Automatic Minimum Sanctions for Tampering or Disabling Safety Equipment

Outlined below are the minimum sanctions. Additional sanctions may include at any point: suspension and additional educational projects as deemed fit by the Judicial Council and/or Vice President of Student Affairs. Offenses are calculated throughout a student’s tenure and not on a calendar basis.

Definitions:
Safety equipment includes but is not limited to: security doors, fire doors, card proximity readers, fire alarms, fire extinguishers, security screens.
Tampering and disabling
Includes but is not limited to: the use of tape, magnets, and other materials to obstruct locking and sensory features, cutting or opening of materials as to render the equipment invalid, falsely setting off an alarm, and misuse of equipment.

Minor Offenses: The non-permanent disabling of the magnetic lock system’s locking and sensory functions (including the use of tape, magnets, etc.) in such a way that enabling of the systems ability to function can quickly and easily be restored, or tampering with security screens)

1st Offense:
- Educational Project including but not limited to: 3 page typed research paper re: safety in Residence Halls, Pre-made bulletin board packages re: Residence Hall safety, hall programming
- $50 Fine
- Reimbursement of damages and repairs
- Disciplinary warning

2nd Offense:
- Educational Project
- $100 fine
- Reimbursement of damages and repairs
- Parental notification
- Disciplinary probation

Any further offences automatically roll over to a major offence.

Major Offenses: The permanent disabling of the magnetic lock system’s locking and sensory functions by way or destruction to, tampering with the actual workings of the system’s electrical components, removal of any facet of the system or falsely setting off a fire alarm or misusing fire extinguishers.

1st Offense:
- Educational Project including but not limited to: 3 page typed research paper re: safety in Residence Halls and/or security doors, Pre-made bulletin board packages re: Residence Hall safety, hall programming
- $200 Fine
• Reimbursement of damages and repairs
• Disciplinary warning

2nd Offense:
• Educational Project
• $400 fine
• Removal from Residence Halls
• Reimbursement of damages and repairs
• Parental notification
• Disciplinary probation

3rd Offense:
• $800 fine
• Suspension or Expulsion from Hendrix College
• Reimbursement of damages and repairs
• Parental notification
Curricular Proposals 2005-2006 (Part 3)

Humanities

LATI 210/310, Readings in Latin Literature
Awarded SP Odyssey coding for Fall 2006

EA coding removed from all Art History classes
For information only -- rectification of old mistake

Natural Sciences

BIOL 106, Neotropical Biology
New course (NS-L) for Summer 2007

BIOL 490, Ethics in Biology
VA coding requested, CW coding requested (sent to Capek 3-8-06)

CHEM 101, Chemistry of the Environment
New course, CW coding granted 3-8-06; CW code to be removed from CHEM 100

PHYS 305, Vibrations and Waves
Change prerequisite from MATH 240, Discrete Mathematics, to MATH 260,
Differential Equations – For information only; codification of existing practice

PHYS 330, Quantum Mechanics
Change prerequisite from PHYS 305 and PHYS 315 to PHYS 305 and either
PHYS 315 or CHEM 310 – For information only; codification of existing practice

Social Sciences

ANTH 235, Peoples and Cultures of Latin America
New course for Summer 2007, coded SB, CW coding granted 3-8-06

BUSI 497, Corporate Strategy
Name changed from Business Policy, for information only

HIST 236, Colonial Brazil
New course, coded HP

HIST 230, Native North America until 1815
New course, coded HP

pm 3-7-06
HIST 374, Nature’s Conquest
   New course, coded HP

KINE 370, Fitness Assessment and Exercise Prescription
   New course, replaces KINE 210 within the major (KINE 210 will still be taught)

New Kinesiology major Allied Health
   Interdisciplinary approach requiring 12 courses, 8 core classes and 4 electives
   In separate submission

KINE 410, Directed Research
   New course, Odyssey code UR – for new major
Hendrix College
Proposed Curricular Revision

Department: Biology Date: 10/18/05

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)

Addition of BIOL-106 Neotropical Biology

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)

See attached.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website].

NS-L

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.

Does this replace a course? No Specify

This will be a permanent temporary course.

How often will the course be offered?

This course will be offered during the summer semester in Costa Rica

Prerequisite(s) and/or recommended prior courses:

No prerequisites

How will the change be staffed?

Current faculty (will not affect regular semesters as it is taught in the summer)

Equipment, supply, and bibliographic requirements (Items and cost)

Sampling equipment, preservatives

Will the above items be covered by a present budget?

Covered by Semester in Costa Rica budget

Proposed date of implementation: 5/20/07

Signatures

Initiator(s) of Proposal____________________

Department Chair____________________

Area Chair____________________
Neotropical Biology

Catalog copy
BIOL-106 Neotropical Biology (NS-L)
An introduction to the diversity, structure, function, and history of tropical ecosystems. Course is taught during the summer semester in Costa Rica.

Students who take this course cannot also receive credit for BIOL-102 Natural History

Description and rationale
This course is designed to introduce students to tropical ecosystems during the summer semester in Costa Rica currently under development. The course will focus on natural history, taxonomy, ecological interactions, and evolutionary principles, using the tropical examples. Laboratory activities will entail field studies of the tropical forests in northwestern Costa Rica near the San Luis Field Station including pre-montane and cloud forests. Field trips may include excursions to lowland rainforests, tropical dry forests, and marine habitats. This course will be taught over 8 weeks with five hours of lecture and six hours of laboratory per week.
Proposed Curricular Revision

Department__BIOLOGY________ Date__6 March 2006_____

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.) Add course coding

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)
Need to add CW and VA codes to ETHICS IN BIOLOGY (BIOL 492) course

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website].

CW and VA

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.
The course concerns many of the emerging ethical issues in biology and medical technology, including cloning, stem cells, gene therapy, quality of life/right to die issues, as well as research ethics, animal welfare issues and environmental ethics.

Does this replace a course?__NO
This will be a __permanent__X__temporary course.

How often will the course be offered?
First offering is Fall 2006

Prerequisite(s) and/or recommended prior courses:
Genetics (BIOL 250)

How will the change be staffed?
Kelly Agnew is teaching it Fall 2006

Equipment, supply, and bibliographic requirements (Items and cost)
None needed

Will the above items be covered by a present budget?
Yes
Proposed date of implementation:
Fall 2006
Signatures

Initiator(s) of Proposal: Kelly Agnew

Department Chair_________________________________________

Area Chair_______________________________________________
Proposed Curricular Revision

Department_ Chemistry ____________________ Date 31 January 2006

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.) Add Chemistry 101, Chemistry of the Environment, to the Chemistry Department curriculum listings.

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)
This is a change to reflect how the course has been taught by Dr. Teague the past few years. See below.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website]. CW

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria. This course (Chemistry 100) currently has the CW code.

Does this replace a course? _no________ Specify

This will be a _x_permanent _temporary course.

How often will the course be offered? At least one semester each year.

Prerequisite(s) and/or recommended prior courses: None

How will the change be staffed? Present staff

Equipment, supply, and bibliographic requirements (Items and cost) No additional requirements

Will the above items be covered by a present budget? yes

Proposed date of implementation: Fall 2006

Signatures

Initiator(s) of Proposal __________________________________________

Department Chair __________________________________________

Area Chair __________________________________________

This is a number and name change (additional listing) to reflect how sections of the course have been taught by Dr. Teague and adjuncts for the last two years. It has been listed as Chemistry 100, Concepts of Chemistry. Rather than request a simple name change for the section, this proposal will leave Chemistry 100, Concepts of Chemistry in the curriculum, in case it is taught by other staff members (as in the past) without the environmental chemistry emphasis. The CW code will be removed from Chemistry 100.
Catalog copy:

Chemistry 101 *Chemistry of the Environment* (NS, CW)

Environmental issues are used as a basis to introduce the theories, models, structures, and reactions of modern chemistry to the non-science major. The states of matter are studied in the contexts of air pollution, ozone depletion, global warming, acid rain, and energy sources and consumption. Mathematical problem solving in a chemical context is included.
Hendrix College
Proposed Curricular Revision

Department: Sociology/Anthropology    Date: January 23, 2006

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)

Add new course to the catalog: ANTH 235 Peoples and Cultures of Latin America (see attached catalog description).

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)

The addition of this course broadens the substantive offerings in the department, while building on existing strengths in theory and methods. The course will also serve to support student travel and course instruction in the Costa Rica program.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill?

CW and SB

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.

See attached sheet

Does this replace a course? (circle one) Yes   No    If yes, specify which one:

This will be a permanent or temporary course. (circle one)

How often will the course be offered?

As needed

Prerequisite(s) and/or recommended prior courses:

None.

How will the change be staffed?

By existing staff
Equipment, supply, and bibliographic requirements (Items and cost)

N/A

Will the above items be covered by a present budget?

Yes

Proposed date of implementation:

Summer 2007 during Costa Rica program

Signatures

Initiator(s) of Proposal

Department Chair

Area Chair
Catalog Description for ANTH 235 Peoples and Cultures of Latin America

An overview of culture and social life in Latin America with some historical context. Topics to be examined include the legacy of European colonialism, indigenous cultures, and the influence of the contemporary global economy and transnational migration. Both ethnographic representations and hands-on research will be used to learn about this diverse and fascinating region.
Hendrix College
Proposed Curricular Revision: Sociology/Anthropology

Course Codes for ANTH 235 Peoples and Cultures of Latin America

CW code criteria:

This course has a primary focus on the CW criteria of "racial and ethnic differences," "social inequalities," and "world citizenship." These criteria will be addressed through a sustained examination of the interconnections between local, national, regional, and global realities.

SB code criteria:

Through the study of historical context and contemporary social and cultural patterns of life in Latin America, implications for social science in general will be discussed.
Hendrix College
Proposed Curricular Revision

Department__History__  Date__2/6/06__

Proposed change (one sentence summary)
Add new course HIST 236 – Colonial Brazil

Rationale for course within departmental and collegiate context.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill?  HP

Does this replace a course?  No Specify

This will be a  permanent  temporary course.
Permanent change.

How often will the course be offered?
Every 2 years

Prerequisite(s) and/or recommended prior courses:
none

How will the change be staffed?
Current faculty

Equipment, supply, and bibliographic requirements (Items and cost)
n/a

Will the above items be covered by a present budget?
n/a

Proposed date of implementation:
2006-07

Signatures
Initiator(s) of Proposal  Alan Shackelford

Department Chair

Area Chair
Hendrix College
Proposed Curricular Revision

Department__History_ Date__2/6/06__

Proposed change (one sentence summary)
Add new course – HIST 230 Native North America until 1815

Rationale for course within departmental and collegiate context.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill?
HP

Does this replace a course? Yes __________ Specify

This will be a __permanent __temporary course.
Permanent change.

How often will the course be offered?
Every 2 years

Prerequisite(s) and/or recommended prior courses:
Recommended HIST 110

How will the change be staffed?
Current faculty

Equipment, supply, and bibliographic requirements (Items and cost)
n/a

Will the above items be covered by a present budget?
n/a

Proposed date of implementation:

Signatures
Initiator(s) of Proposal __ Alan Shackelford __

Department Chair __________________________

Area Chair ________________________________
Department: History Date: 2/6/06

Proposed change (one sentence summary)
Add new course HIST 374 – Nature’s Conquest

Rationale for course within departmental and collegiate context.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill?
HP

Does this replace a course? No Specify

This will be a permanent temporary course.
Permanent change.

How often will the course be offered?
Every 2 years

Prerequisite(s) and/or recommended prior courses:
none

How will the change be staffed?
Current faculty

Equipment, supply, and bibliographic requirements (Items and cost)
n/a

Will the above items be covered by a present budget?
n/a

Proposed date of implementation:
2006-07

Signatures
Initiator(s) of Proposal: Alan Shackelford

Department Chair

Area Chair
American History

HIST 230 Native North America until 1815 (HP) (offered Fall ‘04)
This course will study the diverse experiences of American Indians from their initial peopling of the continent until 1815. Topics that will be addressed include the development of prehistoric cultural traditions, Indian responses to colonialism, and Indian influences on the emergence of Euroamerican communities in North America. In addition, the course will introduce students to the various scholarly methods associated with ethnohistory. (PM)

Global History

HIST 236 Colonial Brazil (HP) (New)
This course is an introduction to Brazil’s colonial past. The course will cover the initial emergence of the colony as a commercial outpost the dye wood trade to its place as the seat of the Portuguese Empire in the eighteenth century. Topics addressed will include: mameluco society, the emergence of a plantation economy, the Brazilian frontier, and the emergence of Luso-African cultural traditions. (PM)

General Topics Courses

HIST 374 Nature’s Conquest (New)
This course is an advanced seminar focused upon the environmental implications of Europe's expansion into the Western Hemisphere from the fifteenth to the nineteenth centuries. Readings will explore how the “Columbian exchange” impacted indigenous peoples and influenced the emergence of colonial economies, societies, and cultures throughout the Americas. (PM, S)
Hendrix College
Proposed Curricular Revision

Department: Kinesiology Date: Dec 9, 2005

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)

Add KINE courses: KINE 370 Fitness Assessment and Exercise Prescription

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)

This class is to be added to the core courses required for a degree in Kinesiology. This class will better prepare students wanting to apply to graduate programs in Kinesiology or Allied Health fields.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website].

N/A

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria. N/A

Does this replace a course? Yes Specify: KINE 370 will replace KINE 210 as a core course within the Kinesiology major; KINE 210 will continue to be a service course offered in the department.

This will be a _permanent _temporary course.

How often will the course be offered? Every other year

Prerequisite(s) and/or recommended prior courses: KINE 360 Exercise Physiology or consent of instructor

How will the change be staffed? Kinesiology staff—Dr. Jerry Mayo

Equipment, supply, and bibliographic requirements (Items and cost) None

Will the above items be covered by a present budget? Yes

Proposed date of implementation: Fall 2006

Signatures

Initiator(s) of Proposal: Earlene Hannah, Jerry Mayo

Department Chair

Area Chair
Hendrix College
Proposed Curricular Revision

Department  Kinesiology Date Dec 9, 2005

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)

Add KINE course: KINE 450 Directed Research

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)

Directed Research is being added as a 400-level capstone course intended for Pre-Therapy and Allied-Health majors. Students will study methodologies used in kinesiology to answer various research questions. Students will devise and conduct their own research project under the direction of kinesiology faculty.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [ Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website].

UR Odyssey Code

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria. See attached Odyssey code form

Does this replace a course? No Specify:

This will be a permanent temporary course.

How often will the course be offered? Every other year; as needed

Prerequisite(s) and/or recommended prior courses: KINE 360 Exercise Physiology, KINE 370 Fitness Assessment and Exercise Prescription, or by consent of instructor

How will the change be staffed? Kinesiology staff—Dr. Jerry Mayo

Equipment, supply, and bibliographic requirements (Items and cost) None

Will the above items be covered by a present budget? Yes

Proposed date of implementation: Fall 2006

Signatures

Initiator(s) of Proposal Earlene Hannah, Jerry Mayo

Department Chair

Area Chair
Hendrix College
Proposed Odyssey Coding for New Courses

Please forward the completed form to Peggy Morrison, Bailey Library, by November 1, 2005

Department: KINESIOLOGY  Date 12/09/05

Course number and title: KINE 450  Directed Research

Proposed code(s): Which Odyssey code(s) will this course fulfill? Please consult the catalog copy adopted at the November 2004 faculty meeting, the Odyssey guidelines, and the coding checklist distributed with this packet for specifics regarding individual Odyssey categories.

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<tr>
<td>Global Awareness</td>
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<td>Professional and Leadership Development</td>
<td>PL</td>
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<td>Service to the World</td>
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<td>Undergraduate Research</td>
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<td>Special Projects</td>
<td>SP</td>
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</table>

Indicate below how the specific criteria associated with the requested Odyssey coding are met by the course.

Directed Research is being added as a 400-level capstone course intended for allied-health majors. Students will study methodologies used in kinesiology to answer various research questions. Students will devise and conduct their own research project under the direction of kinesiology faculty. Students will conduct a literature review, design their study, collect data, analyze that data, and write a scientific paper. To receive UR credit, students must present their findings to the department, at the Honor's Day celebration, or at a recognized professional conference.

This Odyssey coding will be permanent ___ temporary____

Can the Odyssey component of this course be supported by existing funding? YES

Signatures

Initiator(s) of Proposal _______________________________________

Department Chair _________________________________________
## Current System

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<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th># Days from last class period</th>
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<td>MWF 2:10-4:00</td>
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<td>C5</td>
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<td>C3</td>
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<td>A6</td>
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</table>
Faculty Salary Task Force Proposal

In the April 2005 faculty meeting, the faculty voted to replace the salary goal of 80\textsuperscript{th} percentile of AAUP with the goal of 50\textsuperscript{th} percentile of ACS institutions. In September 2005, President Cloyd appointed a task force to study the issue and identify both a peer and aspirant set of institutions for the Board of Trustees to use as benchmarks. The full report has already been presented to the faculty and will be incorporated into a fuller presentation at the May Trustees meeting.

The Council on Academic Policy recommends that the faculty revise its action of April 2005 in light of the Task Force’s work, by identifying the ACS institutions as our aspirant group and the set of 25 institutions identified by the Task Force as the peer set for purposes of measuring our progress toward faculty compensation goals.

The Taskforce’s Charge

The Faculty Salary Taskforce was formed by the President and given the charge

- \textit{To develop a list of peer institutions and a list of aspirant institutions, taking into account mission, quality, resources (endowment, enrollment, net tuition revenue), setting (i.e., urban, rural, suburban), cost of living, etc.}

- \textit{To analyze data from these two sets of institutions and compare it with data from Hendrix with regard to distribution among ranks (i.e., relative seniority levels) and differential compensation by rank, discipline, and gender; and}

- \textit{To present a [2006] report to the faculty at the March faculty meeting, for action at the April meeting, if it appears that the action taken in April, 2005, needs to be revised, refined, or replaced with another benchmark.}
Salaries at Peer Institutions of Higher Learning

The Taskforce met fortnightly throughout Fall 2005. The first several meetings were devoted to a discussion of the meaning of our charge and possible approaches that we might take. At one of these early meetings, the President shared his perspective, stressing the uniqueness of Hendrix and its limited resources.

To address the President’s concerns, the Taskforce decided to identify a group of peer institutions defined solely with respect to resources (net tuition and endowment per student) and mission (Carnegie classification of private Baccalaureate Liberal Arts colleges). The number of schools to include was arbitrarily set at 25. This number was chosen, a priori, as sufficiently large to make the median robust against any potential quirk or any drastic change that might arise among a few schools. Next, Dr. Carl Burch assembled the data, largely from IPEDS (Integrated Postsecondary Education Data System of the National Center for Education Statistics) and investigated which schools were within ± X% of Hendrix on both net tuition and endowment per student.\(^1\) This interval was enlarged until 25 schools were encompassed—‘the Group of 25.’

It should be noted that no taskforce member knew the associated salaries of this selected Group of 25 until after the list was discussed and approved by the taskforce. In terms of quality, Hendrix is above the median rank of the Group of 25. The US News ranks Hendrix 73\(^{rd}\), while the Group of 25’s median is rank 81.

Turning first to Tables 2 and 3, it should be clear that the Hendrix Faculty is underpaid, relative to our resource peers. At the Professor rank (PR), the discrepancy is about $8,000 salary and $5,000 compensation. For Associate Professors (AO), it is about $3,000 salary and $1,000 compensation, and for Assistant Professors (AI) the Hendrix mean is about $1,000 higher than the median of the Group of 25.

The ‘good news’ is that Hendrix appears to be paying appropriately at the entry level. However, even this good news should be carefully qualified. If ‘Department X’ is omitted from the data, because their Assistant Professors’ salaries are clear outliers, the average AI Hendrix salary decreases by $2,200.\(^2\) If we were to make the full $2,200 adjustment, then Hendrix’s Assistant Professors go from being ‘overpaid’ (in reference to the Group of 25) by approximately $1,000 to being ‘underpaid’ by $1,000.\(^3\)

The second bit of ‘silver lining’ found in this data is that Hendrix’s fringe benefits are relatively generous (Table 3). Only Wheaton and Wooster Colleges pay more per employee for their fringe benefits, as a percent of salaries.

---

\(^1\) The mathematically correct way to operationalize the intuitive notion of ± a given percent is to use the logarithm of the ratio of given school’s net tuition to Hendrix’s net tuition.

\(^2\) If Department X is not omitted from the salary pool, then there is statistically significant evidence of gender discrimination, by approximately $3,000. Some might suggest that consistency demands that Department X either be always included or always excluded.

\(^3\) Other schools will also have their Department Xs. However proportion of Assistant Professors in Department X is likely to be higher at Hendrix, causing a greater distorting effect on our AI salaries. Without data on the distribution of salaries at other schools, we cannot make a precise adjustment for this effect other than to say that it is somewhere between $2,200 and $0.
The most glaring feature revealed by this comparison of Hendrix to the Group of 25 concerns salary compression—the smaller premium that Professors are paid over Assistant Professors. This experience premium is smaller at Hendrix than at other institutions of higher learning, whether a member of the Group of 25 or the ACS. The median ratio of Professor to Assistant Professor salaries for the Group of 25 is 1.55 and 1.63 for the ACS. Hendrix’s ratio is only 1.36.

When comparisons are made to Hendrix’s quality peers, the ACS, the discrepancies worsen (Table 4, bottom row). In this context, Professors are being underpaid by $15,300 (or 24%), Associate Professors by $6,600 (12%), and Assistants Professors by $3,100 (6.5%).

Cost of Living

It should be noted that considerations of cost of living do not materially affect the previous findings. In fact, they only worsen Hendrix’s relative standing to the Group of 25. Cost of living is defined by US Bureau of Labor Statistics’ Consumer Price Index (CPI). When all salaries are adjusted using Hendrix’s CPI as the base, the median salaries and compensation values for the Group of 25 increase by approximately $1,000, making our gap that much wider. That is, if we consider cost of living, then all Hendrix faculty members will need another $1,000 to bring us up to the median of the Group of 25. The reason for this surprising result is that prices are 2.5% lower, on average, in the small town Midwest than they are in the small town South.

---

4 Recall that Department X needs to be omitted to be consistent.
5 Of course, not all colleges in the Group of 25 are located in a small Midwest town. However, the middle range of schools (as defined by salary) is. The few schools that are located in more expensive locations have no effect on the median.
Table 1: Selection of 25 Colleges
October 20, 2005
The below ‘Group of 25’ colleges are those Carnegie classified schools, “Baccalaureate—Liberal Arts,” for which the following is the smallest:

\[
\max \left( |\log(\text{endowment}/\text{Hendrix endowment})|, |\log(\text{net tuition}/\text{Hendrix net tuition})| \right)
\]

<table>
<thead>
<tr>
<th>College</th>
<th>USNews</th>
<th>Enroll</th>
<th>Faculty</th>
<th>Tuition</th>
<th>Pell%</th>
<th>Endow</th>
</tr>
</thead>
<tbody>
<tr>
<td>DePauw U</td>
<td>IN</td>
<td>49</td>
<td>2,341</td>
<td>218</td>
<td>24,000</td>
<td>13</td>
</tr>
<tr>
<td>Furman U</td>
<td>SC</td>
<td>41</td>
<td>2,986</td>
<td>229</td>
<td>22,712</td>
<td>11</td>
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<tr>
<td>Southwestern U</td>
<td>TX</td>
<td>61</td>
<td>1,248</td>
<td>114</td>
<td>18,870</td>
<td>17</td>
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<tr>
<td>Wheaton C</td>
<td>IL</td>
<td>55</td>
<td>2,757</td>
<td>183</td>
<td>18,500</td>
<td>15</td>
</tr>
<tr>
<td>Spelman C</td>
<td>GA</td>
<td>73</td>
<td>2,013</td>
<td>162</td>
<td>14,125</td>
<td>70</td>
</tr>
<tr>
<td>Willamette U</td>
<td>OR</td>
<td>61</td>
<td>2,530</td>
<td>185</td>
<td>25,300</td>
<td>20</td>
</tr>
<tr>
<td>C of Wooster</td>
<td>OH</td>
<td>68</td>
<td>1,851</td>
<td>134</td>
<td>25,040</td>
<td>14</td>
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<tr>
<td>Lawrence U</td>
<td>WI</td>
<td>53</td>
<td>1,368</td>
<td>130</td>
<td>25,089</td>
<td>18</td>
</tr>
<tr>
<td>Centre C</td>
<td>KY</td>
<td>41</td>
<td>1,059</td>
<td>90</td>
<td>20,400</td>
<td>14</td>
</tr>
<tr>
<td>Goucher C</td>
<td>MD</td>
<td>94</td>
<td>1,738</td>
<td>98</td>
<td>24,150</td>
<td>16</td>
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<tr>
<td><strong>Hendrix C</strong></td>
<td>AR</td>
<td>73</td>
<td>1,047</td>
<td>81</td>
<td>15,630</td>
<td>23</td>
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<tr>
<td>Albion C</td>
<td>MI</td>
<td>81</td>
<td>1,716</td>
<td>118</td>
<td>21,948</td>
<td>16</td>
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<tr>
<td>Randolph-Macon Woman's C</td>
<td>VA</td>
<td>84</td>
<td>718</td>
<td>75</td>
<td>20,530</td>
<td>23</td>
</tr>
<tr>
<td>Transylvania U</td>
<td>KY</td>
<td>104</td>
<td>1,127</td>
<td>78</td>
<td>17,660</td>
<td>19</td>
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<tr>
<td>Birmingham-Southern C</td>
<td>AL</td>
<td>88</td>
<td>1,348</td>
<td>95</td>
<td>18,530</td>
<td>14</td>
</tr>
<tr>
<td>Wofford C</td>
<td>SC</td>
<td>55</td>
<td>1,148</td>
<td>82</td>
<td>20,610</td>
<td>14</td>
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<tr>
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<td>104</td>
<td>1,035</td>
<td>101</td>
<td>21,387</td>
<td>14</td>
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<td>Hanover C</td>
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<td>94</td>
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<td>86</td>
<td>19,300</td>
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<tr>
<td>Hollins U</td>
<td>VA</td>
<td>88</td>
<td>935</td>
<td>83</td>
<td>20,575</td>
<td>28</td>
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<tr>
<td>Beloit C</td>
<td>WI</td>
<td>61</td>
<td>1,293</td>
<td>103</td>
<td>24,386</td>
<td>11</td>
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<tr>
<td>Alma C</td>
<td>MI</td>
<td>3rd</td>
<td>1,265</td>
<td>84</td>
<td>18,854</td>
<td>30</td>
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<td>VA</td>
<td>71</td>
<td>680</td>
<td>81</td>
<td>19,900</td>
<td>17</td>
</tr>
<tr>
<td>Randolph-Macon C</td>
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<td>104</td>
<td>1,097</td>
<td>87</td>
<td>21,160</td>
<td>16</td>
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<tr>
<td>Millsaps C</td>
<td>MS</td>
<td>81</td>
<td>1,146</td>
<td>93</td>
<td>18,414</td>
<td>23</td>
</tr>
<tr>
<td>Emory &amp; Henry C</td>
<td>VA</td>
<td>3rd</td>
<td>885</td>
<td>68</td>
<td>15,700</td>
<td>28</td>
</tr>
<tr>
<td>Wells C</td>
<td>NY</td>
<td>94</td>
<td>403</td>
<td>49</td>
<td>14,292</td>
<td>38</td>
</tr>
</tbody>
</table>

**USNews**: Rank in the 2005 US News' rankings of national liberal arts colleges. 3rd if the college falls in the third tier.


**Pell%**: Per cent of students receiving federal grants. Source: IPEDS, 2003-4.

Table 2: Salary and Compensation for the Group of 25  
November 3, 2005

<table>
<thead>
<tr>
<th>College</th>
<th>Salary</th>
<th>Compensation</th>
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<tr>
<td></td>
<td>PR</td>
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</tr>
<tr>
<td>Hendrix C</td>
<td>AR</td>
<td>64.9</td>
</tr>
<tr>
<td>median of 25</td>
<td></td>
<td>72.7</td>
</tr>
<tr>
<td>difference</td>
<td></td>
<td>-7.8</td>
</tr>
<tr>
<td>percentile among 25</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Willamette U</td>
<td>OR</td>
<td>88.7</td>
</tr>
<tr>
<td>Goucher C</td>
<td>MD</td>
<td>86.0</td>
</tr>
<tr>
<td>DePauw U</td>
<td>IN</td>
<td>79.4</td>
</tr>
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<td>81.2</td>
</tr>
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<td>81.5</td>
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<tr>
<td>Southwestern U</td>
<td>TX</td>
<td>78.5</td>
</tr>
<tr>
<td>Wheaton C</td>
<td>IL</td>
<td>75.9</td>
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<tr>
<td>Hampden-Sydney C</td>
<td>VA</td>
<td>73.1</td>
</tr>
<tr>
<td>Lawrence U</td>
<td>WI</td>
<td>72.7</td>
</tr>
<tr>
<td>Centre C</td>
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<td>72.3</td>
</tr>
<tr>
<td>C of Wooster</td>
<td>OH</td>
<td>73.1</td>
</tr>
<tr>
<td>Hanover C</td>
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<td>71.7</td>
</tr>
<tr>
<td>Albion C</td>
<td>MI</td>
<td>72.4</td>
</tr>
<tr>
<td>Birmingham-Southern C</td>
<td>AL</td>
<td>72.1</td>
</tr>
<tr>
<td>Millsaps C</td>
<td>MS</td>
<td>73.2</td>
</tr>
<tr>
<td>Wofford C</td>
<td>SC</td>
<td>69.1</td>
</tr>
<tr>
<td>Transylvania U</td>
<td>KY</td>
<td>73.1</td>
</tr>
<tr>
<td>Hollins U</td>
<td>VA</td>
<td>71.5</td>
</tr>
<tr>
<td>Randolph-Macon C</td>
<td>VA</td>
<td>71.7</td>
</tr>
<tr>
<td>Beloit C</td>
<td>WI</td>
<td>73.1</td>
</tr>
<tr>
<td>Alma C</td>
<td>MI</td>
<td>69.0</td>
</tr>
<tr>
<td>Randolph-Macon Woman's C</td>
<td>VA</td>
<td>67.7</td>
</tr>
<tr>
<td>Sweet Briar C</td>
<td>VA</td>
<td>65.9</td>
</tr>
<tr>
<td>Wells C</td>
<td>NY</td>
<td>63.9</td>
</tr>
<tr>
<td>Emory &amp; Henry C</td>
<td>VA</td>
<td>64.6</td>
</tr>
</tbody>
</table>

{Colleges in decreasing order of average salary across ranks}

<table>
<thead>
<tr>
<th>Institution</th>
<th>% At Rank</th>
<th>%Ben</th>
<th>PR/AI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hendrix College</td>
<td>PR: 41%</td>
<td>AO: 27%</td>
<td>AI: 33%</td>
</tr>
<tr>
<td>median of 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>percentile among 25</td>
<td>71%</td>
<td>31%</td>
<td>53%</td>
</tr>
<tr>
<td>Willamette U</td>
<td>OR: 52%</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>Goucher C</td>
<td>MD: 24%</td>
<td>31%</td>
<td>45%</td>
</tr>
<tr>
<td>DePauw U</td>
<td>IN: 41%</td>
<td>19%</td>
<td>40%</td>
</tr>
<tr>
<td>Furman U</td>
<td>SC: 52%</td>
<td>26%</td>
<td>22%</td>
</tr>
<tr>
<td>Spelman C</td>
<td>GA: 20%</td>
<td>43%</td>
<td>38%</td>
</tr>
<tr>
<td>Southwestern U</td>
<td>TX: 25%</td>
<td>35%</td>
<td>40%</td>
</tr>
<tr>
<td>Wheaton C</td>
<td>IL: 34%</td>
<td>38%</td>
<td>28%</td>
</tr>
<tr>
<td>Hampden-Sydney C</td>
<td>VA: 48%</td>
<td>25%</td>
<td>27%</td>
</tr>
<tr>
<td>Lawrence U</td>
<td>WI: 30%</td>
<td>36%</td>
<td>35%</td>
</tr>
<tr>
<td>Centre C</td>
<td>KY: 41%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>C of Wooster</td>
<td>OH: 35%</td>
<td>27%</td>
<td>37%</td>
</tr>
<tr>
<td>Hanover C</td>
<td>IN: 34%</td>
<td>29%</td>
<td>36%</td>
</tr>
<tr>
<td>Albion C</td>
<td>MI: 37%</td>
<td>21%</td>
<td>42%</td>
</tr>
<tr>
<td>Birmingham-Southern C</td>
<td>AL: 45%</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>Millsaps C</td>
<td>MS: 19%</td>
<td>44%</td>
<td>37%</td>
</tr>
<tr>
<td>Wofford C</td>
<td>SC: 40%</td>
<td>29%</td>
<td>31%</td>
</tr>
<tr>
<td>Transylvania U</td>
<td>KY: 39%</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>Hollins U</td>
<td>VA: 29%</td>
<td>44%</td>
<td>27%</td>
</tr>
<tr>
<td>Randolph-Macon C</td>
<td>VA: 36%</td>
<td>30%</td>
<td>34%</td>
</tr>
<tr>
<td>Beloit C</td>
<td>WI: 36%</td>
<td>36%</td>
<td>28%</td>
</tr>
<tr>
<td>Alma C</td>
<td>MI: 45%</td>
<td>32%</td>
<td>23%</td>
</tr>
<tr>
<td>Randolph-Macon Woman's C</td>
<td>VA: 33%</td>
<td>32%</td>
<td>35%</td>
</tr>
<tr>
<td>Sweet Briar C</td>
<td>VA: 49%</td>
<td>22%</td>
<td>29%</td>
</tr>
<tr>
<td>Wells C</td>
<td>NY: 53%</td>
<td>21%</td>
<td>26%</td>
</tr>
<tr>
<td>Emory &amp; Henry C</td>
<td>VA: 35%</td>
<td>31%</td>
<td>35%</td>
</tr>
</tbody>
</table>

**% at rank:** Per cent of Faculty at PR/AO/AI ranks.

**% Ben:** Amount of benefits relative to salary, averaged across ranks.

{The only colleges that are more generous with benefits (proportionate to salary) are Wheaton C and C of Wooster.}

**PR/AI:** Ratio of Professor's salary to Assistant Professor's salary.

{Hendrix's level of salary compression is truly unusual; the only ones that come close are Wofford C and Sweet Briar C.}
### Table 4: ACS Faculty Salary and Compensation

<table>
<thead>
<tr>
<th>School</th>
<th>Salary 04-05</th>
<th>Compensation 04-05</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PR</td>
<td>AO</td>
</tr>
<tr>
<td>Hendrix College</td>
<td>64.9</td>
<td>53.9</td>
</tr>
<tr>
<td>ACS Institutions</td>
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<td></td>
</tr>
<tr>
<td>Rollins</td>
<td>83.0</td>
<td>65.3</td>
</tr>
<tr>
<td>Trinity University</td>
<td>95.7</td>
<td>63.9</td>
</tr>
<tr>
<td>University of Richmond</td>
<td>106.2</td>
<td>75.5</td>
</tr>
<tr>
<td>Birmingham Southern</td>
<td>72.1</td>
<td>58.6</td>
</tr>
<tr>
<td>Centenary</td>
<td>63.7</td>
<td>52.5</td>
</tr>
<tr>
<td>Centre College</td>
<td>72.3</td>
<td>58.9</td>
</tr>
<tr>
<td>Davidson</td>
<td>94.9</td>
<td>73.1</td>
</tr>
<tr>
<td>Furman</td>
<td>81.2</td>
<td>60.6</td>
</tr>
<tr>
<td>Hendrix College</td>
<td>64.9</td>
<td>53.9</td>
</tr>
<tr>
<td>Millsaps</td>
<td>73.2</td>
<td>54.3</td>
</tr>
<tr>
<td>Morehouse</td>
<td>73.1</td>
<td>60.4</td>
</tr>
<tr>
<td>Rhodes</td>
<td>79.1</td>
<td>61.1</td>
</tr>
<tr>
<td>Southwestern</td>
<td>78.5</td>
<td>62.9</td>
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<tr>
<td>Spelman</td>
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<td>59.7</td>
</tr>
<tr>
<td>University of the South</td>
<td>81.8</td>
<td>57.2</td>
</tr>
<tr>
<td>Washington &amp; Lee</td>
<td>94.6</td>
<td>67.6</td>
</tr>
<tr>
<td>Averages</td>
<td>84.7</td>
<td>63.4</td>
</tr>
<tr>
<td>Medians</td>
<td>80.2</td>
<td>60.5</td>
</tr>
<tr>
<td>Hendrix Rank</td>
<td>15</td>
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</tr>
<tr>
<td>Discrepancies from ACS Median</td>
<td>-15.3</td>
<td>-6.6</td>
</tr>
</tbody>
</table>

Source: Hendrix Office of Academic Affairs
Allied Health
The Allied Health emphasis in Kinesiology utilizes an interdisciplinary approach to provide strong undergraduate preparation in health sciences. The program provides a thorough understanding of the human body by including a comprehensive array of courses and laboratory experiences while emphasizing health, fitness, and wellness. The Allied Health major effectively prepares students preliminary to professional programs in physical and occupational therapy, nursing, physician assistant, preventive health or graduate programs in kinesiology. The major requires 12 courses distributed as follows:

Core Courses (8)
BIOL 150 Cell Biology
PSYC 290 Statistics
PSYC 210 Developmental Psychology
KINE 320 Anatomy and Physiology
KINE 330 Structural Kinesiology
KINE 360 Exercise Physiology
KINE 370 Fitness Assessment and Exercise Prescription
KINE 410 Directed Research

Emphasis: Select four courses from one of the areas below:

Physical/Occupational Therapy
CHEM 110 General Chemistry I
CHEM 120 General Chemistry II
PHYS 210 General Physics I
PHYS 220 General Physics II
PSYC 360 Behavioral Neuroscience

Physician Assistant
CHEM 110 General Chemistry I
CHEM 120 General Chemistry II
CHEM 240 Organic Chemistry I
BIOL 250 Genetics
BIOL 340 Microbiology
BIOL 430 Immunology

Nursing
CHEM 110 General Chemistry I
CHEM 120 General Chemistry II
CHEM 240 Organic Chemistry I
TART 110 Speech Communication
KINE 260 Nutrition
BIOL 250 Genetics
BIOL 340 Microbiology
MAJOR

The Kinesiology Department offers two majors, a major in Kinesiology and a major in Allied Health.

Kinesiology
Kinesiology requires eleven courses (eight core courses, and three courses in an emphasis chosen by the student) and six physical education activity classes, at least one chosen from each of the following categories: fitness, team sport, individual sport, aquatics, and dance.

The eight required courses are the following:
• KINE 100 Foundations of Kinesiology
• KINE 200 Care and Prevention of Exercise and Sport Injuries
• KINE 220 Health and Wellness
• KINE 280 Skills for Majors
• KINE 320 Anatomy and Physiology
• KINE 330 Structural Kinesiology
• KINE 360 Physiology of Exercise
• KINE 370 Fitness Assessment and Exercise Prescription

The areas of emphasis, and the courses comprising them, are these:
Secondary Physical Education and Health - 3 courses
• KINE 300 Secondary Methods
• KINE 400 Administration
• KINE 430 Coaching Spring Sports
or
KINE 440 Coaching Basketball
or
KINE 450 Coaching Swimming
or
KINE 460 Coaching Volleyball
or
KINE 470 Coaching Football

Elementary Physical Education - 3 courses
• KINE 250 Games and Basic Rhythms for Elementary Grades
• KINE 290 Motor Development
• KINE 350 P. E. for Elementary Education

Kinesiology 215

Sports Management - 3 courses
• ECON 100 Survey of Economics Issues
or
BUSI 200 Fundamentals of Accounting and Business I
• Marketing (to be taken off campus)
• KINE 498 Individual Internship

Recreation Leadership - 3 courses
• KINE 240 Recreational Leadership
• KINE 270 Outdoor Education
• KINE 498 Independent Internship

Each student must pass a minimum standard fitness test before graduation and demonstrate minimum standards on a list of proficiencies as prescribed by the department.

Students planning to certify to teach physical education should contact their major advisors and the Education Department for a list of courses required within the major and by the professional societies for
licensure.

**Allied Health**
The Allied Health emphasis in Kinesiology utilizes an interdisciplinary approach to provide strong undergraduate preparation in health sciences. The program provides a thorough understanding of the human body by including a comprehensive array of courses and laboratory experiences while emphasizing health, fitness, and wellness. The Allied Health major effectively prepares students preliminary to professional programs in physical and occupational therapy, nursing, physician assistant, preventive health or graduate programs in kinesiology. The major requires 12 courses distributed as follows:

**Core Courses (8)**
BIOL 150 Cell Biology
PSYC 290 Statistics
PSYC 210 Developmental Psychology
KINE 320 Anatomy and Physiology
KINE 330 Structural Kinesiology
KINE 360 Exercise Physiology
KINE 370 Fitness Assessment and Exercise Prescription
KINE 410 Directed Research

**Emphasis: Select four courses from one of the areas below:**

**Physical/Occupational Therapy**
CHEM 110 General Chemistry I
CHEM 120 General Chemistry II
PHYS 210 General Physics I
PHYS 220 General Physics II
PSYC 360 Behavioral Neuroscience

**Physician Assistant**
CHEM 110 General Chemistry I
CHEM 120 General Chemistry II
CHEM 240 Organic Chemistry I
BIOL 250 Genetics
BIOL 340 Microbiology
BIOL 430 Immunology

**Nursing**
CHEM 110 General Chemistry I
CHEM 120 General Chemistry II
CHEM 240 Organic Chemistry I
TART 110 Speech Communication
KINE 260 Nutrition
BIOL 250 Genetics
BIOL 340 Microbiology
Hendrix College
Proposed Curricular Revision

Department Kinesiology Date Dec 9, 2005

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)

Add KINE courses: KINE 370 Fitness Assessment and Exercise Prescription

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)

This class is to be added to the core courses required for a degree in Kinesiology. This class will better prepare students wanting to apply to graduate programs in Kinesiology or Allied Health fields.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website].

N/A

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria. N/A

Does this replace a course? Yes Specify: KINE 370 will replace KINE 210 as a core course within the Kinesiology major; KINE 210 will continue to be a service course offered in the department.

This will be a Permanent _temporary course.

How often will the course be offered? Every other year

Prerequisite(s) and/or recommended prior courses: KINE 360 Exercise Physiology or consent of instructor

How will the change be staffed? Kinesiology staff—Dr. Jerry Mayo

Equipment, supply, and bibliographic requirements (Items and cost) None

Will the above items be covered by a present budget? Yes

Proposed date of implementation: Fall 2006

Signatures

Initiator(s) of Proposal Earlene Hannah, Jerry Mayo

Department Chair

Area Chair
Department  Kinesiology  Date  Dec 9, 2005

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)

**Add KINE course: KINE 410 Directed Research**

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)

*Directed Research is being added as a 400-level capstone course intended for Allied-Health majors. Students will study methodologies used in kinesiology to answer various research questions. Students will devise and conduct their own research project under the direction of kinesiology faculty.*

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website].

**UR Odyssey Code**

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria. **See attached Odyssey code form**

Does this replace a course? **No** Specify:

This will be a _permanent _temporary course.

How often will the course be offered? **Every other year; as needed**

Prerequisite(s) and/or recommended prior courses: **KINE 360 Exercise Physiology, KINE 370 Fitness Assessment and Exercise Prescription, or by consent of instructor**

How will the change be staffed? **Kinesiology staff—Dr. Jerry Mayo**

Equipment, supply, and bibliographic requirements (Items and cost) **None**

Will the above items be covered by a present budget? **Yes**

Proposed date of implementation: **Fall 2006**

Signatures

Initiator(s) of Proposal  Earlene Hannah, Jerry Mayo

Department Chair

Area Chair
Hendrix College
Proposed Odyssey Coding for New Courses

Please forward the completed form to Peggy Morrison, Bailey Library, by November 1, 2005

Department: **KINESIOLOGY**  Date  **12/09/05**

Course number and title: **KINE 410  Directed Research**

Proposed code(s): Which Odyssey code(s) will this course fulfill? Please consult the catalog copy adopted at the November 2004 faculty meeting, the Odyssey guidelines, and the coding checklist distributed with this packet for specifics regarding individual Odyssey categories.

- Artistic Creativity
- Global Awareness
- Professional and Leadership Development
- Service to the World
- **Undergraduate Research**
- Special Projects

Indicate below how the specific criteria associated with the requested Odyssey coding are met by the course.

**Directed Research** is being added as a 400-level capstone course intended for allied-health majors. Students will study methodologies used in kinesiology to answer various research questions. Students will devise and conduct their own research project under the direction of kinesiology faculty. Students will conduct a literature review, design their study, collect data, analyze that data, and write a scientific paper. To receive UR credit, students must present their findings to the department, at the Honor’s Day celebration, or at a recognized professional conference.

This Odyssey coding will be permanent _X__ temporary_____ 

Can the Odyssey component of this course be supported by existing funding? **YES**

Signatures

Initiator(s) of Proposal______________________________

Department Chair______________________________