

DEC 03 2013

Missouri State University  
CURRICULAR PROPOSAL  
NEW COURSE (or new REGULAR SECTION of an existing variable content course)

Department Mathematics

Date 08/26/13

Check one:  New COURSE  New REGULAR (i.e. permanent) SECTION of an existing variable content course. If a new regular section of an existing variable topics course, to what existing course is it to be attached? \_\_\_\_\_

PROPOSED CATALOG DESCRIPTION

Description: : Students in this course explore the impact of major historical events, the mores of various societies, and basic human nature on the development of mathematical knowledge. Parallels will be drawn to events in today's world to determine how each individual can foster the global advancement of knowledge. The level of mathematical and historical knowledge expected of incoming students does not exceed the level of traditional high school courses.

PURPOSE OF COURSE

Students can take this course to meet the Focus on Cultural Competency portion of the Public Affairs requirement for General Education. This course is intended to meet Goal 13 and Goal 14 of the MSU General Education Learning Goals:

- General Goal (13): Students will be able to recognize and consider multiple perspectives and cultures.
- General Goal (14): Students will be able to articulate their value systems, understand the ethical implication of their actions based on those values, and develop skills consistent with having a positive impact on individuals, groups, or communities.

RELATIONSHIP TO OTHER DEPARTMENTS

This course could promote collaboration between the mathematics department and others, such as history and geography. Since it is a new course for the Public Affairs goal, it should have no negative impact on any currently offered course.

DEPARTMENT: Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty. Attach New Course Resource Information form (FS 300a/05) and forward three typed, originally signed forms to one of the following (please check all that apply and send to first council/committee marked). If the course needs to go through more than one council/committee forward one additional form for each additional council/committee marked.

College Council

(All new course proposals numbered 100-599 must go through College Council first. After approval, College Council will forward appropriate number of copies to the next committee/ council or directly to the Faculty Senate if no further committee approval is needed.)

Professional Education Committee

(Considers all new courses affecting BS and MS in Education and Educational Specialist degrees)

Committee on General Education and Intercollegiate Programs

(Considers all general education and multi-college new course proposals)

Graduate Council

(Considers all 600-, 700-, and 800-level new courses)

\*If the course needs to go through more than one council/committee, forward one additional form for each additional council/committee marked.

Signature

  
Department Head

Date

8/26/13

(Routing on Reverse Side)

FS New Course - 9/10/2010

**ROUTING**

**1. COLLEGE COUNCIL (ART VI, SEC 3B)**

**APPROVED**

After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.

**DISAPPROVED** Return one signed copy of final action to the appropriate Department Head.

Comment(s) \_\_\_\_\_  
Signature [Signature] Date 10/8/2013  
Chairperson

**2. DEAN OF THE COLLEGE (ART VI, SEC 5)**

**REVIEWED** Return to College Council Chair within ten days of receipt for disposition.

Comment(s) OK  
Signature [Signature] Date 10/8/13  
Dean of the College

**3. PROFESSIONAL EDUCATION COMMITTEE (ART III, SEC 9)**

**APPROVED** Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

**DISAPPROVED** Return one signed copy of final action to the appropriate Department Head.

Comment(s) \_\_\_\_\_  
Signature \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson

**4. COMMITTEE ON GENERAL EDUCATION AND INTERCOLLEGIATE PROGRAMS (ART IV, SEC 2)**

**APPROVED** Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.

**DISAPPROVED** Return one signed copy of final action to the appropriate Department Head.

Comment(s) \_\_\_\_\_  
Signature [Signature] Date 11-13-13  
Chairperson

**GRADUATE COUNCIL (ART V, SEC 3, OR ART VI, SEC 3B)**

**APPROVED** Forward two signed copies of final action to the Secretary of the Faculty for disposition.

**DISAPPROVED** Return one signed copy of final action to the appropriate Department Head.

Comment(s) \_\_\_\_\_  
Signature \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson

**FACULTY SENATE (ART VI, SEC 9)**

**APPROVED**  
 **DISAPPROVED**

Comment(s) \_\_\_\_\_  
Signature \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson

**PROVOST (ART I, SEC 6; ART VI, SEC 9)**

**RECOMMENDED TO PRESIDENT**  
 **NOT RECOMMENDED TO PRESIDENT**

Comment(s) \_\_\_\_\_  
Signature \_\_\_\_\_ Date \_\_\_\_\_  
Provost

**PRESIDENT**

**APPROVED**  
 **DISAPPROVED**

Comment(s) \_\_\_\_\_  
Signature \_\_\_\_\_ Date \_\_\_\_\_  
President

**NEW COURSE RESOURCE INFORMATION**

Date 11/29/12

Department Mathematics

Course Number and Title MTH 121: Multicultural Views of History and Mathematics

Anticipated Average Enrollment 60-100 students each spring semester

Maximum Enrollment Limit 44

Faculty Load Assignment 3 Equated Hours

Is another course being deleted? If so, give course number and title.

No course is being deleted.

What will this course require in the way of:

Additional library holdings? Several titles may be requested to increase the holdings in history of mathematics for the layman.

Additional computer resources? None anticipated. Access to web-conferencing tool like Adobe Connect may be requested.

Additional or remodeled facilities? None.

Additional equipment or supplies? None.

Additional travel funds? None.

Additional faculty--general vs specialized? None.

Other additional expenses? None.

3 If additional faculty are not required, how will faculty be made available to teach this course?

This course will be offered in the spring semester, when the numbers are lower in gen ed courses.

List names of current faculty qualified to teach this course: All Mathematics Department faculty - ranked and instructors

4 What is the anticipated source of students for this course? (If from within the department, will students be taking this course in addition to or in place of other courses? If from outside the department, which courses in other departments would most likely be affected?)

This would be one option for students to meet the Gen Ed requirement for Public Affairs.

5 Other comments:

## MTH 121: Multicultural Views of History and Mathematics

### Proposed Syllabus

**Mrs. Patti Blanton**

**Office:** Cheek 55M (northeast corner of the mezzanine)

**Office Hours:** as below or by appointment

**Office Phone:** 417-836-5317

**E-mail:** pblanton@missouristate.edu

MWF	
M	
TR	

**Type of Course:** General Education – Breadth of Knowledge: Public Affairs Focus on Cultural Competence

**Prerequisite:** None

**Description:** Students in this course explore the impact of major historical events, the mores of various societies, and basic human nature on the development of mathematical knowledge. Parallels will be drawn to events in today's world to determine how each individual can foster the global advancement of knowledge. The level of mathematical and historical knowledge expected of incoming students does not exceed the level of traditional high school courses.

**Philosophy:** In *The Story of Mathematics*, Richard Mankiewicz claims that "the evolution of science, philosophy and mathematics, all related, is far more important to the history of humanity than a parade of rulers and a procession of wars." Many people today have no comprehension of what this evolutionary process has entailed. To help our students experience mathematics, and human knowledge in general, as an ongoing endeavor of humankind, this course is designed to explore the evolution of mathematical knowledge within the context of the culture and ethics of the times. Mathematical history can show us how this development has been affected by geography, wars, religion, society's views on equity, and the perseverance of the human spirit and how our ethics and values of today can inhibit or encourage continued development of human knowledge. In our quest to reach this understanding, students will be guided and encouraged to seek out information from reliable sources and topical experts.

**Purpose of the Course:** Students can take this course to meet the Focus on Cultural Competency portion of the Public Affairs requirement for General Education. This course is intended to meet Goal 13 and Goal 14 of the MSU General Education Learning Goals:

- General Goal (13): Students will be able to recognize and consider multiple perspectives and cultures.
- General Goal (14): Students will be able to articulate their value systems, understand the ethical implication of their actions based on those values, and develop skills consistent with having a positive impact on individuals, groups, or communities.

**Required Textbook:** Mankiewicz, R., (2000). The Story of Mathematics, Princeton University Press.

**Additional Course Materials:** Along with the required textbook, the instructor and students will use written and on-line sources to explore particular topics in more depth and to enhance the cultural experience with visual and auditory experiences.

**Learning Objectives and Assessment:** This course meets the General Education Learning Goals as indicated below. These goals will be assessed through quizzes, exams, presentations and research papers. Data will be collected by instructors following departmental guidelines developed by the curriculum team for this course.

MSU Learning Goal	MTH 121 Learning Objectives
Cultural Competence (Goal 13) #2: Understand, critically examine, and articulate key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present.	Students will explore various events in the history of mathematics, focusing on the culture of the times and how we can learn from those situations to support the advancement of knowledge in our times.
Cultural Competence (Goal 13) #3: Identify the importance and best practices of developing skills for working/interacting with others.	Students will explore the competitive side of academic research as well as the occasional collaborations: Newton versus Leibniz; Tartaglia versus Cardano; Kepler and Brahe partnership; and, Einstein looks to the mathematicians of the day for assistance and finds what he needs within the new field of Non-Euclidean Geometry. Students will then consider how they can best support the advancement of human knowledge through their own actions and how society can best collectively support such advancement.

<p>Cultural Competence (Goal 13)                  #4: Analyze the role that different languages, cultures, institutions, and beliefs have in shaping individual and collective behavior.</p>	<p>Students will re-create Eratosthenes' approximation of the measure of the Earth in about 230 BCE and trace the development of knowledge related to our place in the universe. Attention will be given to the impact of religion on this topic and how humankind arrived at the point where the common person believed the earth to be flat. Then, students apply this to today's world – how do our current beliefs, cultures and institutions shape the development of human knowledge?</p>
<p>Ethical Leadership (Goal 14)                  #1: Engage in self-evaluation of their personal values and the degree to which their ethical values and behaviors are congruent.</p>	<p>As students have the opportunity to see the impact of cultural mores and human actions on the development of mathematics over its history, they will be asked to evaluate their own ethical values and anticipate the effect their values would have on the development of human knowledge.</p>
<p>Ethical Leadership (Goal 14)                  #3: Identify areas of difficulty in responding to situations demanding ethical inquiry.</p>	<p>Cultural bias, gender bias, and religious intolerance have all had a part in the history of mathematics. Students will explore the impact of these throughout history and the level to which they appear to still be affecting the development of human knowledge today. How can we respond to these same situations today?</p>
<p>Ethical Leadership (Goal 14)                  #4: Analyze complex ethical dilemmas facing the world.</p>	<p>Students will explore the adage: "knowledge is power" and determine its accuracy and relevance in today's world. Emphasis will be made on how students can help their world to best support the advancement of human knowledge.</p>

**Pedagogical and Topical Aspects of the Course:** This course should be presented in a variety of contexts. It can be a blended course with students accessing factual information outside of class, then discussing and analyzing contexts within class. Virtual tours can be made to explore locations and artifacts. Guest experts from various departments across campus can present on specific topics.

Topics can include:

1. contributions of major figures, such as: ancient Greek mathematicians, Archimedes, Gauss, and Newton
2. contents of important ancient texts such as the Rhind Papyrus or the Archimedes Codex
3. the fragility of an axiomatic system – or why we have to prove everything
4. development of the Hindu-Arabic numeral system
5. mathematics related to wars
6. the impact of religion on the development of mathematical knowledge
7. mathematics developed to measure the earth and stars
8. the effects of gender bias throughout the development of mathematical knowledge
9. the effect of laws against homosexuality on the life of a mathematician who saved lives, and possibly countries in World War II
10. famous theorems and problems throughout history, such as: Eratosthenes' approximation of the circumference of the earth, Euclid's Fifth Postulate, the Pythagorean Theorem, Fermat's Last Theorem.

**Attendance:** Due to the nature of this course, attendance to each class is critical. Students should make every effort to be in attendance at each session. In the event that you must miss class, you should contact the instructor for any items that were distributed during class. You should also contact a classmate to get any missed notes. In the event that the absence occurred on the day of an exam or a presentation that you are making, see below.

**Homework and Quizzes:** Homework may be given during any lesson. Unless stated otherwise, it will be due at the beginning of the class period immediately following assignment. A student will be granted two late assignments throughout the entire course, but you must request a date be extended by e-mailing the instructor.

Daily quizzes will be given at the discretion of the instructor. There is no make-up available for any of these quizzes.

**Exams and Presentations:** There will be a midterm and a final exam, both of which are cumulative in nature. **ATTENDANCE IS MANDATORY ON THE DAY OF AN EXAM OR PRESENTATION!! PLAN BACK-UP TRANSPORTATION/CHILDCARE/ALARMS!!!!** If a make-up exam option is granted, that exam may be more rigorous than the original exam.

**Requirements to qualify to take a make-up exam or make a late presentation:**

1. The instructor must be notified of the absence by e-mail or by office phone **PRIOR TO THE START OF THE EXAM!** The notification must be made as early as possible in the event of a schedule conflict that cannot be resolved. If notification prior to the exam was not possible, proper notification verifying that impossibility must be provided.
2. Documentation of absence **MUST** be provided! That documentation may include a doctor's notification indicating that the student was too ill to attend class that day; a note from a coach or faculty sponsor indicating a required school activity on that day; or a police report showing date and time of an occurrence that precludes attendance to class.
3. The **STUDENT** must initiate a request for a make-up exam or a time for a late presentation and either of these must be completed within one week of the missed in-class activity. Situations requiring extended time must be discussed with the instructor.

**Grading:** The course grade will be maintained in Blackboard and it is the student's right and responsibility to verify the accuracy of the entries. The grade is weighted according to the following scale:

Category	Percent of Course Grade
Homework and Quizzes	15%
Presentation/Project	20%
Research Paper	15%
Midterm Exam	20%
Comprehensive Final	30%
<b>Total</b>	<b>100%</b>



The course grade will be round to the nearest whole number and following grading scheme will be used:

<i>Excellent</i>	<b>A</b>	93 to 100%
	<b>A-</b>	90 to 92%
<i>Good</i>	<b>B+</b>	87 to 89%
	<b>B</b>	83 to 86%
	<b>B-</b>	80 to 82%
<i>Average</i>	<b>C+</b>	77 to 79%
	<b>C</b>	73 to 76%
	<b>C-</b>	70 to 72%
	<b>D+</b>	67 to 69%
<i>Inadequate</i>	<b>D</b>	60 to 66%
	<b>F</b>	Below 60%

**Dates for Dropping:** \_\_\_\_\_ is the deadline to drop or withdraw from a full semester class. **The action of dropping the class is the responsibility of the student!!** If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will continue all financial obligations.

**Academic Integrity:** Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's *Student Academic Integrity Policies and Procedures*, available at [www.missouristate.edu/policy/academicintegritystudents.htm](http://www.missouristate.edu/policy/academicintegritystudents.htm). You are also responsible for understanding and following any additional academic integrity policies specific to this class (as outlined below). Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy. If you are accused of violating this policy and are in the appeals process, you should continue participating in the class.

**A current university student ID or valid photo driver's license will be required for the first exam. For purposes of test security, any student leaving the room during an exam will not be allowed to re-enter or to continue with the exam.** On the day of the exam, if a student wears a hat, that hat must not have a bill that projects in front of the student's face. During any quiz or test, **if a cell phone or a graphing calculator with CAS capability is present, when not specifically stated as allowed, the student will receive a zero on that assessment.**

**Nondiscrimination Policy:** Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Equity and Diversity, Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at [www.missouristate.edu/equity/](http://www.missouristate.edu/equity/).

**Disability Accommodation Policy:** To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Plaster Student Union, Suite 405, (417) 836-4192 or (417) 836-6792 (TTY), [www.missouristate.edu/disability](http://www.missouristate.edu/disability). Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, (417) 836-4787, <http://psychology.missouristate.edu/lcd>.

**Electronic Communication Devices:** In respect of the learning environment, all pagers, cell phones and other electronic communication devices (not for assistance of a disabled student) must be turned off during class. ***Entertainment media and all electronic communication devices are not allowed during instruction or testing times.*** No video or audio recording of the lectures or conferences can be made without the prior knowledge of the instructor. In the case that a recording is needed, that record is solely for the use of that student and is not to be shared in any electronic media.

**Emergency Response Information:** Students who require assistance during an emergency evacuation must discuss their needs with their professors and Disability Services. If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

For additional information, students should contact the Office of Disability Services at 836-4192 (PSU 405), or Larry Combs, Interim Assistant Director of Public Safety and Transportation at 836-6576. For further information on Missouri State University's Emergency Response Plan, please refer to the following website: <http://www.missouristate.edu/safetran/erp.htm>.

### Application Form for Proposed Courses Revised General Education Program Curriculum

#### Approvals and Statements:

Department Head: Bray, William O  
 Approval Status: Approved  
 Statement: This course is designed to give students an appreciation for the impact mathematics has had in history and the development of society and further, the impact historical and cultural events have had on the development of mathematics. Its design concept is centered well on General Goals 13 and 14.  
 Date: 2013-03-01 08:54:10.0  
 Dean: Jahnke, Tamera S  
 Approval Status: Approved  
 Statement: 2013-03-01 17:04:18.0  
 Date: Smith, Joshua J  
 CGEIP Chair: Approved  
 Approval Status: 2013-03-23 11:23:39.0  
 Date:

#### Course Information:

Submitting User: Bray, William O  
 Submitting Date: 2013-03-01 08:53:03.0  
 Department Code: MTH  
 Course Number: 121  
 Course Title: Multicultural Views of History and Mathematics  
 Course Title: 3  
 Credit Hours: none

Prerequisites:  
 How the course aligns with the GLG's: In "The Story of Mathematics", Richard Mankiewicz claims that "the evolution of science, philosophy and mathematics, all related, is far more important to the history of humanity than a parade of rulers and a procession of wars." Many people today have no comprehension of what this evolutionary process has entailed. To help our students experience mathematics, and human knowledge in general, as an ongoing endeavor of humankind, this course is designed to explore the evolution of mathematical knowledge within the context of the culture and ethics of the times aligning with Goal 13. Mathematical history can show us how this development has been affected by geography, wars, religion, society's views on equity, and the perseverance of the human spirit and how our ethics and values of today can inhibit

or encourage continued development of human knowledge (Goal 14). In our quest to reach this understanding, students will be guided and encouraged to seek out information from reliable sources and topical experts.

MTH 121 Syllabus and Policy Statement1362149583483.docx

Syllabus Attachment:

### Curricular Area, General Learning Goals, and Specific Learning Outcomes:

Course Area: Breadth of Knowledge  
Public Affairs - Cultural Competence  
Course Type:

General Goal (14): Students will be able to articulate their value systems, understand the ethical implications of their actions based on those values, and develop skills consistent with having a positive impact on individuals, groups, or communities.

- SLO14.2 - Understand the foundations for ethical thought and action. Tool(s) used to assess this specific learning outcome:

- Presentation
- Project
- Quiz
- Research paper
- Specific item on an exam

Assessment data instructors will track and report:

- Number of items correct
- Other: Content and structure for presentations, etc.

- SLO14.4 - Analyze complex ethical dilemmas facing the world. Tool(s) used to assess this specific learning outcome:

- Presentation
- Project
- Quiz
- Research paper
- Specific item on an exam

Assessment data instructors will track and report:

- Number of items correct
- Other: Content and structure for presentations, etc.

- SLO14.5 - Understand and evaluate the causes of societal problems and potential solutions. Tool(s) used to assess this specific learning outcome:

- Presentation
- Project
- Quiz

- Research paper
- Specific item on an exam

**Assessment data instructors will track and report:**

- Number of items correct
- Other: Content and structure for presentations, etc.

General Goal (13): Students will be able to recognize and consider multiple perspectives and cultures.

- SLO13.2 - Understand, critically examine, and articulate key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present. **Tool(s) used to assess this specific learning outcome:**

- Presentation
- Project
- Quiz
- Research paper
- Specific item on an exam

**Assessment data instructors will track and report:**

- Number of items correct
- Other: Content and structure for presentations, etc.

- SLO13.4 - Analyze the role that different languages, cultures, institutions, and beliefs have in shaping individual and collective behavior. **Tool(s) used to assess this specific learning outcome:**

- Presentation
- Project
- Quiz
- Research paper
- Specific item on an exam

**Assessment data instructors will track and report:**

- Number of items correct
- Other: Content and structure for presentations, etc.

**Enrollment:**

	Fall	Spring	Summer	Intersessions
Number of Sections:	0	1	1	0
Enrollment Per Section:	0	40	25	0

Total Annual Enrollment: 65

**Other Considerations:**

Modalities

- Traditional
- Blended

High Impact Education Experiences

Instruction:

Instructor type(s): Full time faculty

Instructor Qualifying Criteria: Minimum of a Master's degree in mathematics or mathematics education.

Instructional methods that support student success: Class discussions, discussion boards, study groups

Assessment:

Primary individual(s) that will review and analyze the assessment data across sections:

- Course coordinator

How results will be shared with those that teach the course:

- Electronic discussion board
- Other: Share Point Site

When results will be shared with those that teach the course:

- Each year

Coordinator: Blanton, Patti Ann

Yes

Completed GEA Training:

Comments

**Smith, Joshua J** CGEIP 2013-03-23 11:23:39.0 MTH 121 resubmission is a new course to the General Education Cultural Competence area of the revised general education. The revised application as well as the syllabus show clear alignment of the general education goals (GG13 and 14) as well as the Specific Learning Outcomes (SLO) selected for the course. There is a clear integration of the course goals with the general education SLOs within the syllabus. The assessment tools can be identified in the syllabus and appear able to be assessed through the course.  
NOTE: New Course Proposal form needs catalog description changes and approval by CNAS college council before this course can be forwarded to faculty senate for approval.

**Hamwi,** CGEIP 2013-03- Now that the issue with lack of SLOs has been

**Georg  
Alex  
Qiu,  
Xiaomin**

CGEIP 2013-03-18  
17:42:38.0  
12:20:20.0

corrected, I recommend approval.

This course is not currently in the MSU General Education Curriculum. The provided syllabus states the detailed content of General Education Goals (GG 13 and 14), and associated SLOs. A clear connection between SLOs and course learning goals can be found in the syllabus. The assessment tools that have been selected within the application can be identified in the proposed syllabus. This course application has a plan of collecting, analyzing, and sharing the assessment results. A course coordinator has been identified, and completed GEA training. I recommend approval.

Missouri State University  
Curricular Proposal - New Program  
(MAJOR, OPTION, MINOR, CERTIFICATE, OR CERTIFICATION)

DEC 11 2013

This form is to be used for internal Missouri State approval of any proposal for a new program involving two or more courses, including any new graduate program, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or undergraduate), new minor, new certificate, or new certification program.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Department Department of Marketing Date August 26, 2013

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

PROPOSED PROGRAM Graduate Certificate in Marketing

Major Comprehensive Major Option Minor Certificate  Certification  Academic Rules Other

Degree Applicability: Can be used as electives for core course requirements. Graduate Certificate Total Hours 0

General Education Courses Required None Total Hours 0

General Education Courses Recommended None Total Hours 0

Requirements (including Admission) and Limitations for Specific Degree See attachment A

Courses Required in Department: MKT 615, MKT 774, MKT 770, MKT 790 Total Hours 12

Courses Required in Other Departments \_\_\_\_\_ Total Hours \_\_\_\_\_

Prerequisites for Required Courses Completion of prerequisite courses and admitted (or admissible) to the MBA program

Recommended Electives in Department none Total Hours \_\_\_\_\_

Recommended Electives in Other Departments- none Total Hours \_\_\_\_\_

Limitations on Electives \_\_\_\_\_

DEPARTMENT Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty Senate. Attach New Program Resource Information form (FS-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply). If the program needs to go through more than one committee/council, forward one additional form for each additional council/committee marked.

- College Council (Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)
- Professional Education Committee (All proposals affecting BS and MS in Education and Educational Specialist degrees)
- Committee on General Education and Intercollegiate Programs (All general education and multi-college programs)
- Graduate Council (All graduate programs)

Signature Ronald L. Coulter  
Department Head  
(Routing on Reverse Side)

Date 10/25/13  
FS New Program - 2-2013



ROUTING

1. COLLEGE COUNCIL (ART VI, SEC 3B)  
 APPROVED After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.  
 DISAPPROVED Return one signed copy of final action to the appropriate Department Head.  
 Comment(s) \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Chairperson

2. DEAN OF THE COLLEGE (ART VI, SEC 5)  
 REVIEWED Return to College Council Chair within ten days of receipt for disposition.  
 Comment(s) \_\_\_\_\_  
 Signature Stephane Bryant Date 10/24/13  
 Dean of the College

3. PROFESSIONAL EDUCATION COMMITTEE (ART III, SEC 9)  
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 Signature B. C. C. Date 12/4/13  
 Chairperson

6. FACULTY SENATE (ART VI, SEC 9)  
 APPROVED  
 DISAPPROVED  
 Comment(s) \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Chairperson

7. PROVOST (ART I, SEC 6; ART VI, SEC 9)  
 RECOMMENDED TO PRESIDENT  
 NOT RECOMMENDED TO PRESIDENT  
 Comment(s) \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Provost

8. PRESIDENT  
 APPROVED  
 DISAPPROVED  
 Comment(s) \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_  
 President

**Attachment A  
Curricular Proposal – New Program  
Graduate Certificate in Marketing**

**Statement of Rationale**

The purpose of this certificate is to provide skills to working professionals in graduate study. The program will include learning activities and experiences that will provide students as much significant marketing background as possible within four courses.

**Statement of Costs for First Five Years**

There will be no incremental cost since all of the courses are currently being taught as part of the MBA program.

Complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

**MARKETING GRADUATE  
CERTIFICATE PROGRAM**

**PROGRAM DESCRIPTION**

The Marketing Graduate Certificate Program provides a 12 hour graduate-level experience in the marketing field. The program involves in depth study of marketing issues, such as advertising, international issues, marketing research and special topics. Contact the MBA Director or program coordinator for additional information.

**ENTRANCE CRITERIA**

Candidates for the certificate program must be admitted to the University as a graduate student. The candidate should have a bachelor's degree and meet minimum admission criteria for the Master of Business Administration program. All course work must be approved by the MBA Program Director.

**REQUIRED COURSES 12 hours**

MKT 615: Contemporary Issues in Adv/Promo

MKT 774: International Marketing

MKT 790: Seminar in Marketing

~~MKT 764: International Logistics & Global SCM~~

MKT 770 Seminar in Marketing Research

GPA Requirements. Students must have a B or better grade on each course.

JAN 17 2014

### Missouri State University Curricular Proposal - New Interdisciplinary Program (Major, Minor, Certificate)

This special form is to be used for internal Missouri State approval of a new interdisciplinary program involving two or more academic departments/schools including graduate programs, undergraduate majors (comprehensive or non-comprehensive), minors, graduate certificates, and undergraduate certificates

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours, require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

Sponsoring Department (1) (responsible for administration and budget) Physics, Astronomy and Materials Science

Sponsoring Department (2) Mathematics

Sponsoring Department (3) (if applicable) Computer Science

Sponsoring Department (4) (if applicable) Chemistry

Proposed Program Title Computational Science

Check One:  Major  Comprehensive Major  Minor  Undergraduate Certificate  Graduate Certificate  Master's Degree

Degree Applicability (i.e., BA, BS, MA, MS, etc.) \_\_\_\_\_

General Education Courses Required n/a Total Hours \_\_\_\_\_

General Education Courses Recommended n/a Total Hours \_\_\_\_\_

Requirements (including Admission) and Limitations for Specific Program Student in good standing with proper pre-requisites

PHYS 291 (3), CSC 125 (4), MTH/CSC 421 (3), MTH/CSC 422 (3), 5 hours of sci electives approved by advisor Total Hours 18

Prerequisites for Required Courses MTH 280, MTH 303

Recommended Electives CHM 597, PHY 391 Total Hours \_\_\_\_\_

Limitations on Electives \_\_\_\_\_

DEPARTMENT: Route according to ART VI, SEC 3B (1-4) of Bylaws of the Faculty Senate. Attach New Program Resource Information form (FS-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply.) If the program needs to go through more than one committee/council, forward one additional form for each additional council/committee marked.

- College Council (Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)
- Professional Education Committee (All proposals affecting BS and MS in Education and Educational Specialist degrees)
- Committee on General Education and Intercollegiate Programs (All general education and multi-college programs)
- Graduate Council (All graduate programs)

Signatures of department heads:

[Signature] Date 1-3-14  
Sponsoring Department (1) (responsible for administration and budget)

[Signature] Date 1/8/14  
Sponsoring Department (2)

[Signature] Date 1/8/14  
Sponsoring Department (3) (if applicable)

[Signature] Date 1/7/14  
Sponsoring Department (4) (if applicable)

ROUTING

- 1. SPONSORING COLLEGE COUNCIL (1) (ART VI, SEC 3B)  
 APPROVED After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.  
 DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) \_\_\_\_\_  
 Signature Jane Koun Date 1/14/2014  
 Chairperson

DEAN OF THE SPONSORING COLLEGE (ART VI, SEC 5)  
 REVIEWED Return to College Council Chair within ten days of receipt for disposition.

Comment(s) OK  
 Signature J. Zahra Date 1/16/14  
 Dean of the College

- 2. SPONSORING COLLEGE COUNCIL (2-if applicable) (ART VI, SEC 3B)  
 APPROVED After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.  
 DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Chairperson

DEAN OF THE SPONSORING COLLEGE (ART VI, SEC 5)  
 REVIEWED Return to College Council Chair within ten days of receipt for disposition

Comment(s) \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Dean of the College

- 3. SPONSORING COLLEGE COUNCIL (3-if applicable) (ART VI, SEC 3B)  
 APPROVED After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.  
 DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Chairperson

DEAN OF THE SPONSORING COLLEGE (ART VI, SEC 5)  
 REVIEWED Return to College Council Chair within ten days of receipt for disposition.

Comment(s) \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Dean of the College

- 4. SPONSORING COLLEGE COUNCIL (4-if applicable) (ART VI, SEC 3B)  
 APPROVED After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.  
 DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Chairperson

DEAN OF THE SPONSORING COLLEGE (ART VI, SEC 5)  
 REVIEWED Return to College Council Chair within ten days of receipt for disposition.

Comment(s) \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Dean of the College

### Missouri State University Financial Aid Eligibility - New Certificate Program

Promotional Materials must (at least) contain a link to the above information. Promotional Materials include flyers, brochures, program catalogs, on-line media etc. Please use the following wording in promotional materials (without the quotation marks):

"For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at: [www.missouristate.edu/ABCprogram/disclosure](http://www.missouristate.edu/ABCprogram/disclosure)." (put your link here)

\*\*\*\*\*

Please choose one:

- We DO want this program to be financial aid eligible. We understand the reporting requirements and designate the current department head as the responsible person in our department who will keep current all required disclosure materials.
- We DO NOT want this program to be financial aid eligible.

\*\*\*\*\*

#### Section C - Form Routing Instruction

- Obtain departmental and college approvals

Signature [Signature]  
Department Head

Date 1-3-14

Signature [Signature]  
Dean

Date 1/16/14

- Distribute completed form to:
  - Provost (original)
  - Financial Aid (copy)
  - Registrar (copy)
  - Institutional Research (copy)
  - Graduate College (copy)
  - Department and or college office (copy)

Please direct any questions regarding this process to:  
Office of Institutional Research (6-5274)  
CARR 422 or [InstitutionalResearch@MissouriState.edu](mailto:InstitutionalResearch@MissouriState.edu)

## Certificate Program – Financial Aid Eligibility

This form is to be used for internal Missouri State approval of financial aid eligibility for any new certificate program.

### Section A – Program Information

Date January 3, 2014

Department Physics, Astronomy and Materials Science

Proposed Certificate Computational Science

Certificate Level:  Undergraduate  Graduate  
 (Please complete a separate form for each level if the certificate will be offered at both levels.)

1. Is the certificate program length at least 15 weeks for an undergraduate certificate or 10 weeks for a graduate certificate?  YES  NO
2. Are the total credit hours for the certificate at least 16 credit hours for an undergraduate certificate or 8 hours for a graduate certificate?  YES  NO

If you answered YES to BOTH questions, please complete the rest of the form. If you answered NO to either question, please skip the next section and proceed to the routing instructions (section C).

### Section B – Federal Disclosure Compliance

In compliance with the Federal Register regulation 34 CFR 668.6 (Gainful Employment Legislation), certificate programs that are financial aid eligible must prominently post certain information about the program. This information must be posted on the certificate program's website and referenced on any promotional materials for the program.

Web site must include:

1. Cost - Tuition, fees, books etc. (some certificate programs link to the University page and some have special costs)
2. Possible Occupations for Certificate. This is listing Standard Occupation Codes (SOC) and descriptions with identifying links so the person can look at additional information on O\*NET <http://www.onetonline.org/> Office of Institutional Research can assist with this if needed.
3. Normal Time to Completion. Definition: the amount of time necessary for a student to complete all requirements for the certificate as provided in the institution's catalog) please put in semesters (ex. 3 semesters)
4. On-Time Graduation Rate. Definition: of the total number who graduated, what percent graduated in the "normal time to completion" (ex. 100%)
5. Median educational loan debt incurred by completers, disclosed in three separate categories: Title IV loans, private loans, and institutional debt. (required for those programs that have 10 or more certificate only graduates; information provided by Financial Aid office)

**Rationale:** For many years, the physical sciences were broken up into experimental and theoretical branches, where the latter was pursued through the aid of primarily analytical and mathematical techniques. However, for the last few decades problems that were intractable to standard paper and pencil approaches were addressed through the utilization of the tools of computational science. As many know, the aftermath of the second world war saw the creation of a new "science" where computers were designed and software written to solve problems of scientific interest.

Even though the inclusion of computational elements has been common in most scientific fields, it is still somewhat rare to see a coherent set of courses required of students who most likely will go into industrial settings where they will be needed. On speaking with many of our industrial partners and to former students, it is clear that most students are still undertrained in the techniques used in computational science. Those techniques include the modeling of a physical process designed to create an algorithm, the construction of a pseudo-code framework which represents the computational flow, and the correct utilization of mathematical foundations on which the entire program rests.

We intend to create this certificate out of existing courses. In most cases, the enrollment of any given courses in the sequence might increase by small numbers, on the order of 5 students. The goal is to allow students already in the sciences to get a broad grounding in the area and to then receive formal credit for it, rather than have to explain their transcripts to their potential employers.

**Projected Costs:** Each of the courses, including all electives, are taught regularly and so the expected cost is considered negligible.

**Courses:**

**PHY 291** Introduction to Computational Physics

Prerequisite: MTH 280.

Numerical and computer methods related to physics modeling and data analysis. Introduction of physics applications using symbolic, matrix, and spreadsheet software including programming. Programming applied directly to physical simulations. Recent advances in physics-related computing

**CSC 125** Introduction to C++ Programming

Programming and problem-solving using C++. Language constructs for assignment, flow control, input/output and functions are studied and applied. Techniques of object-oriented programming are introduced.

**MTH 421** Numerical Analysis I

Prerequisite: MTH 280.

Recommended Prerequisite: CSC 125 or CSC 130. Solution of systems of linear and nonlinear equations, interpolation, integration, approximation, matrix computations. Problem solution will include the use of software. Identical with CSC 421. Cannot receive credit for both MTH 421 and CSC 421.

**MTH 422** Numerical Analysis II

Prerequisite: MTH 303 and MTH 421.

Solution of initial and boundary value problems in ordinary and partial differential equations, simulation, and optimization. Problem solution will include the use of software. Identical with CSC 422. Cannot receive credit for both MTH 422 and CSC 422.

**Examples of electives**

**CHM 597** (topics) Chemical Bonding

Prerequisite: CHM 607.

Quantum mechanics; atomic and molecular structure; computational procedures. Independent study project required.

FS-2006

**NEW PROGRAM RESOURCE INFORMATION**

Program Title and Degree: Undergraduate Certificate in Computational Science

Department: Physics, Math, CSC, CHM

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval).  
[Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

1. Is another program being deleted or altered? \_\_\_ Yes  No
2. If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal?  Yes \_\_\_ No
3. What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.) Attached
4. If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program.
5. What are the present/future projected enrollments for this program?

1<sup>st</sup> year 5 3<sup>rd</sup> year 10

In five years, how many students must be:

- a) declared minors to justify this new minors continuation \_\_\_\_\_
- b) declared majors to justify this new majors continuation \_\_\_\_\_

6. Which of the following would be needed to implement the proposed program? (Check all that apply.) Individuals responsible for specific areas outside of your college must be consulted.

- Additional library holdings? \_\_\_ Yes  No
- Additional technology or other supplies? \_\_\_ Yes  No
- Additional or remodeled facilities? \_\_\_ Yes  No
- Additional travel funds? \_\_\_ Yes  No
- Additional faculty? \_\_\_ Yes  No
- Additional support staff? \_\_\_ Yes  No
- Other additional expenses? \_\_\_ Yes  No

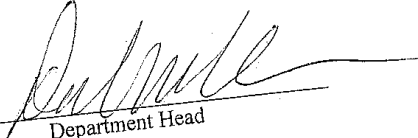
7. Have the individuals responsible for allocation of these resources been contacted to ensure the availability of these resources by the time the program is implemented?


(n/a) Yes  No  Yes, but cannot ensure availability



8. Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program. See attached
9. If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5. See attached

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.

  
Department Head

  
College Dean

Missouri State University  
CURRICULAR PROPOSAL  
NEW COURSE (or new REGULAR SECTION of an existing variable content course)

Department PROVOST OFFICE Date 10/10/2013

Check one:  New COURSE  New REGULAR (i.e. permanent) SECTION of an existing variable content course. If a new regular section of an existing variable topics course, to what existing course is it to be attached? \_\_\_\_\_

**PROPOSED CATALOG DESCRIPTION**  
IDS 297 (3): An interdisciplinary study of other cultures while living and studying in an international venue. Through history, language, literature, sociology and other disciplines the student will acquire a deeper understanding of another culture and of the American culture.

**PURPOSE OF COURSE**  
General Goal (12): Students will be able to recognize the importance of contributing their knowledge and experiences to their own communities and the broader society.  
General Goal (13): Students will be able to recognize and consider multiple perspectives and cultures.

**RELATIONSHIP TO OTHER DEPARTMENTS:**  
Any department proposing a Study Away program can use this course number. It replaces IDS 397.

**DEPARTMENT:** Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty. Attach New Course Resource Information form (FS 300a/05) and forward three typed, originally signed forms to one of the following (please check all that apply and send to first council/committee marked). If the course needs to go through more than one council/committee forward one additional form for each additional council/committee marked.

- N/A College Council (All new course proposals numbered 100-599 must go through College Council first. After approval, College Council will forward appropriate number of copies to the next committee/ council or directly to the Faculty Senate if no further committee approval is needed.)
- N/A Professional Education Committee (Considers all new courses affecting BS and MS in Education and Educational Specialist degrees)
- Committee on General Education and Intercollegiate Programs (Considers all general education and multi-college new course proposals)
- N/A Graduate Council (Considers all 600-, 700-, and 800-level new courses)

\*If the course needs to go through more than one council/committee, forward one additional form for each additional council/committee marked.

Signature Madeline Hooper Date 10/10/13  
Department Head (Routing on Reverse Side) FS New Course - 9/10/2010

ROUTING

- 1. COLLEGE COUNCIL (ART VI, SEC 3B)
  - APPROVED After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.
  - DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) DOES NOT NEED TO GO THROUGH COLLEGE COUNCIL

Signature \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson

- 2. DEAN OF THE COLLEGE (ART VI, SEC 5)
  - REVIEWED Return to College Council Chair within ten days of receipt for disposition.

Comment(s) \_\_\_\_\_  
Signature \_\_\_\_\_ Date 10/10/13  
Dean of the College

- 3. PROFESSIONAL EDUCATION COMMITTEE (ART III, SEC 9)
  - APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.
  - DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) DOES NOT NEED TO GO THROUGH PEC

Signature \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson

- 4. COMMITTEE ON GENERAL EDUCATION AND INTERCOLLEGIATE PROGRAMS (ART IV, SEC 2)
  - APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.
  - DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) \_\_\_\_\_  
Signature PA Swearingen Date 11-13-13  
Chairperson

- 5. GRADUATE COUNCIL (ART V, SEC 3, OR ART VI, SEC 3B)
  - APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition.
  - DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) \_\_\_\_\_  
Signature \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson

- 6. FACULTY SENATE (ART VI, SEC 9)
  - APPROVED
  - DISAPPROVED

Comment(s) \_\_\_\_\_  
Signature \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson

- 7. PROVOST (ART I, SEC 6; ART VI, SEC 9)
  - RECOMMENDED TO PRESIDENT
  - NOT RECOMMENDED TO PRESIDENT

Comment(s) \_\_\_\_\_  
Signature \_\_\_\_\_ Date \_\_\_\_\_  
Provost

- 8. PRESIDENT
  - APPROVED
  - DISAPPROVED

Comment(s) \_\_\_\_\_  
Signature \_\_\_\_\_ Date \_\_\_\_\_  
President

FS-2005

**NEW COURSE RESOURCE INFORMATION**

Department Provost Office Student Success Date 1/31/2014

Course Number and Title IDS 297: International Culture & Study Abroad

Anticipated Average Enrollment 14-18 Maximum Enrollment Limit No Limit

Faculty Load Assignment Part of Study Away Equated Hours

Is another course being deleted? If so, give course number and title. No

What will this course require in the way of:

Additional library holdings? *N/A*

Additional computer resources? *N/A*

Additional or remodeled facilities? *N/A*

Additional equipment or supplies? *N/A*

Additional travel funds? *N/A*

Additional faculty--general vs specialized? *N/A*

Other additional expenses? *N/A*

3 If additional faculty are not required, how will faculty be made available to teach this course? It is part of a Study Away option either for MSU faculty led short-term programs or for individual options for student on semester programs.

List names of current faculty qualified to teach this course: Anybody who is approved to lead a Study Away

4 What is the anticipated source of students for this course? (If from within the department, will students be taking this course in addition to or in place of other courses? If from outside the department, which courses in other departments would most likely be affected?)

All MSU students are eligible if they are approved by Study Away

5 Other comments:

**Department of Physics, Astronomy and Materials Science**  
**IDS 397: Riding the Elephant – An Introduction to the History and Culture of India**

**Course Policy (Summer)**

**Instructor :** Dr. Saibal Mitra

**Text :** No text books are assigned. Reading assignment will based on handouts.

**Office:** Euclidean Space: Kemper 103F; **Phone:** 836.8989 (v), 343.0217 (cell)

**Cyberspace::** [saibalmitra@missouristate.edu](mailto:saibalmitra@missouristate.edu)

**Class Meets:** TBA

**Office Hours:** TBA

**Course Description:**

Since liberalizing its economy, India has grown at a fast pace. Today, modern India stands in stark contrast with the old India. Thus, the objective of this course is to introduce the student to modern India with all its contradictions. It will explore India's history and culture. The course will also introduce the student to the promise and challenges that India faces as it continues to modernize. Students will travel to India and learn and experience the culture of India. They will also visit historical sites and learn about the historical forces that shaped modern India.

**Course goals**

- A. As part of the Understanding of Culture and Society section of the General Education Program, IDS 397 seeks to meet the following Gen Ed goals:**

Informed choices require knowledge of what people have done and imagined, currently as well as historically. Choices are also tempered by knowledge of the social and cultural settings in which they are made or were made in the past. This learning includes the following:

1. Knowledge of the many expressions of culture, including understanding of the unique shared ways of thinking, believing, and acting, developed by a people who live together over a long period of time ability to conceptualize and trace the influences of community, institutions, and other constructions such as class, gender, and race familiarity with the ways in which culture is expressed artistically, through literature, performance, and artifact awareness of and appreciation for the ways in which culture and society influence and are influenced by work and leisure
2. Understanding the sources and expression of diverse values throughout the world, including ethical, religious, aesthetic, political, and economic values as well as social and cultural priorities

3. Understanding the ways human choices affect communities, from local to global, and responsibilities of individuals to assume the duties of citizenship

**B. This particular course (IDS 397: Riding the Elephant: An Introduction to the History and Culture of India) seeks to meet the following course goals common to all IDS 397 courses; the Gen Ed goals to which the course goals correspond are indicated.**

1. To identify historical, social, and cultural events that shaped Indian national identity and culture, as well a distinctive regional or minority identities and cultures. (Corresponds to Gen Ed goal 1 above.)
2. To recognize important Indian cultural figures, and their more representative works, who have influenced Indian and international cultural products such as art, letters, and folklore. (Corresponds to Gen Ed goal 1 above)
3. To improve critical thinking, research, organizational, and presentation skills. (Corresponds to Gen Ed goal 1 above)
4. To explore aspects of historical and modern-day India and India's influence on culture and the world. (Corresponds to Gen Ed goal 2 above)
5. To obtain an understanding of the current events and key issues and concerns facing modern Indian society. (Corresponds to Gen Ed goal 3 above)

### Assessment:

#### 1. General Education:

This course requires from each student a written discussion (to be turned in to the MSU faculty teaching the course or to be submitted to the IDS 397 coordinator, Dr. Madeleine Hooper. Students will discuss how the general education goals outlined have been met and list specific activities (at least one per goal) that address each goal.

#### 2. Content

- a. Examination(s): There will be no examination for this course
- b. Paper(s): Before leaving for India, each student will be writing a brief paper. The topics covered will range from India's economy, languages, population growth, history, culture, government and politics, wildlife and so on. The topic will be determined in consultation with the instructor.
- c. Reflection: This is an important component that will help students distinguish their study away experience from a vacation. The students will be required to maintain a journal. At the end of the course there will be a group discussion where the students will reflect on their experience and the impact that their experience had on them personally.

#### Course Syllabi/Policy Statements

**Policy Statement:** Governing Policy G3.03 Faculty Handbook (Section 4.5.1.2) requires that all course syllabi/policy statements include statements on nondiscrimination, disability accommodation, cheating and plagiarism, attendance and a cell phone policy. The suggested wording for these statements are listed below. Faculty who wish to compose their own wording or to expand on these statements must comply with the Faculty Handbook, relevant University policies, and state and federal laws. All updates to syllabi should be made prior to the beginning of the semester. In addition to statements that are required by the

Faculty Handbook, suggested wording about other university policies, including the University's procedure for dropping classes is provided for faculty who might wish to include that information.

**Reason or Purpose for Policy:** To assist faculty in complying with Governing Policy 3.03 Faculty Handbook Section 4.5.1.2.

**Emergency Response Syllabi Statement**

Students who require assistance during an emergency evacuation must discuss their needs with their professors and the Disability Resource Center. If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. For additional information students should contact the Disability Resource Center, 836-4192 (PSU 405), or Larry Combs, Interim Assistant Director of Public Safety and Transportation at 836-6576. For further information on Missouri State University's Emergency Response Plan, please refer to the following web site: <http://www.missouristate.edu/safetran/erp.htm>

**Suggested wording for required statement of nondiscrimination:**

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at [www.missouristate.edu/equity/](http://www.missouristate.edu/equity/).

**Suggested wording for required statement on disability accommodation:**

To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Plaster Student Union, Suite 405, (417) 836-4192 or (417) 836-6792 (TTY), [www.missouristate.edu/disability](http://www.missouristate.edu/disability). Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, (417) 836-4787, <http://psychology.missouristate.edu/ldc>.

**Suggested wording for required statement on academic dishonesty:**

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's student honor code, Student Academic Integrity Policies and Procedures, available at [www.missouristate.edu/policy/academicintegritystudents.htm](http://www.missouristate.edu/policy/academicintegritystudents.htm) and also available at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Note to instructors: Please be aware that the academic integrity policy requires that a student who is charged with academic dishonesty in a course be allowed to continue attending class and fulfilling course requirements while they exercise their right to appeal allegations of academic dishonesty. The student should receive a grade of "Incomplete" in the course if an appeal from an allegation is still in progress at the end of the semester, or if the allegation of academic dishonesty is brought forward at the end of the semester. The grade of "Incomplete" remains on the transcript until the appeal is resolved.

Note to instructors: Some academic programs, especially graduate programs, may have published policies regarding additional sanctions for academic dishonesty. All program-specific sanctions should be included in course policy statements.

Statement of attendance policy (REQUIRED - different for every instructor, no suggested wording is provided)

Note: The University's attendance policy can be found at <http://www.missouristate.edu/registrar/catalog/attendan.html>. As stated in that policy, instructors must provide students with a written statement of the specific attendance policy for that class. The instructor has the responsibility to determine specific attendance policies for each course taught, including the role that attendance plays in the calculation of final grades and the extent to which work missed due to non-attendance can be made up. The University encourages instructors not to make attendance a disproportionately weighted component of the final grade, and also expects instructors to be reasonable in accommodating students whose absence from class resulted from: 1) participation in University-sanctioned activities and programs; 2) personal illness; or 3) family and/or other compelling circumstances.

Suggested wording on dropping a class: (not required by the Faculty Handbook)

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520. Faculty may also wish to include relevant drop deadlines. See Academic Calendars ([www.missouristate.edu/registrar/acad\\_cal.html](http://www.missouristate.edu/registrar/acad_cal.html)) for deadlines.

Suggested wording on cell phone policy:

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

Statement of Grading policy (REQUIRED- different for every instructor, no suggested wording is provided)

Note to instructors: The University's plus/minus grading system can be found at <http://www.missouristate.edu/registrar/grades.html>

Faculty have the choice to utilize either the standard grade policy or the plus/minus grading option but are required to indicate their grading scale on their syllabus



**Global Opportunities in Vietnam and Cambodia**  
**IDS 397**  
*Spring 2012*

Instructor: Ms. Courtney Pham  
 Office: GLASS 211  
 Phone: 836-4124 (my office) or 836-5413 (MKT office)  
 E-mail address: cpham@missouristate.edu

**OFFICE HOURS:** TBD

**REQUIRED TEXTBOOK:** There is not a required text for this course.

**PURPOSE OF THE COURSE:**

**A. As part of the Understanding of Culture and Society section of the General Education Program, IDS 397 seeks to meet the following Gen Ed goals:**

Informed choices require knowledge of what people have done and imagined, currently as well as historically. Choices are also tempered by knowledge of the social and cultural settings in which they are made or were made in the past. This learning includes the following:

1. Knowledge of the many expressions of culture, including understanding of the unique shared ways of thinking, believing, and acting, developed by a people who live together over a long period of time ability to conceptualize and trace the influences of community, institutions, and other constructions such as class, gender, and race familiarity with the ways in which culture is expressed artistically, through literature, performance, and artifact awareness of and appreciation for the ways in which culture and society influence and are influenced by work and leisure
2. Understanding the sources and expression of diverse values throughout the world, including ethical, religious, aesthetic, political, and economic values as well as social and cultural priorities
3. Understanding the ways human choices affect communities, from local to global, and responsibilities of individuals to assume the duties of citizenship

**B. This particular course seeks to meet the following course goals common to all IDS 397 courses; the Gen Ed goals to which the course goals correspond are indicated.**

1. To identify historical, social, and cultural events that shaped Vietnam national identity and culture, as well a distinctive regional or minority identities and cultures. (Corresponds to Gen Ed goal 1 above.)
2. To recognize important Vietnamese cultural figures, and their more representative works, who have influenced Vietnamese cultural products such as art, letters, and folklore. (Corresponds to Gen Ed goal 1 above)
3. To improve critical thinking, research, organizational, and presentation skills. (Corresponds to Gen Ed goal 1 above)
4. To explore aspects of historical and modern-day Vietnam and Vietnam's influence on culture and the world. (Corresponds to Gen Ed goal 2 above)
5. To obtain an understanding of the current events and key issues and concerns facing Vietnamese society. (Corresponds to Gen Ed goal 3 above)

**COURSE ASSESSMENT:****1. General Education**

This course requires from each student a written discussion (to be turned in to me or to be submitted to the IDS 397 coordinator, Dr. Madeleine Hooper). Students will discuss how the general education goals outlined have been met and list specific activities (at least one per goal) that address each goal.

**2. Content**

A portfolio which illustrates and discusses specific cultural experiences (at least 4 ex. Transportation, medical, sanitation, education, political.....), or an exit interview.

**ATTENDANCE/PROFESSIONALISM POLICY:** Attendance will be taken by the instructor. You must attend class and participate fully in class activities. Each absence, or act of unprofessional conduct (including, but not limited to tardiness, sleeping in class, leaving/packing up early, wireless phone ringing, etc.) will be noted. **Please notify me in case of an emergency situation.**

**In addition, students (whether in attendance or not) are responsible for catching up on all missed material, including explanations and modifications of this policy statement. Do not come to class late or leave early unless I am informed prior to the class meeting that you will miss.** The following specific policies apply to assignments/quizzes:

- All graded assignments are due at the beginning of class on the due date.
- Each student must turn in their own assignments at the beginning of the class period when due (or earlier if prior permission is obtained from me).
- **Late assignments earn zero points unless they are approved by me prior to the due date.**
- **Homework administration/grading policies are subject to change.**

**CLASSROOM BEHAVIOR:** Students are expected to conduct themselves in a business professional manner during class. This includes showing respect for fellow students and the instructor. Behavior such as: excessive talking, giggling, noise making, sleeping in class, leaving class early, or arriving late for class can become disruptive to the class learning experience. Students are encouraged to schedule job interviews, and other appointments outside of class time. Individuals engaging in disruptive behavior (as determined by the instructor) can be expelled from the class (per the Missouri State University Undergraduate Catalog).

**ACADEMIC DISHONESTY:** Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's student honor code, *Student Academic Integrity Policies and Procedures*, available at [www.missouristate.edu/assets/provost/AcademicIntegrityPolicyRev-1-08.pdf](http://www.missouristate.edu/assets/provost/AcademicIntegrityPolicyRev-1-08.pdf) and also available at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

**Academic dishonesty in this course includes using unauthorized materials during an exam, removing unauthorized materials following an exam, communicating with students in other sections regarding material given on exams and quizzes, offering a false excuse when seeking quiz/exam rescheduling, and turning in work completed by another person as being their own work, including exam answers. I will go to great lengths to punish offenders to the fullest extent.**

**EMERGENCY RESPONSE:**

Students who require assistance during an emergency evacuation must discuss their needs with their professors and Disability Services. If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

For additional information students should contact the Office of Disability Services, 836-4192 (PSU 405), or Larry Combs, Interim Assistant Director of Public Safety and Transportation at 836-6576.

For further information on Missouri State University's Emergency Response Plan, please refer to the following web site: <http://www.missouristate.edu/safetran/erp.htm>.

**NON-DISCRIMINATION POLICY:** Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at [www.missouristate.edu/equity/](http://www.missouristate.edu/equity/).

**POLICY ON USE OF CELL PHONES IN CLASSES:** As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. **All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class.** Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

**My additional policy is that cell phones should be prevented from ringing during class. During exams cell phones are NOT to be used as calculators, and are NOT to be on table tops.**

Sanctions for violation of this policy are determined by the instructor and may include dismissal from the class – see Class Disruption (<http://www.missouristate.edu/recreg/classdis.html>). In testing situations, use of cell phones or similar communication devices may lead also to a charge of academic dishonesty and additional sanctions under the Student Academic Integrity Policies and Procedures (<http://www.missouristate.edu/acadaff/AcademicIntegrity.html>).

There are two appeal processes available to students. A sanction for class disruption may be appealed using the appeal process stated in the Class Disruption policy; however, a violation that involves a charge of academic dishonesty must be appealed using the process described in the Student Academic Integrity Policies and Procedures. Students have the right to continue attending class while an appeal is in progress.

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**COMMUNICATION:** I use the Blackboard website ([blackboard.missouristate.edu](http://blackboard.missouristate.edu)) to maintain your grade, post announcements, and communicate with you outside of class.

*You are responsible for all Blackboard announcements and e-mails sent to your e-mail and/or Bearmail account.*

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**INCOMPLETES:**

A grade of "I" (incomplete) is given in only very extreme cases--a hospital stay, for example. It is NOT the easy way out for skipping class and then not hurting a grade point average.

PLEASE Exchange information with two students and get course notes from them if you miss class.  
 as well as in-country meetings, is provided below.

**TENTATIVE SCHEDULE:** A table providing approximate dates of formal pre- and post-trip class meetings, as well as in-country meetings, is provided below.

Date	Topic	Details
SP12 March 12	Study Away Preparedness/  Orientation	The instructor will meet with interested students to assure that they understand their responsibilities as a guest in a foreign nation, and that they are prepared for international travel (e.g. passport and visa acquisitions and necessary vaccination procedures have been initiated).  Explain educational programming and student responsibilities. Case Study assignment to grad students and cultural insights assignment to both undergrad and grad students.
March 26	Market Overview	Begin with demographics segmentation in Vietnam and Cambodia.
April 9	Country Snapshots	15 min. presentation: identify and address global issues that have short or long-term effect on specific industries. Small group exercise.
April 16	Cultural Insights	Small group exercise to assimilate Vietnam and Cambodia as the next tier of emerging markets.
April 23	Case Study Presentation	Only for graduate students (MKT 796).
April 30	International Travel Preparedness	Customs, currency, regulated articles, how to avoid being labeled as an "ugly American". All students will be traveling as citizen diplomats and are representing the United States as well as Missouri State University. Review packing list and expectations for travel and housing.
5/19 (Sat)	Depart Springfield	Meet at airport 2 hours prior to scheduled departure.
Vietnam 5/20 D	Arrival (9:40 p.m.)	Evening Arrival to Tan Son Nhat Airport in Ho Chi Minh City. Transfer to hotel. Get acquainted with the vicinity of the hotel.
Vietnam 5/21 B	Visit to U.S. Consulate in Ho Chi Minh City	Politics and Foreign aid. Activities of domestic and foreign aid organizations (governmental and non-governmental) – successes and failures. (US Department of State – Foreign Service Officer Danette Sullivan)
Vietnam 5/22 B	Meeting with United Airlines	Branding across cultures. How United Airlines successfully competed as the first commercial airline to do business in Vietnam. (UA Country Manager – Joe Mannix)
Vietnam 5/23 B	Saigon Tech University	Professor Stanley Ngo will share his experiences as an expat teaching in Vietnam after many years of working for Oracle and Sun Microsystems. Spend the afternoon shadowing a local Vietnamese student.
Vietnam 5/24 B	Meeting with American Chamber of Commerce	Focus on improving the business environment and developing networking, information-sharing, and outreach activities to promote trade and investment between Vietnam and the United States (AmCham Executive Director – Herb Cochran)
Vietnam 5/25 B	Visit to Textile company Shopping at Diamond Plaza/Ben Thanh Market	Morning: Tour the textile company who is contracting with American apparel companies such as Ann Taylor.  Afternoon: Travel to local markets and shopping malls. Students will compare and contrast.

Vietnam 5/26 (Sat) B	Free Day	In the morning travel to Cu Chi guerrilla's area and visit the underground tunnels. There are more than 200km of tunnels that were built by the Communist guerrillas during the war. Visit Presidential Palace, the Notre Dame Cathedral, Old Saigon Post Office, and the History Museum in the afternoon.
Vietnam 5/27 (Sun) B	Free Day	Free time for students to explore Saigon on their own.
Vietnam 5/28 B, D	Hanoi	Depart for Noi Bai Airport, Hanoi. Transfer to hotel. Tour sights such as Ho Chi Minh's Mausoleum, the One Pillar Pagoda, and the Fine Art Museum. Then move on to the Temple of Literature, Lake of Restored Sword and the Old Quarter. Water puppet show at night.
Vietnam 5/29 B, L, D	Ha Long Bay (UNESCO)	Depart via vehicle for Ha Long Bay, a UNESCO site. Arrive in Ha Long Bay and board a tour vessel for a five-hour ocean tour of the over 3,000 magical islets. Lunch served on board. Return to Bai Chay, then back to Hanoi by vehicle. Free evening.
Vietnam 5/30 B, L, D	Depart for Cambodia	Students have the morning free to relax before transfer to airport for flight to Siem Reap. On arrival, pick up and transfer to hotel. Overnight in Siem Reap.
Cambodia 05/31 B, L, D	Visit Angkor Wat (UNESCO)	Angkor Wat is the national symbol and the highlight of any visit to Cambodia.
Cambodia 06/01 B, L, D	Visit Banteay Srei Temple	BANTEAY SREI is considered to be the jewel of classical Khmer art. Built in pink sandstone, the walls are covered in exquisitely preserved carvings of unusual delicacy.
Cambodia 06/02 B, L	Tonle Sap Lake	Tonle Sap Lake, Asia's largest inland lake, also the largest harvest of fresh water fish in the world. We will visit a fish farm.
06/02	Depart for the U.S.	Check out of hotel, and transfer to airport for flight back to SGF.
Post2 TBD	Focus Group	Evaluation and recommendations. The evaluation results will assist the instructor in further development of this course.

Revised October 20, 2011

**RUTH BARNES – SYLLABUS – STUDY AWAY – IDS 397**  
**CULTURAL EXPERIENCE IN A GLOBAL ENVIRONMENT**  
 Culture and Contemporary Dance in Scotland – Fall Intersession 2012

**IDS 397: COURSE OBJECTIVES**

**A. As part of the Understanding of Culture and Society section of the General Education Program, IDS 397 seeks to meet the following Gen Ed goals:**

Informed choices require knowledge of what people have done and imagined, currently as well as historically. Choices are also tempered by knowledge of the social and cultural settings in which they are made or were made in the past. This learning includes the following:

1. Knowledge of the many expressions of culture, including understanding of the unique shared ways of thinking, believing, and acting, developed by a people who live together over a long period of time ability to conceptualize and trace the influences of community, institutions, and other constructions such as class, gender, and race familiarity with the ways in which culture is expressed artistically, through literature, performance, and artifact awareness of and appreciation for the ways in which culture and society influence and are influenced by work and leisure
2. Understanding the sources and expression of diverse values throughout the world, including ethical, religious, aesthetic, political, and economic values as well as social and cultural priorities
3. Understanding the ways human choices affect communities, from local to global, and responsibilities of individuals to assume the duties of citizenship

**B. This particular course (IDS 397) seeks to meet the following course goals common to all IDS 397 courses; the Gen Ed goals to which the course goals correspond are indicated.**

1. To identify historical, social, and cultural events that shaped Scottish national identity and culture, as well as a distinctive regional or minority identities and cultures. (Corresponds to Gen Ed goal 1 above.)
2. To recognize important Scottish cultural figures, and their more representative works, who have influenced Scottish cultural products such as art, letters, and folklore. (Corresponds to Gen Ed goal 1 above)
3. To improve critical thinking, research, organizational, and presentation skills. (Corresponds to Gen Ed goal 1 above)
4. To explore aspects of historical and modern-day Scotland, in particular Edinburgh and the Edinburgh Festival Fringe's influence on culture and the world. (Corresponds to Gen Ed goal 2 above)
5. To obtain an understanding of the current events and key issues and concerns facing Scottish society. (Corresponds to Gen Ed goal 3 above)

**PURPOSE OF COURSE**

To situate contemporary art practice, especially the performing arts, in the global arena. The first three meetings will be orientation conducted online, to present background information and preview activities. While in Edinburgh, students will participate in studio dance classes, attend performances and visit museums, with the objective of developing their knowledge of the variety of expression emerging internationally in today's art world, introducing them to dance from other parts of the world, including "crossover" forms (i.e., those that blend traditional and contemporary dance) and deepening their understanding of the role the arts play in contemporary society.

Each day will include an hour of guided discussion about experiences, performances and classes. Students will maintain a journal or a blog of activities, observations and reflections.

Credit Hours Offered: IDS 397: 3 credits

Revised October 20, 2011

**COURSE ACTIVITIES (SUBJECT TO CHANGE)**

Contemporary Dance and Culture in Scotland seeks to provide a way of understanding current trends in dance and the other arts, internationally, through the experience of participating in classes and attending performances and museums during one of the world's largest arts festivals, the Edinburgh Festival Fringe.

Preparation (online orientation with PowerPoint presentations posted on Blackboard):

- Scottish history and culture
- The history of the Edinburgh Festival and the Edinburgh Festival Fringe
- Practical information

August 5<sup>th</sup>: Fly to Edinburgh

August 6<sup>th</sup>: Arrive Edinburgh: hotel/hostel check-in, visit Dance Base, dinner, performance (optional)

August 7<sup>th</sup>:

- Dance class at Dance Base
- Explore Old Town
- Edinburgh Festival Fringe performances

August 8<sup>th</sup>: Day trip to Glasgow: observe Scottish Ballet rehearsal, tour of Glasgow College of Art (Art Nouveau and Charles Rennie Mackintosh), explore the city center

August 9<sup>th</sup> and 10<sup>th</sup>:

- Dance classes at Dance Base
- Edinburgh Festival Fringe performances and/or visit to art museum

August 11<sup>th</sup>: Highland bus tour: Loch Ness

August 12<sup>th</sup> and 13<sup>th</sup>:

- Dance classes at Dance Base
- Edinburgh Festival Fringe performances

August 14<sup>th</sup>:

- Walking tour of New Town
- Edinburgh Festival Fringe performances

August 15<sup>th</sup>:

- Visit to Rosslyn Chapel (city bus)
- Edinburgh Military Tattoo

August 16<sup>th</sup>: Fly to US

Note: Numerous performance and museum possibilities are available.

**REQUIRED READING**

There are no required texts for this course, other than the PowerPoint presentations

**ASSESSMENT:**

**1. General Education:**

This course requires from each student a written discussion, to be turned in to the instructor, Ruth Barnes. Students will discuss how the general education goals outlined have been met and list specific activities (at least one per goal) that addressed each goal.

**2. Content:**

Students will submit a written essay as well as a portfolio (hard copy or digital). The essay will discuss at least three specific cultural experiences (for example: the arts, transportation, health, education, politics...). The portfolio should include documentation of performances attended and exhibitions viewed, with response pieces (written document or performance). Photography and videography are strongly encouraged, as well as written reviews of performances and analyses of works of art viewed and/or heard.

Note: The portfolio may take the form of a blog, in which students post daily entries on a blog, with detailed descriptions and analysis of their experience, with emphasis on who, what, when, and why

## SYLLABUS FOR WITTENBERG STUDY AWAY PROGRAM-CULTURE COURSE

*Wittenberg, Germany May 23 – June 25  
Excursions to Berlin, Elbsandsteingebirge, Dresden*

**Course:** -GRM 325 Deutsche Kulturkunde (Culture Studies 3 hrs.)  
or  
-IDS 397 International Culture and Study Abroad (3 hrs.)  
(Prerequisites: GRM 102 or equivalent)

**Time:** Spring 2011 second block arranged

**Required texts:** When in Germany, Do as the Germans do. Hyde Flippo.  
University of Chicago German-English Dictionary

Other texts used:

Die Deutschen, Wulf Köpke. 5th edition; ISBN: 0030210399

Culture and Customs of Germany, Eckhard Bernstein. ISBN: 0313322031

The German Way. Hyde Flippo.

Online: Tatsachen über Deutschland. <http://www.tatsachen-ueber-deutschland.de/de/>  
and poems, short stories, and excerpts of works by German authors

**Course objectives:** Intensive study and everyday use of German language, and study and direct experience of culture through coursework, field trips to museums, cultural centers, and architectural sites. Development of cultural and language competence through home stays.

**Content of culture course:** German Culture from the Reformation to the Fall of the Berlin Wall. Students will learn German culture on site in the Luther-City Wittenberg. We will study crucial epochs in German culture from the Reformation to German division and the peaceful revolution in East Germany. Visits and guided tours of museums and cultural sites will include Luther monuments, Berlin art museums, Berlin Jewish museum, and architecture in Dresden.

**Attendance:** Attendance is required.

**Evaluation and Grading:**

Tests	15%	A=100-90%
Portfolio	20%	B=89-80%
Oral Interview	10%	C=79-70%
Presentations	15%	D=69-60%
Homework/Participation	15%	F=59 and below
Daily Journal	15%	
Host family interview	10%	



**Evaluation:**  
 GRM 325. Tests (two before departure, one in Germany) and one oral interview in Germany; presentations (one due before departure, one in Germany); daily reflective cultural journal in German. Study Away Portfolio consisting of: daily cultural journal in German; weekly vocabulary lists in German; pictures, museum flyers, and other cultural realia, and course essays/interviews. Journal written work due weekly while in Germany; completed portfolio with pictures due after return. All readings and writing assignments will be in German.

IDS 397. Tests (two before departure, one in Germany) and one oral interview in Germany; presentations (one due before departure, one in Germany); portfolio consisting of: daily reflective cultural journal in English and German; weekly vocabulary lists in German; pictures, museum flyers, and other cultural realia, and course essays/interviews. Journal written work due weekly while in Germany; completed portfolio with pictures due after return. All readings and writing assignments will be in English and in German.

**Assessment:**

**1. General Education:**

This course requires from each student a written discussion Students will discuss how the general education goals outlined have been met and list specific activities (at least one per goal) that address each goal.

**2. Content**

A portfolio which illustrates and discusses specific cultural experiences (at least 4 ex. Transportation, medical, sanitation, education, political.....), and an exit interview.

**Topics to be addressed in course:**

<ul style="list-style-type: none"> <li>• Reformation and Luther</li> <li>• Stereotypen</li> <li>• Berlin</li> <li>• Dresden</li> <li>• Kultur tips</li> <li>• Culture Shock</li> <li>• Wiedervereinigung/die Wende</li> <li>• die Neue Länder</li> <li>• Ostalgie/DDR</li> <li>• BRD/FRG &amp; DDR/GDR</li> <li>• the Berlin Wall</li> </ul>	<ul style="list-style-type: none"> <li>• Holocaust/WWII</li> <li>• Jewish Museum</li> <li>• Romantik</li> <li>• Enlightenment/Aufklärung</li> <li>• Storm &amp; Stress/Sturm und Drang</li> <li>• Klassik</li> <li>• Expressionism &amp; Art</li> <li>• Architecture</li> <li>• Peaceful Revolution</li> <li>• Goethe &amp; Figures in Literature</li> </ul>
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A. As part of the Understanding of Culture and Society section of the General Education Program, IDS 397 seeks to meet the following Gen Ed goals: Informed choices require knowledge of what people have done and imagined, currently as well as historically. Choices are also tempered by knowledge of the social and cultural settings in which they are made or were made in the past. This learning includes the following:

1. Knowledge of the many expressions of culture, including understanding of the unique shared ways of thinking, believing, and acting, developed by a people who live together over a long period of time ability to conceptualize and trace the influences of community, institutions, and other constructions such as class, gender, and race familiarity with the ways in which culture is expressed artistically, through literature, performance, and artifact awareness of and appreciation for the ways in which culture and society influence and are influenced by work and leisure
2. Understanding the sources and expression of diverse values throughout the world, including ethical, religious, aesthetic, political, and economic values as well as social and cultural priorities
3. Understanding the ways human choices affect communities, from local to global, and responsibilities of individuals to assume the duties of citizenship

B. This particular course seeks to meet the following course goals common to all IDS 397 courses.

1. To identify historical, social, and cultural events that shaped Germany's national identity and culture, as well as distinctive regional or minority identities and cultures.
2. To recognize important German cultural figures, and their more representative works, who have influenced German cultural products such as art, letters, and folklore.
3. To improve critical thinking, research, organizational, and presentation skills.
4. To explore aspects of historical and modern-day German and Germany's influence on culture and the world.
5. To obtain an understanding of the current events and key issues and concerns facing German society.

Course Syllabi/Policy Statements

Emergency Response Syllabi Statement  
 Students who require assistance during an emergency evacuation must discuss their needs with their professors and the Disability Resource Center. If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.  
 For additional information students should contact the Disability Resource Center, 836-4192 (PSU 405), or Larry Combs, Interim Assistant Director of Public Safety and Transportation at 836-6576.  
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Statement of nondiscrimination:  
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discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at [www.missouristate.edu/equity/](http://www.missouristate.edu/equity/).

**Disability accommodation:**

To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Plaster Student Union, Suite 405, (417) 836-4192 or (417) 836-6792 (TTY), [www.missouristate.edu/disability](http://www.missouristate.edu/disability). Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, (417) 836-4787, <http://psychology.missouristate.edu/ldc>.

**Academic dishonesty:**

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's student honor code, Student Academic Integrity Policies and Procedures, available at [www.missouristate.edu/policy/academicintegritystudents.htm](http://www.missouristate.edu/policy/academicintegritystudents.htm) and also available at Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

**Dropping a class:**

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520. Faculty may also wish to include relevant drop deadlines. See Academic Calendars ([www.missouristate.edu/registrar/acad\\_cal.html](http://www.missouristate.edu/registrar/acad_cal.html)) for deadlines.

**Cell phone policy:**

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.



**Missouri State**  
UNIVERSITY

**The "In-Yer Face" Theatre Movement - London**  
**IDS 397 - 3 credit hours**

**Michael Frizell - Director, Student Learning Services**  
For the Office of Student Development and Public Affairs:  
*Director - The Writing Center*

*Director - Supplemental Instruction*  
For the College of Arts and Letters/Theatre & Dance Department:  
*Director - In-School Players*

**Cell Phone:**  
**Department:**  
**Department Website:**  
**E-mail:**

(417) 576-8557  
The Writing Center @ Bear CLAW, 836-6398  
<http://writingcenter.missouristate.edu>  
[MichaelFrizell@MissouriState.edu](mailto:MichaelFrizell@MissouriState.edu)

*In conjunction with:*  
**International Studies Abroad - [www.studiesabroad.com](http://www.studiesabroad.com)**

**Course Description:**

This course is an overview in the study and practice of the discourse conventions of writing about dramatic literature and performance from the perspective of an educated generalist in the field. Students will hone skills of research, analysis, and argumentation in order to become more skillful theatre patrons, historians, and critics.

This section will use a series of everyday life performance strategies to explore the related themes of community health, social well-being, and effective communication in order to affect positive change in people's attitudes and behaviors. Faculty and students define the issues to be addressed through readings, discussion, in-class exercises, and projects. This course will use the so-called "In-Yer-Face" theatre movement, a moniker coined by Aleks Sierz, a British theatre critic from Boston University's London Graduate in Journalism program, as a lens for discussion. Additionally, the plays of British authors writing in this sub-genre will be read and discussed. No formal performance training is necessary - only a willingness to experiment and explore new techniques, and a desire to help society in creative ways.

**Purpose of Course:**

We will focus on the process of developing an essay about theatre, studying and developing the skills needed to draft and polish a successful essay: the ability to do close critical reading; the ability to formulate an effective, interesting thesis question; the ability to develop and fully support a coherent, compelling paper; and the ability to present your argument in a manner that is consistent and stylistically clear.

Writing is one of the essential skills that mark an educated person. Like all true skills, becoming a writer is a lifelong process. This class will focus, therefore, on that process. There will be writing assignments, either in class or out of class. In addition, a good deal of work will be done using London as classroom, either as a large group or in smaller groups.

Students will be required to share their work with the class to workshop in small groups. Remember always that respect is the first word of the day. Almost everyone is sensitive to criticism about their writing, but at the same time, almost no one can become a better writer without criticism. Be honest, but gentle, with others about their work.

*Course Theme:*

We will read published works and discuss your writing, all the while paying careful attention to style and technique as we get in the practice of asking the questions that are essential in the crafting of real-life or socially-relevant material: What do we consider risky? Where is the boundary between self-revelation and exhibitionism? What responsibility do we have to history? How do our obligations as writers change? As artists? My hope is that when we apprentice ourselves to the work on our reading list, we will practice the habit of art, honing our technical skills while we locate the patterns in our lives that have something to say about the human condition.

**Suggested Texts (British Perspective):**

We will read excerpts from the following texts:

Farquar, Simon. *Rainbow Kiss*. London: Oberon Books Ltd., 2006.  
 ISBN-10: 1840026472 or ISBN-13: 978-1840026474

Harvey, Jonathan. *Hushabye Mountain*. London: Methuen Drama, 1999.  
 ISBN-10: 0413729605 or ISBN-13: 978-0413729606

Kane, Sarah. *Sarah Kane: Complete Plays*. London: Methuen Drama, 2001.  
 ISBN-10: 0413742601 or ISBN-13: 978-0413742605

Marber, Patrick. *Closer*. London: Methuen Drama, 2007.  
 ISBN-10: 0713683295 or ISBN-13: 978-0713683295

Sierz, Aleks. *In-Year-Face Theatre: British Drama Today*. London: Faber & Faber, 2001.  
 ISBN-10 # 0571200494 or ISBN-13# 978-0571200498

**Course Objectives:**

General Education Goal	Course Goal
<b>Part One: Intellectual Abilities and Dispositions</b>	
<b>B. Information-Gathering, Reasoning, and Synthesizing Abilities</b>	
1. Skill in formulating questions and in setting goals for inquiry.	Students will learn... ...to develop an effective thesis question/statement appropriate to the length and scope of the assignment.
2. Knowing how and when to make generalizations and value judgments.	...to use MLA format consistently and correctly. ...to closely read, understand, and discuss different styles and periods of drama, offering clear support for argumentative claims from the text.
3. Skill in generating and evaluating observations and evidence.	...to understand the various types of plagiarism and how to avoid it.
4. Skill in making deductive inferences.	

5. Ability to use relevant quantitative methods.	
<b>C. Reflective, Creative, and Critical Dispositions</b>	
1. Striving to be well informed and open-minded.	...to effectively use the primary text to support the thesis, developing an argument that is coherent, consistent, and plausible and which responds to the text's genre, style, and complexity appropriately.
2. Looking for multiple possibilities and being able to deal with ambiguity.	
3. Striving to achieve one's best with persistence and imagination.	
4. Willingness to make choices and to evaluate those choices.	
5. Intellectual self-awareness: being conscious of one's own thinking process, including the cultural and social contexts of that thinking.	
<b>D. Communication Skills</b>	
1. Writing and speaking with clarity and precision for diverse audiences.	...to closely read, understand, and discuss different styles and periods of drama, offering clear support for argumentative claims from the text.
2. Making use of computers and other technological tools	...to present research in a format consistent with the standards of educational conference presentations.
3. Interpreting and communicating visual information	
<b>Part Two: Knowledge and Understanding</b>	
<b>A. Understanding the Natural World</b>	
<b>B. Understanding of Culture and Society</b>	
1. Knowledge of the many expressions of culture, including <ul style="list-style-type: none"> <li>▶ Understanding the unique shared ways of thinking, believing, and acting, developed by a people who live together over a long period of time.</li> <li>▶ Ability to conceptualize and trace the influences of community, institutions, and other constructions such as class, gender, and race</li> <li>▶ Familiarity with the ways in which culture is expressed artistically, through literature, performance, and artifact</li> <li>▶ Awareness of and appreciation for the ways in which culture and society influence and are influenced by work and leisure.</li> </ul>	<p>...to correctly and effectively incorporate research into an essay about theatre (and by extension, to understand the basic principles of writing the critical essay), including the use of proper question format.</p> <p>...to incorporate the essence of the Public Affairs Mission of the university in their research.</p>
2. Understanding the sources and expression of diverse values throughout the world, including ethical, religious, aesthetic, political, and economic values as well as social and cultural priorities.	...to incorporate the essence of the Public Affairs Mission of the university in their research.

3. Ability to trace the impact of technology on societies and cultures for diverse audiences.	
4. Understanding the ways human choices affect communities, from local to global, and responsibilities of individuals to assume the duties of citizenship.	
5. Understanding the role of government regulation and of legal requirements, political processes, and financial and economic influences on decisions of individuals and society.	
<b>C. Self-Understanding</b>	
1. Understanding the nature of our humanness and how human beings are like and different from the other beings with whom they share the planet.	...to incorporate authentic voice in their creative and academic writing.
2. Knowledge of individual physical, emotional, intellectual, social and creative development as well as ability to use such knowledge to improve personal well-being.	
3. Knowledge of individual physical, emotional, intellectual, social, historical, spatial, and cultural matrices into which the individual is born; and the influence of the unique set of experiences which the individual encounters.	
4. Ability to perceive one's own being not only from cognitive perspectives but also from those perspectives which come from exposure to and creative vision of the arts – to imagine the possibilities the future holds and to develop responsible goals for interactions with others, modes of personal expression, and roles in improving the world.	

*Additional Course Objectives for the London Program:*

The primary objectives of the course are to increase students' awareness/understanding of, and skills for addressing the issues of community well-being through the use of informed interdisciplinary performance methods.

*Related student objectives include the following:*

1. to develop, through readings, discussion and exercises a conceptual understanding of the link between individual behavior and social consequence, an understanding of the link between personal choice and public influence, as well as an appreciation of the links between art and advocacy, and between art and catharsis as each of these relate to the area of community well-being.
2. to acquire, through active-learning exercises such as in-class improvisational performance as well as readings, discussions, written work, and exams, a knowledge of and skills in performance-

- based problem-solving techniques with which to address complex issues of self and social well-being.
3. to gain, through viewing of three performances, a cognitive knowledge of a variety of interdisciplinary, applied-performance techniques, including psychodrama, sociodrama, spect-acting, playback theatre, first-hand narrative, and trigger-scripting.
  4. to obtain, through discussion and projects, knowledge in specific topic emphases of the class section as determined by instructors and students.
  6. to gain knowledge and experience in formulating health and well-being questions to be addressed through selection/design of a performance/research project, setting goals for implementing that design, gathering and evaluating accurate and up-to-date information on which to build the project, executing and evaluating the results of the project.
  7. to gain knowledge and experience in selecting and executing an appropriate performance method with which to address the final project question; to make appropriate choices and to evaluate those choices in the project's design and execution, to pursue the project in a well-informed, open-minded, imaginative and reflective and persistent manner; to learn from and to tolerate ambiguity in the process.
  8. to gain knowledge and skills in written communication through the written components of the class, including the written rationale, statement of intent and description of design, and, the written responses to assignments throughout the class, and reflective papers and/or written examinations.
  9. to gain knowledge and skills in speaking and non-verbal communication through the oral/physical components of the class including participation in exercises of performance methods and presentation of the final project.
  10. to stimulate self-reflective awareness through responses to assignments, of one's individual behaviors, skills, and unconscious biases; to recognize and explore the range of choices available for use in forging one's personal and public "selves;" and to demonstrate reflexivity in understanding one's role in public affairs.

***Related objectives for IDS 397 distinction:***

A. As part of the Understanding of Culture and Society section of the General Education Program, IDS 397 seeks to meet the following Gen Ed goals:

Informed choices require knowledge of what people have done and imagined, currently as well as historically. Choices are also tempered by knowledge of the social and cultural settings in which they are made or were made in the past. This learning includes the following:

1. Knowledge of the many expressions of culture, including understanding of the unique shared ways of thinking, believing, and acting, developed by a people who live together over a long period of time ability to conceptualize and trace the influences of community, institutions, and other constructions such as class, gender, and race familiarity with the ways in which culture is expressed artistically, through literature, performance, and artifact awareness of and appreciation for the ways in which culture and society influence and are influenced by work and leisure.



Where this course meets Objective A.1:  
See "Related Student Objectives" 1, 2, 3, and 6.

2. Understanding the sources and expression of diverse values throughout the world, including ethical, religious, aesthetic, political, and economic values as well as social and cultural priorities.

Where this course meets Objective A.2:  
See "Related Student Objectives" 1, 5, and 10.

3. Understanding the ways human choices affect communities, from local to global, and responsibilities of individuals to assume the duties of citizenship:

Where this course meets Objective A.3:  
See "Related Student Objectives" 1, 3, 5 and 10.

B. This particular course seeks to meet the following course goals common to all IDS 397 courses; the Gen Ed goals to which the course goals correspond are indicated.

1. To identify historical, social, and cultural events that shaped England's national identity and culture, as well as a distinctive regional or minority identity and cultures. (Corresponds to A.1 above)
2. To recognize important English cultural figures, and their more representative works, who have influenced English cultural products such as art, letters, folklore, and especially theatre. (Corresponds to Gen Ed goal A.1 above)
3. To improve critical thinking, research, organizational, and presentation skills. (Corresponds to Gen Ed goal A.1 above. See also "Related Student Objectives" 2, 5, 7, 8, and 9).
4. To explore aspects of historical and modern-day England and England's influence on culture and the world. (Corresponds to Gen Ed goal A.2 above. See also "Related Student Objectives" 1, 3, 5, 7, and 10).
5. To obtain an understanding of the current events and key issues and concerns facing English society. (Corresponds to Gen Ed goal A.3 above. See also "Related Student Objectives" 6, 7, and 10).

**Course Requirements:**

Pre-Departure Meeting – There will be a required meeting during the final days of the spring semester. This meeting will be an opportunity for attendees to meet each other and discuss last-minute details. The meeting will also include a discussion of the course requirements, a brief review of pre-reading materials, and an historical overview of the "In-Yer Face" movement.

Performances – There will be three scheduled performances in London's West End selected to enhance the historical and cultural aspects of this course and are therefore required.

Writing Assignments – There will be several short response papers over the text materials, class discussions, peer works, and performances.

Reading Assignments – Students are expected to read the text excerpts and any articles e-mailed to them *prior* to attending class in London. Points will be awarded for participation in class discussions and for quizzes over the reading assignments.

Creative Non-Fiction Paper - In addition to the short assignments, there will be an autobiographical writing project. Autobiographical works should also be saved in Microsoft Word format for possible inclusion on the course website. The paper will focus on the shaping of real lives on the page and the navigation of those slippery spaces between remembering and forgetting, truth and invention. In order to write well, we must read, and so we will split our time between workshopping your papers and discussion of published memoirs. This narrative will then be adapted into a performance mode for possible presentation. See below.

General Education Component – This course requires from each student a written discussion (to be turned in to the Michael Frizzell, Instructor), a discussion of how the general education goals outlined have been met and list specific activities (at least one per goal outlined above) that addressed each goal.

Content – A portfolio which illustrates and discusses specific cultural experiences (at least four examples: Transportation, Medical, Sanitation, Education, Political, etc.); or an exit interview.

Final Meeting Presentation – As a final project, students may perform their narrative for the class, utilizing, should they desire, costumes, props, and other visual aids. Alternative projects may be available and will be presented at a final meeting prior to the start of the fall 2012 semester. More details will be presented at the pre-departure meeting.

\*Please note that the

*Guidelines for the final will be supplied during the second week of class.*

**The course will be calculated by the following scale:**

Pre-Departure Meeting	50 points
Creative Non-Fiction:	200 points
Final project:	200 points
Activities, response papers:	200 points
Participation:	100 points
General Education Component	100 points
Content Portfolio Check	50 points
Final Meeting Presentation Attendance	50 points

**1000 points**

**Total points possible for IDS 397:**

- **Rewrites:** All assignments receiving a B or lower can be rewritten over the course. The rewrite points will be used to determine your final grade.

**Statement of Nondiscrimination:**

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Equity and Diversity, Park Central Office Building, 117 Park Central Square, Suite 111,

(417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at [www.missouristate.edu/equity/](http://www.missouristate.edu/equity/).

**Disability Accommodation:**

To request academic accommodations for a disability, contact the Director of Disability Services, Plaster Student Union, Suite 405, (417) 836-4192 or (417) 836-6792 (TTY), [www.missouristate.edu/disability](http://www.missouristate.edu/disability). Students are required to provide documentation of disability to Disability Services prior to receiving accommodations. Disability Services refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, (417) 836-4787, <http://psychology.missouristate.edu/lhc>.

**Academic Dishonesty:**

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's student honor code, *Student Academic Integrity Policies and Procedures*, available at [www.missouristate.edu/assets/provost/AcademicIntegrityPolicyRev-1-08.pdf](http://www.missouristate.edu/assets/provost/AcademicIntegrityPolicyRev-1-08.pdf) and also available at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

**Attendance Policy:**

The University's attendance policy can be found in the *2011-2012 Undergraduate Catalog* at [www.missouristate.edu/registrar/attendan.html](http://www.missouristate.edu/registrar/attendan.html).

As stated in that policy, instructors **must** provide students with a written statement of the specific attendance policy for that class. The instructor has the responsibility to determine specific attendance policies for each course taught, including the role that attendance plays in the calculation of final grades and the extent to which work missed due to non-attendance can be made up. The University encourages instructors **not** to make attendance a disproportionately weighted component of the final grade, and also expects instructors to be reasonable in accommodating students whose absence from class resulted from: 1) participation in University-sanctioned activities and programs; 2) personal illness; or 3) family and/or other compelling circumstances.

Please see the specific attendance policy for this course in the section titled "Course Attendance, Requirements, and Participation" on pages 2 and 3 of this document.

"We are suffocated by writers who want to enlighten us with their truths. For me, the theatre is beautiful because it is a secret, and secrets seduce us, we all want to share secrets."  
**Howard Barker**

**Calendar, Cultural Activities, and Excursions:**

Upon Enrollment	<p>Class readings mailed to students:                  Excerpt: <i>In-Yer Face Theatre: British Drama Today</i>                  Excerpt: <i>Blasted</i> by Sarah Kane from <i>Sarah Kane: Complete Plays</i>                  Excerpt: <i>Rainbow Kiss</i> by Simon Farquar                  Excerpt: <i>Hushabye Mountain</i> by Jonathan Harvey                  Excerpt: <i>Closer</i> by Patrick Marber                  Excerpt: <i>Craved</i> or <i>4.48 Psychosis</i> by Sarah Kane from <i>Sarah Kane: Complete Plays</i></p>
Date TBD in May 2012	<p>Pre-write assignment</p> <p>Pre-Departure Meeting/Lecture                  Introductions                  Syllabus Review                  SMSU &amp; the Normal Heart Controversy                  Defining the Mission Statement at MSU                  Social Impact of the "In-Yer Face" Theatre Movement</p>
Saturday, June 16	<p>Arrive in London                  Airport pick-up and transfer to hotels                  On-site orientation at ISA office</p>
Sunday, June 17	<p>Double-decker bus tour</p>
Monday, June 18	<p>Workshop: Defining Autobiographical Performance Mode                  Discussion: Confessional Poetry as Autobiography                  Discussion: Drama Therapy</p>
Tuesday, June 19	<p>Discussion: Sarah Kane's Impact on British Theatre                  Workshop: Writing about British Culture</p>
Wednesday, June 20	<p>Performance at Drury Lane Theatre</p>
Thursday, June 21	<p>Discussion: Performance at Drury Lane                  Workshop: Creative non-fiction paper and assignment</p>
Friday, June 22	<p>Explore London for assignment</p>
Saturday, June 23	<p>Performance at an "alternative" theatrical venue to be determined. Discussion to follow.</p>
Sunday, June 24	<p>Writing Day</p>
Monday, June 25	<p>Writing Day</p>
Tuesday, June 26	<p>Discussion: Introduction to Writing Monologues                  Workshop: Performance Modes &amp; Adaptation</p>

Wednesday, June 27.	Performance at the National Theatre
Thursday, June 28	Discussion: Performance at the National Theatre Workshop: London as Laboratory
Friday, June 29	Farewell Dinner
Saturday, June 30	Transfer from hotel to London Heathrow Airport Depart London for the United States
Date TBD	Final presentations prior to fall 2012 class start Final paper due prior to fall 2012 class start Portfolio due prior to fall 2012 class start

**Note:** Calendar items are subject to change due to the characteristics of the performances at our three venues and according to the needs of the course and the itinerary created by ISA.

**Itinerary:** Approximately four to six weeks prior to departure, a final itinerary will be approved by Missouri State University faculty and staff; once approved, the itinerary may not be altered. Should unforeseen circumstances compromise the approved itinerary, the ISA overseas staff and ISA Austin will collaborate closely with the Missouri State University faculty and staff to propose a substitute activity whenever possible.

Missouri State University  
Curricular Proposal - New Program  
(MAJOR, OPTION, MINOR, CERTIFICATE, OR CERTIFICATION)

JAN 22 2014

This form is to be used for internal Missouri State approval of any proposal for a new program involving two or more courses, including any new graduate program, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or undergraduate), new minor, new certificate, or new certification program.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Department TECHNOLOGY AND CONSTRUCTION MANAGEMENT Date 11/6/2013

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

PROPOSED PROGRAM CONSTRUCTION MANAGEMENT  
Major      Comprehensive Major      Option      Minor X Certificate      Certification      Academic Rules      Other     

Degree Applicability Bachelor of Applied Science, Bachelor of Arts, and Bachelor of Science  
General Education Courses Required N/A Total Hours 0

General Education Courses Recommended N/A Total Hours 0  
Requirements (including Admission) and Limitations for Specific Degree     

Courses Required in Department TCM 123, TCM 221, TCM 324, and two of the following: TCM 223 (previously TCM 323), TCM 226 (previously TCM 426), TCM 425, TCM 427, or TCM 454 Total Hours 15

Courses Required in Other Departments None Total Hours 0

Prerequisites for Required Courses TCM 221 requires TCM 121 or TCM 122 or TCM 123; TCM 223 (previously TCM 323) requires TCM 221 and MTH 261 or MTH 287; TCM 226 (previously TCM 426) requires TCM 221; TCM 324 requires TCM 221 ; TCM 425 requires TCM 324, TCM 427 requires TCM 324; TCM 454 requires 53 hours

Recommended Electives in Department N/A Total Hours 0

Recommended Electives in Other Departments None Total Hours 0

Limitations on Electives N/A

DEPARTMENT Route according to ART VI, SEC 3B(1-4) of Bylaws of the Faculty Senate. Attach New Program Resource Information form (FS-302a/06) and forward three typed, originally signed forms to one of the following (please mark all that apply). If the program needs to go through more than one committee/council, forward one additional form for each additional council/committee marked.

College Council

(Send all new undergraduate programs through College Council as first step before forwarding either to PEC, CGEIP, or directly to Faculty Senate)

Professional Education Committee

(All proposals affecting BS and MS in Education and Educational Specialist degrees)

Committee on General Education and Intercollegiate Programs

(All general education and multi-college programs)

Graduate Council

(All graduate programs)

Signature [Signature] Department Head (Routing on Reverse Side)

Date 12/19/13

ROUTING

1. COLLEGE COUNCIL (ART VI, SEC 3B)  
 APPROVED After dean review/comment, forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward appropriate number of copies to next committee level for approval.  
 DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) \_\_\_\_\_  
 Signature [Signature] Date 1/15/14  
 Chairperson

2. DEAN OF THE COLLEGE (ART VI, SEC 5)  
 REVIEWED Return to College Council Chair within ten days of receipt for disposition.  
 DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) \_\_\_\_\_  
 Signature Stephoni Bryant Date 1/16/14  
 Dean of the College

3. PROFESSIONAL EDUCATION COMMITTEE (ART III, SEC 9)  
 APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.  
 DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Chairperson

4. COMMITTEE ON GENERAL EDUCATION AND INTERCOLLEGIATE PROGRAMS (ART IV, SEC 2)  
 APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition, or forward three signed copies to next committee level for approval.  
 DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Chairperson

5. GRADUATE COUNCIL (ART V, SEC 3, OR ART VI, SEC 3B)  
 APPROVED Forward two signed copies of final action to the Secretary of the Faculty for disposition.  
 DISAPPROVED Return one signed copy of final action to the appropriate Department Head.

Comment(s) \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Chairperson

6. FACULTY SENATE (ART VI, SEC 9)  
 APPROVED  
 DISAPPROVED

Comment(s) \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Chairperson

7. PROVOST (ART I, SEC 6; ART VI, SEC 9)  
 RECOMMENDED TO PRESIDENT  
 NOT RECOMMENDED TO PRESIDENT

Comment(s) \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Provost

8. PRESIDENT  
 APPROVED  
 DISAPPROVED

Comment(s) \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_  
 President

### Statement of Rationale and Objectives

**Rationale:** Construction management is a multi-disciplinary field of study that may attract the interest of several groups of students. Students studying interior design, facility management, real estate & property development, civil engineering, or other fields related to the built environment could benefit from a minor that allows them to extend their expertise into the area of construction management. As many of these majors are housed in different departments and colleges, creating a minor in construction management will allow students to easily obtain a specialization that may complement their existing studies without the need to add a secondary major (an option that would easily take several more years). In addition, demand for students with construction industry training and/or experience is near record highs and this minor will help better match students with companies ready to hire.

**Objectives:** This proposed minor is designed to fit the needs of students with an interest in the built environment, but who are not ready to commit to a full four-year degree program. The objectives of the new minor in construction management include:

1. Expose students to the basic fundamentals of construction management.
2. Encourage students to explore the many different career paths within the construction industry.
3. Increase multi-disciplinary interaction in the classroom between the various industry stakeholders (e.g., owners, architects, engineers, contractors, etc.).
4. Increase enrollment within the construction management degree program.

### Estimated Costs for First Five Years

Since this minor is geared towards fully utilizing the existing faculty, there are no anticipated additional costs involved for teaching. While one new course (TCM 123) will be created, the program has been designed to take non-construction management majors currently in the lab-based TCM 121 and TCM 122 and have them enroll in TCM 123 – the non-lab based equivalent. Overall combined enrollment counts for TCM 121, TCM 122, and TCM 123 should increase within the existing capacity. If enrollment trends exceed proposed targets, class sizes for TCM 123, TCM 221, TCM 324, TCM 226, TCM 425, TCM 427, and TCM 454 can be easily increased as there are no required laboratory components and existing facilities can accommodate larger class sizes. In the case of the TCM 223, a course with laboratory experiences, openings in existing sections, or returning to Fall and Spring delivery are both possibilities.

### Complete Catalog Description

#### Construction Management Minor

Bachelor of Applied Science  
 Bachelor of Arts  
 Bachelor of Science

A. TCM 123 (3), TCM 221 (3), TCM 324 (3)

B. Complete six additional hours from the following: TCM 223 (3), TCM 226 (3), TCM 425 (3), TCM 427 (3), TCM 454 (3)



**NEW PROGRAM RESOURCE INFORMATION**

Program Title and Degree: Construction Management Minor \_\_\_\_\_  
Department: Technology and Construction Management \_\_\_\_\_

Attach on separate sheets (1) statement of rationale and objectives, (2) estimated costs for first five years, and (3) complete catalog description (including new courses and course changes pending approval). [Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.]

- 1. Is another program being deleted or altered? \_\_\_\_\_ Yes  No
- 2. If this program affects other departments or colleges, has a memo showing how it will affect them been attached to the proposal? \_\_\_\_\_ Yes \_\_\_\_\_ No  N/A
- 3. What justification is being provided to support this proposal? (Current research, accreditation, certification or licensing requirements, other.)

**Justification for this proposal includes increased demand from both students (Interior Design and Facility Management majors) and industry.**

- 4. If your response to #3 refers to existing or potential student demand, please indicate the activities undertaken to estimate or verify the potential or existing demand for this new program.

**Existing student demand has been documented through both senior exit interview comments and advising feedback in the Technology and Construction Management and Fashion and Interior Design departments. Specifically, Interior Design and Facility Management majors are currently requesting a minor in Construction Management as there is a growing desire to have a method to increase employability after graduation.**

- 5. What are the present/future projected enrollments for this program?  
1<sup>st</sup> year 5 3<sup>rd</sup> year 10

In five years, how many students must be:  
a) declared minors to justify this new minors continuation 10  
b) declared majors to justify this new majors continuation \_\_\_\_\_

- 6. Which of the following would be needed to implement the proposed program? (Check all that apply.)  
Individuals responsible for specific areas outside of your college must be consulted.

Additional library holdings?	_____ Yes	<input checked="" type="checkbox"/> No
Additional technology or other supplies?	_____ Yes	<input checked="" type="checkbox"/> No
Additional or remodeled facilities?	_____ Yes	<input checked="" type="checkbox"/> No
Additional travel funds?	_____ Yes	<input checked="" type="checkbox"/> No
Additional faculty?	_____ Yes	<input checked="" type="checkbox"/> No
Additional support staff?	_____ Yes	<input checked="" type="checkbox"/> No
Other additional expenses?	_____ Yes	<input checked="" type="checkbox"/> No

7. Have the individuals responsible for allocation of these resources been contacted to ensure that of these resources by the time the program is implemented?

Yes     No     Yes, but cannot ensure availability

8. Referring to question 6, if additional faculty are not required, please provide a statement as to how faculty will be made available to teach proposed new courses, if any, or to manage increased enrollments in existing courses which are to be included in the proposed new program.

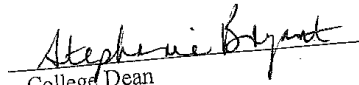
**Current faculty capacity will be used to address increased demand in two ways. First, to address the new course addition, a laboratory based section of TCM 121 and TCM 122 will be eliminated and replaced with a non-majors TCM 123 course (offered twice a year) that does not include a laboratory component. Removing the laboratory component will allow for increased course enrollments across the TCM121/122/123 domain. Secondly, class sizes for TCM 221, TCM 324, TCM 226, TCM 425, TCM 427, and TCM 454 have excess capacity to handle the projected enrollments.**

9. If the responses to question 1 and any parts of question 6 other than additional faculty are "no," please provide a statement as to how the department/school (or center or college) will manage the enrollment figures provided in question 5.

**Additional enrollment will be handled through existing capacity and resources.**

The signature of the individuals listed below ensures that the items above have been addressed and the resources needed will be made available when the program is implemented.

  
Department Head

  
College Dean