication with other students in this class will take place within the Moodle course room.

Course Etiquette Expectations

This is a college level course. Proper spelling and grammar usage is expected in your discussion postings and email communications. Please be respectful of your classmates during online discussions. Disagreements are expected and when debating controversial issues, are inevitable to some extent. Disagreement however, is not a license to be disagreeable. Profanity and insulting remarks during discussion will not be tolerated.

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Course Description and Rationale:

Scholars of Colonial North and Latin America, Africa, and Europe have long been aware of the strong historical connections between their respective areas of study. In the early fifteenth century, the Portuguese, seeking a seaborne route to Asia, began their explorations of Africa's Atlantic coast, and put into motion a process that quickened with Cristobal Colon's "discovery" of the Americas. Over the next three and a half centuries, competition between imperial powers resulted in the willing and unwilling movement of peoples, a reconfiguration of identities, and would affect present day nations in the Americas, Europe and Africa. This course addresses European overseas expansion, rivalries, transatlantic economies,

and the development of independent nation states in the Caribbean and the Americas by the mid-nineteenth century.

Prerequisites:

The prerequisites for this course are completion of either History 1012 or 2001.

Objectives:

Students will evaluate the rise and fall of Atlantic World slavery, examine European encounters with Africans and Native Americans, explain similarities and differences between systems of economic and racial order in various regions of the Atlantic World, and how European empires gave way to nation states in the Americas and the Caribbean by the mid-nineteenth century.

Students will utilize selected primary sources, distinguish them from secondary sources, and cultivate their ability to analyze both types of sources in creating and composing persuasive historical arguments.

The required books for the course:

Alfred Crosby, *Ecological Imperialism*

Lauren Dubois and John D. Garrigus, *Slave Rebellion in the Caribbean, 1789-1804*

J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*

Class Discussions:

Online discussions will take place nearly every week and will be based primarily on the readings. In order to effectively contribute to discussion, you must complete the assigned readings before posting. You are expected to make an initial posting by 9:00PM, Wednesday evening. You must also respond to at least three of your classmates. A follow up post is expected by 9:00PM on Friday evening. Your grade in discussion is determined by your participation, your apparent familiarity with the material, and on your own original analysis of the readings

Course Requirements:

Your grade in this course is determined on a 500 point scale:

Mid-term: 100 Points

10-12 page writing assignment: 100 points

Final exam: 100 points

Ten class discussions worth 10 points each for a total of 100 points

Course presentation and discussion forum based on paper: 100 points

Students must complete all of the assignments in order to pass the course. There is no extra credit, so please do not ask.

Grading Scale:

450-500 points=A

400-449 points=B

350-399 points=C

300-349 points=D

0-299 points =F

Presentations:

Presentations will be based on the graduate student's paper and will be 15 to 20 minutes in length.

For in class presentations, a question period will follow. For online classes, a discussion forum will be created so that other students (both undergraduate and graduate) may ask questions about the presentation.

Presentations will be given over the last five weeks of the class. Graduate students will consult with the professor to determine the schedule.

Academic Integrity:

Cheating will not be tolerated. Plagiarism is a very serious academic offense, involving the unattributed copying and presentation of another person's words, thoughts, and ideas as one's own. Closely paraphrasing, or changing only a few words from a source, also falls within the definition of plagiarism. Cutting and pasting from online sources is plagiarism. The best way to avoid plagiarism is to compose your essays and other written assignments in your own words, and when you do quote a source, make sure that you cite it properly. For more information, please consult page four in the *ULM Student Policy Manual* (<http://www.ulm.edu/studentpolicy>).

Submitting plagiarized work, and cheating, of any kind, will result in a failing grade for the course.

Please note: The course, not just the assignment.

Please note the following example of plagiarized work:

From Gregory Evans Dowd, *War Under Heaven*:

Pontiac and his allies understood by the end of 1763 that they would not dislodge the British from Forts Detroit and Pitt; keeping the British out of the Illinois Country, bounded by the Mississippi, Ohio, and Wabash Valleys was another matter. By the Treaty of Paris (1763) Britain had gained France's paper claims to Illinois. Three summers would pass before British efforts to garrison Illinois would stake those claims to the ground, and even then the troops would bring little in the way of British rule. In the meantime, Pontiac and his allies impeded British efforts with rumor and intimidation more than with force; lives, to be sure, were lost in fighting, but battle deaths did less damage to the British struggle for Illinois than did bad talk.

A plagiarized version of the same passage:

Pontiac and his allies knew by the end of 1763 that they could not force the British from Fort Detroit and Fort Pitt; but keeping the English out of the Illinois Country, enclosed by the Mississippi, Wabash, and Ohio valleys was another story. By the 1763 treaty of Paris England gained France's Illinois territory. Three years would pass before English attempts to occupy Illinois would stake those claims, and even then the soldiers would bring little English rule. In the meantime, Pontiac and his men would delay the British with rumors and intimidation more than fighting; lives would be lost fighting, but battle deaths did less harm to the English in their struggle for the Illinois Country than did bad talk.

College of Arts, Education, and Sciences Online Attendance Policy

1. Students are required to log in to each online course by the second day during the week in which the course officially begins, or the day of enrollment during late registration to complete the initial introductory postings required in the course.
2. Logging in to an online course constitutes a start and assumes the intention to complete the course.
3. Students must log in at least one additional day during the first week of the course. Students must log in on two separate days each subsequent week of the course to meet attendance requirements or as specified in the syllabus. Nonattendance may affect financial aid.
4. Students withdrawn due to nonattendance will be permitted to return no sooner than the beginning of the next semester.
5. Students may appeal if they feel an error has been made in their attendance calculation as out-lined in the University Regulations Procedure for Appealing a Grade.
6. Students are strongly advised to check e-mail daily, excluding weekends, for full term fall and spring courses.

Policy regarding makeup exams and late papers:

Makeup exams will cover the same material as the missed exam, but the number and types of questions will be different.

If you miss a scheduled exam or quiz, you must take a makeup exam within five calendar days. It is your responsibility to contact me to make arrangements to take a makeup exam.

Late papers lose ten points for each calendar day they are late.

Student Services:

Mental Wellness on the ULM Campus

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§	The ULM Counseling Center	342-5220
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§	The ULM HELPS Project Office	342-1335

Remember that all services are offered free to faculty, staff, and students, and all are strictly confidential.

Counseling Center

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Other Services

Information about ULM student services, such as Student Success Center (<http://www.ulm.edu/cass/>), Special Needs (<http://www.ulm.edu/counselingcenter/special.htm>), and Student Health Services, is available at the following Student Services web site <http://www.ulm.edu/studentaffairs/>.

Week One: What is the Atlantic World?

August 21st: Course introduction

August 23rd: Discussion.

Readings: Martin W. Lewis, "Dividing the Ocean Sea," *Geographical Review*, Vol. 89, No. 2 (Apr., 1999), pp. 188-214 on J-stor.

Leo Africanus, "Description of Timbuktu" on the web at

http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/leo_africanus.html

The following readings are on Moodle:

“Of the Wineland Voyages of Thorfinn and his Companions,” 59-62
Christopher Columbus, *Log, October 11th & 12th, 1492*, 108-112.
Jose Acosta, *The Naturall and Morall Historie of the East and West Indies*, 17-25

Week Two: Iberian Expansion

August 28th: Portugal
August 30th: Spain & discussion
Reading: Inga Clendinnen, ““Fierce and Unnatural Cruelty”: Cortés and the Conquest of Mexico,” *Representations*, No. 33 (Winter, 1991): 65-100 on J-Stor.
The following readings are on Moodle:
Arthur Helps, *The Spanish Conquest in America and Its Relation to Slavery and to the Government of the Colonies*, 379-382.
Hernan Cortes, *Letters from Mexico*, 162-171, 256-264.
Hans Staden, *The Captivity of Hans Stade of Hesse: In AD 1547-1555 Among the Wild Tribes of Eastern Brazil*, 51-63
Bernal Diaz, *The Conquest of New Spain*, 115-117

Week Three: Challenging Spain and Portugal

September 4th: Religious strife
September 6th: France and England
10-12 page writing assignment handed out today!
The following readings are on Moodle:
Anne Askew becomes a Protestant martyr, in George Townshend, *The Acts and Monuments of John Foxe*, 537-550.
Michel de Montaigne, “Of Cannibals,” *Essays of Montaigne*, 254-271.
Sir Walter Raleigh, *The Discovery of the Large, Rich, and Beautiful Empire of Guiana*, 135-139.
Paul Le Jeune, *The Jesuit Relations and Allied Documents*, 5: 202-209.

Week Four: The Columbian Exchange

September 11th: Plants, animals and...
September 13th: ...disease
Reading: Alfred Crosby, *Ecological Imperialism*
William Dampier, *Voyages and Descriptions*, 89-91, on line at <http://www.canadiana.org/ECO/PageView/34673/0289?id=6c039601f1353596>
Virginia DeJohn Anderson, “King Philip's Herds: Indians, Colonists, and the Problem of Livestock in Early New England,” *The William and Mary Quarterly*, 3rd Ser., Vol. 51, No. 4. (Oct., 1994): 601-624, on J-Stor.
The following readings are on Moodle:
Jose Acosta, *The Naturall and Morall Historie of the East and West Indies*, 253-257, 299-302.
John Winthrop, *The Journal of John Winthrop*, 115-119.
William Bradford, *Bradford's History of Plymouth Plantation*, 312-313.
Paul Le Jeune, *The Jesuit Relations*, 15: 17-31, 19:9-25.
Indian compliant, *Proceedings of the Council of Maryland, 1661-1675*, 3: 489.

Week Five: Migrations

September 18th: Willing immigrants...

September 20th: ...and not so willing immigrants

Reading: Elizabeth Sprigs, "We Unfortunate English People Suffer Here": An English Servant Writes Home" on the web at <

<http://historymatters.gmu.edu/d/5796>>

Ottobah Cugoano, *Narrative of the Enslavement of Ottobah Cugoano, a Native of Africa; Published by Himself in the Year 1787*, on the web at <

<http://docsouth.unc.edu/neh/cugoano/menu.html>>

The following readings are on Moodle:

"Positive Information from America" 392-411,

Calendar of State Papers, Colonial, 5:220-221.

Week Six: Transatlantic economies

September 25th: Sugar, tobacco...

September 27th: ...and capital

One page abstract of your paper is due today.

Reading: The Code Noir (The Black Code) on the web at <

<http://chnm.gmu.edu/revolution/d/335/>>

The following readings are on Moodle:

Paul Le Jeune, *The Jesuit Relations*, 6: 297-305.

Richard Ligon, *A True and Exact History of the Island of Barbadoes*, 55-57, 85-86.

Adam Smith, *The Wealth of Nations*, 87-89

Karl Marx, *Capital*, 775-786

Week Seven: Buccaneers and Rebels

October 2nd: Pirates: the first proletarians?

October 4th: Slave resistance and its many forms

Reading:

Stuart B. Schwartz, "Resistance and Accommodation in Eighteenth-Century Brazil: The Slaves' View of Slavery," *The Hispanic American Historical Review*, Vol. 57, No. 1. (Feb., 1977), pp. 69-81, on J-Stor.

The following readings are on Moodle:

Peter Linebaugh and Marcu Rediker, "The Many-Headed Hydra: Sailors, Slaves, and the Atlantic Working Class in the Eighteenth Century." *Journal of Historical Sociology* 1990 3 (3): 225-252.

John Exquemelin, *The Buccaneers of America*, 58-60, 144-145, 158-159.

Run away ads from the *Pennsylvania Gazette*

South Africa a Century Ago, 78-79.

Week Eight: Midterms!

October 9th: Midterm Exam

October 11th: Fall Holiday

Week Nine: Culture, Religion and Society

October 16th: Conversions, but...

October 18th:...who is converting who?

Readings: Phillis Wheatly, *On being brought from Africa to America*, and *On the Death of the Rev. Mr. George Whitefield*. 1770. in *Poems on Various Subjects, Religious and Moral* on the web at

<http://etext.virginia.edu/toc/modeng/public/WhePoem.html>

The following readings are on Moodle:

Durante Lopez, *A Report of the Kingdom of Congo*, 70-72, on Moodle.

John Rolfe, Reasons for marrying Pocahontas, 239-244, *Narratives of Early Virginia*

Jean Brebeuf, *The Jesuit Relations*, 10:141-147

Robert Cohen, "The Egerton Manuscript," *American Jewish Historical Quarterly*, 1973, 62(4): 333-348.

J. Hector St. John de Crèvecoeur, *Letters from an American Farmer*, 54-66.

Week Ten: Competition for Empire

October 23rd: Wars for Empire

October 25th: and the seeds of revolt

Readings: Irene A. Wright, "Dispatches of Spanish Officials Bearing on the Free Negro Settlement of Gracia Real de Santa Teresa de Mose, Florida," *The Journal of Negro History*, Vol. 9, No. 2. (Apr., 1924): 144-195, on J-Stor.

J.R. McNeill. "Yellow Jack and Geopolitics: Environment, Epidemics, and the Struggles for Empire in the American Tropics," *OAH Magazine of History*, Vol. 18, no. 3 (April, 2004): 9-13 on ESBCOhost.

The following readings are on Moodle:

Pamela Voekel, "Peeing on the Palace: Bodily Resistance to Bourbon Reforms in Mexico City," *Journal of Historical Sociology* vol.5, no. 2 (June, 1992): 183-208.

"The Captivity and Sufferings of Mrs. Jemima Howe" in Francis Page, *Gathered Sketches from the Early History of New Hampshire and Vermont*, 75-90, on Moodle.

Thomas B. Atkins, *Selections from the Public Documents of the Province of Nova Scotia*, 267-269, 304.

Colonists challenge the Stamp Act, *The Boston Gazette and Country Journal*, November 11th, 1765.

The Boston Evening Post, December 2nd & 9th, 1765.

South Africa a Century Ago, 143-144.

Week Eleven: Revolutions

October 29th: Final date for dropping courses or resigning from the University; a "W" grade is issued

October 30th: The American Revolution

November 1st: The Haitian Revolution

Readings:

Lauren Dubois and John D. Garrigus, *Slave Rebellion in the Caribbean, 1789-1804*

The Declaration of Independence of the United States of America, on the web at <
<http://www.yale.edu/lawweb/avalon/declare.htm>>

Letter of John Stuart in *Loyalist Narratives from Upper Canada*, 341-344 on the web at <http://www.champlainsociety.ca/>

The Memoir of Boston King on the web at <http://historymatters.gmu.edu/d/6615>

The following readings are on Moodle:

Thomas Paine, *Common Sense*, 46-59

Haiti's Declaration of Independence in *Haiti: Her History and Detractors*, 153.

Week Twelve: Social Revolutions

November 6th: Women, slaves...

Turn in 10-12 page writing assignment today!

November 8th...and societal upheaval in France

Readings: New Jersey Constitution of 1776 on the web at

<http://www.state.nj.us/njfacts/njdoc10a.htm>

"Constitution of Liberia, 1847" on the web at

http://onliberia.org/con_1847_orig.htm

Alfred F. Young, "George Robert Twelves Hewes (1742-1840): A Boston Shoemaker and the Memory of the American Revolution," *The William and Mary Quarterly*, 3rd Ser., Vol. 38, No. 4. (Oct., 1981): 561-623, on J-Stor.

The following readings are on Moodle:

"Rights of Woman," *The Philadelphia Minerva*, October 10th, 1795

The New French Calendar, from *An Impartial History of the Late Revolution in France*.

The Haitian Constitution, *The New York Evening Post*, July 15th, 1805.

Week Thirteen: The slow death of Atlantic slavery

November 13th: The abolition movement in England and America

November 15th: Abolishing slavery

Readings: Mahommah G. Baquaqua, *Biography of Mahommah G. Baquaqua, a Native of Zoogoo, in the Interior of Africa*, 48-57, on the web at

<http://docsouth.unc.edu/neh/baquaqua/baquaqua.html>

Spotswood Rice writes a letter to his children, and a letter to his former owner, on the web at <http://www.history.umd.edu/Freedmen/rice.htm>

The following readings are on Moodle:

Thomas Jefferson *Notes on the State of Virginia*, 143-144.

Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*, 30-40.

Week Fourteen: Free Migration & a Connected World

November 20th: Migration

November 22nd: Connecting the world

Readings: "Scenes in Emigrant Vessels," *The Living Age*, vol. 26, no. 330 (14 September, 1850): 492-497, on the web at <http://cdl.library.cornell.edu/cgi-bin/moa/sgml/moa-idx?notisid=ABR0102-0026-213>

The following readings are on Moodle:

Haiti asks free blacks to emigrate, *The Columbian Centinel*, February 28th, 1821.

Haiti invites Immigrants, *Correspondence Relative to the Emigration to Hayti*, 2, 12.

“The Atlantic Cable,” *The New York Times*, July 30th, 1866.

Week Fifteen: Prep for Final Exam

November 27th: Final exam prep

November 29th: Final exam prep

Week Sixteen: Final Exams

December 4th: FINAL EXAM 10:00-11:50AM

History 4053
The Atlantic World, 1492-1830
Term & Year
Days and time class meets

Instructor: Roger Carpenter
Office: Walker 2-65
Hours: **TBD each semester**
Phone: 342-6739
E-mail: carpenter@ulm.edu

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Alfred Crosby, *Ecological Imperialism*

Lauren Dubois and John D. Garrigus, *Slave Rebellion in the Caribbean, 1789-1804*

J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*

Class Discussions:

Online discussions will take place nearly every week and will be based primarily on the readings. In order to effectively contribute to discussion, you must complete the assigned readings before posting. You are expected to make an initial posting by 9:00PM, Wednesday evening. You must also respond to at least three of your classmates. A follow up post is expected by 9:00PM on Friday evening. Your grade in discussion is determined by your participation, your apparent familiarity with the material, and on your own original analysis of the readings

Course Requirements:

Your grade in this course is determined on a 400 point scale:

Mid-term: 100 Points

10-12 page writing assignment: 100 points

Final exam: 100 points

Ten class discussions worth 10 points each for a total of 100 points

Students must complete all of the assignments in order to pass the course. There is no extra credit, so please do not ask.

Grading Scale:

360-400 points=A

320-359 points=B

280-319 points=C
240-279 points=D
0-239 points =F

Academic Integrity:

Cheating will not be tolerated. Plagiarism is a very serious academic offense, involving the unattributed copying and presentation of another person's words, thoughts, and ideas as one's own. Closely paraphrasing, or changing only a few words from a source, also falls within the definition of plagiarism. Cutting and pasting from online sources is plagiarism. The best way to avoid plagiarism is to compose your essays and other written assignments in your own words, and when you do quote a source, make sure that you cite it properly. For more information, please consult page four in the *ULM Student Policy Manual* (<http://www.ulm.edu/studentpolicy>).

Submitting plagiarized work, and cheating, of any kind, will result in a failing grade for the course.

Please note: The course, not just the assignment.

Please note the following example of plagiarized work:

From Gregory Evans Dowd, *War Under Heaven*:

Pontiac and his allies understood by the end of 1763 that they would not dislodge the British from Forts Detroit and Pitt; keeping the British out of the Illinois Country, bounded by the Mississippi, Ohio, and Wabash Valleys was another matter. By the Treaty of Paris (1763) Britain had gained France's paper claims to Illinois. Three summers would pass before British efforts to garrison Illinois would stake those claims to the ground, and even then the troops would bring little in the way of British rule. In the meantime, Pontiac and his allies impeded British efforts with rumor and intimidation more than with force; lives, to be sure, were lost in fighting, but battle deaths did less damage to the British struggle for Illinois than did bad talk.

A plagiarized version of the same passage:

Pontiac and his allies knew by the end of 1763 that they could not force the British from Fort Detroit and Fort Pitt; but keeping the English out of the Illinois Country, enclosed by the Mississippi, Wabash, and Ohio valleys was another story. By the 1763 treaty of Paris England gained France's Illinois territory. Three years would pass before English attempts to occupy Illinois would stake those claims, and even then the soldiers would bring little English rule. In the meantime, Pontiac and his men would delay the British with rumors and intimidation more than fighting; lives would be lost fighting, but battle deaths did less harm to the English in their struggle for the Illinois Country than did bad talk.

College of Arts, Education, and Sciences Online Attendance Policy

1. Students are required to log in to each online course by the second day during the week in which the course officially begins, or the day of enrollment during late registration to complete the initial introductory postings required in the course.
2. Logging in to an online course constitutes a start and assumes the intention to complete the course.
3. Students must log in at least one additional day during the first week of the course. Students must log in on two separate days each subsequent week of the course to meet attendance requirements or as specified in the syllabus. Nonattendance may affect financial aid.
4. Students withdrawn due to nonattendance will be permitted to return no sooner than the beginning of the next semester.
5. Students may appeal if they feel an error has been made in their attendance calculation as out-lined in the University Regulations Procedure for Appealing a Grade.
6. Students are strongly advised to check e-mail daily, excluding weekends, for full term fall and spring courses.

Policy regarding makeup exams and late papers:

Makeup exams will cover the same material as the missed exam, but the number and types of questions will be different.

If you miss a scheduled exam or quiz, you must take a makeup exam within five calendar days. It is your responsibility to contact me to make arrangements to take a makeup exam.

Late papers lose ten points for each calendar day they are late.

Student Services:

Mental Wellness on the ULM Campus

If you are having any emotional, behavioral, or social problems, and would like to talk with a caring, concerned professional please call one of the following numbers:

§	The ULM Counseling Center	342-5220
§	The Marriage and Family Therapy Clinic	342-9797
§	The Community Counseling Center	342-1263

Remember that all services are offered free to faculty, staff, and students, and all are strictly confidential.

Counseling Center

The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions. The Counseling Center acts as the point of entry for individuals who have documented learning disabilities and psychological or physical special needs.

Other Services

Information about ULM student services, such as Student Success Center (<http://www.ulm.edu/cass/>), Special Needs (<http://www.ulm.edu/counselingcenter/special.htm>), and Student Health Services, is available at the following Student Services web site <http://www.ulm.edu/studentaffairs/>.

Week One: What is the Atlantic World?

August 21st: Course introduction

August 23rd: Discussion.

Readings: Martin W. Lewis, "Dividing the Ocean Sea," *Geographical Review*, Vol. 89, No. 2 (Apr., 1999), pp. 188-214 on J-stor.

Leo Africanus, "Description of Timbuktu" on the web at

http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/leo_africanus.html

The following readings are on Moodle:

"Of the Wineland Voyages of Thorfinn and his Companions," 59-62

Christopher Columbus, *Log, October 11th & 12th, 1492*, 108-112.

Jose Acosta, *The Naturall and Morall Historie of the East and West Indies*, 17-25

Week Two: Iberian Expansion

August 28th: Portugal

August 30th: Spain & discussion

Reading: Inga Clendinnen, "'Fierce and Unnatural Cruelty': Cortés and the Conquest of Mexico," *Representations*, No. 33 (Winter, 1991): 65-100 on J-Stor.

The following readings are on Moodle:

Arthur Helps, *The Spanish Conquest in America and Its Relation to Slavery and to the Government of the Colonies*, 379-382.

Hernan Cortes, *Letters from Mexico*, 162-171, 256-264.

Hans Staden, *The Captivity of Hans Staden of Hesse: In AD 1547-1555 Among the Wild Tribes of Eastern Brazil*, 51-63
Bernal Diaz, *The Conquest of New Spain*, 115-117

Week Three: Challenging Spain and Portugal

September 4th: Religious strife

September 6th: France and England

10-12 page writing assignment handed out today!

The following readings are on Moodle:

Anne Askew becomes a Protestant martyr, in George Townshend, *The Acts and Monuments of John Foxe*, 537-550.

Michel de Montaigne, "Of Cannibals," *Essays of Montaigne*, 254-271.

Sir Walter Raleigh, *The Discovery of the Large, Rich, and Beautiful Empire of Guiana*, 135-139.

Paul Le Jeune, *The Jesuit Relations and Allied Documents*, 5: 202-209.

Week Four: The Columbian Exchange

September 11th: Plants, animals and...

September 13th: ...disease

Reading: Alfred Crosby, *Ecological Imperialism*

William Dampier, *Voyages and Descriptions*, 89-91, on line at

<http://www.canadiana.org/ECO/PageView/34673/0289?id=6c039601f1353596>

Virginia DeJohn Anderson, "King Philip's Herds: Indians, Colonists, and the Problem of Livestock in Early New England," *The William and Mary Quarterly*, 3rd Ser., Vol. 51, No. 4. (Oct., 1994): 601-624, on J-Stor.

The following readings are on Moodle:

Jose Acosta, *The Naturall and Morall Historie of the East and West Indies*, 253-257, 299-302.

John Winthrop, *The Journal of John Winthrop*, 115-119.

William Bradford, *Bradford's History of Plymouth Plantation*, 312-313.

Paul Le Jeune, *The Jesuit Relations*, 15: 17-31, 19:9-25.

Indian compliant, *Proceedings of the Council of Maryland, 1661-1675*, 3: 489.

Week Five: Migrations

September 18th: Willing immigrants...

September 20th: ...and not so willing immigrants

Reading: Elizabeth Sprigs, "We Unfortunate English People Suffer Here": An English Servant Writes Home" on the web at <

<http://historymatters.gmu.edu/d/5796>>

Ottobah Cugoano, *Narrative of the Enslavement of Ottobah Cugoano, a Native of Africa; Published by Himself in the Year 1787*, on the web at <

<http://docsouth.unc.edu/neh/cugoano/menu.html>>

The following readings are on Moodle:

"Positive Information from America" 392-411,

Calendar of State Papers, Colonial, 5:220-221.

Week Six: Transatlantic economies

September 25th: Sugar, tobacco...

September 27th: ...and capital

One page abstract of your paper is due today.

Reading: The Code Noir (The Black Code) on the web at <

<http://chnm.gmu.edu/revolution/d/335/>>

The following readings are on Moodle:

Paul Le Jeune, *The Jesuit Relations*, 6: 297-305.

Richard Ligon, *A True and Exact History of the Island of Barbadoes*, 55-57, 85-86.

Adam Smith, *The Wealth of Nations*, 87-89

Karl Marx, *Capital*, 775-786

Week Seven: Buccaneers and Rebels

October 2nd: Pirates: the first proletarians?

October 4th: Slave resistance and its many forms

Reading:

Stuart B. Schwartz, "Resistance and Accommodation in Eighteenth-Century Brazil: The Slaves' View of Slavery," *The Hispanic American Historical Review*, Vol. 57, No. 1. (Feb., 1977), pp. 69-81, on J-Stor.

The following readings are on Moodle:

Peter Linebaugh and Marcu Rediker, "The Many-Headed Hydra: Sailors, Slaves, and the Atlantic Working Class in the Eighteenth Century." *Journal of Historical Sociology* 1990 3 (3): 225-252.

John Exquemelin, *The Buccaneers of America*, 58-60, 144-145, 158-159.

Run away ads from the *Pennsylvania Gazette*

South Africa a Century Ago, 78-79.

Week Eight: Midterms!

October 9th: Midterm Exam

October 11th: Fall Holiday

Week Nine: Culture, Religion and Society

October 16th: Conversions, but...

October 18th:...who is converting who?

Readings: Phillis Wheatly, *On being brought from Africa to America*, and *On the Death of the Rev. Mr. George Whitefield. 1770.* in *Poems on Various Subjects, Religious and Moral* on the web at

<http://etext.virginia.edu/toc/modeng/public/WhePoem.html>

The following readings are on Moodle:

Durante Lopez, *A Report of the Kingdom of Congo*, 70-72, on Moodle.

John Rolfe, Reasons for marrying Pocahontas, 239-244, *Narratives of Early Virginia*

Jean Brebeuf, *The Jesuit Relations*, 10:141-147

Robert Cohen, "The Egerton Manuscript," *American Jewish Historical Quarterly*, 1973, 62(4): 333-348.

J. Hector St. John de Crèvecoeur, *Letters from an American Farmer*, 54-66.

Week Ten: Competition for Empire

October 23rd: Wars for Empire

October 25th: and the seeds of revolt

Readings: Irene A. Wright, "Dispatches of Spanish Officials Bearing on the Free Negro Settlement of Gracia Real de Santa Teresa de Mose, Florida," *The Journal of Negro History*, Vol. 9, No. 2. (Apr., 1924): 144-195, on J-Stor.

J.R. McNeill. "Yellow Jack and Geopolitics: Environment, Epidemics, and the Struggles for Empire in the American Tropics," *OAH Magazine of History*, Vol. 18, no. 3 (April, 2004): 9-13 on ESBCOhost.

The following readings are on Moodle:

Pamela Voekel, "Peeing on the Palace: Bodily Resistance to Bourbon Reforms in Mexico City," *Journal of Historical Sociology* vol.5, no. 2 (June, 1992): 183-208.

"The Captivity and Sufferings of Mrs. Jemima Howe" in Francis Page, *Gathered Sketches from the Early History of New Hampshire and Vermont*, 75-90, on Moodle.

Thomas B. Atkins, *Selections from the Public Documents of the Province of Nova Scotia*, 267-269, 304.

Colonists challenge the Stamp Act, *The Boston Gazette and Country Journal*, November 11th, 1765.

The Boston Evening Post, December 2nd & 9th, 1765.

South Africa a Century Ago, 143-144.

Week Eleven: Revolutions

October 29th: Final date for dropping courses or resigning from the University; a "W" grade is issued

October 30th: The American Revolution

November 1st: The Haitian Revolution

Readings:

Lauren Dubois and John D. Garrigus, *Slave Rebellion in the Caribbean, 1789-1804*

The Declaration of Independence of the United States of America, on the web at <<http://www.yale.edu/lawweb/avalon/declare.htm>>

Letter of John Stuart in *Loyalist Narratives from Upper Canada*, 341-344 on the web at <http://www.champlainsociety.ca/>

The Memoir of Boston King on the web at <http://historymatters.gmu.edu/d/6615>

The following readings are on Moodle:

Thomas Paine, *Common Sense*, 46-59

Haiti's Declaration of Independence in *Haiti: Her History and Detractors*, 153.

Week Twelve: Social Revolutions

November 6th: Women, slaves...

Turn in 10-12 page writing assignment today!

November 8th:...and societal upheaval in France

Readings: New Jersey Constitution of 1776 on the web at <http://www.state.nj.us/njfacts/njdoc10a.htm>

“Constitution of Liberia, 1847” on the web at

http://onliberia.org/con_1847_orig.htm

Alfred F. Young, “George Robert Twelves Hewes (1742-1840): A Boston Shoemaker and the Memory of the American Revolution,” *The William and Mary Quarterly*, 3rd Ser., Vol. 38, No. 4. (Oct., 1981): 561-623, on J-Stor.

The following readings are on Moodle:

“Rights of Woman,” *The Philadelphia Minerva*, October 10th, 1795

The New French Calendar, from *An Impartial History of the Late Revolution in France*.

The Haitian Constitution, *The New York Evening Post*, July 15th, 1805.

Week Thirteen: The slow death of Atlantic slavery

November 13th: The abolition movement in England and America

November 15th: Abolishing slavery

Readings: Mahommah G. Baquaqua, *Biography of Mahommah G. Baquaqua, a Native of Zoogoo, in the Interior of Africa*, 48-57, on the web at

<http://docsouth.unc.edu/neh/baquaqua/baquaqua.html>

Spotswood Rice writes a letter to his children, and a letter to his former owner, on the web at <http://www.history.umd.edu/Freedmen/rice.htm>

The following readings are on Moodle:

Thomas Jefferson *Notes on the State of Virginia*, 143-144.

Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*, 30-40.

Week Fourteen: Free Migration & a Connected World

November 20th: Migration

November 22nd: Connecting the world

Readings: “Scenes in Emigrant Vessels,” *The Living Age*, vol. 26, no. 330 (14 September, 1850): 492-497, on the web at <http://cdl.library.cornell.edu/cgi-bin/moa/sgml/moa-idx?notisid=ABR0102-0026-213>

The following readings are on Moodle:

Haiti asks free blacks to emigrate, *The Columbian Centinel*, February 28th, 1821.

Haiti invites Immigrants, *Correspondence Relative to the Emigration to Hayti*, 2, 12.

“The Atlantic Cable,” *The New York Times*, July 30th, 1866.

Week Fifteen: Prep for Final Exam

November 27th: Final exam prep

November 29th: Final exam prep

Week Sixteen: Final Exams

December 4th: FINAL EXAM 10:00-11:50AM

History (Online), M.A.

CBSS Graduate Change or Closure of a Degree Plan or Program of Study

General Catalog Information

****Read before you begin****

1. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading.
2. All fields with an * are required. You will not be able to launch the proposal without completing required fields.
3. **IMPORTANT:** Select Program or Shared Core in the Program Type field below. Then click the **IMPORT ARROW** on the top left corner of the heading to begin the proposal with the current information in the catalog. Select the degree plan or program you want to modify and click Import.
4. **DO NOT MAKE CHANGES UNTIL PROPOSAL IS LAUNCHED.** Complete the proposal for the degree plan or program as it is currently in the catalog. After launching the proposal you will have the opportunity to make modifications. This is for the purpose of tracking any changes made.
5. After the proposal is launched make your proposed changes. To view tracked changes in text box fields, choose "current with markup." When the proposal is complete, click the decisions icon on the top, right side of the screen. After decision is entered the proposal will move onto the next step.

Mark action to be taken * ☒ Change ☐ Closure

School/ College *

History

Optional Approval ☒ School Curriculum Committee
☒ College Curriculum Committee

Level * ☐ Undergraduate
☒ Graduate
☐ Post Baccalaureate Certificate
☐ Professional

Program Type * ☒ Program
☐ Shared Core

Indicate which degree plan is to be changed or closed * History (Online), M.A.

Reason(s) for changing the current degree plan or removing this program of study
There is an error in regard to admission requirements, which nevertheless requires a substantive change to fix. The attached document shows needed alterations in red. Not all require UCC approval, but I thought it would be helpful to see all proposed revisions to the catalog.

Curriculum *

In which semester/term will the proposed change or closing take effect?

Semester/Term *

Fall

Year

2017

Will this change/
closing affect
other schools on
campus? *

- ☐ Yes
☒ No

If yes, which
schools will be
affected? *


- ☐ Education
☐ Humanities
☐ Sciences
☐ Visual and Performing Arts
☐ Accounting, Financial and Information Services
☐ Behavioral and Social Sciences
☐ Management
☐ Nursing
☐ Health Professions
☐ Pharmacy

If yes, how?

Degree Admissions Changes

From 2016-2017 Graduate Catalog Graduate under Program Listing/History (Online), M.A

History (Online), M.A.

 [Print this Page](#)

Program Admission

In addition to the university requirements for admission to the Graduate School, all applicants for regular admission to the online Master of Arts in History degree program (offered in a non-thesis track only) must meet the following criteria:

1. A minimum combined score of 283 on the Graduate Record Examination General Test (143 Verbal plus 138 Quantitative); and
2. A minimum cumulative undergraduate grade point average of 2.50 (based on a 4.0 scale); and
3. A minimum formula score of 707.5, calculated by multiplying cumulative undergraduate grade point average by GRE score (2.50 GPA x 283 GRE); and
4. Provide three letters of recommendation from current or former professors: the applicant is responsible to make sure that people who have written the letters of recommendation have submitted them on time.
5. A writing sample such as a book review, honors' thesis or research paper no longer than 10 pages, double-spaced excluding bibliography.

Applicants who fail to meet the above standards may be admitted on conditional status as recommended by the Graduate History Admission and Curriculum Committee in concert with the Dean of the Graduate School.

Program Requirements

Undergraduate requirements are 18 semester hours of Social Sciences and/or Humanities, with at least half of those being from History.

Basic core requirement for the online M.A. in History (non-thesis) is HIST 5030. Additional requirements include 27 semester hours of history electives. In total, a minimum of 50 percent of the graduate program of study must be taken in History courses restricted to graduate students

only (5000 level or above).

Graduate Courses

Note: To receive graduate credit for a 4000-level course designated “For Undergraduate and Graduates,” a student must be in graduate admission status at the time credit is earned in the course. Credit earned in undergraduate admission status cannot be changed to graduate credit.

MRKT - 4013 - Social Media Marketing

Course Addition

Course details

****Read before you begin****

1. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading.
2. All fields with an * are required. You will not be able to launch the proposal without completing required fields.

School/ College*

COLLEGE OF BUSINESS AND SOCIAL SCIENCES

Marketing

Optional
Approval

☐ School Curriculum Committee

☐ College Curriculum Committee

Course Level*

☒ Undergraduate

☐ Graduate

☐ Undergraduate and Graduate

☐ Professional

Prefix*

MRKT

Course number*: 4013

Title* Social Media Marketing

If title exceeds 20 characters (including spaces), indicate appropriate abbreviation to be used on the transcript.

Abbreviated Title

Course
Description

A study of social media history, role in society, social platforms and social technologies with an emphasis on strategic marketing uses of social media by companies and brands. Topics include social media networks, social branding, social listening, social media marketing strategies, and social media analytics. Prerequisite: MRKT 3001

Credit hours* 3

Class hours per
week* 3

Lab/recitation
hours per week* 0

Maximum hours
to be earned* 3

Is the course to
be offered for
fixed credit
hours or variable
credit hours?* ☒ Fixed
☐ Variable

If variable, give
the range of
hours

Indicate the
course Activity
Type

LEC

In which semester/term will the course first be offered?

Semester/Term *

Fall

Year*

2018

Course justification

Does the course
relate to any
other course
change now
being proposed
or anticipated? *

☒ Yes
☐ No

If yes, explain

This course (MRKT 4013) will replace MRKT 4011 (IM Campaigns) in the marketing curriculum. Students will be required to select either MRKT 4013 (new course) or MRKT 4010 (current course).

What is the
justification or
reason for
adding this
course? *

Social media marketing has grown tremendously within the last decade. A high number of marketing jobs are now in the digital and social media marketing arena. Companies are moving advertising dollars to digital and social media marketing. We have a course in digital marketing, but not one in social media marketing.

What is the
justification for
offering the
course at the
proposed level? *

The marketing department wants students to take a second course in either sales or in digital and social media marketing. This will help them to be better prepared to locate employment upon graduation.

Does any part of
the course
duplicate
material of other
courses in the
University? *

☐ Yes
☒ No

If so, explain

Please list any related proposals to the course/ program

Adding this course will require moving the MRKT 4011 course to the list of marketing electives from its current location in the marketing curriculum.

Which formats/ methods of instruction will be used in this course?

Lecture, hybrid, and online instruction.

Attachments

Follow link to access the syllabus template

<https://webservices.ulm.edu/forms/officesdepartments/academic-affairs>

Check the boxes once the required documents are attached*

- ☒ *Required* Syllabus or general outline of the subject matter of the course Including course objectives
- ☐ Copy of material mandating change, if appropriate (e.g., from Board of Regents, Accreditation Group, etc.)

**Social Media Marketing
MRKT 4013-Fall 2018**

I. Contact Information

Dr. Kenneth E. Clow.

Office Phone: 342-1189.

Office E-mail: clow@ulm.edu, Home E-mail: ken@ksclow.net.

Office: Hemphill Hall 302.

Office Hours: Monday and Wednesday, 8:00-11:30 am.

II. Course Prerequisites

Principles of Marketing (MRKT 3001).

III. Course Description

A study of social media history, role in society, social platforms and social technologies with an emphasis on strategic marketing uses of social media by companies and brands. Topics include social media networks, social branding, social listening, social media marketing strategies, and social media analytics.

IV. Course Objectives and Outcomes

Upon completing this course, students should accomplish the following objectives:

- Relate the history of social media
- Identify the primary social media platforms
- Describe the current social media marketing strategies used by companies
- Discuss methods of engaging consumers with brands through social media
- Elaborate on methods of social listening
- Describe the role of social media within the integrated marketing plan
- Define and use social media metrics to analyze social media campaigns

V. Course Topics

Topics covered in this course include social media networks, social branding, social listening, social media marketing strategies, and social media analytics.

VI. Instructional Methods and Activities

This course will utilize assignments with emphasis on application of concepts. Application will occur through various assignments and involvement in social media networks.

VII. Evaluation and Grade Assignment

Methods of student assessment include chapter questions, assignments, and a social media marketing plan. The total estimated points is 500 and will be allocated in the following manner:

Chapter quizzes – 50 points

Chapter assignments – 250 points

Social media marketing plan – 100 points

Exams – 100 points

The following grading scale will be used to determine letter grades:

90-100: A, 80-89: B, 70-79: C, 60-69: D, 0-59: F

(Undergraduate mid-term grades will be posted and indicate a student's status at mid-semester only and do not indicate the final performance outcome of a student.)

VIII. Class Policies and Procedures

- A. **Textbook(s) and Materials:** Social Media Marketing, 2nd edition, Tracy L. Tuten & Michael R. Solomon, Sage Publishing, 2015.
- B. **Chapter Quizzes:** To review each chapter multiple choice or true/false questions are provided through Moodle. These questions should be answered by 11:55 pm on the date indicated. Please be sure to submit your quiz before the time expires.
- C. **Exams:** You will have two exams worth a total of 100 points.
- D. **Assignments:** Assignments are due at 11:55 pm on the dates indicated. Some of the assignments require involvement in various social media platforms. These assignments are graded on material submitted through the social media, not on what may be submitted on Moodle.
- E. **Make-up Policy:** Late assignments are penalized 20% per calendar day after the due date.
- F. **Academic Integrity:** Students must observe the ULM published policy on Academic Dishonesty (see Page 4 in ULM *Student Policy Manual* -- <http://www.ulm.edu/studentpolicy/>).
- G. **Course Evaluation Policy:** Please complete the on-line course evaluation for this course since it is used as part of my evaluation as an instructor.
- H. **Student Services:** The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions. Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter unlawful sexual harassment or gender-based discrimination, please contact Student Services at 318-342-5230 or to file a complaint, visit www.ulm.edu/titleix.

Information about ULM student services, such as

- Student Success Center: <http://www.ulm.edu/cass/>
- Counseling Center <http://www.ulm.edu/counselingcenter/>
- Special Needs at <http://www.ulm.edu/studentaffairs/>
- Library <http://www.ulm.edu/library/referencedesk.html>
- Computing Center Help Desk <http://www.ulm.edu/computingcenter/helpdesk>

Current college's policies on serving students with disabilities can be obtained at for the ULM website: <http://ulm.edu/counselingcenter/>

- If you need accommodation because of a known or suspected disability, you should contact the director for disabled student services at:
- Voice phone: 318-342-5220
- Fax: 318-342-5228

- Walk In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus

If you are having any emotional, behavioral, or social problems, and would like to talk with a caring, concerned professional please call one of the following numbers:

- The ULM Counseling Center 342-5220
- The Marriage and Family Therapy Clinic 342-9797
- The Community Counseling Center 342-1263

Remember that all services are offered free to students, and all are strictly confidential. **If you have special needs that I need to be made aware you should contact me within the first two days of class.**

**Social Media Marketing
Tentative Class Schedule
MRKT 4013-Fall 2018**

Contact Information

Dr. Kenneth E. Clow.

Office Phone: 342-1189.

Office E-mail: clow@ulm.edu, Home E-mail: ken@ksclow.net.

Office: Hemphill Hall 302.

Office Hours: Monday and Wednesday, 8:00-11:30 am.

Week 1: Introduction to Social Media Marketing

Week 2: Foundations of Social Media Marketing (Chapter 1)

Week 3: Social Media Marketing Strategy (Chapter 2)

Week 4: Social Consumers (Chapter 3)

Week 5: Network Structure and Group Influence in Social Media (Chapter 4)

Week 6: Social Community (Chapter 5)

Week 7: Exam 1

Week 8: Social Publishing (Chapter 6)

Week 9: Social Media Marketing Analysis

Week 10: Social Media Marketing Analysis (Student presentations)

Week 11: Social Entertainment (Chapter 7)

Week 12: Social Commerce (Chapter 8)

Week 13: Social Media for Consumer Insights (Chapter 9)

Week 14: Social Media Metrics (Chapter 10)

Week 15: Exam 2 (Final Exam)

PHRD - 5068 - Lifestyle Modifications for Disease Management and Prevention

Course Change

Course Change Form

****Read before you begin****

1. This approval process is to be used when **NO NEW COURSE NUMBER** is required. If you are changing course title **and** description, **do not use this form**. You must submit both a Course Addition proposal and Course Closure/Removal/Replacement proposal.
2. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading.
3. All fields with an * are required. You will not be able to launch the proposal without completing required fields.
4. **IMPORTANT:** click the **IMPORT ARROW** on the top left corner of the heading to begin the proposal with the current information in the catalog. Select the course you want to modify and click Import.
5. If you are proposing changes to a cross listed course, use the approval process named Course Change - Crosslisted.
6. **DO NOT MAKE CHANGES UNTIL PROPOSAL IS LAUNCHED.** Complete the proposal for the course as it is currently in the catalog. After launching the proposal you will have the opportunity to make modifications. This is for the purpose of tracking any changes made.
7. After the proposal is launched make your proposed changes. To view tracked changes in text box fields, choose "current with markup." When the proposal is complete, click the decisions icon on the top, right side of the screen. After decision is entered the proposal will move onto the next step.

School/ College *

Pharmacy

Optional
Approval

- ☐ School Curriculum Committee
☐ College Curriculum Committee

Course Level *

- ☐ Undergraduate
☐ Graduate
☐ Undergraduate and Graduate
☒ Professional

For what semester/term will the proposed change take effect?

Semester/Term *

Fall

Year *

2017

Course Title* Lifestyle Modifications for Disease Management and Prevention

Prefix *

PHRD

Course Number* 5068

Catalog
Description

3 credit hours. This course will expand the students' knowledge of selective methods of lifestyle modification in order to manage or prevent selected disease states.

Co-requisite PHRD 4074

**Reasons for
change(s)***

This course was previously 2 credit hours and had pre-requisites that required students to essentially have P3 standing to take the course. The proposed changes would make this a 3 credit hour course and allow P2s and P3s to be eligible to take this elective. The previous course was more lecture/knowledge based and required more baseline knowledge of specific disease states; the proposed changes are focused more on the patient aspect and patient counseling related to lifestyle modifications related to disease prevention and modification. The course will be at a level appropriate for students with a basic understanding of the pathophysiology (P1 course) of these conditions, but will not require detailed therapeutic/treatment knowledge. We have incorporated a physical activity component and more active learning activities and assignments which need additional time.

Impact Report*

Impact Report for PHRD 5068

There are no results for this report.

RN to BSN to MSN Program

Addition of a Degree Plan or Program of Study

General Catalog Information

****Read before you begin****

1. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading.
2. All fields with an * are required. You will not be able to launch the proposal without completing required fields.

School/ College *

Kitty DeGree School of Nursing

Optional
Approval

- ☐ School Curriculum Committee
☐ College Curriculum Committee

Program level *

- ☐ Undergraduate
☒ Graduate
☐ Post Baccalaureate Certificate
☐ Professional

Program type *

- ☒ Program
☐ Shared Core

Indicate name of
degree plan *

RN to BSN to MSN Program

Reason(s) for
adding this
degree plan

The School of Nursing has an approved program for RN to BSN, allowing AD prepared nurses to complete their BSN degree. This proposed program offering the RN to BSN to MSN Program provides a seamless approach for the AD prepared nurse to complete the BSN degree and move into the MSN program smoothly.

There are no new courses being offered with this addition, It is basically aligning the timing of course offerings to allow multiple entry points and seamless transition from the BSN to the MSN degree.

Prospective
Curriculum *

In which semester/term will the proposed program of study first be offered?

Semester/Term *

Summer

Year *

2017

Will this
program of
study affect
other schools on
campus? *

- ☐ Yes
☒ No

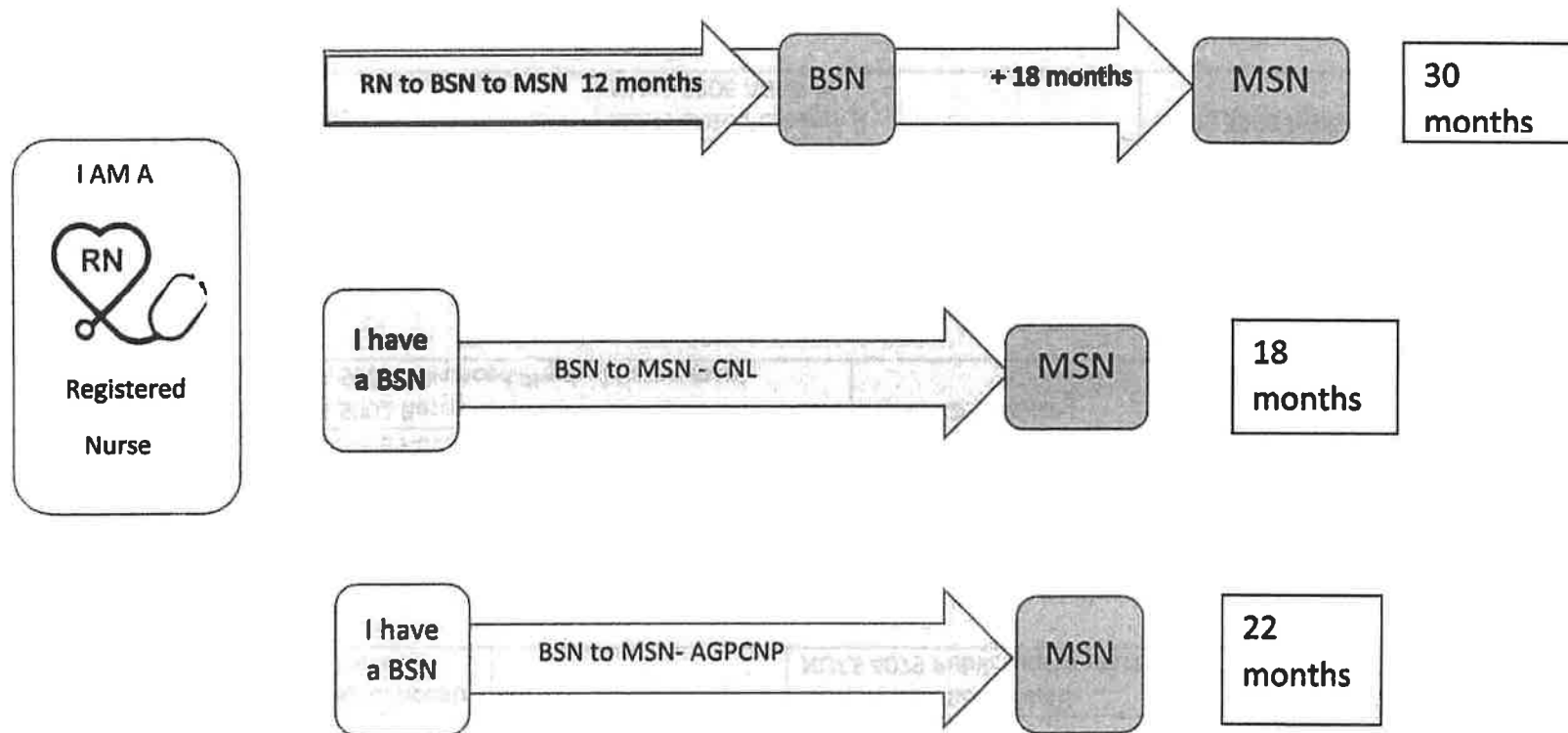
If yes, which
schools will be
affected?

- ☐ Education
☐ Humanities
☐ Sciences
☐ Visual and Performing Arts
☐ Accounting, Financial and Information Services

- ☐ Behavioral and Social Sciences
- ☐ Management
- ☐ Nursing
- ☐ Health Professions
- ☐ Pharmacy

If yes, how?

RN to BSN to MSN Program Proposal



Time to completion may vary slightly by student depending on individual progress, transfer credits, and course availability.

RN to MSN Curriculum Plan for Adult-Gerontology Primary Care Nurse Practitioner

First Year:

	Semester I	Maymester	Semester II	Semester III
1st 8 wk	NURS 2004 Assess NURS 2013 Computers	NURS 2011 Gerontology NURS 4001 Research	NURS 4076 Nursing management NURS 4077 Management practicum	Begin Graduate core courses NURS 5001 Theory NURS 5200 Role I
2nd 8 wk	NURS 2020 Nsg Concepts NURS 2080 Pharmacy		NURS 4078 Public Health NURS 4079 Public health practicum	NURS 5003 Health Policy NURS 5006 Adv. Patho

Second Year

	Semester I	Semester II	Semester III
1st 8 wk	GERO 5010 Biology of Aging	GERO 5012 Social Gerontology	
2nd 8 wk	NURS 5008 Adv. Pharmacology		
Full semester	NURS 5002 Research I NURS 5007 Advanced Physical Assessment	NURS 5202 AGNP I	NURS 5204 AGNP II

Third Year

	Semester 1	Semester 2
1st 8 wk		
2nd 8 wk		
Full Semester (16 weeks)	NURS 5010 Research II NURS 5206 AGNP III	NURS 5208 AGNP IV

RN to BSN Courses Offered by Semester RN to MSN Curriculum Plan for Clinical Nurse Leader

First Year:

	Semester I	Maymester	Semester II	Semester III
1st 8 wk	NURS 2004 Assess NURS 2013 Computers	NURS 2011 Gerontology NURS 4001 Research	NURS 4076 Nursing management NURS 4077 Management practicum	Begin Graduate core courses NURS 5001 Theory NURS 5200 Role I
2nd 8 wk	NURS 2020 Nsg Concepts NURS 2080 Pharmacy		NURS 4078 Public Health NURS 4079 Public health practicum	NURS 5003 Health Policy NURS 5006 Adv. Patho

Second Year

	Semester I	Semester II	Semester III
1st 8 wk	GERO 5010 Biology of Aging	GERO 5012 Social Gerontology	
2nd 8 wk	NURS 5008 Adv. Pharmacology		
Full semester	NURS 5002 Research I NURS 5007 Adv. Physical Assessment	NURS 5202 Personnel & Org Mgt	NURS 5011 QI & Pt Safety NURS 5005 Health Law/Ethics

Third Year

	Semester 1	Semester 2
1st 8 wk		
2nd 8 wk		
Full Semester (16 weeks)	NURS 5009 Economics/Finance NURS 5010 Research II	

RN to BSN Courses Offered by Semester

	Fall Semester	Spring	Maymester	Summer
1st 8 wk	NURS 2004 Assessment NURS 2020 Nsg Concepts NURS 2080 Pharmacy NURS 2011 Gerontology NURS 4001 Research NURS 4076/4077 Management NURS 4078/4079 Public Health	NURS 2004 Assessment NURS 2020 Nsg Concepts NURS 2080 Pharmacy NURS 2011 Gerontology NURS 4001 Research NURS 4076/4077 Management NURS 4078/4079 Public Health	NURS 2011 Gerontology NURS 4001 Research	Sum I NURS 4001 Research
2nd 8 wk	NURS 2004 Assessment NURS 2020 Nsg Concepts NURS 2080 Pharmacy NURS 2011 Gerontology NURS 2013 Computers NURS 4076/4077 Management NURS 4078/4079 Public Health	NURS 2004 Assessment NURS 2020 Nsg Concepts NURS 2080 Pharmacy NURS 2011 Gerontology NURS 2013 Computers NURS 4076/4077 Management NURS 4078/4079 Public Health		Sum II NURS 2011 Gerontology NURS 4001 Research

MSN Courses Offered by Semester

	Fall Semester	Spring Semester	Summer Semester
1st 8 wk	NURS 5001 Adv Nsg Theory 2 NURS 5002 Research I 3 NURS 5003 Health Policy 3 NURS 5007 Adv Health Assessment 3 NURS 5200 NP Role 1 NURS 5010 Research II 3 GERO 5010 Biology Aging 3 GERO 5012 Social Gerontology 3	NURS 5001 Adv Nsg Theory 3 NURS 5002 Research I 3 NURS 5003 Health Policy 3 NURS 5007 Adv Health Assessment 3 NURS 5200 NP Role 1 NURS 5010 Research II 3	Sum I NURS 5003 Health Policy 3 NURS 5001 Adv Nsg Theory 2 NURS 5200 NP Role 1
2nd 8 wk	NURS 5001 Adv Nsg Theory 2 NURS 5002 Research I 3 NURS 5003 Health Policy 3 NURS 5007 Adv Health Assessment 3 NURS 5200 NP Role 1 NURS 5010 Research II 3 NURS 5005 Health Law, Ethics 3 NURS 5011 QI and Pt Safety 2	NURS 5001 Adv Nsg Theory 2 NURS 5002 Research I 3 NURS 5003 Health Policy 3 NURS 5007 Adv Health Assessment 3 NURS 5200 NP Role 1 NURS 5010 Research II 3 NURS 5005 Health Law, Ethics 3 NURS 5011 QI and Pt Safety 2	Sum II NURS 5001 Adv Nsg Theory 2 NURS 5006 Adv Pathophy 3 NURS 5200 NP Role 1
Full semester	NURS 5004 Personnel Mgt 3 NURS 5009 Economics, Finance 3 NURS 5202 AGNP I 3 NURS 5204 AGNP II 3 NURS 5206 AGNP III 3 NURS 5208 AGNP IV 3	NURS 5004 Personnel Mgt 3 NURS 5009 Economics, Finance 3 NURS 5202 AGNP I 3 NURS 5204 AGNP II 3 NURS 5206 AGNP III 3 NURS 5208 AGNP IV 3	Summer I & II (8 weeks) NURS 5005 Health Law, Ethics 3 NURS 5011 QI and Pt Safety 2 NURS 5202 AGNP I 3 NURS 5204 AGNP II 3

COMM - 5090 - Internship

CBSS Graduate Course Addition

Approved in
Oct mins

Course details

****Read before you begin****

1. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading.
2. All fields with an * are required. You will not be able to launch the proposal without completing required fields.

School/ College*

Communication

Course Level*

- ☐ Undergraduate
☒ Graduate
☐ Undergraduate and Graduate
☐ Professional

Prefix*

COMM

Course number* 5090

Title* Internship

If title exceeds 20 characters (including spaces), indicate appropriate abbreviation to be used on the transcript.

Abbreviated Title Internship

Course
Description

Field experience in communication, as proposed by the student to meet appropriate educational goals.

Prerequisites: Completion of 9 credit hours of graduate coursework; approval of major professor and site supervisor.

Credit hours* 3

Class hours per
week* 1

Lab/recitation
hours per week* 2

Maximum hours
to be earned* 3

Is the course to
be offered for
fixed credit
hours or variable
credit hours?*

- ☒ Fixed
☐ Variable

If variable, give
the range of
hours

Indicate the
course Activity
Type

In which semester/term will the course first be offered?

Semester/Term *

Summer

Year*

2017

Course justification

Does the course
relate to any
other course
change now
being proposed
or anticipated?*

☒ Yes

☐ No

If yes, explain

COMM 5090 Internship will replace MCOM 5090 Internship.

What is the
justification or
reason for
adding this
course?*

We are in the process of phasing out all MCOM and CMST courses and replacing them with COMM course or closing them. The MCOM and CMST prefixes have been eliminated at the undergraduate level and we are bringing the graduate program into alignment.

What is the
justification for
offering the
course at the
proposed level?*

Graduate student internship requirements are different from undergraduate internship requirements. Graduate students must work more hours at a management-trainee level.

Does any part of
the course
duplicate
material of other
courses in the
University?*

☐ Yes

☒ No

If so, explain

Please list any related proposals to the course/ program

Course Closure: MCOM 5090

Which formats/ methods of instruction will be used in this course?

Lecture, field work, oral & written reports.

Attachments

Follow link to access the syllabus template

<https://webservices.ulm.edu/forms/officesdepartments/academic-affairs>

Check the boxes once the required documents are attached

- ☒ *Required* Syllabus or general outline of the subject matter of the course including course objectives
- ☐ Copy of material mandating change, if appropriate (e.g., from Board of Regents, Accreditation Group, etc.)

COMM 5090: Internship

Instructor: Dr. Bette J. Kauffman
Email: kauffman@ulm.edu

Office: Walker 2-115

Office Hours: See Syllabus Addendum

Course Prerequisites/Co-requisites: Completion of 9 credit hours of graduate coursework in Communication and an approved internship proposal including the signatures of your major professor and a site supervisor.

Course Description: The purpose of Internship is twofold: First, students demonstrate what they have learned, their ability to apply learning, and their professionalism in integrating themselves into a work context. Second, the Communication Program assesses its effectiveness and the quality of its graduates in part through their internship performances.

In addition, students acquire hands-on experience and generate items for a professional portfolio. The internship is both a learning experience and a work experience. That is, as an intern you are simultaneously a student who needs and expects instruction, and a professional on the job with skills and a contribution to make to the sponsoring organization.

Graduate internships must be at the management-trainee level or higher and interns must be supervised on site by someone with training and/or experience in an appropriate field.

Course Objectives and Outcomes:

- To acquire hands-on experience in a work situation outside the University classroom and campus.
- To integrate hands-on experience and classroom learning, and think critically about the fit.
- To demonstrate professional skills, especially the basic skills of written and verbal communication, as well as media production skills specific to career objectives.
- For graduate students (5090), to demonstrate management level knowledge and skills.

Textbooks Required: None.

Instructional Methods and Activities: Class meetings consist of an orientation and a session for oral presentations. In between, the intern's work site is the classroom. In addition, each student meets with the Internship instructor for one required interim consultation. Other interim consultations can be arranged at the initiative of students.

Evaluation and Grade Assignment:

Students are evaluated by their site supervisor twice during the semester. In addition, students must attend orientation, submit a proposal, complete a minimum of 200 hours of hands-on work, keep a journal, submit a final paper and a learning portfolio, and give an oral presentation. Final grades are computed as follows:

Journal	10% (30% 1 st half, 70% 2 nd half)
Site Supervisor Evaluations	15%
Final Paper	25%
Presentation	25%
Portfolio	25%

This course involves several ungraded requirements. Failure to complete any of these requirements will result in grade penalties and possibly a failing grade for the course. See additional information about grading below.

Class Policies and Procedures:

The Moodle website for this class will be used to track completion of paperwork for this course. I post credit for paperwork received as soon as possible, usually within 24 hours. You are responsible for checking Moodle to make sure credit has been posted.

Attendance: Attendance will be taken at the orientation and the oral presentations. Attendance is required. Students who fail to attend orientation will be asked to drop the class. Site supervisors will evaluate interns on "dependability," which is to say, showing up for work as scheduled and on time. Low scores in dependability will affect the student's final grade and could result in failing the class.

Make-up: In cases of documented illness or emergency, or official university absence, students may ask—in advance—for a make-up orientation with the instructor. *Make-up orientations are not available for any reason other than official university absence or documented illness/emergency.* If a student misses the final oral presentations due to documented illness, emergency or official university absence, the instructor will award an "IP" grade and the student will make the final presentation at the end of the subsequent semester with that semester's class. If a student about to graduate misses the oral

presentations due to an official university absence or **documented** emergency, a make-up session will be schedule with the instructor so that the student can graduate on time.

Cell Phones: Interns are expected to observe cell phone and other personnel policies of their work sites.

See the Syllabus Addendum for additional information about policies and student services.

Course Requirements:

1. A completed internship proposal and attendance at internship orientation. You **DO NOT HAVE AN INTERNSHIP UNTIL** the internship proposal is completed with all required dated signatures and in the hands of the internship instructor.

Occasionally an initial internship placement does not work out and students seek permission to change internships. This can be done **ONLY during the first week of the semester** and by submitting a new internship proposal with required signatures. **Proposals to change internship sites submitted after 11:30 a.m. Friday of the first week of classes will not be approved.**

2. For a 3-credit hour, 5000-level internship, completion of a minimum of 200 supervised hours of work, documented in a journal. Keep track of hours in your journal, *both hours per work shift and a running total*. Please note: The hours requirement listed here is a bare minimum. Falling below this bare minimum will result in an F for the course. Hours not documented in a journal will not be counted in your total. "Documented" means both that you have recorded those hours and that you have a journal entry to go with them.

3. A journal documenting what you did, **how you did it, why you did it that way**, questions about what/how/why, thoughts on your experiences. Your journal should reveal your **decision-making process** and your reflections on your work. It should **demonstrate problem solving** and the **ability to synthesize** classroom and hands-on experience. A list of tasks or log of activities will not suffice. The journal ***must be kept on Moodle***. **A journal that is not on Moodle does not exist. Period.**

4. A mid-term conference with the internship instructor, **scheduled at your initiative during the time period allotted**. If you are doing your internship away from Monroe, we will meet by telephone. It is your responsibility to contact me via e-mail or text message to propose a meeting time. Failure to complete a mid-term conference with me will result in a grade penalty.

Communication courtesy: I will give you my cell phone # for the purpose of this class. You may text me regarding internship questions/issues and to set up your MT conference, or to ask to speak with me on the telephone. I do not text and drive; therefore, do not panic if I do not respond immediately! Please do not forget to tell me who you are, as my caller ID will not know.

5. An interim evaluation and a final evaluation from your site supervisor; a final evaluation of the internship from you. **You are responsible for making sure that your supervisor turns in evaluation forms.**

6. A final paper (typed, double-spaced, 5-6 pages) analyzing **what you learned** and synthesizing the experience with your academic preparation and career goals. This is your opportunity to demonstrate your ability to analyze experience and think critically and professionally about your area of communication. Organize your paper around two to five points of learning, provide supporting detail, consider the fit between coursework and hands-on experience, etc.

7. Oral presentation. As with the paper, **organize your oral presentation around points of learning**. Use relevant elements from your portfolio as audio-visual aids with your presentation. A Power Point slide show can be good but is not required. This is your opportunity to present yourself as a professional. Take it seriously.

8. Portfolio. Your portfolio must include your résumé. Other contents will depend on the focus of your graduate study and the kind of internship you have done. It might consist of press clippings, a résumé tape/CD, photographs, scripts or other products and documentation of internship activities. It should also include materials from your academic career: a research paper, a case study, speech scripts, etc. In other words, the portfolio **must be comprehensive**; it is a learning portfolio, and it should be a job-hunting aid comprised of **your best work**.

More About Grading:

Your journal will be reviewed at least once during the internship, with feedback provided to help you improve. It will ultimately be evaluated on thoroughness and thoughtfulness. The more you can say about how and why you do what you do, the better. The more you reflect critically on how and why, the better. (A journal that merely reports what you did will receive a grade of C at best. An incomplete journal will receive a grade of D at best.)

Your paper will be evaluated on how thoroughly and thoughtfully it conveys what you learned, and your ability to think critically. The paper and the portfolio will be evaluated on organization and professional presentation, including the mechanics of writing such as grammar and spelling. (A paper that merely summarizes your experience or tells a story about your experience will receive a grade of C at best.)

Papers and portfolios with mechanical problems—grammar, spelling, punctuation—will be penalized one full grade for a moderate number of such errors (2 or 3 per page) and two full grades for a high number of such errors (4 or more per page).

Your presentation will be evaluated on organization, focus, professionalism, vocabulary, articulation, use of examples and audio-visual materials, etc. (A presentation that is NOT organized around points of learning can earn a C at best, and that only if it is good in every other way.)

Course Topics/Tentative Schedule:

Please be reminded that my contact information is at the top of p. 1 of this syllabus and on the syllabus addendum. The instructor reserves the right to adjust the schedule as needed.

1/17	Orientation.
Before you begin your internship and no later than	
1/20, 11 a.m.	DUE: Complete proposal with all signatures in place.
3/2-7	Make appointment with internship instructor for mid-term conference next week.
3/7, 4:30 p.m.	DUE: Site Supervisor's interim evaluation.
3/8-15	Mid-term conference with internship instructor.
5/4-5	Presentations with portfolio, final evaluations, etc. (everything due); Walker 2-91.

OCCT - 2000 - Seminar: Professional Development

Course Closure/Removal/Replacement

General Catalog Information

****Read before you begin****

1. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading.
2. All fields with an * are required. You will not be able to launch the proposal without completing required fields.
3. **IMPORTANT:** click the **IMPORT ARROW** on the top left corner of the heading to begin the proposal with the current information in the catalog. Select the course you want to modify and click Import.
4. If you are proposing changes to a cross listed course, use the approval process named Course Closure/Removal/Replacement - Crosslisted.
5. **DO NOT MAKE CHANGES UNTIL PROPOSAL IS LAUNCHED.** Complete the proposal for the course as it is currently in the catalog. After launching the proposal you will have the opportunity to make modifications. This is for the purpose of tracking any changes made.

School/ College*

COLLEGE OF HEALTH AND PHARMACEUTICAL SCIENCES

School of Health Professions

Occupational Therapy

Optional
Approval

- ☒ School Curriculum Committee
☐ College Curriculum Committee

Course Level*

- ☐ Undergraduate
☐ Graduate
☐ Undergraduate and Graduate
☒ Professional

Prefix*

OCCT

Course Number* 2000

Course Title* Seminar: Professional Development

Description

Choose one of
the following*

- ☐ Course is to be removed as a required course for a degree program, major, minor, and/or concentration
☐ Course is to be closed/removed from the catalog
☒ Course is to be both removed as a required course and to be removed from catalog

Final semester/term course will be offered

Course end
201780

Semester/Term*

Summer

Year*

2017

If course is to be removed as a required course, which degree programs/ major/ minors/ concentrations are affected?*

Occupational Therapy Assistant A.S. Degree

Will this change affect other schools on campus?*

☐ Yes ☒ No

If yes, which schools will be affected?

- ☐ Education
- ☐ Humanities
- ☐ Sciences
- ☐ Visual and Performing Arts
- ☐ Accounting, Financial, and Information Services
- ☐ Behavioral and Social Sciences
- ☐ Management
- ☐ Nursing
- ☐ Health Professions
- ☐ Pharmacy

If yes, how?

Reason(s) for course closure/ removal/ replacement*

OCCT 2000 seminar will be removed from the curriculum. Topics previously covered in OCCT 2000 are now covered in OCCT 2001 and OCCT 2004.

Course will be replaced by OCCT 2008.

Impact Report*

Impact Report for OCCT 2000

Source: 2016-2017 Undergraduate Catalog

Programs

Occupational Therapy Assistant, A.S.

If this course is being removed from a degree program, major, minor, and/or concentration and is being replaced with a **course currently existing in the catalog**, please indicate the replacement course and attach the Change in program of Study Form.

Replacement
Course Prefix

Replacement
Course Number

Replacement
Course Title

If this course is being replaced with a new course, indicate the new course number **and attach** the Course Addition Form, the Change in Program of Study Form, and, if necessary, the Request to the Registrar for New Course Number Form.

A new course addition form will need to be completed since the current course is being replaced.

New Course
Prefix

New Course
Number

New Course Title

Check if
providing
attachments, if
appropriate

☐ Copy of material mandating change, if appropriate (Board of Regents, Accreditation Group, etc.)

☐ Explanatory Memo

OCCT - 2002 - Kinesiology for OTAs

Course Addition

Course details

Read before you begin

1. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading.
2. All fields with an * are required. You will not be able to launch the proposal without completing required fields.

School/ College*

COLLEGE OF HEALTH AND PHARMACEUTICAL SCIENCES

School of Health Professions

Occupational Therapy

Optional
Approval

☒ School Curriculum Committee

☐ College Curriculum Committee

Course Level*

☒ Undergraduate

☐ Graduate

☐ Undergraduate and Graduate

☒ Professional

Prefix*

OCCT

Course number*: 2002

Title* Kinesiology for OTAs

If title exceeds 20 characters (including spaces), indicate appropriate abbreviation to be used on the transcript.

Abbreviated Title Kinesiology for OTAs

Course
Description

This course will review the study of musculoskeletal system, nervous system, and human movement as it relates specifically to occupational therapy assistants. Knowledge will be applied to biomechanics using assessments and interventions such as range of motion, goniometry and manual muscle testing. This course provides a foundation for the physical dimension of occupational therapy interventions and assessments.

Credit hours* 3

Class hours per 3
week*

Lab/recitation 0
hours per week*

Maximum hours 3
to be earned*

Is the course to
be offered for
fixed credit
hours or variable
credit hours?*

☒ Fixed

☐ Variable

HP
SHPR
A
510803
UA
S
A

If variable, give
the range of
hours

Indicate the
course Activity
Type

LEC

In which semester/term will the course first be offered?

Semester/Term*

Summer

Year*

2017

Course justification

Does the course
relate to any
other course
change now
being proposed
or anticipated?*

☒ Yes
☐ No

If yes, explain

Course sequence will change as follows:

OCCT 2002 Kinesiology for OTAs will be taught Summer II.

OCCT 2000 will be replaced with OCCT 2008 in Summer II. OCCT 2008 will change from 3 credit hours to 1 credit hour. OCCT 2000 seminar will be removed from the curriculum. Topics previously covered in OCCT 2000 are now covered in OCCT 2001 and OCCT 2004.

OCCT 1006 will move from Summer II to Fall.

OCCT 1015 will move from Fall to Spring.

These changes will be supplied in other curriculum proposals.

What is the
justification or
reason for
adding this
course?*

Based on student outcomes, Kinesiology related specifically to OTA is an area of significant need. This will also help us meet newly developed accreditation standards that will go into affect next year.

What is the
justification for
offering the
course at the
proposed level?*

It is a professional occupational therapy assistant course.

Does any part of
the course
duplicate
material of other
courses in the
University?*

☐ Yes
☒ No

If so, explain

Please list any related proposals to the course/ program

Credit hour change for OCCT 2008 and course sequence change for the degree. Removal of OCCT 2000 from the degree plan.

Which formats/ methods of instruction will be used in this course?

Lecture, demonstration, power points, application to client scenarios, forum discussions, and quizzes.

Attachments

Follow link to access the syllabus template

<https://webservices.ulm.edu/forms/officesdepartments/academic-affairs>

Check the boxes once the required documents are attached*



Required Syllabus or general outline of the subject matter of the course including course objectives



Copy of material mandating change, if appropriate (e.g., from Board of Regents, Accreditation Group, etc.)

UNIVERSITY OF LOUISIANA AT MONROE
College of Health and Pharmaceutical Sciences
Occupational Therapy Assistant Program
OCCT 2002 – Kinesiology for OTAs
Summer 2017

Faculty: Kristen Hill, OTD, LOTR
Office: Caldwell Hall, Room #140 B

Phone: 342-1617
Email: hill@ulm.edu

Office Hours: TBD

COURSE DESCRIPTION

This course will review the study of musculoskeletal system, nervous system, and human movement as it relates to occupational therapy assistants. This course will provide a study of normal mechanics of movement and conditions as it supports occupation. Students will review kinesiology and posture, and body mechanics. Knowledge will be applied to the biomechanics using assessments and interventions such as range of motion, goniometry and manual muscle testing.

REQUIRED TEXT

Keough, J. Sain, S., & Roller, C. (2012). *Kinesiology for the Occupational Therapy Assistant: Essential Components of Function and Movement*. Thorofare: Slack Incorporated. ISBN 978-1-55642-967-5

COURSE OBJECTIVES

*Objectives with corresponding number from 20011 Accreditation Commission on Occupational Therapy Education (ACOTE) Standards. This course is designed to facilitate student development of the following performance criteria. Following completion of this course, the student will be able to:

1. (B.1.1) Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences. Course content must include, but is not limited to, anatomy, physiology, and biomechanics.
2. (B.1.7) Articulate the importance of using statistics, tests, and measurements for the purpose of delivering evidence-based practice.
3. (B.2.4) Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients.
4. (B.2.7) Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to implement the intervention plan.
5. (B.2.8) Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.
6. (B.4.1) Gather and share data for the purpose of screening and evaluation using methods including, but not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, and significant others.
7. (B.4.2) Administer selected assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment.

8. (B.4.4) Gather and share data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance includes • The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments. • Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems). • Performance patterns (e.g., habits, routines, rituals, roles). • Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social). • Performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.

9. (4.10) Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.

EVALUATION METHODS

Tests (2)	100 points
Participation	10 points
Forums	10 points
In class quizzes	30 points
Total	150 points

GRADING SCALE

A = 93-100%
B = 85- 92.9%
C = 77-84.9%
D = 70-76.9%
F = < 70%

COURSE REQUIREMENTS

1. All students enrolled in OT 2002, Intro to Kinesiology for OTA Students, must have a minimum uncorrected cumulative grade point average (GPA) of 2.5 on a 4.0 scale.
2. All students must make a grade of "C" or better in order to progress in the program.
3. Assigned readings must be read prior to class on assigned day with readings eligible for pop quiz testing. All required readings and class handouts are eligible for test inclusion.
4. Class requirements include both written and oral assignments. Formats will be given at a later date. All assignments must be completed and turned in on the assigned date and time. Points of **one** letter grade will be deducted for each day that a project is late, including weekends. Any assignment not turned in on the assigned date and time **MUST** be turned in directly to Dr. Hill with the date and time due written on it, along with the date and time it is being turned in. It **WILL NOT** be counted as "IN" unless this procedure is followed. **All assignments must be completed and submitted for any student to complete the course.**
5. **Weekly Assignments.** Specific assignments will be given weekly and will be due at the start of the following class period. Assignments should be kept together in a notebook or journal. A reflective summary of the assignments including a summary of your leadership style, strengths, and areas to focus on will be due at the end of the semester.

6. Active participation is required during classes.
7. **Make-up exams.** Students must have an excused absence approved by the instructor prior to taking the exam. Absences for elective doctor's appointments will **NOT** be considered excused absences. If absences are not accompanied with valid excuses, a "0" is the grade for the make-up test. Makeup exams may be in essay format and will be at instructor's discretion. The time and date for make-up exams will be determined in collaboration with the student and instructor. **EXCUSES FOR ABSENCES WILL NOT BE ACCEPTED ON MAKE-UP DAYS.**
8. Students are required to submit an excuse to the instructor within 3 days after returning to class. If the class is deemed as excused, the instructor will initial the excuse and the student must have the excuse filed in the O.T. office.
9. Professional behavior in class is required and expected. Being on time for class is **essential**. The class **STARTS** at 8:30 am— that means that you should be in your seat ready to **START** at 8:30 am. **That is not the time that you walk into class.**
Any talking during lecture must be directed to the instructor unless the instructor has otherwise stated. Students who display unprofessional behaviors during class may not be allowed to attend or remain in the class period in which the infraction occurred, and in extreme cases, the student may be dismissed or dropped from the class. Professional behavior is expected in all matters that relate to this class, including any outside assignments and will be reflected in the student professional behavior record. Each student is to appropriately follow guidelines related to communicating to, coordinating with, and/or completing assigned tasks with others as necessary.
10. **TESTS** are not limited to any specific format.
 - ◆ Be ready at test time.
 - ◆ On test day, do not bring books or notes to your desk. Leave all materials but your pencils/pens at the front of the room.
 - ◆ No talking is allowed outside the classroom test area!! Therefore, once students have finished their test, they are to proceed to the first floor of the O.T. building or outside. This will minimize distractions for the students who are still taking the test.
 - ◆ If the student has a question during the test, the student should raise his/her hand and the instructor will approach the seated student.
 - ◆ Information presented will be tested at the intake, manipulation and application levels through the use of multiple choice, true/false, short answer and applied scenarios as outlined in the O.T. curriculum design.
11. All efforts will be made to return tests within one week of test given and briefly reviewed in class. There will be no talking or note taking during the time the test is being reviewed. All materials including cell phones and computers must be put away during test review. If the students have any questions, they are to be written on paper and placed in the instructor's mailbox in the OT office **the day following of the test review** (in order for the student to have sufficient time to research the test question for clarification of understanding). The instructor will then respond to the student's questions accordingly.
12. **All cell phones MUST be turned off during class.** In case of emergencies, calls should be directed to the OT office and the student will be notified.
13. **NO TEXTING, FACEBOOK OR OTHER SOCIAL MEDIA DURING CLASS.**

TOPICAL OUTLINE

- I. A Foundation of Human Movement in Occupational Therapy
- II. Function and Movement of the trunk, neck, and upper extremity
- III. Interventions and assessments for the musculoskeletal systems

COURSE SCHEDULE

DATE	TOPIC	ASSIGNMENT
7/5/2017 Wednesday	Review class syllabus and schedule Foundation in Occupational Therapy, Ch. 1	Foundation Forum
7/6/2017 Thursday	Human Body Function and Structures, Ch. 2	
7/10/2017 Monday	Factors Influencing Movement, Ch. 3	Human Body Quiz
7/11/2017 Tuesday	Introducing Movement Demands, Ch. 4	
7/12/2017 Wednesday	Functions and Movement of the Trunk and Neck, Ch. 5	
7/13/2017 Thursday	Test 1	
7/17/2017 Monday	Function and Movement of the Shoulder and Scapula, Ch. 7	Shoulder Forum
7/18/2017 Tuesday	Shoulder and Scapula Lab	Shoulder Quiz
7/19/2017 Wednesday	Function and Movement of the Elbow Complex, Ch. 8	Elbow Forum
7/20/2017 Thursday	Elbow Lab	Elbow Quiz
7/24/2017 Monday	Function and Movement of the Hand, Ch. 9	Hand Forum
7/25/2017 Tuesday	Hand Lab	Hand Quiz
7/26/2017 Wednesday	Intro to Goniometry/ROM	
7/27/2017 Thursday	Intro to Manual Muscle Testing (MMT) Grip and pinch norms	
7/31/2017 Monday	Review for Final Exam	
8/1/2017 Tuesday	FINAL EXAM	

*The syllabus is subject to change based on the needs of the class and achievement of educational goals.

OCCT - 2008 - Group Process

Course Change

Course Change Form

****Read before you begin****

1. This approval process is to be used when **NO NEW COURSE NUMBER** is required. If you are changing course title **and** description, **do not use this form**. You must submit both a Course Addition proposal and Course Closure/Removal/Replacement proposal.
2. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading.
3. All fields with an * are required. You will not be able to launch the proposal without completing required fields.
4. **IMPORTANT:** click the **IMPORT ARROW** on the top left corner of the heading to begin the proposal with the current information in the catalog. Select the course you want to modify and click Import.
5. If you are proposing changes to a cross listed course, use the approval process named Course Change - Crosslisted.
6. **DO NOT MAKE CHANGES UNTIL PROPOSAL IS LAUNCHED.** Complete the proposal for the course as it is currently in the catalog. After launching the proposal you will have the opportunity to make modifications. This is for the purpose of tracking any changes made.
7. After the proposal is launched make your proposed changes. To view tracked changes in text box fields, choose "current with markup." When the proposal is complete, click the decisions icon on the top, right side of the screen. After decision is entered the proposal will move onto the next step.

School/ College*

COLLEGE OF HEALTH AND PHARMACEUTICAL SCIENCES

School of Health Professions

Occupational Therapy

Optional
Approval

- ☒ School Curriculum Committee
☐ College Curriculum Committee

Course Level*

- ☐ Undergraduate
☐ Graduate
☐ Undergraduate and Graduate
☒ Professional

For what semester/term will the proposed change take effect?

Semester/Term *

Summer

Year*

2017

Course Title* Group Process

Prefix*

OCCT

Course Number* 2008

Catalog
Description

OCCT 2008 - Group Process

1 cr.

Basic elements of interactive processes, activity teaching and observation writing.

Prerequisite(s): 2.5 overall GPA (uncorrected).
OCTA majors only.

Su

**Reasons for
change(s)***

Course will change from a 3 credit course to a 1 credit seminar. Based on review of courses in preparation for self study, it was determined that this course would be better offered as a 1 hour seminar.

Impact Report*

Impact Report for OCCT 2008

Source: 2016-2017 Undergraduate Catalog	
Programs	Occupational Therapy Assistant, A.S.

◀ ▶

Publication Search	
Search Publication	
Advanced Search	
Publication Home	
CATALOG ADDENDUM	
Catalogs Prior to 2011	
Message from the President	
Academic Calendar	
The University	
FERPA Guidelines	
Title IX Policy and Resources	
University Regulations	
Division of Student Affairs	
Financial Aid	
Housing and Living Accommodations	
Recruitment and Admissions	
Scholarships	
Tuition, Fees, and Expenses	
University Health Service	
Colleges/Schools - Academic Programs	
Inventory of Undergraduate Degree and Certificate Programs (Majors/Minors)	
2017-2018 Undergraduate Core Curriculum	
Courses of Instruction	
Boards, Administration, Faculty & Staff	
ULM Information Directory	
ULM Campus Map	

*Occt 2000
Removed*

Occupational Therapy Assistant, A.S. (510803)



Required for an Associate of Science in Occupational Therapy Assistant:

- OCCT 1006 - Pathology
- OCCT 1015 - Pathology
- OCCT 2001 - Introduction to Occupational Therapy
- OCCT 2004 - Pre-Clinical Lab
- OCCT 2005 - Evaluation
- OCCT 2008 - Group Process ✓
- OCCT 2010 - Health Care Systems
- OCCT 2022 - Theory and Practice I
- OCCT 2025 - Theory and Practice Lab
- OCCT 2026 - Applied Laboratory
- OCCT 2028 - Pediatric Laboratory
- OCCT 2029 - Psychosocial Laboratory
- OCCT 2032 - Theory and Practice II - Psychosocial
- OCCT 2042 - Theory and Practice II - Developmental
- OCCT 2045 - Therapeutic Media
- OCCT 2060 - Fieldwork Practicum
- OCCT 2061 - Field Work Practicum

*Occt 2002 - Kinesiology
add for OTAS*

Total Hours 39

Freshman Year/Year 1

- ENGL 1001 - Composition I ^{ce}
- ENGL 1002 - Composition II ^{ce}
- MATH 1011 - College Algebra
- MATH 1016 - Elementary Statistics
- PSYC 2001 - Introduction to Psychology
- PSYC 2078 - Developmental Psychology
- BIOL 1014 - Fundamentals of Anatomy and Physiology I
- BIOL 1015 - Fundamentals of Anatomy and Physiology II
- SOCL 1001 - Introduction to Sociology
- SOCL 2026 - Perspectives on Aging
- Fine Arts Elective **3 cr.**
- UNIV 1001 - University Seminar

Total Hours 33

Sophomore Year/Year 2

- OCCT 1006 - Pathology
- OCCT 1015 - Pathology
- OCCT 2001 - Introduction to Occupational Therapy
- OCCT 2004 - Pre-Clinical Lab
- OCCT 2005 - Evaluation
- OCCT 2008 - Group Process ✓ *1 cr.*
- OCCT 2010 - Health Care Systems
- OCCT 2022 - Theory and Practice I
- OCCT 2025 - Theory and Practice Lab
- OCCT 2026 - Applied Laboratory
- OCCT 2028 - Pediatric Laboratory
- OCCT 2029 - Psychosocial Laboratory
- OCCT 2032 - Theory and Practice II - Psychosocial
- OCCT 2042 - Theory and Practice II - Developmental
- OCCT 2045 - Therapeutic Media
- OCCT 2060 - Fieldwork Practicum
- OCCT 2061 - Field Work Practicum
- Core Humanities Elective **3 cr.**

add occt 2002

Total Hours 42

Total Hours 75



Call Jennifer
Perodeau for
clarification

Occupational Therapy Assistant

Change or Closure of a Degree Plan or Program of Study

General Catalog Information

****Read before you begin****

1. Please turn on the help text before starting this proposal by clicking on the blue circle icon in the top right corner of the heading.
2. All fields with an * are required. You will not be able to launch the proposal without completing required fields.
3. **IMPORTANT:** Select Program or Shared Core in the Program Type field below. Then click the **IMPORT ARROW** on the top left corner of the heading to begin the proposal with the current information in the catalog. Select the degree plan or program you want to modify and click Import.
4. **DO NOT MAKE CHANGES UNTIL PROPOSAL IS LAUNCHED.** Complete the proposal for the degree plan or program as it is currently in the catalog. After launching the proposal you will have the opportunity to make modifications. This is for the purpose of tracking any changes made.
5. After the proposal is launched make your proposed changes. To view tracked changes in text box fields, choose "current with markup." When the proposal is complete, click the decisions icon on the top, right side of the screen. After decision is entered the proposal will move onto the next step.

Mark action to be taken* ☒ Change ☐ Closure

School/ College*

COLLEGE OF HEALTH AND PHARMACEUTICAL SCIENCES

School of Health Professions

Occupational Therapy

Optional Approval ☒ School Curriculum Committee
☐ College Curriculum Committee

Level* ☐ Undergraduate
☐ Graduate
☐ Post Baccalaureate Certificate
☒ Professional

Program Type* ☒ Program
☐ Shared Core

Indicate which degree plan is to be changed or closed* Occupational Therapy Assistant

Reason(s) for changing the current degree plan or removing this program of study

Course sequence will change as follows:

OCCT 2002 Kinesiology for OTAs will be taught Summer II.

OCCT 2000 will be replaced with OCCT 2008 in Summer II. OCCT 2008 will change from 3 credit hours to 1 credit hour. OCCT 2000 seminar will be removed from the curriculum. Topics previously covered in OCCT 2000 are now covered in OCCT 2001 and OCCT 2004.

OCCT 1006 will move from Summer II to Fall.

OCCT 1015 will move from Fall to Spring.

Curriculum*

In which semester/term will the proposed change or closing take effect?

Semester/Term¹

Summer

Year

2017

Will this change/
closing affect
other schools on
campus?²

☐ Yes

☒ No

If yes, which
schools will be
affected?

☐ Education

☐ Humanities

☐ Sciences

☐ Visual and Performing Arts

☐ Accounting, Financial and Information Services

☐ Behavioral and Social Sciences

☐ Management

☐ Nursing

☐ Health Professions

☐ Pharmacy

If yes, how?

Fwd: Construction Degree Program

proflon5@gmail.com on behalf of Lon Smith <lsmith@ulm.edu>

Thu 7/20/2017 10:38 PM

To: Katie Smith <ksmith@ulm.edu>;

1 attachments (238 KB)

Construction Degree Plan approved.pdf;

Pani, approved

Lon Smith, Ph.D.

Chair of University Curriculum Committee

Associate Professor of Computer Science

University of Louisiana at Monroe

318.342.1846

----- Forwarded message -----

From: **Alma Sewell** <sewell@ulm.edu>

Date: Thu, Jul 20, 2017 at 6:04 PM

Subject: Construction Degree Program

To: Lon Smith <lsmith@ulm.edu>

Hi!

Please see attached indicating Dr. Pani's approval.

Thanks.

Alma Sewell

Assistant to the Vice President for Academic Affairs

ULM

Office of Academic Affairs

LIBR 640 (318) 342-1025

sewell@ulm.edu

approval
1/20/17

Current Degree Plan (Construction Management, B.S.)

Pre-registration and course adjustment advisement is mandatory. Students in provisional and regular admission status may not enroll in courses numbered 3000 or above until they have completed all developmental and freshman requirements. Non-majors must have approval of the Director to schedule 3000 and 4000 level classes.

Required for a Major

CONS 1003 - Construction Graphics
CONS 1004 - Construction Graphics Laboratory
CONS 1020 - Materials and Testing
CONS 1021 - Materials and Testing Laboratory
CONS 1040 - Construction Practices
CONS 1041 - Construction Practices Laboratory
CONS 2008 - Construction Documents
CONS 2009 - Construction Documents Studio
CONS 2011 - Construction Surveying
CONS 2012 - Construction Surveying Laboratory
CONS 2015 - Structures I
CONS 2026 - Mechanical, Electrical and Plumbing Plan Reading
CONS 2027 - Mechanical, Electrical, and Plumbing Plan Reading Laboratory
CONS 2030 - Soils and Testing
CONS 2031 - Soils and Testing Laboratory
CONS 3015 - Temporary Structures
CONS 3018 - Construction Quantity Estimating
CONS 3019 - Construction Quantity Estimating Laboratory
CONS 3020 - Mechanical and Electrical Systems
CONS 3030 - Construction Administration
CONS 4005 - Construction Scheduling
CONS 4006 - Construction Scheduling Laboratory
CONS 4008 - Construction Cost Estimating
CONS 4009 - Construction Cost Estimating Laboratory
CONS 4020 - Associate Constructor Exam Preparation
CONS 4030 - Construction Safety
CONS 4040 - Construction Contracts
CONS 4045 - Digital Site Management
CONS 4046 - Digital Site Management Laboratory

Total Hours 54

Note:

Non majors must have approval of the Director to schedule 3000 and 4000 level classes.

Freshman Year

CONS 1003 - Construction Graphics
CONS 1004 - Construction Graphics Laboratory
CONS 1020 - Materials and Testing
CONS 1021 - Materials and Testing Laboratory
CONS 1040 - Construction Practices
CONS 1041 - Construction Practices Laboratory
CONS 2008 - Construction Documents

CONS 2009 - Construction Documents Studio

Core English Composition 6 cr. ***

MATH 1011 - College Algebra ^{cm}

MATH 1012 - Trigonometry ^{cm}

Business Elective 3 cr.

Core Humanities 3 cr.

UNIV 1001 - University Seminar

Total Hours 30

Sophomore Year

CONS 2011 - Construction Surveying

CONS 2012 - Construction Surveying Laboratory

CONS 2015 - Structures I

CONS 2026 - Mechanical, Electrical and Plumbing Plan Reading

CONS 2027 - Mechanical, Electrical, and Plumbing Plan Reading Laboratory

CONS 2030 - Soils and Testing

CONS 2031 - Soils and Testing Laboratory

COMM 2001 - Public Speaking

ECON 2001 - Macroeconomic Principles (Core Social Science- 3 cr.)

Core Natural/Physical Science 3 cr.

Core Literature (Humanities Core) 3 cr. ***

Core Fine Arts 3 cr.***

Core Social Science 3 cr.**

Total Hours 30

Junior Year

CONS 3015 - Temporary Structures

CONS 3018 - Construction Quantity Estimating

CONS 3019 - Construction Quantity Estimating Laboratory

CONS 3020 - Mechanical and Electrical Systems

CONS 3030 - Construction Administration

CONS 4030 - Construction Safety

Accounting Elective 3 cr.

RMIN 2005 - Risk and Insurance

MATH 1016 - Elementary Statistics

Core Natural/Physical Science 6 cr.

Total Hours 30

Senior Year

CONS 4005 - Construction Scheduling

CONS 4006 - Construction Scheduling Laboratory

CONS 4008 - Construction Cost Estimating

CONS 4009 - Construction Cost Estimating Laboratory

CONS 4020 - Associate Constructor Exam Preparation

CONS 4040 - Construction Contracts

CONS 4045 - Digital Site Management

CONS 4046 - Digital Site Management Laboratory

BUSN 3005 - Business Communication
BLAW 4001 - Legal Environment of Business

Management Elective 3 cr.

Core Natural/Physical Science (Biological Science) 3 cr.

Core Natural/Physical Science 3 cr.

Total Hours 30

Total hours for degree 120

Note:

****Economics must be taken as part of the core social science electives.**

*****For other Core Curriculum requirements see 2017-2018 Undergraduate Core Curriculum.**

Changes to Degree Plan (Construction Management, B.S.)

Pre-registration and course adjustment advisement is mandatory. Students in provisional and regular admission status may not enroll in courses numbered 3000 or above until they have completed all developmental and freshman requirements. Non-majors must have approval of the Director to schedule 3000 and 4000 level classes.

Required for a Major

CONS 1003 - Construction Graphics
CONS 1004 - Construction Graphics Laboratory
CONS 1020 - Materials and Testing
CONS 1021 - Materials and Testing Laboratory
CONS 1040 - Construction Practices
CONS 1041 - Construction Practices Laboratory
CONS 2008 - Construction Documents
CONS 2009 - Construction Documents Studio
CONS 2011 - Construction Surveying
CONS 2012 - Construction Surveying Laboratory
CONS 2015 - Structures I
CONS 2016 - Construction Computer Applications
CONS 2017 - Construction Computer Applications Laboratory
CONS 2026 - Mechanical, Electrical and Plumbing Plan Reading
CONS 2027 - Mechanical, Electrical, and Plumbing Plan Reading Laboratory
CONS 2030 - Soils and Testing
CONS 2031 - Soils and Testing Laboratory
CONS 3015 - Temporary Structures
CONS 3018 - Construction Quantity Estimating
CONS 3019 - Construction Quantity Estimating Laboratory
CONS 3020 - Mechanical and Electrical Systems
CONS 3030 - Construction Administration
CONS 4005 - Construction Scheduling
CONS 4006 - Construction Scheduling Laboratory
CONS 4008 - Construction Cost Estimating
CONS 4009 - Construction Cost Estimating Laboratory
CONS 4020 - Associate Constructor Exam Preparation
CONS 4030 - Construction Safety
CONS 4040 - Construction Contracts
CONS 4045 - Digital Site Management
CONS 4046 - Digital Site Management Laboratory
CONS 4047 - Advanced Construction Projects
CONS 4048 - Advanced Construction Projects Laboratory

Total Hours 54

Note:

Non majors must have approval of the Director to schedule 3000 and 4000 level classes.

Freshman Year

CONS 1003 - Construction Graphics

CONS 1004 - Construction Graphics Laboratory
CONS 1020 - Materials and Testing
CONS 1021 - Materials and Testing Laboratory
CONS 1040 - Construction Practices
CONS 1041 - Construction Practices Laboratory
CONS 2008 - Construction Documents
CONS 2009 - Construction Documents Studio

Core English Composition 6 cr. ***

MATH 1011 - College Algebra ^{cm}

MATH 1012 - Trigonometry ^{cm}

~~Business Elective 3 cr.~~

Core Humanities 3 cr.

Core Fine Arts 3 cr.***

UNIV 1001 - University Seminar

Total Hours 30

Sophomore Year

CONS 2011 - Construction Surveying
CONS 2012 - Construction Surveying Laboratory
CONS 2015 - Structures I
CONS 2016 - Construction Computer Applications
CONS 2017 - Construction Computer Applications Laboratory
CONS 2026 - Mechanical, Electrical and Plumbing Plan Reading
CONS 2027 - Mechanical, Electrical, and Plumbing Plan Reading Laboratory
CONS 2030 - Soils and Testing
CONS 2031 - Soils and Testing Laboratory
COMM 2001 - Public Speaking
ECON 2001 - Macroeconomic Principles (Core Social Science- 3 cr.)

Core Natural/Physical Science 3 cr.

Core Literature (Humanities Core) 3 cr. ***

~~Core Fine Arts 3 cr.***~~

Core Social Science 3 cr.**

Total Hours 30

Junior Year

CONS 3015 - Temporary Structures
CONS 3018 - Construction Quantity Estimating
CONS 3019 - Construction Quantity Estimating Laboratory
CONS 3020 - Mechanical and Electrical Systems
CONS 3030 - Construction Administration
CONS 4030 - Construction Safety
Accounting Elective 3 cr.
RMIN 2005 - Risk and Insurance
MATH 1016 - Elementary Statistics

Core Natural/Physical Science 6 cr.

Total Hours 30

Senior Year

CONS 4005 - Construction Scheduling

CONS 4006 - Construction Scheduling Laboratory

CONS 4008 - Construction Cost Estimating

CONS 4009 - Construction Cost Estimating Laboratory

CONS 4020 - Associate Constructor Exam Preparation

CONS 4040 - Construction Contracts

CONS 4045 - Digital Site Management

CONS 4046 - Digital Site Management Laboratory

CONS 4047 - Advanced Construction Projects

CONS 4048 - Advanced Construction Projects Laboratory

BUSN 3005 - Business Communication

BLAW 4001 - Legal Environment of Business

Management Elective 3 cr.

Core Natural/Physical Science (Biological Science) 3 cr.

~~Core Natural/Physical Science 3 cr.~~

Total Hours 30

Total hours for degree 120

Note:

****Economics must be taken as part of the core social science electives.**

*****For other Core Curriculum requirements see 2017-2018 Undergraduate Core Curriculum.**

Proposed Degree Plan (Construction Management, B.S.)

Pre-registration and course adjustment advisement is mandatory. Students in provisional and regular admission status may not enroll in courses numbered 3000 or above until they have completed all developmental and freshman requirements. Non-majors must have approval of the Director to schedule 3000 and 4000 level classes.

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CONS 2012 - Construction Surveying Laboratory

CONS 2015 - Structures I

CONS 2016 - Construction Computer Applications

CONS 2017 - Construction Computer Applications Laboratory

CONS 2026 - Mechanical, Electrical and Plumbing Plan Reading

CONS 2027 - Mechanical, Electrical, and Plumbing Plan Reading Laboratory

CONS 2030 - Soils and Testing

CONS 2031 - Soils and Testing Laboratory

CONS 3015 - Temporary Structures

CONS 3018 - Construction Quantity Estimating

CONS 3019 - Construction Quantity Estimating Laboratory

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CONS 3030 - Construction Administration

CONS 4005 - Construction Scheduling

CONS 4006 - Construction Scheduling Laboratory

CONS 4008 - Construction Cost Estimating

CONS 4009 - Construction Cost Estimating Laboratory

CONS 4020 - Associate Constructor Exam Preparation

CONS 4030 - Construction Safety

CONS 4040 - Construction Contracts

CONS 4045 - Digital Site Management

CONS 4046 - Digital Site Management Laboratory

CONS 4047 - Advanced Construction Projects

CONS 4048 - Advanced Construction Projects Laboratory

Total Hours 54-60

Note:

Non majors must have approval of the Director to schedule 3000 and 4000 level classes.

Freshman Year

CONS 1003 - Construction Graphics

CONS 1004 - Construction Graphics Laboratory
CONS 1020 - Materials and Testing
CONS 1021 - Materials and Testing Laboratory
CONS 1040 - Construction Practices
CONS 1041 - Construction Practices Laboratory
CONS 2008 - Construction Documents
CONS 2009 - Construction Documents Studio
Core English Composition 6 cr. ***
MATH 1011 - College Algebra ^{cm}
MATH 1012 - Trigonometry ^{cm}

Core Fine Arts 3 cr.***
Core Humanities 3 cr.

UNIV 1001 - University Seminar

Total Hours 30

Sophomore Year

CONS 2011 - Construction Surveying
CONS 2012 - Construction Surveying Laboratory
CONS 2015 - Structures I
CONS 2016 - Construction Computer Applications
CONS 2017 - Construction Computer Applications Laboratory
CONS 2026 - Mechanical, Electrical and Plumbing Plan Reading
CONS 2027 - Mechanical, Electrical, and Plumbing Plan Reading Laboratory
CONS 2030 - Soils and Testing
CONS 2031 - Soils and Testing Laboratory
COMM 2001 - Public Speaking
ECON 2001 - Macroeconomic Principles (Core Social Science- 3 cr.)
Core Natural/Physical Science 3 cr.
Core Literature (Humanities Core) 3 cr. ***
Core Social Science 3 cr.**

Total Hours 30

Junior Year

CONS 3015 - Temporary Structures
CONS 3018 - Construction Quantity Estimating
CONS 3019 - Construction Quantity Estimating Laboratory
CONS 3020 - Mechanical and Electrical Systems
CONS 3030 - Construction Administration
CONS 4030 - Construction Safety
Accounting Elective 3 cr.
RMIN 2005 - Risk and Insurance
MATH 1016 - Elementary Statistics
Core Natural/Physical Science 6 cr.

Total Hours 30

Senior Year

CONS 4005 - Construction Scheduling
CONS 4006 - Construction Scheduling Laboratory
CONS 4008 - Construction Cost Estimating
CONS 4009 - Construction Cost Estimating Laboratory
CONS 4020 - Associate Constructor Exam Preparation
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CONS 4047 - Advanced Construction Projects
CONS 4048 - Advanced Construction Projects Laboratory
BUSN 3005 - Business Communication
BLAW 4001 - Legal Environment of Business

Management Elective 3 cr.

Core Natural/Physical Science (Biological Science) 3 cr.

Total Hours 30

Total hours for degree 120

Note:

****Economics must be taken as part of the core social science electives.**

*****For other Core Curriculum requirements see [2017-2018 Undergraduate Core Curriculum](#).**

Construction degree plan

proflon5@gmail.com on behalf of Lon Smith <lsmith@ulm.edu>

Sun 7/9/2017 8:45 PM

Inbox

To: Eric Pani <pani@ulm.edu>; Katie Smith <ksmith@ulm.edu>; Dan DeJarnette <dejarnette@ulm.edu>;

 1 attachments (27 KB)

Construction Degree Plan Change.docx;

Attached is the degree plan for the BS in Construction intended by the changes made by Dr. Brayton after the changes made last December. The attachment show the current degree plan then all the changes and finally the degree plan as it should be in the catalog after the changes.
Lon

Lon Smith, Ph.D.
Chair of University Curriculum Committee
Associate Professor of Computer Science
University of Louisiana at Monroe
318.342.1846

Current Degree Plan (Construction Management, B.S.)

Pre-registration and course adjustment advisement is mandatory. Students in provisional and regular admission status may not enroll in courses numbered 3000 or above until they have completed all developmental and freshman requirements. Non-majors must have approval of the Director to schedule 3000 and 4000 level classes.

Required for a Major

<u>CONS 1003 - Construction Graphics</u>	2	
<u>CONS 1004 - Construction Graphics Laboratory</u>	1	
<u>CONS 1020 - Materials and Testing</u>	2	
<u>CONS 1021 - Materials and Testing Laboratory</u>	1	
<u>CONS 1040 - Construction Practices</u>	2	
<u>CONS 1041 - Construction Practices Laboratory</u>	1	
<u>CONS 2008 - Construction Documents</u>	2	
<u>CONS 2009 - Construction Documents Studio</u>	1	
<u>CONS 2011 - Construction Surveying</u>	2	
<u>CONS 2012 - Construction Surveying Laboratory</u>	1	
<u>CONS 2015 - Structures I</u>	3	
<u>CONS 2026 - Mechanical, Electrical and Plumbing Plan Reading</u>	2	
<u>CONS 2027 - Mechanical, Electrical, and Plumbing Plan Reading Laboratory</u>	1	
<u>CONS 2030 - Soils and Testing</u>	2	
<u>CONS 2031 - Soils and Testing Laboratory</u>	1	
<u>CONS 3015 - Temporary Structures</u>	3	
<u>CONS 3018 - Construction Quantity Estimating</u>	2	
<u>CONS 3019 - Construction Quantity Estimating Laboratory</u>	1	
<u>CONS 3020 - Mechanical and Electrical Systems</u>	3	
<u>CONS 3030 - Construction Administration</u>	3	
<u>CONS 4005 - Construction Scheduling</u>	2	
<u>CONS 4006 - Construction Scheduling Laboratory</u>	1	
<u>CONS 4008 - Construction Cost Estimating</u>	2	
<u>CONS 4009 - Construction Cost Estimating Laboratory</u>	1	
<u>CONS 4020 - Associate Constructor Exam Preparation</u>	3	
<u>CONS 4030 - Construction Safety</u>	3	
<u>CONS 4040 - Construction Contracts</u>	3	
<u>CONS 4045 - Digital Site Management</u>	2	
<u>CONS 4046 - Digital Site Management Laboratory</u>	1	

Total Hours 54

Note:

Non majors must have approval of the Director to schedule 3000 and 4000 level classes.

Freshman Year

<u>CONS 1003 - Construction Graphics</u>
<u>CONS 1004 - Construction Graphics Laboratory</u>
<u>CONS 1020 - Materials and Testing</u>
<u>CONS 1021 - Materials and Testing Laboratory</u>
<u>CONS 1040 - Construction Practices</u>
<u>CONS 1041 - Construction Practices Laboratory</u>
<u>CONS 2008 - Construction Documents</u>

CONS 2009 - Construction Documents Studio

Core English Composition **6 cr.** ***

MATH 1011 - College Algebra ^{cm}

MATH 1012 - Trigonometry ^{cm}

Business Elective **3 cr.**

Core Humanities **3 cr.**

UNIV 1001 - University Seminar

Total Hours 30

Sophomore Year

CONS 2011 - Construction Surveying

CONS 2012 - Construction Surveying Laboratory

CONS 2015 - Structures I

CONS 2026 - Mechanical, Electrical and Plumbing Plan Reading

CONS 2027 - Mechanical, Electrical, and Plumbing Plan Reading Laboratory

CONS 2030 - Soils and Testing

CONS 2031 - Soils and Testing Laboratory

COMM 2001 - Public Speaking

ECON 2001 - Macroeconomic Principles (Core Social Science- 3 cr.)

Core Natural/Physical Science **3 cr.**

Core Literature (Humanities Core) **3 cr.** ***

Core Fine Arts **3 cr.*****

Core Social Science **3 cr.****

Total Hours 30

Junior Year

CONS 3015 - Temporary Structures

CONS 3018 - Construction Quantity Estimating

CONS 3019 - Construction Quantity Estimating Laboratory

CONS 3020 - Mechanical and Electrical Systems

CONS 3030 - Construction Administration

CONS 4030 - Construction Safety

Accounting Elective **3 cr.**

RMIN 2005 - Risk and Insurance

MATH 1016 - Elementary Statistics

Core Natural/Physical Science **6 cr.**

Total Hours 30

Senior Year

CONS 4005 - Construction Scheduling

CONS 4006 - Construction Scheduling Laboratory

CONS 4008 - Construction Cost Estimating

CONS 4009 - Construction Cost Estimating Laboratory

CONS 4020 - Associate Constructor Exam Preparation

CONS 4040 - Construction Contracts

CONS 4045 - Digital Site Management

CONS 4046 - Digital Site Management Laboratory

BUSN 3005 - Business Communication

BLAW 4001 - Legal Environment of Business

Management Elective **3 cr.**

Core Natural/Physical Science (Biological Science) **3 cr.**

Core Natural/Physical Science **3 cr.**

Total Hours 30

Total hours for degree 120

Note:

****Economics must be taken as part of the core social science electives.**

*****For other Core Curriculum requirements see 2017-2018 Undergraduate Core Curriculum.**

Changes to Degree Plan (Construction Management, B.S.)

Pre-registration and course adjustment advisement is mandatory. Students in provisional and regular admission status may not enroll in courses numbered 3000 or above until they have completed all developmental and freshman requirements. Non-majors must have approval of the Director to schedule 3000 and 4000 level classes.

Required for a Major

<u>CONS 1003 - Construction Graphics</u>	2
<u>CONS 1004 - Construction Graphics Laboratory</u>	1
<u>CONS 1020 - Materials and Testing</u>	2
<u>CONS 1021 - Materials and Testing Laboratory</u>	1
<u>CONS 1040 - Construction Practices</u>	2
<u>CONS 1041 - Construction Practices Laboratory</u>	1
<u>CONS 2008 - Construction Documents</u>	2
<u>CONS 2009 - Construction Documents Studio</u>	1
<u>CONS 2011 - Construction Surveying</u>	2
<u>CONS 2012 - Construction Surveying Laboratory</u>	1
<u>CONS 2015 - Structures I</u>	3
<u>CONS 2016 - Construction Computer Applications</u>	2
<u>CONS 2017 - Construction Computer Applications Laboratory</u>	1
<u>CONS 2026 - Mechanical, Electrical and Plumbing Plan Reading</u>	2
<u>CONS 2027 - Mechanical, Electrical, and Plumbing Plan Reading Laboratory</u>	1
<u>CONS 2030 - Soils and Testing</u>	2
<u>CONS 2031 - Soils and Testing Laboratory</u>	1
<u>CONS 3015 - Temporary Structures</u>	3
<u>CONS 3018 - Construction Quantity Estimating</u>	2
<u>CONS 3019 - Construction Quantity Estimating Laboratory</u>	1
<u>CONS 3020 - Mechanical and Electrical Systems</u>	3
<u>CONS 3030 - Construction Administration</u>	3
<u>CONS 4005 - Construction Scheduling</u>	2
<u>CONS 4006 - Construction Scheduling Laboratory</u>	1
<u>CONS 4008 - Construction Cost Estimating</u>	2
<u>CONS 4009 - Construction Cost Estimating Laboratory</u>	1
<u>CONS 4020 - Associate Constructor Exam Preparation</u>	3
<u>CONS 4030 - Construction Safety</u>	3
<u>CONS 4040 - Construction Contracts</u>	3
<u>CONS 4045 - Digital Site Management</u>	2
<u>CONS 4046 - Digital Site Management Laboratory</u>	1
<u>CONS 4047 - Advanced Construction Projects</u>	2
<u>CONS 4048 - Advanced Construction Projects Laboratory</u>	1
Total Hours	54 60

Note:

Non majors must have approval of the Director to schedule 3000 and 4000 level classes.

Freshman Year

CONS 1003 - Construction Graphics 2

CONS 1004 - Construction Graphics Laboratory |
CONS 1020 - Materials and Testing 2 |
CONS 1021 - Materials and Testing Laboratory |
CONS 1040 - Construction Practices 2 |
CONS 1041 - Construction Practices Laboratory |
CONS 2008 - Construction Documents 2 |
CONS 2009 - Construction Documents Studio |
Core English Composition 6 cr. ***
MATH 1011 - College Algebra ^{cm} 3
MATH 1012 - Trigonometry ^{cm} 3
~~Business Elective 3 cr.~~
Core Humanities 3 cr.
Core Fine Arts 3 cr.***

UNIV 1001 - University Seminar ✓
Total Hours 30 ✓

Sophomore Year

CONS 2011 - Construction Surveying 2
CONS 2012 - Construction Surveying Laboratory |
CONS 2015 - Structures I 3
CONS 2016 - Construction Computer Applications 2
CONS 2017 - Construction Computer Applications Laboratory |
CONS 2026 - Mechanical, Electrical and Plumbing Plan Reading 2
CONS 2027 - Mechanical, Electrical, and Plumbing Plan Reading Laboratory |
CONS 2030 - Soils and Testing 2
CONS 2031 - Soils and Testing Laboratory |
COMM 2001 - Public Speaking 3
ECON 2001 - Macroeconomic Principles (Core Social Science- 3 cr.)
Core Natural/Physical Science 3 cr.
Core Literature (Humanities Core) 3 cr. ***
~~Core Fine Arts 3 cr.***~~
Core Social Science 3 cr.** ✓
Total Hours 30 ✓

Junior Year

CONS 3015 - Temporary Structures 3
CONS 3018 - Construction Quantity Estimating 2
CONS 3019 - Construction Quantity Estimating Laboratory |
CONS 3020 - Mechanical and Electrical Systems 3
CONS 3030 - Construction Administration 3
CONS 4030 - Construction Safety 3
Accounting Elective 3 cr.
RMIN 2005 - Risk and Insurance 3
MATH 1016 - Elementary Statistics 3

Core Natural/Physical Science 6 cr.

Total Hours ~~30~~ 30 ✓

Senior Year

CONS 4005 - Construction Scheduling 2

CONS 4006 - Construction Scheduling Laboratory 1

CONS 4008 - Construction Cost Estimating 2

CONS 4009 - Construction Cost Estimating Laboratory 1

CONS 4020 - Associate Constructor Exam Preparation 3

CONS 4040 - Construction Contracts 3

CONS 4045 - Digital Site Management 2

CONS 4046 - Digital Site Management Laboratory 1

CONS 4047 - Advanced Construction Projects 2

CONS 4048 - Advanced Construction Projects Laboratory 1

BUSN 3005 - Business Communication 3

BLAW 4001 - Legal Environment of Business 3

Management Elective 3 cr.

Core Natural/Physical Science (Biological Science) 3 cr.

~~Core Natural/Physical Science 3 cr.~~

Total Hours 30 ✓

Total hours for degree 120

Note:

**Economics must be taken as part of the core social science electives.

***For other Core Curriculum requirements see 2017-2018 Undergraduate Core Curriculum.

Proposed Degree Plan (Construction Management, B.S.)

Pre-registration and course adjustment advisement is mandatory. Students in provisional and regular admission status may not enroll in courses numbered 3000 or above until they have completed all developmental and freshman requirements. Non-majors must have approval of the Director to schedule 3000 and 4000 level classes.

Required for a Major

CONS 1003 - Construction Graphics
CONS 1004 - Construction Graphics Laboratory
CONS 1020 - Materials and Testing
CONS 1021 - Materials and Testing Laboratory
CONS 1040 - Construction Practices
CONS 1041 - Construction Practices Laboratory
CONS 2008 - Construction Documents
CONS 2009 - Construction Documents Studio
CONS 2011 - Construction Surveying
CONS 2012 - Construction Surveying Laboratory
CONS 2015 - Structures I
CONS 2016 – Construction Computer Applications
CONS 2017 – Construction Computer Applications Laboratory
CONS 2026 - Mechanical, Electrical and Plumbing Plan Reading
CONS 2027 - Mechanical, Electrical, and Plumbing Plan Reading Laboratory
CONS 2030 - Soils and Testing
CONS 2031 - Soils and Testing Laboratory
CONS 3015 - Temporary Structures
CONS 3018 - Construction Quantity Estimating
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CONS 4020 - Associate Constructor Exam Preparation
CONS 4030 - Construction Safety
CONS 4040 - Construction Contracts
CONS 4045 - Digital Site Management
CONS 4046 - Digital Site Management Laboratory
CONS 4047 - Advanced Construction Projects
CONS 4048 - Advanced Construction Projects Laboratory

Total Hours 54-60

Note:

Non majors must have approval of the Director to schedule 3000 and 4000 level classes.

Freshman Year

CONS 1003 - Construction Graphics

CONS 1004 - Construction Graphics Laboratory
CONS 1020 - Materials and Testing
CONS 1021 - Materials and Testing Laboratory
CONS 1040 - Construction Practices
CONS 1041 - Construction Practices Laboratory
CONS 2008 - Construction Documents
CONS 2009 - Construction Documents Studio
Core English Composition **6 cr.** ***
MATH 1011 - College Algebra ^{cm}
MATH 1012 - Trigonometry ^{cm}

Core Fine Arts **3 cr.*****
Core Humanities **3 cr.**

UNIV 1001 - University Seminar
Total Hours 30

Sophomore Year

CONS 2011 - Construction Surveying
CONS 2012 - Construction Surveying Laboratory
CONS 2015 - Structures I
CONS 2016 - Construction Computer Applications
CONS 2017 - Construction Computer Applications Laboratory
CONS 2026 - Mechanical, Electrical and Plumbing Plan Reading
CONS 2027 - Mechanical, Electrical, and Plumbing Plan Reading Laboratory
CONS 2030 - Soils and Testing
CONS 2031 - Soils and Testing Laboratory
COMM 2001 - Public Speaking
ECON 2001 - Macroeconomic Principles (Core Social Science- 3 cr.)
Core Natural/Physical Science **3 cr.**
Core Literature (Humanities Core) **3 cr.** ***
Core Social Science **3 cr.****

Total Hours 30

Junior Year

CONS 3015 - Temporary Structures
CONS 3018 - Construction Quantity Estimating
CONS 3019 - Construction Quantity Estimating Laboratory
CONS 3020 - Mechanical and Electrical Systems
CONS 3030 - Construction Administration
CONS 4030 - Construction Safety
Accounting Elective **3 cr.**
RMIN 2005 - Risk and Insurance
MATH 1016 - Elementary Statistics
Core Natural/Physical Science **6 cr.**

Total Hours 30

Senior Year

CONS 4005 - Construction Scheduling
CONS 4006 - Construction Scheduling Laboratory
CONS 4008 - Construction Cost Estimating
CONS 4009 - Construction Cost Estimating Laboratory
CONS 4020 - Associate Constructor Exam Preparation
CONS 4040 - Construction Contracts
CONS 4045 - Digital Site Management
CONS 4046 - Digital Site Management Laboratory
CONS 4047 - Advanced Construction Projects
CONS 4048 - Advanced Construction Projects Laboratory
BUSN 3005 - Business Communication
BLAW 4001 - Legal Environment of Business
Management Elective **3 cr.**
Core Natural/Physical Science (Biological Science) **3 cr.**

Total Hours 30

Total hours for degree 120

Note:

****Economics must be taken as part of the core social science electives.**

*****For other Core Curriculum requirements see 2017-2018 Undergraduate Core Curriculum.**



University of Louisiana at Monroe

Memo

To: Paula Thornhill
Director eULM

From: Lon Smith *Lo Smith*
Chair University Curriculum Committee

CC: Jordan Anderson
Assistant Professor Dental Hygiene

Eric Pani *EP*
Vice President for Academic Affairs

Katie Smith
Assistant Registrar

Dan DeJarnette
Coordinator Advising Support, Student Success Center

Date: 7/26/2017

Re: Correction to Online Dental Hygiene program

In the Fall of 2016 a change was proposed and accepted for the Dental Hygiene program. This change was approved through the Program, College and University levels. The error, which was not discovered till the publication of the 2017-2018 University catalog, is that the change should not have affected the online AAS to BS program. So, to correct that error the following document shows the correct online Dental Hygiene AAS to BS program and how it should appear in the catalog.

*OK
EP
7/26/17*

Dental Hygiene (Online AAS to BS) Plan

The Online Degree Completion Dental Hygiene curriculum provides an opportunity for registered dental hygienists to be admitted into the baccalaureate degree program. Practicing Hygienists that have graduated from an accredited program and have a current dental hygiene license may be awarded forty-two semester hours of credit for their associates degree. At least 30 hours must be completed through the University of Louisiana at Monroe. The total number of hours for the degree is 120. For further information, visit the ULM Dental Hygiene Program or the ULM Gateway to Online Degrees (GOLD) website <http://www.ulm.edu/onlinedegrees/>

General Education Requirements

- Core English Composition **6 cr.**
- Core Fine Arts Elective **3 cr.**
- Core Communication Electives **6 cr.**
- Core Humanities Electives **9 cr.**
- Core Mathematics **6 cr.**
- Core Social Science Electives **6 cr.**
- Biology Electives **12 cr.**
- Chemistry Electives **6 cr.**
- Nutrition Elective - **3 cr.**

Professional Requirements

- DHYG 4020 - Community & Preventive Dentistry Field Experience (2 hrs)
- DHYG 4024 - Dental Hygiene Practicum (3 hrs)
- DHYG 4025 - Dental Hygiene Practicum (3 hrs)
- DHYG 4027 - Ethics and Jurisprudence (2 hrs)
- DHYG 4034 - Management of the Medically Compromised Patient (3 hrs)
- DHYG 4030 - Problems in Dental Hygiene (2 hr)
- GERO 2026 - Perspectives on Aging (3 hrs)
- HLST 3004 - Research Design for Healthcare (3 hrs)
- Electives **57 cr.**
- Associate Degree Credits **42 cr.**

Total hours for degree 120

College of Health & Pharmaceutical Sciences

Dental Hygiene

Degree Programs

Bachelor of Science Degree Program

The Bachelor of Science Degree Program is composed of two segments:

- pre-dental hygiene
- professional dental hygiene

Pre-dental hygiene is comprised of four academic semesters, or the equivalent in an accredited college or university. Credits will be accepted from other pre-dental hygiene curricula upon approval of the Program Director.

Applications for the professional portion of the program must be submitted to the Department of Dental Hygiene by February 1 of the year the student wishes to enter.

An interview will be granted to those who meet the following requirements:

- admission application to ULM if not currently enrolled
- completion of pre-dental hygiene curriculum, including a minimum of 20 science hours and a total of 40 overall hours by date of application
- a 2.75 overall grade point average or above in their college courses with the exception of remedial courses
- submission of an official copy of the American College Test (ACT) scores
- official copy of college transcripts from all colleges and universities attended

[Click here for complete admission information.](#)

Online Degree Completion Program - A.S. to B.S.

This program is designed for hygienists that have completed an associate degree program and desire to continue their education toward a baccalaureate degree. Basic requirements and credentials for admission are:

1. Graduation from an accredited dental hygiene program with a minimum of a 2.5 average.
2. Successful completion of the Dental Hygiene National Board Examination.
3. Complete college transcripts.
4. Application for admission to The University of Louisiana at Monroe.

Following acceptance, an individual curriculum will be developed for each student depending upon:

1. The college courses completed previously.
2. The time lapse since the associate degree was awarded.
3. Current clinical experience.

***If you are interested in this program or have any questions, please contact Jordan Anderson at jowilliams@ulm.edu or 318-342-1620

This degree is **also available** online through **[ULM Online Degrees \(eULM\)](#)**

Academic Catalog
Personnel Directory
 Dental Hygiene
Applying to the Program
Admissions
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Program Information
Degree Programs
Curriculum
Facilities and Fees
Additional Information
Licensure and Accreditation
Mission and Goals
Appeal/Complaint Procedure
Third Party Comments
Contact:
Department of Dental Hygiene Caldwell Hall, Room 210 Monroe, LA 71209-0420
Academic Department 318-342-1621
Dental Hygiene Clinic 318-342-1616
chaney@ulm.edu

430103	MA	0204	CRIMINAL JUSTICE-LAW ENF.-NO THESIS	0	0	0	0	0	CANCELLED	1984/01
430104	MA	0606	CRIM JUST.-CRIMINALISTICS-NO THESIS	0	0	0	0	0	CANCELLED	1980/10
430107	AA	0101	CRIMINAL JUSTICE	0	0	0	0	0	CANCELLED	2011/05
430199	MA	0506	CRIMINAL JUST.-CRIMINALISTICS	0	0	0	0	0	CANCELLED	1980/10
430201	AS	0101	FIRE SCIENCE	0	0	0	0	0	CANCELLED	1990/05
450701	BS	0101	GEOGRAPHY	0	0	0	0	0	CANCELLED	2002/04
451101	BA	0101	SOCIOLOGY	0	0	10	17	13	CANCELLED	2014/01
460403	AS	0101	BUILDING INSPECTION TECHNOLOGY	0	0	0	0	0	CANCELLED	1990/05
460499	AS	0101	INTERIOR CONSTRUCTION	0	0	0	0	0	CANCELLED	1986/10
490101	BS	0203	AVIATION-AIR TRANSPORTATION	0	0	0	0	0	CANCELLED	1994/04
490102	BS	0103	AVIATION-AIRLINE FLIGHT OFFICER	0	0	0	0	0	CANCELLED	1994/04
490105	BS	0303	AVIATION-AIRWAY SCIENCE	0	0	0	0	0	CANCELLED	1994/04
490106	AS	0101	AIRLINE FLIGHT ATTENDANT	0	0	0	0	0	CANCELLED	2002/07
500201	AA	0101	ARTS AND CRAFTS	0	0	0	0	0	CANCELLED	1986/04
500301	AA	0101	DANCE EDUCATION	0	0	0	0	0	CANCELLED	
500501	BA	0101	THEATRE	0	0	0	0	0	CANCELLED	
500605	BFA	0506	ART - PHOTOGRAPHY	0	0	0	0	0	CANCELLED	1986/10
500701	MA	0101	ART	0	0	0	0	0	CANCELLED	1979/05
500705	BFA	0306	ART - DRAWING	0	0	0	0	0	CANCELLED	1986/10
500708	BFA	0406	ART - PAINTING	0	0	0	0	0	CANCELLED	1986/10
500710	BFA	0606	ART - PRINTMAKING	0	0	0	0	0	CANCELLED	1986/10
500711	BFA	0206	ART - CERAMICS	0	0	0	0	0	CANCELLED	1986/10
500799	BFA	0106	ART - ADVERTISING DESIGN	0	0	0	0	0	CANCELLED	1986/10
500901	BA	0101	MUSIC	0	0	0	0	0	CANCELLED	2002/09
500902	BM	0104	MUSIC HISTORY AND LITERATURE	0	0	0	0	0	CANCELLED	1986/10
500902	MM	0103	MUSIC HISTORY AND LITERATURE	0	0	0	0	0	CANCELLED	1981/12
500903	BM	0204	INSTRUMENTAL MUSIC PERFORMANCE	0	0	0	0	0	CANCELLED	1986/10
500903	MM	0101	MUSIC	0	0	0	0	0	CANCELLED	2010/01
500903	MM	0101	MUSIC PERFORMANCE	0	0	0	0	0	CANCELLED	1994/04
500904	BM	0304	MUSIC THEORY AND COMPOSITION	0	0	0	0	0	CANCELLED	1986/10
500904	MM	0303	MUSIC THEORY AND COMPOSITION	0	0	0	0	0	CANCELLED	1981/12
500908	BM	0404	VOICE PERFORMANCE	0	0	0	0	0	CANCELLED	1986/10
510204	MA	0202	COMMUN. DISORDERS (THESIS)	0	0	0	0	0	CANCELLED	1991/07
510602	AS	0101	DENTAL HYGIENE	0	0	0	0	0	CANCELLED	2002/04
510602	AS	0101	DENTAL HYGIENE	0	0	0	0	0	CANCELLED	1975
510909	AS	0101	OPERATING ROOM TECHNOLOGY	0	0	0	0	0	CANCELLED	1981/02
511004	AS	0101	MEDICAL LABORATORY TECHNOLOGY	0	0	0	0	0	CANCELLED	
511199	BS	0101	PRE-DENTISTRY OR PRE-MEDICINE	0	0	0	0	0	CANCELLED	2004/05
511501	MA	0101	SUBSTANCE ABUSE COUNSELING	0	0	0	0	0	CANCELLED	2011/05
511508	MS	0101	CLINICAL MENTAL HEALTH COUNSELING	0	0	7	13	7	CANCELLED	2012/06
512001	BS	0101	PHARMACY	0	0	0	0	0	CANCELLED	2005/12
512003	MS	0101	PHARMACEUTICAL SCIENCES	0	0	0	1	0	CANCELLED	2011/05
512306	BS	0101	OCCUPATIONAL THERAPY	0	0	0	0	0	CANCELLED	2006/05
513101	BS	0204	HOME EC.-DIETETICS	0	0	0	0	0	CANCELLED	1987/05
520204	BBA	0101	OFFICE INFORMATION SYSTEMS MGT.	0	0	0	0	0	CANCELLED	1994/04
520205	BBA	0101	INDUSTRIAL MANAGEMENT	0	0	0	0	0	CANCELLED	1994/04
520213	BA	0101	ORGANIZATIONAL LEADERSHIP	0	1	3	0	0	CANCELLED	2017/05
520401	AS	0101	OFFICE INFORMATION SYSTEMS	0	0	0	0	0	CANCELLED	1998/04
520401	CERT	0101	OFFICE INFORMATION SYSTEMS	0	0	0	0	0	CANCELLED	1994/04
520601	BBA	0101	ECONOMICS	0	0	0	0	0	CANCELLED	2009/09
520701	BBA	0101	ENTREPRENEURSHIP	0	0	0	0	3	CANCELLED	2009/09
520801	BBA	0101	FINANCE/COMMERCIAL BANKING	0	0	0	0	0	CANCELLED	1997/04
529999	BBA	0101	INSURANCE AND REAL ESTATE	0	0	0	0	0	CANCELLED	1998/04
540101	MA	0202	HISTORY (THESIS)	0	0	0	0	0	CANCELLED	1991/07

* Joint Program - Must be Completed at or in cooperation with another Institution/Professional School