

Curriculum Committee  
AGENDA  
Monday, August 25, 2014  
Williamson Dining Room  
Noon

I. Call to Order

II. New Business

A. Election of the positions: Chair-Elect and Secretary (to review minutes for accuracy)

2014-15 Curriculum Committee members are:

Newly Elected for 2 Year Term:

Dr. Stan Lombardo (AH 2 year term)  
Dr. Michael Benefield (BA 2 year term)  
Dr. J. J. Mayo (ED 2 year term)  
Dr. Cathi McMahan (EAS 2 year term)  
Dr. Cathy Baker (NH 2 year term)  
Ms. Jennifer Saxton (PS 2 year term)  
Dr. Stephanie Pepper (at large; 1 year term)

Completing Last Year of 2 Year Term:

Dr. Diane Gleason (AH 1 year term)  
Dr. Nina Goza (BA 1 year term)  
Dr. Mac Rainey (EAS 1 year term)  
Dr. Shelley Hanna (ED 1 year term)  
Dr. Jackie Bowman (NH 1 year term)  
Dr. Jeremy Schwehm (PS 1 year term)  
Tammy Weaver (ex officio)

Katie Frazier SGA members (ex officio)

Saul Pennington SGA members (ex officio)

B. Meeting location

C. Calendar

D. Curricular Items

I. College of Arts and Humanities

A. Department of Behavioral Sciences

1. Add ANTH 2833, Cultural Resource Management, to the course descriptions.
2. Change the prerequisites for PSY (SOC) 2053, Statistics for the Behavioral Sciences, from Prerequisite: MATH 1113, College Algebra, and PSY 2003, General Psychology, or SOC 1003, Introductory Sociology, or consent; to Prerequisite: MATH 1003, College Mathematics, or higher, and PSY 2003, General Psychology, or SOC 1003, Introductory Sociology, or consent; and
3. Modify the Curriculum in Psychology, Rehabilitation Science, Sociology, and Criminal Justice as follows: change the mathematics requirement: MATH 1113, College Algebra, or Higher; to Mathematics<sup>1,T</sup>.

B. Department of History and Political Science

1. Add GEOG 3403, GIS II – Planning Applications, to the course descriptions;
2. Modify the Curriculum in History as follows: a) delete three hours of Elective; and b) add three hours of 3000-4000 level Geography Electives; and
3. Add the Curriculum in ~~Anthropology and Geography~~ **Cultural and Geospatial Studies**. **Amend matrix to include TECH 1001 and 6 hours of Language.**

II. College of Engineering and Applied Sciences

A. Department of Parks, Recreation, and Hospitality Administration

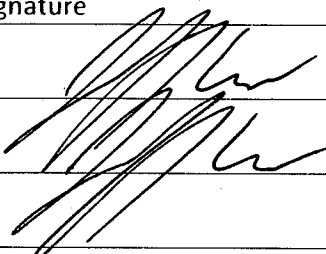
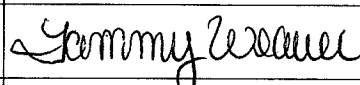
1. Modify the Curriculum in Recreation and Park Administration Therapeutic Recreation Emphasis as follows: delete three hours of approved electives; add RP 3023, Camp Administration; delete Footnote 2 and change Footnote 3 to Footnote 2;
2. Combine the current Recreation Administration Emphasis with the current Turf Management Emphasis in the Curriculum in Recreation and Park Administration to create a new Recreation Sport Management Emphasis as follows: (a) Delete the Curriculum in Recreation and Park Administration Turf Management Emphasis; and (b) Change the name of the Curriculum in Recreation and Park Administration Recreation Administration Emphasis to Curriculum in Recreation and Park Administration Recreation Sport Management Emphasis; and modify the curriculum as follows: 1) add RP 3763, Introduction to Turfgrass Management; RP 3793, Turfgrass Pest Control; and RP 4753, Sports Field Management and Design; 2) delete PE 4103, Principles and Methods of Adapted Physical Education; and 3) reduce the Approved Electives from 12 hours to 6 hours. **Amendment: added Dept Support Form**

III. Announcements

IV. Adjournment

**Arkansas Tech University**  
**REQUEST FOR COURSE ADDITION**

TO:	Curriculum Committee
FROM (Initiating Department):	Behavioral Sciences
DATE SUBMITTED:	July 1, 2014

Title	Signature	Date
Department Head		7/2/14
Dean		7/2/14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/25/14
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) <b>ANTH</b>	Course Number: (e.g., 1003) <b>2833</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>Cultural Resource Management</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>CULTURAL RESOURCE MANAGEMENT</b>		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 <input type="radio"/> 98 Other
Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No How Much? _____ Select Fee Type _____		

If selected other list fee type: \_\_\_\_\_

Elective

Major

Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.) CRM is required for a proposed B.A. in Anthropology and Geography. Please see new program addition proposal from the Department of History and Political Science.

If course is required by major/minor, how frequently will course be offered?

At least once each academic year. This course could be offered every semester if demand warrants.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

a. Course subject

b. Course number

c. Catalog course title

d. Catalog description

1. Arkansas Course Transfer System (ACTS) course number, if applicable

2. Cross-listing

3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)

4. Prerequisites

5. Co-requisites

6. Description

7. Notes (e.g., information not in description such as course may be repeated for credit)

8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)

9. Fees (e.g., \$36 art fee)

e. Section for Name of instructor, office hours, contact information (telephone, email)

f. Text required for course

g. Bibliography (supplemental reading list)

h. Justification/rationale for the course

i. Course objectives

j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)

k. Assessment methods (include grading policy with specific equivalents for A, B, C)

l. Policy on absences, cheating, plagiarism, etc.

m. Course content (outline of material to be covered in course).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No special resources required.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? No special classroom required.

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

# ✓ Cultural Resource Management

✓ ANTH2833-M01

Meeting time and place

*"The central problem with which CRM practitioners grapple is a very human one—  
how to hold on to what people value about the cultural past and present (which is often the natural  
world as well) while getting on with the future."*

~Thomas F. King

**Instructor** Rebecca Wiewel  
Behavioral Sciences Department  
Email: rwiewel@atu.edu  
Office: TBA  
Office Hours: TBA  
Office Phone: TBA

**Textbooks** *Cultural Resource Law and Practice*, 4<sup>th</sup> edition, by Thomas F. King. AltaMira Press,  
Lanham, Maryland. ISBN: 978-0-7591-2175-1

*Federal Historic Preservation Laws: The Official Compilation of U.S. Heritage Statutes*,  
2006 edition. (Available online at <http://www.nps.gov/history/history/hisnps/fhpl.htm>).  
Printed versions are also available for purchase if desired.

NOTE: Additional articles noted on the course schedule will be posted on Blackboard.

## ✓ Catalog Description

This course explores the discipline of cultural resource management (CRM), a form of applied anthropology, which manages the impacts of the contemporary world on places (e.g., historic and archaeological sites and landscapes) and items of cultural value. Through an exploration of real-world case studies, students will gain an understanding of current federal and state laws pertinent to CRM, disciplinary best practices, and ethical issues.

## Course Rationale

This course examines the development and current practice of cultural resource management (CRM), a branch of historic preservation concerned with places and items of cultural heritage and significance that includes everything from the recent historical record to the deep archaeological past. Since most archaeologists are employed in CRM, it is important for students interested in archaeology to understand how the discipline is applied in a public context. For most of the semester, we will organize our study through an exploration of the major laws and regulations that form the basis of CRM practice. We will also learn how to creatively apply these laws to achieve the best outcome when balancing contemporary development and interests with the protection and conservation of the cultural past. In this endeavor we will consider how the practice of CRM intersects with diverse interest groups, environmental issues, and public education.

## Student Learning Objectives

By the end of the semester, committed students will be able to accomplish the following objectives:

- Discuss the significance of cultural resources to contemporary society.
- Identify the major laws and regulations relevant to CRM and understand how they are applied in different scenarios.
- Apply the criteria of the National Register of Historic Places and other measures of significance.
- Think critically and creatively to solve complex legal and ethical issues inherent in CRM practice.
- Evaluate the effectiveness of public outreach and heritage tourism programs based on their educational outcomes and effects on resource preservation.

These objectives, along with learning activities used throughout the course, will help students develop effective written and oral communication skills, ethical perspectives, and critical-thinking skills as defined in the ATU General Education Objectives.

**Assessment**

Grades will be based on the following:

In-class exams	(2 @ 100 points each)	200 points
Assignments	(3 @ 50 points each)	150 points
Semester Project		100 points
Participation		50 points
<b>TOTAL</b>		<b>500 points</b>

The number of points earned over the course of the semester will be converted into a percentage of the total points possible (≥90% =A, 80–89% =B, 70–79% =C, 60–69% =D, <60% =F).

**Exams**

Exams will be based on material from class lectures, discussions, films, and assigned readings and will consist of a variety of question types (e.g., multiple-choice, T/F, and short essay). Make-up exams will only be given with prior consent in the event of an excused absence (illness, family emergency, etc.) for which there is documentation and will consist entirely of short answer or essay questions. All make-ups will occur within one week of the regularly scheduled exam at the convenience of the instructor.

**Assignments**

Students will complete three assignments throughout the semester designed to apply knowledge of cultural resource laws and best practices to real-world situations. The first exercise requires students to evaluate historic properties for eligibility of inclusion on the National Register of Historic Places. The next assignment utilizes a case study produced by the Advisory Council on Historic Preservation, which students will analyze and then answer a series of discussion questions. Finally, students will play the role of a project manager in the third exercise and advise a client on proper procedures relevant to the excavation of Native American human remains on both federal and private land. Assignments will be posted on Blackboard at least one week in advance, and written responses will be submitted through the SafeAssign tool on Blackboard by 11:59 PM on the due date noted in the course schedule. Please do not wait until the last minute to submit assignments in case of technical difficulties. Students will receive an automatic grade deduction of 15% of the total points possible for the assignment for each day it is late. Late work will not be accepted beyond one week from the assignment’s due date.

**Semester Project**

Each student will complete a semester project on an approved topic related to the practice of cultural resource management and/or public archaeology. Students will have the choice of writing a traditional term paper (typed, double-spaced with one-inch margins and length equivalent to 6-8 pages using 12-pt Times New Roman font) or completing a creative project. Possible projects include developing interpretive signage and brochures for a historic property or developing educational materials for use in Arkansas public schools. If you choose to do a creative project, you will need to write a short introduction to your project that discusses its goals and relevance in addition to the product itself. Papers will be submitted through SafeAssign on Blackboard and are due during the final exam period. Any project materials (e.g., creative products) unable to be uploaded electronically must be submitted to the instructor before or during the scheduled final exam period. Late project submissions will not be accepted. Further instructions, including a list of possible topics and a grading rubric, will be posted on Blackboard.

**Participation**

Attendance and active participation are required and will be evaluated for each class. Students are expected to complete readings before attending the class for which they are assigned. Participation grades are an assessment of each student’s demonstrated effort to contribute to class discussions and in-class work. I will give periodic individual or group activities in class. Otherwise, contributing to class discussions and engaging with class lectures is each student’s responsibility.

Students unable to attend class are responsible for getting notes from another student. I do not normally post lecture materials online. Additionally, please notify me of any excused absence (illness, family emergency, etc.) within 24 hours of the absence (or beforehand if possible). Students will not be penalized for excused absences, but participation points will not be given to students whose absences are unexcused. Please be prepared to provide appropriate documentation.

### **Inclement Weather**

Class will meet unless the university is closed due to inclement weather. In the unlikely event that I am unable to come to campus due to inclement weather, I will leave a message in the department office and send email notification if possible.

### **Special Needs**

Students with disabilities should contact the ATU Disabilities Coordinator to request accommodations and inform me of any necessary instructional modifications in a timely manner. Every effort will be made to provide reasonable accommodations if advance documentation is provided.

### **Academic Honesty**

Students are expected to abide by the ATU policy on academic honesty. Please consult the current Student Handbook for policy details. Any form of academic dishonesty, including plagiarism, will be prosecuted in accordance with ATU policy and will result in a failing grade (zero points) for the assignment in question or in a failing grade for the class in some circumstances. If you are uncertain whether an action constitutes academic dishonesty, ask in advance!

### **Other Information**

Students are expected to treat one another and the instructor with courtesy and respect. Please turn off cell phones before coming to class. Participation credit will not be given to students who regularly use cell phones to text message or personal computers for reasons not related to class.

Since this is a mixed-technology course, students must have access to a computer which meets the minimum requirements for online learning established by the computer services department at ATU (see <http://www.atu.edu/etech/about.php#Computer-Requirements> ). Articles, assignments, grades, and other information will be posted on Blackboard, and students will use Blackboard to submit assignments electronically. Campus computer labs are available for student use if necessary.

Minor changes to the syllabus and/or course schedule may be necessary. However, I will always announce changes in class (and usually via email and Blackboard as well). Please be sure to check your Tech student email account often. Students are responsible to keep up with any changes. I am happy to answer questions via email, but please allow sufficient time for a response. I will make every effort to reply within 24 hours. Additionally, please do not email me to ask about something that can be found by consulting the syllabus.

### **Course Schedule**

“King” refers to the required textbook *Cultural Resource Laws and Practice*. “Laws” refers to the *Federal Historic Preservation Laws* book available online. “BB” refers to articles or handouts posted on Blackboard.

<b>Date</b>	<b>Topic</b>	<b>Assigned Reading</b>
<b>Week 1</b>	Introduction to course What are cultural resources?	King, pp. 1-15
<b>Week 2</b>	The value of cultural resources A brief history of CRM	King, pp. 16-49
<b>Week 3</b>	Laws and regulations: HSA, NHPA, NEPA, AHPA	Laws: <u>HSA of 1935</u> ; <u>NHPA of 1966</u> Laws: <u>AHPA</u> ; <u>NEPA of 1969</u>
<b>Week 4</b>	Laws and regulations, cont.	King, Chapter 2 Review laws from last week
<b>Week 5</b>	The National Register The Section 106 process	King, Chapter 3 Laws: <u>36 CFR Part 800</u> ; King, pp. 105-115

<b>Date</b>	<b>Topic</b>	<b>Assigned Reading</b>
<b>Week 6</b>	The Section 106 process, cont. Managing impacts to historic properties	<b>Exercise 1 due;</b> King, pp.116-144 King, pp. 145-203
<b>Week 7</b>	<b>Exam 1</b> Archaeological resource protection	<b>Study for exam!</b> Laws: <u>ARPA</u> ; King, pp. 274-280
<b>Week 8</b>	Local community interests, descendant communities, and religious rights	King, pp. 254-265 and Chapter 7 Laws: <u>AIRFA</u> and <u>EO 13007</u>
<b>Week 9</b>	Repatriation and reburial: NAGPRA NAGPRA, cont.	Laws: <u>NAGPRA</u> ; King, pp. 266-274
<b>Week 10</b>	Section 110 of the NHPA Management and land use planning	<b>Exercise 2 due</b> King, Chapter 5
<b>Week 11</b>	Arkansas state laws State programs	Arkansas laws (posted on Blackboard) BB: Green and Davis (2000)
<b>Week 12</b>	Curation standards Conservation and preservation	Laws: <u>36 CFR Part 79</u> BB: Trimble and Marino (2003)
<b>Week 13</b>	What is "public archaeology"? Public education and ethical issues	<b>Exercise 3 due;</b> BB: McManamon (1991) BB: Kwas (2000)
<b>Week 14</b>	Research and reports <b>Exam 2</b>	<b>Study for exam!</b>
<b>Week 15</b>	Employment opportunities in CRM	King, Chapter 9.
<b>Finals Week</b>	Insert date and time of final exam	<b>Semester project due</b>

#### **Bibliography of articles posted on Blackboard**

- Green, Thomas J., and Hester A. Davis  
2000 The Arkansas Archeological Survey: A Statewide Cooperative Program. In *Cultural Resource Management in Contemporary Society*, edited by Francis P. McManamon and Alf Hatton, pp. 142-159. Routledge, New York.
- Kwas, Mary L.  
2000 On Site and Open to the Public: Education at Archaeological Parks. In *The Archaeology Education Handbook: Sharing the Past with Kids*, edited by Karolyn Smardz and Shelley J. Smith, pp. 340-351. Altamira Press, Walnut Creek, California.
- McManamon, Francis P.  
1991 The Many Publics of Archaeology. *American Antiquity* 56:121-130.
- Trimble, Michael K., and Eugene A. Marino  
2003 Archaeological Curation: An Ethical Imperative for the Twenty-First Century. In *Ethical Issues in Archaeology*, edited by Larry J. Zimmerman, Karen D. Vitelli, and Julie Hollowell-Zimmer, pp. 17-27. AltaMira Press, Walnut Creek, California.



**Supplementary Reading List** (useful for your semester project)

Davis, Hester A.

- 1990 Training and Using Volunteers in Archeology: A Case Study from Arkansas. Archeological Assistance Program, Technical Brief No. 9. National Park Service, Washington, DC.  
Available online at: <http://www.cr.nps.gov/archeology/pubs/techBr/tch9.htm>.

Derry, Linda, and Maureen Malloy

- 2003 *Archaeologists and Local Communities: Partners in Exploring the Past*. Society for American Archaeology, Washington, D.C.

Dongoske, Kurt E., Mark Aldenderfer, and Karen Doehner (editors)

- 2000 *Working Together: Native Americans and Archaeologists*. Society for American Archaeology, Washington, D.C.

Hardesty, Donald, and Barbara J. Little

- 2009 *Assessing Site Significance: A Guide for Archaeologists and Historians*. AltaMira Press, Lanham, Maryland.

Hutt, Sherry

- 1999 *Heritage Resource Law: Protecting the Archaeological and Cultural Environment*. Wiley and Sons, New York.

Jameson, John H. (editor)

- 1997 *Presenting Archaeology to the Public: Digging for Truths*. AltaMira Press, Walnut Creek, California.

King, Thomas F.

- 2002 *Thinking about Cultural Resource Management: Essays from the Edge*. AltaMira Press, Walnut Creek, California.
- 2003 *Places that Count: Traditional Cultural Properties in Cultural Resource Management*. AltaMira Press, Walnut Creek, California.

Little, Barbara J. (editor)

- 2002 *Public Benefits of Archaeology*. University Press of Florida, Gainesville.

McManamon, Francis P., and Alf Hatton (editors)

- 1999 *Cultural Resource Management in Contemporary Society*. Routledge, New York.

Arkansas Tech University

Course Addition

Assessment Form

ANTH 2833

**Our Mission**

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

a. How does this course fit with the university mission?

Cultural Resources Management is a core area of Anthropology and – provided the program is approved – will serve as a key component for a combined Bachelor of Arts in Anthropology and Geography. Please see degree proposal for a more comprehensive statement of support for the university mission. Cultural Resources Management specifically addresses scholastic development in expansion of innovative programs.

b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A

c. Provide up to three student learning outcomes students will achieve after completing this course?

By the end of the semester, committed students will be able to accomplish the following objectives:

1. Discuss the significance of cultural resources to contemporary society.
2. Identify the major laws and regulations relevant to CRM and understand how they are applied in different scenarios.
3. Apply the criteria of the National Register of Historic Places and other measures of significance.
4. Think critically and creatively to solve complex legal and ethical issues inherent in CRM practice.
5. Evaluate the effectiveness of public outreach and heritage tourism programs based on their educational outcomes and effects on resource preservation.

d. What assessment tool or measure will you use to assess student learning?

Students will complete course exams, course assignments, and a semester project. Please see answer "e" for further details.

e. What will students demonstrate, represent, or produce to provide evidence of their learning?

In addition to course exams, students must complete three semester assignments and a term paper/project. First, students will evaluate properties for eligibility of inclusion on the

National Register of Historic Places. The second assignment will analyze a case study provided by the Advisory Council on Historic Preservation. Finally, students will act as a project manager in the handling and transfer of human remains on both federal and private lands. The term paper/creative project will focus on combining course knowledge to develop a significant work of research in support of culture/historic preservation.

- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course.

This course is being initiated as part of a new program and will be taught by a recent addition to ATU's faculty (date of employment, Fall 2014). Please see student survey results from the new degree proposal for evidence of student interest. Likewise, affirmation of needed skills in Cultural Resources Management was evident in feedback from prospective employers, particularly the Arkansas Department of Cultural Heritage and The Archeological Survey Coordinating Office. Until recently, cultural resources management was addressed ad hoc as needed for completion of Anthropology coursework. Inclusion of this course will enhance instruction in this important core area of Anthropology.

- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

Cultural Resources Management is a common offering in Anthropology departments. In Arkansas, only The University of Arkansas-Fayetteville and UALR offer majors in Anthropology. The University of Arkansas currently offers the following course in Cultural Resources Management:

*ANTH 4443. Cultural Resource Management I*

*Concentrated discussion of management problems relative to cultural resources, including review and interpretation of relevant federal legislation, research vs. planning needs, public involvement and sponsor planning, and assessment of resources relative to scientific needs. No field training involved; discussion will deal only with administrative, legal and scientific management problems. May be repeated for degree credit.*

**Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM**

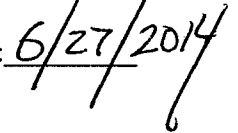
This form must be completed for every department affected by the course change.

Department Affected: History and Political Science	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: HPS approves this addition to proposed degree <i>B.A. in Anthropology and Geography</i> .	

Department Head Signature:



Date:



RECEIVED

MAY 29 2014

Registrar's Office

**Arkansas Tech University  
REQUEST FOR COURSE CHANGE**

TO:	Curriculum Committee
FROM (Initiating Department):	Behavioral Science
DATE SUBMITTED:	5/9/14

Title	Signature	Date
Department Head	<i>[Signature]</i> <i>On behalf of BEHAV Dept</i>	5-29-14
Dean	<i>[Signature]</i>	5-29-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	6/11/14
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PSY/SOC	2053
Is this course cross-listed with another existing course? If so, list course subject and number. <input checked="" type="radio"/> Yes <input type="radio"/> No _____ PSY/SOC 2053	
Official Catalog Title: <b>Statistics for the Behavioral Sciences</b>	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	_____
<b>NOTES:</b> These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description	

MAY 29 2014

Registrar's Office

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

New Course Description:

New Cross List:

 Adding Cross-Listing Changing Cross-Listing Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

New Prerequisite (list all, as you want them to appear in the catalog):

Prerequisites: MATH 1003 or higher, and PSY 2003 or SOC 1003, or consent.

New Co-requisite (list all, as you want them to appear in the catalog):

 Elective Major Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

MAY 29 2014

Registrar's Office

**Arkansas Tech University**

**Course Change**

**Assessment Form**

Psy/Soc 2053

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Provide an answer for each question. Your answers are to be typed single spaced.

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.

b. Provide an example or examples of student learning assessment evidence which supports the course change. Data gathered in Institutional Research indicates that for first time degree seeking students from 2007/8 to 2010/11, 77.9% were successful in MATH 1003 while 68.8% were successful in MATH 1113. Students who took the remedial course MATH 0903 were also about 10% more successful in MATH 1003 than they were in MATH 1113. Math department analyses of preparation for statistics indicate that MATH 1003, with an emphasis on applied skills and with a specific introductory section on statistics, would be better preparation for higher level statistics courses.

RECEIVED

MAY 29 2014

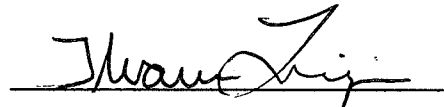
Registrar's Office

**Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: Math	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:  Behavioral Sciences requests support for changing its general education math requirement in Rehabilitation Science, Psychology, Sociology, and Criminal Justice from MATH 1113 or higher to MATH 1003 or higher.	

Department Head Signature:



Date: 5/14/14



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Registrar's Office

**Arkansas Tech University  
PROPOSAL FOR CHANGE IN PROGRAM**

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Behavioral Sciences
DATE SUBMITTED:	5/7/14

Title	Signature	Date
Department Head	<i>[Signature]</i> <i>On behalf of ARSU Dept.</i>	5-29-14
Dean	<i>[Signature]</i>	5/29/14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	6/11/14
Vice President for Academic Affairs		

<p>Program Title:</p> <p>Curriculum in Psychology Curriculum in Rehabilitation Science Curriculum in Sociology Curriculum in Criminal Justice</p>	<p>Requested changes will be effective Summer I for next catalog year</p>
<p>Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)</p> <p>Change the mathematics requirement (Math 1113 or Higher) to <b>Mathematics</b><sup>1,T</sup> (Math 1003, Math 1113 or Higher)</p>	
<p>What impact will the change have on staffing, on other programs and space allocation? Given the large number of students in these programs, it may require more sections of Math 1003.</p>	
<p>Attach the Change in Program Assessment Form. The form is located on the Assessment &amp; Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a></p>	

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MAY 29 2014

Registrar's Office

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).

In the attached matrix, include requested changes in the matrix and include course number and title. Each of the matrices should replace MATH 1113<sup>T</sup> or higher with **Mathematics<sup>1,T</sup>**

Arkansas Tech University  
Proposal for Change in Program  
Assessment Form

**Our Mission**  
Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does the program change fit with the university mission? The change to MATH 1003 in the Behavioral Sciences will offer better chances for the scholastic development of students pursuing careers in Sociology, Psychology, Rehabilitation Science and Criminal Justice.
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. How will the program change impact learning for students enrolled in this program? Discussions between Behavioral Science and Math Department faculty indicate that Math 1003, as a course geared more toward applied mathematics with a statistics component, is better preparation for success in statistics, the key math skill needed in the behavioral sciences. According to institutional research, students in MATH 1003 also have a higher overall success rate than students in MATH 1113.
d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Higher success rates (higher grades, lower DFWI rates) in the Math general education requirement and in Behavioral Science statistics courses.
e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Data gathered in Institutional Research indicates that for first time degree seeking students from 2007/8 to 2010/11, 77.9% were successful in MATH 1003 while 68.8% were successful in MATH 1113. Students who took the remedial course MATH 0903 were also about 10% more successful in MATH 1003 than they were in MATH 1113. Math department analyses of preparation for statistics indicate that MATH 1003, with an emphasis on applied skills and with a specific introductory section on statistics, would be better preparation for higher level statistics courses.
f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. At the ADHE Quantitative Literacy meeting in April 2014, Arkansas institutions listed as accepting MATH 1003 for behavioral science degrees included UALR, UCA, and ASU. Other institutions are currently considering the change to MATH 1003 for behavioral science degrees as well.

- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) No changes are necessary to the current assessment plans for Rehabilitation Science, Psychology, Sociology, and Criminal Justice. Current assessment plans for each of these programs can be found in four column Tracdat reports. Success rates for Behavioral Science students in MATH 1003 and statistics in terms of grades and DFWI rates are continuously collected and can be obtained from Institutional Research.

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MAY 29 2014

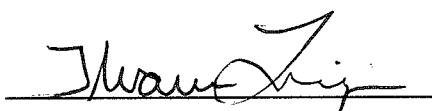
Registrar's Office

**Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: Math	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:  Behavioral Sciences requests support for changing its general education math requirement in Rehabilitation Science, Psychology, Sociology, and Criminal Justice from MATH 1113 or higher to MATH 1003 or higher.	

Department Head Signature:



Date: 5/14/14

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

TO:	Curriculum Committee	
FROM (Initiating Department):	History and Political Science	
DATE SUBMITTED:	July 1, 2014	
Title	Signature	Date
Department Head	<i>Peter Dykeman</i>	7-1-14
Dean	<i>[Signature]</i>	7-2-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Wallace</i>	7/25/14
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
GEOG	3403	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
GIS II - Planning Applications		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
GIS II - PLANNING APPLICATIONS		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input checked="" type="radio"/> 02 Lecture/Lab	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input checked="" type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 <input type="radio"/> 98 Other
Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No How Much? _____ Select Fee Type _____		

If selected other list fee type: \_\_\_\_\_

Elective                       Major                       Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.) GIS II is required for a proposed B.A. in Anthropology and Geography. Please see new program addition proposal from the Department of History and Political Science.

If course is required by major/minor, how frequently will course be offered?

At least once each academic year. This course could be offered every semester if demand warrants.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

- a. Course subject
- b. Course number
- c. Catalog course title
- d. Catalog description
  - 1. Arkansas Course Transfer System (ACTS) course number, if applicable
  - 2. Cross-listing
  - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  - 4. Prerequisites
  - 5. Co-requisites
  - 6. Description
  - 7. Notes (e.g., information not in description such as course may be repeated for credit)
  - 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  - 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

This course will use ArcGIS 10.x software. Arkansas Tech University already supplies this software for use in GEOG 2833. For the foreseeable future, GEOG 3403 would require the use of 20 user licenses in any given semester. Our understanding is that there are 100 user-licenses now available which would be more than enough to cover additional use for this program. As GIS use grows on campus, Geography would continue to coordinate with other departments to ensure adequate availability of user-licensing, adjusting time and day offerings to prevent conflicts with other GIS courses.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? No special classroom required.

Current Geographic Information Systems courses taught through this department use either McEver Science Building 107 or a Ross Pendergraft Library (RPL) computer lab. The introductory GIS course (FW/GEOG 2833) includes Fisheries and Wildlife students; the proposed upper level GIS would not serve that program and would therefore require a computer lab on campus other than McEver 107. We don't anticipate the need for a dedicated computer lab provided we can continue to use RPL labs for our upper-division GIS classes. Arkansas Tech University currently supports adequate software licensing to cover any

additional use for this program.

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).



**GIS II – Planning Applications**  
**GEOG 3403-M01**  
**Fall Semester, 2015**  
**Course Syllabus**

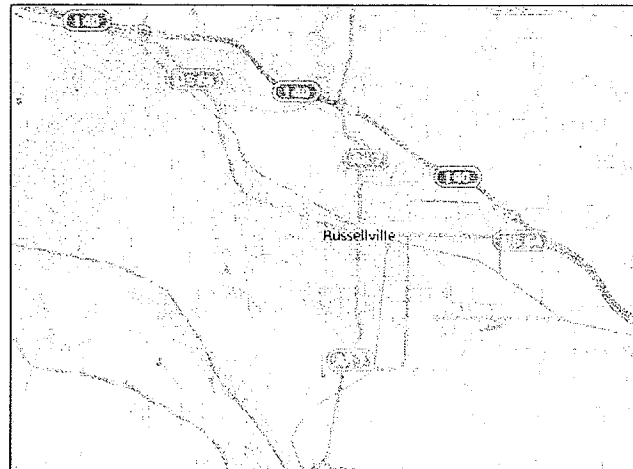
Instructor: Dr. Joseph Swain  
Office Phone: 479-880-4287  
Email: [jswain@atu.edu](mailto:jswain@atu.edu)

Office Hours: TBA  
Office: Witherspoon 244A

**Course Catalog Description:** A GIS mapping course specializing in the collection and manipulation of spatial data in support of metropolitan planning and community development. Emphasis will be placed on techniques in editing, raster methods, spatial analysis, and GIS modeling.

**Required Textbook:** *Mastering ArcGIS*, 6th edition, Maribeth Price, McGraw-Hill Higher Education 2014.

PDF copies of Urban-Planning Case Studies to accompany each chapter will be available on blackboard.



**Prerequisite:** GEOG 2833: Introduction to Geographic Information Systems or instructor approval

**Course Rationale:** According to the U.S. Bureau of Labor, Geospatial Technology ranks among the fastest growing industries in the U.S., growing at an annual rate of almost 35% a year ([http://www.doleta.gov/BRG/Indprof/geospatial\\_profile.cfm](http://www.doleta.gov/BRG/Indprof/geospatial_profile.cfm)). In this course, students will focus on GIS applications typical to regional and urban planning. Planning departments frequently use GIS in developing and updating Comprehensive Land Use Plans and in day-to-day operations such as production or review of zoning application, property and utility management, and subdivision/building permit applications. Planning department employees also use GIS in production and presentation of reports to other city agencies (e.g., City Council, Planning Commission, Historic District Commission, Greenbelt Commission, Reapportionment Commission, and Board of Appeals). This course introduces advanced concepts in GIS widely used in the Geospatial Industry, but with a specific focus on scenarios experienced by planning professionals in the field. GEOG 3403 is an upper-level GIS course that requires significant student dedication to learning software approaches in geography. The course will consist of lectures covering theoretical background and concepts, tutorials to learn the use of GIS software, and assignments involving problem solving and spatial analysis.

**Course Objectives:**

- Students will learn advanced capabilities of GIS, including raster analysis, editing, and geoprocessing using GIS software on a desktop PC.

- Students will use GIS to solve practical spatial problems that mirror the technical challenges commonly faced by career GIS professionals in the typical planning department.
- Students will analyze human-environment relationships during the planning process, including related impact of on the natural environment, urban land-use, and regional socio-economic differentiation.

**Assessment:**

10% = Participation

20% = Lab Tutorials

40% = Mini-Projects (4 x 10% each)

30% = Final Project Maps/Write-Up

"A" = 90-100%, "B" = 80-89%, "C" = 70-79%, "D" = 60-69%, "F" = below 60%

**Assignments:**

- Students will be responsible for completing the lab tutorials for chapters 7-15 as indicated on the course syllabus. All assigned tutorials will be taken-up for a collective 20% of your grade.
- Four mini-projects will be required producing a report in response to a specified planning case study. The following topics will be required:
  - Mini-Project 1 – Urban Land Use Analysis
  - Mini-Project 2 – Transportation and Utility Networks
  - Mini-Project 3 – Land-Parcel Input and Editing
  - Mini-Project 4 – Zoning Application Review and Report Generation
- Final Project: Each student will complete an independent small-town zoning or economic development plan. Each plan will be in report format and will include an absolute minimum of four original maps with appropriate write-up. See blackboard for assignment details and rubric.

**Attendance:**

Attendance to this course is both essential and mandatory. Assigned seating and an attendance chart will be required for this class. For every three times you are late or leave early, you will earn an absence in the attendance gradebook. Each time you do not attend class you will earn an absence in the attendance gradebook. After the first two absences recorded, you will be penalized five percent of your final grade per absence.

**Academic Misconduct:**

Academic honesty is a cornerstone of higher education. If you are caught plagiarizing or cheating, you will receive an "F" (0%) for the entire assignment. Furthermore, the instructor reserves the right to apply an F for the entire course if he feels it is warranted. Please refer to "Student Academic Conduct Policies" outlined in the student handbook.

**Students with Disabilities:**

Any student in this course who has a disability that may prevent full demonstration of the student's ability should contact the instructor personally as soon as possible in order to ensure full participation in

educational opportunities. Please do this by the third day of classes, and please bring appropriate documentation from the University's Disabilities Coordinator. If you fail to do either of these things, I cannot be held responsible for not making appropriate accommodations:

**Supplemental Readings – Includes a Broader Range of Topics Not Covered In Class:**

- An, Li and Brown, Daniel G. 2008. Survival Analysis in Land Change Science: Integrating with GIScience to Address Temporal Complexities. *Annals of the Association of American Geographers*. 98(2):323-344.
- Bateman, I. J., Lovett, A. A., and Brainard, J. S. 2003. *Applied Environmental Economics: A GIS Approach to Cost-Benefit Analysis*, Cambridge; New York and Melbourne: Cambridge University Press.
- Dannenburg, Peter and Kuemmerle, Tobias. 2010. Farm Size and Land Use Pattern Changes in Postsocialist Poland. *The Professional Geographer*. 62(2): 197-210.
- Ford, Anabel; Clarke, Keith C; and Raines, Gary. 2009. Modeling Settlement Patterns of the Late Classic Maya Civilization with Bayesian Methods and Geographic Information Systems. *Annals of the Association of American Geographers*. 99(3):496-520.
- Goodchild, Michael F. and Janelle, Donald. G. (eds.) 2004. *Spatially Integrated Social Science*, Oxford University Press.
- Gunner, K and Parks, P. J. 2001. Spatial Variability and Disincentives to Harvest: Deforestation and Fuelwood Collection in South Asia, *Land Economics* 77(2):206-18.
- Kaminksa, I. A., Oldak, A., Turski, W. A. 2004. Geographic Information System (GIS) as a Tool for Monitoring and Analyzing Pesticide Pollution and its Impact on Public health, *Annals of Agricultural and Environmental Medicine* 11(2):181-184.
- Mu, Lan and Wang, Fahui. 2008. A Scale-Space Clustering Method: Mitigating the Effect of Scale in the Analysis of Zone-Based Data. *Annals of the Association of American Geographers*, 98(1): 85-101.
- Nelson, G. C., and Geoghehan, J. 2002. Deforestation and Land Use Change: Sparse Data Environments, *Agricultural Economics* 27(3):201-16
- Pickles, John. 1995. *The Social Implication of Geographic Information Systems*. Guilford.
- Tague, Christina and Pohl-Costello, Molly. 2008. The Potential Utility of Physically Based Hydrologic Modeling in Ungauged Urban Streams. *Annals of the Association of American Geographers*. 98(4):818-833.
- Termansen, M., McClean, C. J., Skov-Petersen, H. 2004. Recreational Site Choice Modelling Using High-Resolution Spatial Data, *Environmental-and-Planning-A* 36(6):1085-99
- Wright, Dawn J; Duncan, Sally L; and Lach, Denise. 2009. Social Power and GIS Technology: A Review and Assessment of Approaches for Natural Resource Management. *Annals of the Association of American Geographers*. 99(2):254-272.
- Wu, Shuo-Sheng; Qui, Xiaomin; Usery, Lynn E; and Wang, Le. 2009. Using Geometrical, Textural, and Contextual Information of Land Parcels for Classification of Detailed Urban Land Use. *Annals of the Association of American Geographers*. 99(1):76-98.
- Zlatina, Anguelova; Stow, Douglas A; and Kaiser, John. 2010. Integrating Fire Behavior and Pedestrian Mobility Models to Assess Potential Risk to Humans from Wildfires Within the U.S.-Mexico Border Zone. *The Professional Geographer*. 62(2):230-247.

**Course Schedule:**

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Week 1	Chapter 1-6	Review/Coordinate Systems
--------	-------------	---------------------------

Week 2	Chapter 7	Map Overlay/Geoprocessing
Week 3	Chapter 8	Raster Analysis
Week 4	Mini-Project 1	Urban Land Use Analysis
Week 5	Chapter 9	Network Analysis
Week 6	Chapter 10	Geocoding
Week 7	Mini-Project 2	Transportation and Utility Networks
Week 8	Chapter 12	Basic Editing
Week 9	Chapter 13	Editing and Topology
Week 10	Mini Project 3	Land-Parcel Input and Editing
Week 11	Chapter 14	Geodatabases
Week 12	Chapter 15	Metadata
Week 13	Mini-Project 4	Zoning Review and Report Generation
Week 14		Final Project Work
Week 15		Final Project Work

Final Exam Date/Time -> To Be Announced: Final Projects Due
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Arkansas Tech University

Course Addition

Assessment Form

GEOG 3403

**Our Mission**

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

a. How does this course fit with the university mission?

Geographic Information Systems is a core area of Geography and – provided the program is approved – will serve as a key component for a combined Bachelor of Arts in Anthropology and Geography. Please see degree proposal for a more comprehensive statement of support for the university mission. GEOG 3403 specifically addresses scholastic development in expansion of innovative programs.

b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A

c. Provide up to three student learning outcomes students will achieve after completing this course?

Course Learning Objectives:

1. Students will learn advanced capabilities of GIS, including raster analysis, editing, and geoprocessing using GIS software on a desktop PC.
2. Students will use GIS to solve practical spatial problems that mirror the technical challenges commonly faced by career GIS professionals in the typical planning department.
3. Students will analyze human-environment relationships during the planning process, including related impact of settlement on the natural environment, urban land-use, and regional socio-economic differentiation.

d. What assessment tool or measure will you use to assess student learning?

Students will complete lab-tutorials, four case-study projects, and an end-of-semester planning report. Please see answer "e" for further details.

e. What will students demonstrate, represent, or produce to provide evidence of their learning?

Students will be responsible for completing chapter lab tutorials for 20% of the course grade.

Students will complete four mini-projects in response to a specified planning case study. These projects will focus on Urban Land Use Analysis, Transportation and Utility Networks, Land-Parcel Input & Editing, and Zoning Application Generation and Review.

Students will complete a final project consisting of an independent small-town zoning or economic development plan.

- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course.

This course is being initiated as part of a new program and will focus on skills in an area of Geographic Information Systems that prospective employers have emphasized as an essential need in new graduates. Please see student survey results from the new degree proposal for evidence of student interest. Likewise, affirmation of needed skills in these areas of GIS is evident in feedback from prospective employers, particularly planning departments and government agencies. Current introductory GIS courses show very high demand. In conjunction with Fisheries and Wildlife, Geography has been offering an introductory GIS course every semester. In recent semesters, every course has been at capacity. For fall semester, we have offered an additional section which is already at capacity. Students in these classes would be eligible to take GIS II and many have expressed an interest. While this course will be designed for our majors, we would welcome students from any program. Inclusion of this course will enhance instruction in a rapidly-growing area of Geography.

- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

Geographic Information Systems is a common offering in Geography departments. In Arkansas, only The University of Arkansas-Fayetteville and the University of Central Arkansas offer majors in Geography. Both departments offer multiple courses in this area:

GEOG 3303 – GEOGRAPHIC INFORMATION SYSTEMS

GEOG 3307 – GIS IN PRACTICE: BUSINESS AND SOCIAL SCIENCE APPLICATIONS

GEOG 3309 – GIS IN PRACTICE: ENVIRONMENTAL APPLICATIONS

GEOS 3023 – Introduction to Cartography

GEOS 3543 – Geospatial Applications and Information Science

GEOS 3553 – Spatial Analysis Using ArcGIS

GEOS 3593 – Introduction to Geodatabases

GEOS 440V – Internship in GIS & Cartography

GEOS 4523 – Computer Mapping

GEOS 4553 – Introduction to Raster GIS

It is clear from comparative analysis that Arkansas Tech University does not currently have the personnel or resources to compete with UCA's GIS certification program or The University of Arkansas Geosciences program to produce specialized Geospatial Analysts. Instead, we have a unique opportunity to produce graduates with a broad range of skills needed for the cultural heritage industry and community planning/development. The courses above do not directly address urban and regional planning applications as GEOG 3403 would. Employers in these areas would find our graduates highly appealing as lower-level employees and graduates could proceed for further education in pursuit of higher-level positions. This course is an essential component of such a degree plan for our students.

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: Behavioral Sciences	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Behavioral Sciences approves this course addition to proposed degree <i>B.A. in Anthropology and Geography</i> .	

Department Head Signature: \_\_\_\_\_

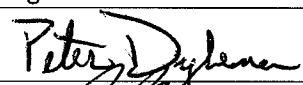

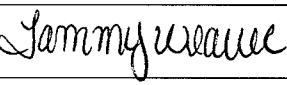


Date: \_\_\_\_\_

6-27-14

**Arkansas Tech University  
PROPOSAL FOR CHANGE IN PROGRAM**

TO:	Curriculum Committee
FROM (Initiating Department):	History and Political Science
DATE SUBMITTED:	July 1, 2014

Title	Signature	Date
Department Head		7-1-14
Dean		7-2-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/25/14
Vice President for Academic Affairs		

Program Title: B.A. History	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) 1. Delete three (3) hours of elective credits 2. Add three (3) hours upper-division (3000-4000) Geography: any 3 hours of UD GEOG	
What impact will the change have on staffing, on other programs and space allocation? Not Applicable: no impact on staffing, other programs or space allocation	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .	
No other departments will be affected by this program change.	
In the attached matrix, include requested changes in the matrix and include course number and title.	



Fall Start Curriculum Matrix for Catalog  
 Curriculum in \_\_\_\_\_ History \_\_\_\_\_  
 (enter title for program changing )

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>GEOG Elective (3000-4000 level) 3 hours</p> <p>Delete:</p> <p>Elective 3 hours</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Spring Start (if applicable) Curriculum Matrix for Catalog  
 Curriculum in \_\_\_\_\_ History \_\_\_\_\_  
 (enter title for program changing )

Freshman Spring Semester  Add/Change:  Delete:  Total Hours:	Freshman Fall Semester  Add/Change:  Delete:  Total Hours:
Sophomore Spring Semester  Add/Change:  Delete:  Total Hours:	Sophomore Spring Semester  Add/Change: GEOG Elective (3000-4000 level) 3 hours  Delete: Elective 3 hours  Total Hours:
Junior Spring Semester  Add/Change:  Delete:  Total Hours:	Junior Fall Semester  Add/Change:  Delete:  Total Hours:
Senior Spring Semester  Add/Change:  Delete:  Total Hours:	Senior Fall Semester  Add/Change:  Delete:  Total Hours:
Total Program Hours _____	

**Arkansas Tech University**  
**Proposal for Change in Program**  
**Assessment Form**

**Our Mission**

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

a. How does the program change fit with the university mission?

The proposed change to the requirements for the degree in history reflects the University's dedication "to nurturing scholastic development" of its students (ATU Mission Statement). The addition of the upper-division geography course will enhance the students' "historical reasoning and knowledge of the past" by expanding their "understanding of the development of human society and culture, as well as the interrelationships between causation and change" (B.A. History Assessment Plan).

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NOT APPLICABLE

c. How will the program change impact learning for students enrolled in this program?

The change will impact students by replacing three (3) hours of elective credit with three hours of upper-division geography credit. The addition of the upper-division geography credit will expand the students' understanding of history by improving their grasp of human culture and society through the application of geographic literacy.

d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?

While enrolled in HIST 4963: Senior Seminar, students will complete a history content exam, as well as an independent research project, both of which will draw upon their historical knowledge and their geographic literacy. These projects will also reflect their understanding of changes in culture and society over time as they relate to specific geographic locations.

e. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

Students in department courses are unable to adequately identify on a map the location of important historical events. History professors unanimously agree this is a widespread weakness in the curriculum. Moreover, forty-five percent of students in sample American History courses scored a D or below on final-exam map identifications. Thirty-five percent failed that portion of the exam altogether. These items specifically target locations where the United States had been directly involved in important military or political intervention

around the world. Completion of World Regional Geography (GEOG 2013) and three additional upper-division hours in geography will assist students in overcoming this weakness. Moreover, this addition will directly support efforts to meet the Objective #1 in the History B.A. Assessment Plan by emphasizing geographic elements in the development of human society and culture, as well as the interrelationships between causation and relevant changes in historical geography.

- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
- The disciplines of history and geography are intimately linked. The continued failure of incoming students to possess a solid grasp of geography negatively impacts their understanding of many of the core principles of history. Therefore the addition of the upper-division geography credits to the history degree's curriculum will directly address this weakness on the part of students by immersing them in a more focused exploration of historical geography. The University of Arkansas at Fayetteville does require of its history majors three hours in "area studies" (for example: Introduction to Europe, or Latin American Studies), and encourages history majors to seek a minor in one of several recommended fields, most of which are area studies (examples: Asian Studies or Middle Eastern Studies). Area studies have a strong geographical component.
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

History B.A. – Assessment Plan

Objective 1, Content:

The student will experience an immersion in historical reasoning and knowledge of the past that includes an understanding of the development of human society and culture, as well as the interrelationships between causation and change.

Assessment Measures – Objective 1:

- Content Exam – History, to be administered in HIST 4963
  - Exam results will show a combined average of 60% or better.
- Senior Seminar Survey – 90% of senior majors will agree or strongly agree that the degree has provided an understanding of the past that includes a thorough immersion into American, European, and non-Western history.

.....

Objective 2, Skills – Methodology:

Students completing the history BA program should demonstrate the ability to gather, analyze, evaluate, and integrate relevant information.

Assessment Measures – Objective 2:

- Research & Writing Assessment Worksheet completed by professors in HIST 4963.
  - 90% of majors will demonstrate a satisfactory ability to gather, analyze, and present data or information as evidence in support or refutation of a thesis or hypothesis.

.....

Objective 3, Skills – Analysis:

Students completing the history BA program should demonstrate the ability to draw informed and reasoned (or logical) conclusions about the subject matter.

Assessment Measures – Objective 3:

- Research & Writing Assessment Worksheet completed by professors in HIST 4963.
    - 90% of majors will demonstrate a satisfactory ability to present reasoned and coherent conclusions based on the evidence.
  - Senior Seminar Survey
    - Based on the Senior Seminar Survey: A) 90% of senior majors will be satisfied with their overall training in problem-solving from the major; and B) 90% of senior seminar majors will agree or strongly agree that the degree program has increased their ability to think critically about the past as well as their own lives.
- .....

Objective 4, Skills – Communication:

Students completing the history BA program should demonstrate the ability to present their research findings in a coherent and convincing manner.

Assessment Measures – Objective 4:

- Research & Writing Assessment Worksheet completed by professors in HIST 4963.
    - 90% of majors will demonstrate a satisfactory ability to present those conclusions in an organized, coherent and convincing manner by obtaining a 5 out of 5 on the rubric worksheet.
  - Senior Seminar Survey
    - Based on the Senior Seminar Survey: A) 90% of senior majors were satisfied or very satisfied with their overall instruction in written communication from the major; and B) 90% of senior majors will be satisfied or very satisfied with their overall instruction in oral communications from the major.
- 

Objective 5, Skills – Thesis:

Students completing the history BA program should demonstrate the ability to state a thesis or hypothesis, defend and test it.

Assessment Measures – Objective 5:

- Research & Writing Assessment Worksheet completed by professors in HIST 4963.
    - 90% of majors will demonstrate a satisfactory ability to state, test, and defend a thesis or hypothesis.
  - Senior Seminar Survey
    - Based on Senior Seminar Survey: 90% of the students will be satisfied or very satisfied with their ability to identify and develop a thesis.
- 

Objective 6, Skills – Research:

Students completing the history BA program should demonstrate the ability to gather, organize, and synthesize appropriate information to draw reasonable conclusions.

Assessment Measures – Objective 6:

- Senior Seminar Survey
    - Based on the Senior Seminar Survey: 90% of senior majors will be satisfied or very satisfied with their overall instruction in research methods.
-

Objective 7, Skills – Citation:

Students completing the history BA program should demonstrate the ability to acknowledge and cite sources for information in an acceptable format.

Assessment Measures – Objective 7:

- Research & Writing Assessment Worksheet completed by professors in HIST 4963.
  - 90% of majors will demonstrate a satisfactory ability to acknowledge and cite sources for information in an appropriate format.
- Senior Seminar Survey
  - Based on Senior Seminar Survey: 90% of senior majors will be satisfied with their overall instruction in citation methods.

.....

Objective 8, Application:

Students completing the history BA program will test, apply and develop the skills and techniques of the discipline either in or outside the classroom.

Assessment Measures – Objective 8:

- Senior Seminar Survey
  - 90% of senior majors will agree or strongly agree that the program has prepared them for the ability to apply what they learned and to uphold professional standards for careers in public service, law, education, the social sciences, graduate study, and the private sector.

.....

Objective 9, Attitudinal:

Students in the history BA program will develop a habit of life-long learning as an informed, active and engaged citizen.

Assessment Measures – Objective 9:

- Senior Seminar Survey
    - 90% of senior majors will agree or strongly agree that the degree program has given them a solid foundation in liberal learning that fosters and informed, responsible, and free citizenry as well as habits of life-long learning.
- .....

# memo

To: Faculty Senate  
From: Dr. Joseph Swain  
Date: 9/8/2014  
Re: ANTH/GEOG curriculum proposal

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Comments: Contributing faculty to the proposed B.A. in Anthropology and Geography request that Faculty Senate please consider the current proposal under the following degree name:

***Bachelor of Arts in Cultural and Geospatial Studies***

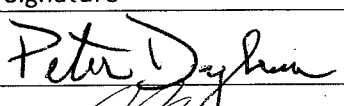
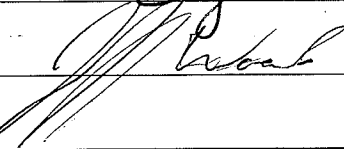

We feel this name change better reflects the core of skills we are marketing to students and employers for this program. This name change is cosmetic and leaves unaltered all other aspects of the current proposal curricula. We thank you for your efforts in considering this proposal.

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**Arkansas Tech University**  
**PROPOSAL FOR NEW PROGRAM**

TO:	Curriculum Committee
FROM (Initiating Department):	History and Political Science
DATE SUBMITTED:	July 1, 2014

Title	Signature	Date
Department Head		7-1-14
Dean		7-7-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/25/14
Vice President for Academic Affairs		

Program Title: <b>Cultural and Geospatial Studies</b> Bachelor of Arts in <b>Anthropology and Geography</b>	CIP Code: 45.0799
Contact Person: Dr. Joseph Swain Assistant Professor of Geography Department of History and Political Science Arkansas Tech University 407 West Q Street, Witherspoon Suite 255 Russellville, AR 72801 jswain@atu.edu 479-880-4287	Proposed Date: 8/18/2015 (Fall 2015)
Program Summary: Faculty in Geography and Anthropology believe there is an excellent opportunity for collaboration to provide a new combined <i>Bachelor of Arts in <del>Anthropology and Geography</del> Cultural and Geospatial Studies</i> . With a focus on cultural resources management and geographic analysis within a regional context, this proposed degree will allow students to successfully analyze spatial and cultural	

data in support of community development and preservation of cultural heritage. Students will gain valuable skills in community interaction, discipline-specific research methodologies, and computer cartography (geographic information systems).

#### Proposed Catalog Description

##### Bachelor of Arts in ~~Anthropology and Geography~~ Cultural and Geospatial Studies

The Baccalaureate Degree in ~~Anthropology and Geography~~ is an excellent preparation for careers in government and nonprofit sectors, regional and community planning, economic development, geospatial technologies and related industries. This program will also prepare students for graduate study in a variety of related fields and graduating students will be well-situated to pursue teaching certification if desired. Students can design their degree content by selecting courses in global studies and development, regional culture studies, regional food production systems, archeological and ethnographic studies, and regional or community planning. Students completing this degree will also gain essential skills in cultural resources management, ethnographic research, museum methods, and/or geographic information systems.

The anthropology and geography degree requires thirty-three semester hours in major curriculum requirements beyond the required General Education curriculum. To satisfy General Education requirements, majors are required to take Introduction to Anthropology (ANTH 1213), Cultural Anthropology (ANTH 2003), and World Regional Geography (GEOG 2013). The thirty-three semester hours required for the degree includes Introduction to Geographic Information Systems (GEOG 2833), Cultural Resources Management (ANTH 2833), and Introduction to Public History (HIST 2203). Those students completing the anthropology track will take an additional course emphasizing qualitative research methods (ANTH 3403) and an upper-level anthropology seminar (ANTH 3243). Those students completing the geography track will take an additional methods course in geographic information science (GEOG 3403) and a senior level geography seminar (GEOG 4983). Of the remaining eighteen hours of required anthropology/geography credit, six must come from anthropology and six from geography. ~~Eighteen~~ <sup>Twenty-one</sup> of the required thirty-three semester hours must be on the 3000-4000 level. Majors in this program are also required to take six hours of beginning language courses or obtain the appropriate waiver for high school language study.

#### Course Additions

The Bachelor of Arts in ~~Anthropology and Geography~~ will only require two additional courses not currently offered. Geography must provide an additional upper-level methodology course in Geographic Information Systems (GEOG 3403) and Anthropology must supply the required Cultural Resources Management course (GEOG 2833). All other required courses are included in the current catalog and taught on a frequent basis. <sup>ANTH</sup>

#### Proposed Cost

This program requires no additional resources not already in use.

#### Faculty Resources

No additional faculty will be required for this degree.

#### Library Resources

No additional library resources will be required for this degree.

#### Facilities and Equipment

Current Geographic Information Systems courses taught through this department use either McEver

Science Building 107 or a Ross Pendergraft Library (RPL) computer lab. The introductory GIS course (FW/GEOG 2833) includes Fisheries and Wildlife students; the proposed upper level GIS would not serve that program and would therefore require a computer lab on campus other than McEver 107. We don't anticipate the need for a dedicated computer lab provided we can continue to use RPL labs for our upper-division GIS classes. Arkansas Tech University currently supports adequate software licensing to cover any additional use for this program.

List existing degree programs that support the proposed program:  
Behavioral Sciences – Anthropology Courses

**Need for the Program:**

Student Demand: An internal survey of students at Arkansas Tech University yielded 52 students that indicated they would have been interested in this degree had it been available when they arrived and 22 students that stated they would still be interested in this degree if it is added to the catalog for the 2015-2016 academic year. Since ADHE viability standards require an average of six graduates a year over a three year period, we believe these results strongly support the conclusion that this program would garner more than sufficient demand from the student body and beyond.

Employer Need: Written responses to our Employer Needs Survey indicate that our students would be competitive for a wide-range of entry-level jobs including municipal and regional planning, the cultural heritage industry, non-governmental organizations, government, and private enterprise. We have received letters or surveys of support from the following (in order as attached):

**Letters**

The Department of Arkansas Heritage - Director Frances McSwain, AHPP  
The Arkansas Archeological Survey – George Sabo III, Director  
Louisiana State University – Department of Geography and Anthropology  
City of Russellville – Mayor Bill Eaton  
City of Fayetteville – Andrew Garner, City Planning Director  
Pope County – Judge Jim Ed Gibson  
Underwood Geographics – Proprietor Kristian R. Underwood  
Historic Arkansas Museum – Director Bill Worthen

**Surveys**

City of Little Rock – Walter Malone, Planning Manager  
City of Bentonville – Troy Galloway, Community & Economic Development Director  
Southeast Arkansas Regional Planning – Larry Reynolds, Executive Director  
Central Arkansas Transit Authority – Josh Crawford, Human Resources Manager  
Metroplan – Jim McKenzie, Executive Director  
Urban Planning Associates, Inc. – James Walden, President  
Washington County – Juliet Richey, Planning Director  
Arkansas State Highway and Transportation Department – Carla Edwards, Personnel Coordinator  
Arkansas State Highway and Transportation Department – Diana Wilks, Head Cultural Resources  
Arkansas State Highway and Transportation Department – Robert Fuhler, Head Environmental GIS  
Arkansas Geographic Information Office – Shelby Johnson, State Geographic Information Officer

**Verbal Confirmation, Letter in Route**

The U. S. Department of Agriculture – Jim Warren, Environmental and Risk Analysis Services

Some of these sources have no current job openings, but list future need as a reason for support. In evaluating all respondents, we estimate the number of open jobs over the next few years from these sources alone to range between 20 and 25. These prospective employers all listed our graduates as either competitive or preferred for their positions and listed salaries ranging from \$30,000 to \$80,000. We believe our graduates would be competitive for jobs with salaries between \$30,000 and \$50,000. Jobs featuring higher salaries would likely need further education (see "Academic Demand" below). More encouraging, the breadth of employers listing an interest in our graduates suggests potential for far more employment than this limited sample would indicate. An incomplete (and conservative) survey of planning departments across Arkansas shows at least 30 additional planning agencies or departments that would need candidates for GIS jobs similar to the ones listed above. Mayor Eaton's letter and Judge Gibson's letter demonstrates the need for our graduates in both city and county government; our candidates could apply for similar positions in any city or county across the state. George Sabo III emailed that he is aware of Anthropology graduates that have received jobs in The Arkansas Department of Highways and Transportation, Arkansas state and national parks, private cultural resource management firms, and state museums. Director McSwain of The Arkansas Historic Preservation Program confirms job opportunities in cultural resource management and heritage museums across Arkansas. A recent article and attached letter demonstrates the availability of jobs in private business. The June 2014 edition of *About the River Valley* magazine featured the owner of Underwood Geographics who is working on a number of contracts including GIS mapping of the Ozark Highland Trail. Mr. Underwood and Mr. Walden of Urban Planning Associates, Inc. have degrees in both Anthropology and Geography and emphasize the edge that skills from both disciplines have provided in managing their own business. Finally, it is encouraging to note from the attached surveys and letters that we have a number of opportunities for internship and collaboration with our respondents.

National data confirms these employment opportunities on a wider scale. During the past decade, the number of jobs requiring some sort of geospatial training has increased rapidly. In a seminal 2004 study, the U.S. Department of Labor identified "geotechnology" as one of the three most important "emerging fields" in terms of job growth and future impacts, along with nanotechnology and biotechnology. Current data gathered by The Bureau of Labor Statistics confirms the importance of GIS, but also emphasizes similar growth in the fields related to cultural resources management. The June 2012 Occupational Outlook demonstrates faster-than-average growth for employment in Anthropology, Archival Management, Cartography, City & Regional Planning, and Geography. Growth in the areas of Geospatial Information Technologists and Remote Sensing is currently slower than average, but still positive. With these two categories alone featuring 237,000 jobs, even 3-7% growth demonstrates great potential when added to the inevitable need for replacement personnel. Positions in Geoscience, Surveying, and upper-level Planning may require further education/certification, but graduates from our program would be in an excellent position to pursue post-graduate education or certification.

### Job Outlook by Category - B.L.S. Occupational Outlook

Job Type	Median Salary (2012)	Number of Jobs (2012)	Job Outlook, 2012-2022	Comparative Job Growth	Jobs added by 2022
Anthropologists and Archaeologists	\$58,360	7,000	15%-21% increase	Faster than average	2,600
Anthropology and Archeology Teachers, Postsecondary	\$75,930	7,000	8%-14% increase	Average	1,900
Appraisers (Real Estate)	\$51,030	84,000	3%-7% increase	Slower than average	12,100
Archivists	\$49,110	7,000	15%-21% increase	Faster than average	2,500
Cartographers and Photogrammetrists	\$57,440	12,100	20% increase	Faster than average	2,400
City and Regional Planning Aides	\$38,310	30,000	15%-21% increase	Faster than average	16,100
Curators	\$50,550	11,000	8%-14% increase	Average	3,900
Geographers	\$74,750	2,000	22% increase	Much faster than average	800
Geophysical Data Technicians	\$53,410	16,000	15%-21% increase	Faster than average	8,100
Geoscientists, except Hydrologists/Geographers	\$91,920	38,000	15%-21% increase	Faster than average	17,300
Geospatial Information Scientists/Technologists	\$82,340	206,000	3%-7% increase	Slower than average	40,200
Mapping technicians/Surveying technicians	\$39,670	54,000	14% increase	As fast as average	7,300
Remote Sensing Scientists and Technologists	\$93,230	31,000	3%-7% increase	Slower than average	8,300
Surveyors	\$56,230	42,400	10% increase	As fast as average	4,400
Transportation Planners	\$76,770	35,000	about the same	Little or no change	6,400

Source: O\*NET Jobs Database

Graduates with geospatial training and skills in cultural resources management can find ample employment opportunities at a national, state, or local level working throughout the public or private sectors. Moreover, we believe the combination of these two related disciplines will provide a more holistic-approach in professional development, giving our graduates a distinct edge in the areas we are targeting. Preferred skills from the attached support letters and employer-needs surveys demonstrate that prospective employers are looking for much more than technical training. Analytical reasoning, cultural analysis, report generation and presentation, interpersonal communication, and experience in fieldwork and public interaction are all necessary skills for success in the current job-market. The proposed BA in Geography and Anthropology will provide a foundation for such skills by combining relevant technical training with a holistic humanities-based approach to both research and field-work.

**Academic Demand:** Prospective employers such as Mr. Walden from Urban Planning Associates makes a clear distinction between candidates for entry-level positions and those who would need graduate work or further training for advancement into more senior-level management positions. The

# AMENDED

letter from Dr. Kent Mathewson at Louisiana State University speaks to both the academic validity of this combined major and to the prospect for further graduate work at LSU and elsewhere. Dr. Mathewson is highly respected in both Geography and Anthropology and has been a long-time advocate for collaboration between these two disciplines. Since he has a number of former students at institutions in Arkansas (including UCA Geography) he is quite familiar with the state of both disciplines here in Arkansas. He confirmed that our degree would avoid program duplication while remaining within the best academic traditions of higher education. LSU's department has provided joint-oversight for both Anthropology and Geography since 1928 and features a combined Doctor of Philosophy in Geography and Anthropology. As his letter demonstrates, Dr. Mathewson is highly supportive of our initiative and anticipates that graduates from our proposed program would be quite competitive for LSU's own graduate program.

Given the expressed need for our program from both students and prospective employers and the resources already available for this degree, we believe this program would be a strong contributor to the curriculum at Arkansas Tech University. Thank you for considering our proposal. Please don't hesitate to contact us if you have any further questions or concerns.

## Curriculum Outline by Semester

### Cultural and Geospatial Studies

#### Curriculum in ~~Anthropology and Geography~~

#### Degree Completion Plan Beginning in Fall Semester

Freshman		Sophomore					
Fall	Spring	Fall	Spring				
ENGL 1013	3	ENGL 1023	3	PHIL 2003*	3	Lab Science	4
MATH 1003	3	Lab Science	4	Fine Arts/Humanities	3	GEOG 2833	3
HIST 1903*	3	GEOG 2013	3	ANTH 2003	3	<del>ANTH/GEOG Elective</del>	<del>3</del>
TECH 1001	1	Elective	6	HIST 2203	3	Elective	6
ANTH 1213	3			Elective <b>Beg Lang I</b>	3	<b>Beg Lang II</b>	<b>3</b>
Elective	2						
Total Hours	15	Total Hours	16	Total Hours	15	Total Hours	16

Junior		Senior					
Fall	Spring	Fall	Spring				
ANTH 2833	3	ANTH Elective	3	ANTH Elective	3	ANTH/GEOG Seminar	3
ANTH/GEOG Methods II	3	(3000/4000 lvl)		(3000/4000 lvl)		ANTH/GEOG Elective	3
ANTH/GEOG Elective	3	GEOG Elective	3	GEOG Elective	3	(3000-4000 lvl)	
Elective	6	(3000/4000 lvl)		(3000/4000 lvl)		Electives	7
		Elective	9	Elective	9		
Total Hours	15	Total Hours	15	Total Hours	15	Total Hours	13

At least 40 of the total hours required for graduation must be 3000-4000 level courses.

\*"See appropriate alternatives or substitutions in "General Education Requirements""

# AMENDED

## Cultural and Geospatial Studies

Curriculum in <del>Anthropology and Geography</del>							
Degree Completion Plan Beginning in Spring Semester							
Freshman				Sophomore			
Spring		Fall		Spring		Fall	
ENGL 1013	3	ENGL 1023	3	PHIL 2003*	3	Lab Science	4
MATH 1003	3	Lab Science	4	Fine Arts/Humanities	3	GEOG 2833	3
HIST 1903*	3	GEOG 2013	3	ANTH 2003	3	HIST 2203	3
TECH 1001	3	Elective	6	<del>ANTH/GEOG Elective</del>	3	Elective	3
ANTH 1213	3			Elective <b>Beg Lang I</b>	3	<b>Beg Lang II</b>	3
Elective	2						
Total Hours	15	Total Hours	16	Total Hours	15	Total Hours	16

Junior				Senior			
Spring		Fall		Spring		Fall	
ANTH Elective (3000/4000 lvl)	3	ANTH 2833	3	ANTH Elective (3000/4000 lvl)	3	ANTH/GEOG Seminar	3
GEOG Elective (3000/4000 lvl)	3	ANTH/GEOG Methods II	3	GEOG Elective (3000/4000 lvl)	3	ANTH/GEOG Elective	3
Elective	9	ANTH/GEOG Elective	3	GEOG Elective (3000/4000 lvl)	6	Electives	7
		Elective	6	Elective	9		
Total Hours	15	Total Hours	15	Total Hours	15	Total Hours	13

At least 40 of the total hours required for graduation must be 3000-4000 level courses.

\*"See appropriate alternatives or substitutions in "General Education Requirements""

Total number of Semester Hours Required for Graduation: 120 hrs.

Courses currently offered via distance technology:  
 GEOG 2013 – World Regional Geography  
 GEOG 2023 – Human Geography  
 GEOG 3303 – Geography of Latin America  
 GEOG 3703 – Geography of Asia  
 GEOG 4023 – Economic Geography

List New Courses (Please attach New Course Proposals):

GEOG 3403 – GIS Methods-II  
 ANTH 2833 – Cultural Resources Management

Identify General Education Courses, Core Courses, and Major Courses:

General Education Courses Specified for this Program:

ANTH 1213 – Introduction to Anthropology  
 ANTH 2003 – Cultural Anthropology  
 GEOG 2013 – Regional Geography of the World

Major Courses:

ANTH 2833 – Cultural Resources Management  
 GEOG 2833 – Introduction to Geographic Information Systems  
 HIST 2203 – Introduction to Public History

(ANTH 3403 – Ethnographic Methods and ANTH 3243 – Seminar in Anthropology  
 OR  
 GEOG 3403 – GIS II: Planning Applications and GEOG 4983 – Geography Seminar)

# AMENDED

6 Upper-Division Credit Hours from ANTH  
6 Upper-Division Credit Hours from GEOG  
6 Additional Credits from either ANTH/GEOG

~~Eighteen~~  
**Twenty-One**

of the required thirty-three semester hours must be on the 3000-4000 level.

Pre-Requisite for GEOG 3403 -> GEOG 2833 or instructor's permission  
Pre-Requisite for ANTH 3243 -> current requirement - instructor's permission

Program Admission Requirements: Same as admission requirements to university.

Attach the New Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

List the names and credentials of all faculty teaching course in the proposed program:

Joseph B. N. Swain, Ph.D.  
Assistant Professor of Geography  
Ph.D. in Geography from The University of Oklahoma, 2008  
M.A. in Geography from Western Illinois University, 2003

Joshua P. Lockyer, Ph.D.  
Assistant Professor of Anthropology  
Ph.D. in Anthropology from The University of Georgia, 2007

Patrick D. Hagge, Ph.D.  
Assistant Professor of Geography  
Ph.D. in Geography from Pennsylvania State University, 2013  
M.S. in Geography from Pennsylvania State University, 2009

Rebecca L. Wiewel, Ph.D.  
Assistant Professor of Anthropology  
Ph.D. in Anthropology from The University of Arkansas, 2014  
M.A. in Anthropology from The University of Wyoming, 2008

Aaron McArthur, Ph.D.  
Assistant Professor of History  
Ph.D. in History from The University of Nevada, 2012  
M.A. in History from The University of Nevada, 2005

Total number of faculty required (existing and new)

Five existing faculty required; no new faculty needed.

For proposed graduate programs attach curricula vitae for the faculty teaching the program  
N/A



Description of Resources

Faculty in Anthropology and Geography currently teach a full schedule of courses utilizing resources available through the Behavioral Sciences and History & Political Science departments respectively. No additional resources would be necessary, though Arkansas Tech University might choose to modify the administrative structure. Faculty in Anthropology and Geography would agree to whatever administrative-oversight adjustments might be necessary.

Current Library and instructional facilities

Current Geographic Information Systems courses taught through the History and Political Science department use either McEver Science Building 107 or a Ross Pendergraft Library (RPL) computer lab. The introductory GIS course (FW/GEOG 2833) includes Fisheries and Wildlife students; the proposed upper level GIS would not serve that program and would therefore require a computer lab on campus other than McEver 107. We don't anticipate the need for a dedicated computer lab provided we can continue to use RPL computer labs for our upper-division GIS classes. Arkansas Tech University currently supports adequate software licensing to cover any additional use for this program.

New Resources Required (include costs and acquisition plan): No new resources required.

New Program Costs (Expenditures for first three years of program operation)

Include:

New administrative costs: N/A

New faculty: N/A

New library resources and costs: N/A

New/renovated facilities and costs: N/A

New instructional equipment and costs: N/A

Distance delivery costs: N/A

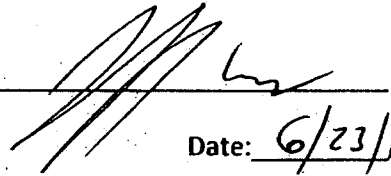
Other new costs: N/A

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: Behavioral Sciences	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Anthropology Courses	

Department Head Signature: \_\_\_\_\_



Date: 6/23/14



The Department of  
**Arkansas  
Heritage**

Mike Beebe  
Governor

Martha Miller  
Director

Arkansas Arts Council

Arkansas Natural Heritage  
Commission

Delta Cultural Center

Historic Arkansas Museum

Mosaic Templars  
Cultural Center

Old State House Museum



**Arkansas Historic  
Preservation Program**

323 Center Street, Suite 1500

Little Rock, AR 72201

(501) 324-9880

fax: (501) 324-9184

tdd: (501) 324-9811

e-mail:

[info@arkansaspreservation.org](mailto:info@arkansaspreservation.org)

website:

[www.arkansaspreservation.org](http://www.arkansaspreservation.org)

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June 2, 2014

Dr. Jeffrey Woods  
Dean, College of Arts and Humanities  
Arkansas Tech University  
Witherspoon Building 240  
407 West Q Street  
Russellville, AR 72801-2222

Dear Dr. Woods,

I am writing this letter in support of the proposed Bachelor of Arts degree in anthropology and geography at Arkansas Tech University. The Arkansas Historic Preservation Program (AHPP) identifies, evaluates, registers, and preserves our state's historic and cultural resources. Our most well-known program is the National Register of Historic Places, which we administer for the state of Arkansas.

The AHPP is also authorized to conduct Section 106 Review. Section 106 of the National Historic Preservation Act of 1966, as amended, mandates the review of federally funded, permitted, or licensed projects that may impact historic properties. Oftentimes, the Section 106 Review process involves mitigation to avoid and protect significant archeological sites, which requires a basic knowledge of anthropology and geography.

The AHPP currently employs 36 individuals (27 full-time positions and 9 part-time positions). Full-time employment requires a Bachelor's degree in one of the following subjects or a related field: accounting, anthropology, archeology, business administration, education, English, general business, history, historic preservation, and public administration. Although the average person works at AHPP for 10.5 years, the agency filled five positions from May 2013 to May 2014.

Our agency enthusiastically supports the creation of a degree program that will teach students at an Arkansas university about the state's rich cultural heritage. The AHPP is happy to offer unpaid internships for students in the new program as well.

Sincerely,

Frances "Missy" McSwain  
Director, Arkansas Historic Preservation Program  
Deputy State Historic Preservation Officer



# ARKANSAS ARCHEOLOGICAL SURVEY

Coordinating Office, University of Arkansas, 2475 N. Hatch Ave., Fayetteville, AR 72704,  
Phone: (479) 575-3556, Fax: (479) 575-5453

May 16, 2014

Dr. Joseph Swain  
Assistant Professor of Geography  
Department of History and Political Science  
Arkansas Tech University  
407 West Q Street  
Witherspoon Building, Suite 255  
Russellville, AR 72801

Dear Professor Swain,

I am writing to express my support for your proposal to create a combined Bachelor of Arts degree in Anthropology and Geography at Arkansas Tech University. Despite the tepid growth in our nation's current economy and attendant workforce concerns, I believe that a strong case can be made for expanding educational programs in the social sciences generally and for Anthropology and Geography in particular. A recent study by the Association of American Colleges and Universities found that students with Humanities and Social Science degrees make only slightly less starting income than peers with other professional degrees, but they often surpass the salaries of those peers during peak earning years—mainly because most of these students eventually go on to complete graduate degrees in their discipline. An undergraduate program in Anthropology and Geography that prepares students for the work force upon graduation as well for graduate work later on thus provides a strong foundation on which productive and successful careers can be pursued.

Anthropology, which characterizes itself as “the most humanistic of the sciences and the most scientific of the humanities,” prepares students for a wide range of careers. Geography is the same. While many anthropologists and geographers pursue fulfilling academic careers upon completion of the Ph.D. degree, graduates of programs offering bachelors or masters degrees find employment in a wide variety of fields. Private sector businesses hire anthropologists and other social scientists to conduct research needed to develop international programs, while larger corporations employ our students to conduct organizational research designed to improve operational efficiencies. Local, state, and federal government agencies by the score hire social scientists to serve a variety of needs, including criminalistics and forensic science, cultural resource management, community planning and human relations; to mention but a few. Finally, many anthropologists and

#### Research Stations:

Arkansas State University, Arkansas Tech University, Henderson State University, Parkin Archeological State Park, Southern Arkansas University, Toltec Mounds State Park, University of Arkansas-Fayetteville, University of Arkansas-Monticello, University of Arkansas-Pine Bluff, Blytheville Research Station

The Arkansas Archeological Survey is a unit of the University of Arkansas System. The University of Arkansas is an equal opportunity/affirmative action institution.

geographers build careers with non-governmental organizations in such fields as public health, economic development, public education, and community relations. Many of these opportunities—in academia, in the private sector, and in government—are available here in Arkansas, and assessments conducted by professional organizations like the American Anthropological Association (<http://www.aaanet.org>) suggest that these opportunities will grow as local communities become increasingly connected to wider social and economic networks.

The Arkansas Archeological Survey, a unit of the University of Arkansas System, has more than 40 employees at our Coordinating Office in Fayetteville and at eleven research stations located on campuses, state parks, and other institutions across the state. About half of our employees have BA, BSc, MA, or MS degrees and work for only a few years before going on to pursue more advanced degrees, so we are frequently looking for qualified graduates from programs such as the one you plan to establish. This year alone, we filled four research assistant positions at the BA/BSc level.

This is a good time to study Anthropology, Geography, and the social sciences in general. In Arkansas, only the University of Arkansas at Fayetteville and the University of Arkansas at Little Rock offer undergraduate degrees. The addition of a new program at Arkansas Tech University will serve to widen opportunities for interested students and strengthen the discipline as a whole. I hope your program succeeds, and I wish you and your students best prospects for the future.

Sincerely,



George Sabo III

Director, Arkansas Archeological Survey  
Professor of Anthropology, University of Arkansas



College of Humanities & Social Sciences  
*Department of Geography & Anthropology*

June 6, 2014

Dr. Jeffrey Woods  
Dean, College of Arts and Humanities  
Professor of History  
Arts and Humanities  
Witherspoon Building 240  
407 West Q Street  
Russellville, AR 72801

Dear Dr. Woods,

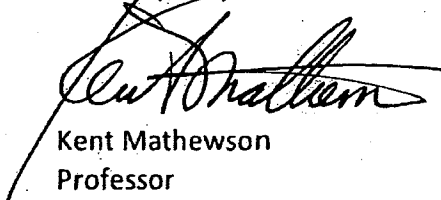
I am writing in support of Dr. Joseph Swain's proposed Bachelor of Arts degree in Anthropology and Geography. As you know, the current academic climate requires clear demonstration of both student and employer demand for any new program of study. The burden of this necessary requirement – while important – often serves to eclipse important discussions of academic integrity and scholarly achievement. I wish to address these concerns first and foremost.

Dr. Swain proposes to combine in one program two disciplines that often stand alone, but a genealogical examination of scholars from both fields demonstrates a rich heritage of collaboration that provides a strong foundation for the current health of each discipline. Both disciplines have developed on a parallel path of academic inquiry from common scholarly ancestors as Franz Boas (1858-1942) and Carl Sauer (1889-1975). The quality of both disciplines relies heavily on the strength of these scholars and their students have inexorably transformed intellectual inquiry in departments throughout the United States and beyond. One such example is my own joint department of Geography and Anthropology at Louisiana State University. The department was founded in 1928 by Richard Russell, a junior colleague of Carl Sauer's at Berkeley. In a sense, he was "sent forth" to found a combined Geography and Anthropology program with the guiding vision of Sauer's distinctive cultural historical approach. The next year Russell hired Fred Kniffen, Sauer's third doctoral student. Kniffen was also trained in anthropology at Berkeley by Boas' foremost student, Alfred Kroeber. In turn, well into the 1970s all of the faculty in the department had degrees from Berkeley or were trained by those who had studied with Sauer's students. As you might imagine it provided cohesion as well as clear programmatic direction. To a lesser extent this is an ongoing guiding light for a sector of the faculty and our graduates. With this in mind, I can provide strong endorsement that a combined Geography and Anthropology degree is within the best traditions of the Academy and I am glad to suggest that graduates from this program would be competitive for post-graduate work at institutions from both disciplines. In fact, graduates of this proposed program should be highly competitive, and certainly welcomed, in applying to our own graduate programs since we have just begun to offer a Doctorate of Philosophy in Geography and Anthropology. This new degree is the only one of its kind in the U.S. that I'm aware of.

After talking with Dr. Swain, I can agree that his program has numerous other qualities that would make it a strong asset to the state. First, graduates from our own department find jobs in academia, the public and private sectors, and more recently the non-profit, non-governmental sphere. Traditionally, our PhD geography alums with the strongest links to the anthropology side of the department (usually minors in anthropology) have been most successful on the academic job market. We have placed graduates with this orientation in geography programs at institutions such as: Berkeley, Clark, Rutgers, Syracuse, UCLA, UT-Austin, UVA, Yale, and other prestigious universities. We are equally proud of our record of effectively placing our PhD graduates in academic positions at all levels of academia. Virtually all who choose that professional route have been successfully placed. We have also been successful in placing our graduates in positions outside of academia, whether in governmental, business, or non-profit entities. Here, those with mapping science skills—especially GIS—have found employment without undue difficulties. In that until recently we only had the Masters degrees in anthropology, our students generally went on to doctoral programs, or in the case of archaeologists and physical anthropologists (especially those with training in forensics), many if not most were able to find employment in the public and private sectors.

Second, in that I have remained in contact with former students that now work at universities in Arkansas, I am generally aware of regional context for this proposed program. Upon implementation of this degree, Arkansas Tech University would provide a unique approach to academic achievement and fulfill a particular range of employment needs unmet by any other single Anthropology or Geography program in the state. This is especially true for your immediate region now that UCA Geography in Conway is being moved to the College of Natural Sciences. The methodological unity of these programs will provide graduates with an exclusive set of skills that would give them an edge for employment in the areas Dr. Swain is targeting, especially since the degree will include training in cultural resources management and geographic information systems. For these reasons, and given the efficacy of this program's scholarly tradition, I am glad to provide a vigorous endorsement for this proposed program. Should you have any further questions, please feel free to contact me by email or phone ([kentm@lsu.edu](mailto:kentm@lsu.edu)) or 225-578-6073.

Sincerely,



Kent Mathewson  
Professor



June 3, 2014

VIA ELECTRONIC MAIL: [jswain@atu.edu](mailto:jswain@atu.edu)

Joseph Swain, Ph.D., Assistant Professor of Geography  
Arkansas Tech University  
Witherspoon Hall, Suite 255  
407 West Q Street  
Russellville, Arkansas 72801

Dear Dr. Swain,

This memo is in regard to a new Proposed Degree Program: Bachelor of Arts in Anthropology and Geography. The City of Russellville would certainly support the degree proposed and would find that there are several positions that a degree of this nature would work well with. The departments related to Planning, Community Development as well as to some extent Public Works would benefit by having someone with such a degree and background.

There are a number of skills an individual would need for employment in the areas mentioned. Those skills range from written and oral communication, team work, analytical reasoning, computer applications and skills, planning, organizing, data analysis and public speaking just to name a few. Analytical reasoning is one of the most difficult skills for employees and associates who make up the teams the city must have in order to meet the demands of the general public.

There is a possibility the city could provide an internship site for this program once it is initiated and there could be an opportunity for support from the city in an advisory capacity for the program

One aspect of the city's development and expansion must deal with cultural related background and analysis as we continue to grow, having someone with those skills to aid in the growing need for that would be extremely helpful. If you need further information regarding support for this degree program please advise me.

Sincerely,

A handwritten signature in black ink that reads "Bill Eaton". The signature is written in a cursive style.

Bill Eaton, Mayor  
City of Russellville

BE/caw





June 12, 2014

Dr. Joseph Swain  
Assistant Professor of Geography  
Department of History and Political Science  
Arkansas Tech University  
Witherspoon Building, Suite 255  
407 West Q Street  
Russellville, AR 72801

Re: Support for Bachelor of Arts in Anthropology and Geography

Dear Dr. Swain,

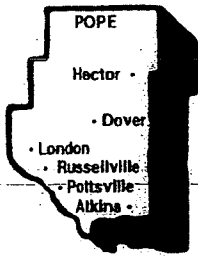
As a prospective employer I would like to express my support for the New Program Degree Proposal to the Arkansas Department of Higher Education to create a *Bachelor of Arts in Anthropology and Geography* at Arkansas Tech University. I believe this type of degree program would produce graduates with skills the City of Fayetteville Planning Division would find useful. In particular, skills in community interaction, geographic information systems, and analysis of spatial and cultural data are used daily in a local government office like mine.

Depending on the intent of the curriculum, I would recommend students gain exposure to a local context including a basic class on zoning and/or land use planning. This background would be helpful to a variety of future employment opportunities for your students. Thank you for this opportunity to provide input and please let me know if I may be of additional assistance.

Sincerely,



Andrew Garner, AICP  
City Planning Director  
City of Fayetteville, Arkansas  
[agarner@fayetteville-ar.gov](mailto:agarner@fayetteville-ar.gov)



## JIM ED GIBSON

Pope County Judge

100 West Main Street

Russellville, Arkansas 72801

Phone: 479-968-7487

Fax: 479-967-6874

June 4, 2014

Joseph Swain, Ph.D.  
History and Political Science  
Witherspoon Hall, Suite 255  
407 West Q Street  
Russellville, AR 72801

Dear Doctor Swain:

I appreciate very much the insight you have given me on the new degree information you propose in the field of anthropology and geography.

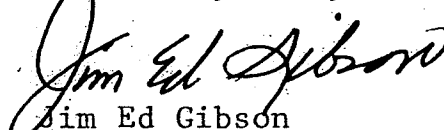
Currently, the Tax Assessor for Pope County uses the GIS mapping in the assessments of real property in her office; and in the County Road Department, my people utilize the GPS in the establishment of roads, et cetera.

The County, therefore, would have a strong interest in your proposal, since the GIS and GPS are both utilized in our daily operations.

And, by this letter, I am conveying to you my strong support for your new degree proposal, and would look forward to the future when one of your graduates would be assisting the County in even more ways of utilizing the GIS and GPS data.

Thanks for sharing this information with me, and if I can offer anything additional, please let me know.

Yours very truly,

  
Jim Ed Gibson  
Pope County Judge



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**Dr. Joseph Swain**  
Assistant Professor of Geography  
Arkansas Tech University  
Witherspoon Building, Suite 255  
407 West Q Street  
Russellville, AR 72801

06/18/2014

To whom it may concern,

My name is Kristian R. Underwood, owner of Underwood Geographics (UG), a GIS, cartography, and design firm located in Winslow, AR. Currently, I am a sole proprietor that sub contracts work on an as needed basis. I write this letter in support of Arkansas Tech University's proposed new degree program, a BA in Anthropology & Geography.

UG is a start-up company that I founded in 2011 shortly after I graduated from the University of Arkansas with a MA in Geography. Furthermore, I received a BS in Anthropology from Florida State University. UG fills a niche that was absent in Arkansas and the region. There is no reason for me to believe that someone else with similar knowledge could not follow in my footsteps with their own start up. This proposed program would help afford them that opportunity.

With the recent growth of GIS in both the public and private sectors, I feel an education in this field will be beneficial locally, regionally, and nationally. GIS training and Geography can be combined with any field. Because of this, a graduate will be better prepared to enter the job market.

Sincerely,

**Kristian R. Underwood**  
Owner,  
Underwood Geographics  
kru@ugeographics.com

## Joseph Swain

---

**From:** Bill Worthen <BillW@arkansasheritage.org>  
**Sent:** Thursday, June 05, 2014 11:33 AM  
**To:** jswain@atu.edu  
**Subject:** Anthropology and Geography

Dear Dr. Swain,

If I may, let me respond to your proposal for a new degree program. I would encourage the Department of Higher Education to accept your proposal. While we do not have positions which would *require* the specific combination of knowledge and skills as represented in your program, the combination would be a significant asset for several of our positions. We are just beginning to realize the potential to our field of savvy GIS applications, and will eventually need to find those skills in our staff one way or the other.

With best wishes, I remain,  
Sincerely,

Bill Worthen

Bill Worthen  
Historic Arkansas Museum  
200 East 3<sup>rd</sup> Street  
Little Rock, Arkansas 72201  
Phone – 501-324-9308  
Fax – 501-324-9345  
A museum of the Department of Arkansas Heritage  
[www.historickansas.org](http://www.historickansas.org)

## Employer Needs Survey Form

Date: 21 May 2014

Institution: Arkansas Tech University

Please mail to address on accompanying letter by June 28, 2014 or fax to Dr. Joseph Swain at fax number 479-356-2189.

Proposed Degree Program: Bachelor of Arts in Anthropology and Geography

Brief description of the program: With a focus on cultural resources management and geographic analysis within a regional context, this degree will allow students to successfully analyze spatial and cultural data in support of community development and preservation of cultural heritage. Students will gain valuable skills in community interaction, discipline-specific research methodologies, and computer cartography (geographic information systems).

Employer Planning & Development City of LITTLE ROCK Type of company GOVERNMENT  
 Contact Person WALTER MALONE Position Title PLANNING TECHNICAL PLANNING MANAGER  
 Email \_\_\_\_\_ Telephone number 501-371-4790

1. List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program PLANNING TECHNICAL
2. List the degree required for each job title listed in #1 PLANNING / ENGINEERING OR SIMILAR
3. Indicate the certification/licensure required for each job title listed in #1? NONE
4. How many positions do you currently have for each job title listed in #1? ONE
5. How many position openings do you currently have for each job title listed in #1? ONE (FROZEN)
6. How many position openings will you have the next 2-5 years for each job title listed in #1?  
ONE (USUALLY SOME ONE STARTS 2 TO 5 YRS)
7. What is the annual salary for each position listed in #4 & #5? \$31,000 - 45,000
8. If no openings now, when do you anticipate having openings for the positions listed in #1? \_\_\_\_\_
9. Would you give hiring preference to applicants with the proposed degree? \_\_\_\_\_
10. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? \_\_\_\_\_ If yes, would you provide tuition assistance? \_\_\_\_\_
11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? YES Indicate your preference ONLINE
12. Indicate the type of support your company will provide for the proposed degree program, such as program start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time, or equipment? INTERNSHIP
13. Will you or a co-worker serve on the institution's program advisory committee? \_\_\_\_\_

(provide name of employee & email)

14. Indicate the skills individuals would need for employment in the positions listed in #1.
 

<input checked="" type="checkbox"/> Interpersonal communications	<input type="checkbox"/> Supervision/Management	<input type="checkbox"/> Budgeting
<input checked="" type="checkbox"/> Written/oral communications	<input type="checkbox"/> Leadership/initiative	<input checked="" type="checkbox"/> Data analysis
<input checked="" type="checkbox"/> Team work	<input checked="" type="checkbox"/> Planning/Organizing	<input checked="" type="checkbox"/> Public Speaking
<input checked="" type="checkbox"/> Independent worker	<input checked="" type="checkbox"/> Conflict resolution	<input type="checkbox"/> Marketing
<input checked="" type="checkbox"/> Analytical reasoning	<input checked="" type="checkbox"/> Problem Solver	<input type="checkbox"/> Teacher/Trainer
<input checked="" type="checkbox"/> Computer programming	<input checked="" type="checkbox"/> Computer applications	<input checked="" type="checkbox"/> PowerPoint Presentations
Foreign Language (specify) _____		
<input checked="" type="checkbox"/> Other skills not listed (identify) <u>GIS</u>		

15. How will this proposed degree program benefit your local community, the state, region or nation?

GIVE SOURCE OF LOCAL EMPLOYEE CORPORATION

16. Provide any additional comments about the proposed degree program.

## Employer Needs Survey Form

Date: 21 May 2014

Institution: Arkansas Tech University

Please mail to address on accompanying letter by June 28, 2014 or fax to Dr. Joseph Swain at fax number 479-356-2189.

Proposed Degree Program: Bachelor of Arts in Anthropology and Geography

Brief description of the program: With a focus on cultural resources management and geographic analysis within a regional context, this degree will allow students to successfully analyze spatial and cultural data in support of community development and preservation of cultural heritage. Students will gain valuable skills in community interaction, discipline-specific research methodologies, and computer cartography (geographic information systems).

Employer: City of Bentonville Type of company: Municipal Government  
 Contact Person: T Ray Galloway Position Title: Community & Economic Dev Director  
 Email: tgalloway@bentonvillear.com Telephone number: 479-271-3124

1. List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program: Planner, GIS Specialist, Community Programs Coordinator
2. List the degree required for each job title listed in #1: Geography, Planning, Resource Planning
3. Indicate the certification/licensure required for each job title listed in #1? Preferred AICP
4. How many positions do you currently have for each job title listed in #1? Planner (3) GIS (4) Comm Programs (1)
5. How many position openings do you currently have for each job title listed in #1? none
6. How many position openings will you have the next 2-5 years for each job title listed in #1?  
Probably 3-4
7. What is the annual salary for each position listed in #4 & #5? \$50,000, \$55,000, \$50,000
8. If no openings now, when do you anticipate having openings for the positions listed in #1? Yes
9. Would you give hiring preference to applicants with the proposed degree? Yes
10. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? 6 If yes, would you provide tuition assistance? Yes
11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? Yes Indicate your preference: online, weekends
12. Indicate the type of support your company will provide for the proposed degree program, such as program start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time, or equipment? intern site, <sup>tuition</sup>
13. Will you or a co-worker serve on the institution's program advisory committee? Possibly - TBD  
(provide name of employee & email)
14. Indicate the skills individuals would need for employment in the positions listed in #1.
 

<input checked="" type="checkbox"/> Interpersonal communications	<input type="checkbox"/> Supervision/Management	<input type="checkbox"/> Budgeting
<input checked="" type="checkbox"/> Written/oral communications	<input checked="" type="checkbox"/> Leadership/initiative	<input checked="" type="checkbox"/> Data analysis
<input checked="" type="checkbox"/> Team work	<input checked="" type="checkbox"/> Planning/Organizing	<input checked="" type="checkbox"/> Public Speaking
<input type="checkbox"/> Independent worker	<input checked="" type="checkbox"/> Conflict resolution	<input type="checkbox"/> Marketing
<input checked="" type="checkbox"/> Analytical reasoning	<input checked="" type="checkbox"/> Problem Solver	<input type="checkbox"/> Teacher/Trainer
<input type="checkbox"/> Computer programming	<input checked="" type="checkbox"/> Computer applications	<input checked="" type="checkbox"/> PowerPoint Presentations
Foreign Language (specify) <u>Spanish helpful</u>		
Other skills not listed (identify)		

15. How will this proposed degree program benefit your local community, the state, region or nation?  
Provide an in-state source of educated / degreed, qualified individuals.

16. Provide any additional comments about the proposed degree program.  
Let us know how we can assist with the program.

## Joseph Swain

---

**From:** noreply@mail.questionpro.com  
**Sent:** Monday, June 23, 2014 10:04 AM  
**To:** jswain@atu.edu  
**Subject:** QuestionPro - [Employer Needs Survey] - 23333874

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### Response Details

ID	23333874
Timestamp	05/27/2014 08:12:49
IP Address	206.255.154.232
Time Taken	955 seconds
Survey Language	English

### Geo Coding

Country	US
Region	AR
City	Pine Bluff
Area Code	870
DMA Code	693

**Employer:**  
Southeast Arkansas Regional Planning

**Type of company:**  
Metropolitan Planning Organization - Nonprofit

**Contact Person:**  
Larry Reynolds

**Position Title:**  
Executive Director

**Email Address:**  
[larryreynolds@cablelynx.com](mailto:larryreynolds@cablelynx.com)



If yes [employees would benefit from program enrollment], would you provide tuition assistance?

Unable to due to organizational structure and bylaws.

11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? Please indicate your preference.

Yes, online preferred.

12. Indicate the type of support your company will [might be willing] to provide for the proposed degree program, such as program start-up funds, internship site, part-time faculty, tuition reimbursement, employee release time, or equipment.

We are one of the smallest MPO's in the state.  
In the past we have provided internships when funds were available.

13. Will you or a co-worker serve on the institution's program advisory committee?

Unsure of time constraints.

14. Indicate the skills individuals would need for employment in the positions listed in #1.

Interpersonal communications x

Supervision/Management

Budgeting

Written/oral communications x

Leadership/initiative

Data analysis x

Team work x

Planning/Organizing x

Public Speaking x

Independent worker x

Conflict resolution

Marketing

Analytical reasoning

Problem Solver

Teacher/Trainer

Computer programming

Computer applications x

## Joseph Swain

---

**From:** noreply@mail.questionpro.com  
**Sent:** Monday, June 23, 2014 10:06 AM  
**To:** jswain@atu.edu  
**Subject:** QuestionPro - [Employer Needs Survey] - 23335947

### Response Details

ID	23335947
Timestamp	05/27/2014 11:04:21
IP Address	173.221.174.26
Time Taken	1249 seconds
Survey Language	English

### Geo Coding

Country	US
Region	AR
City	North Little Rock
Area Code	501
DMA Code	693

### Employer:

Central Arkansas Transit Authority

### Type of company:

Public Transit

### Contact Person:

Josh Crawford

### Position Title:

Human Resources Manager

### Email Address:

[jcrawford@cat.org](mailto:jcrawford@cat.org)

10. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree:

3

If yes [employees would benefit from program enrollment], would you provide tuition assistance?

No

11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? Please indicate your preference.

Any of those would be helpful for working adults.

12. Indicate the type of support your company will [might be willing] to provide for the proposed degree program, such as program start-up funds, internship site, part-time faculty, tuition reimbursement, employee release time, or equipment.

Internship could be possible

13. Will you or a co-worker serve on the institution's program advisory committee?

Possibly

14. Indicate the skills individuals would need for employment in the positions listed in #1.

Interpersonal communications	x
Supervision/Management	x
Budgeting	
Written/oral communications	x
Leadership/initiative	x
Data analysis	x
Team work	x
Planning/Organizing	x
Public Speaking	x
Independent worker	x
Conflict resolution	x
Marketing	x
Analytical reasoning	x
Problem Solver	x
Teacher/Trainer	x

## Joseph Swain

---

**From:** noreply@mail.questionpro.com  
**Sent:** Monday, June 23, 2014 10:08 AM  
**To:** jswain@atu.edu  
**Subject:** QuestionPro - [Employer Needs Survey] - 23367816

### Response Details

ID	23367816
Timestamp	05/29/2014 11:56:28
IP Address	209.248.245.154
Time Taken	711 seconds
Survey Language	English

### Geo Coding

Country	US
Region	AR
City	Mabelvale
Area Code	501
DMA Code	693

Employer:

Metroplan

Type of company:

Council of governments

Contact Person:

Jim McKenzie

Position Title:

Executive director

Email Address:

[mckenzie@metroplan.org](mailto:mckenzie@metroplan.org)

Data analysis	x
Team work	x
Planning/Organizing	x
Public Speaking	
Independent worker	x
Conflict resolution	x
Marketing	
Analytical reasoning	x
Problem Solver	x
Teacher/Trainer	
Computer programming	x
Computer applications	x
PowerPoint Presentations	
Foreign Language	

Any other skills needed:

Urban studies courses - urban planning, property records management, sociology, criminology, hydrology,

15. How will this proposed degree program benefit your local community, the state, region, or nation?

We used to employ 14 draftsmen to make maps manually. Today 2 GIS specialists to more and better work.

If possible, could you please recommend other prospective employers we might contact?

Arkansas State Highway and Transportation Department - Environmental Section, State Historic Preservation Officer, AR Dept of Natural Resources

## Joseph Swain

---

**From:** noreply@mail.questionpro.com  
**Sent:** Monday, June 23, 2014 10:13 AM  
**To:** jswain@atu.edu  
**Subject:** QuestionPro - [Employer Needs Survey] - 23430759

### Response Details

ID	23430759
Timestamp	06/03/2014 07:58:11
IP Address	76.125.68.192
Time Taken	982 seconds
Survey Language	English

### Geo Coding

Country	US
Region	AR
City	Little Rock
Area Code	501
DMA Code	693

### Employer:

Urban Planning Associates, Inc.

### Type of company:

Urban Planning Consultancy

### Contact Person:

James Walden, AICP

### Position Title:

President

### Email Address:

[james@planyourcity.com](mailto:james@planyourcity.com)

11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? Please indicate your preference.

Only if the program involved graduate level courses and the possibility of graduate certificate.

12. Indicate the type of support your company will [might be willing] to provide for the proposed degree program, such as program start-up funds, internship site, part-time faculty, tuition reimbursement, employee release time, or equipment.

Internships

13. Will you or a co-worker serve on the institution's program advisory committee?

Yes

14. Indicate the skills individuals would need for employment in the positions listed in #1.

Interpersonal communications	<input checked="" type="checkbox"/>
Supervision/Management	
Budgeting	
Written/oral communications	<input checked="" type="checkbox"/>
Leadership/initiative	<input checked="" type="checkbox"/>
Data analysis	<input checked="" type="checkbox"/>
Team work	
Planning/Organizing	<input checked="" type="checkbox"/>
Public Speaking	<input checked="" type="checkbox"/>
Independent worker	<input checked="" type="checkbox"/>
Conflict resolution	<input checked="" type="checkbox"/>
Marketing	
Analytical reasoning	<input checked="" type="checkbox"/>
Problem Solver	<input checked="" type="checkbox"/>
Teacher/Trainer	
Computer programming	
Computer applications	<input checked="" type="checkbox"/>
PowerPoint Presentations	<input checked="" type="checkbox"/>
Foreign Language	

Any other skills needed:

## Joseph Swain

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**From:** noreply@mail.questionpro.com  
**Sent:** Monday, June 23, 2014 10:15 AM  
**To:** jswain@atu.edu  
**Subject:** QuestionPro - [Employer Needs Survey] - 23536374

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### Response Details

ID	23536374
Timestamp	06/08/2014 14:27:39
IP Address	172.21.8.26
Time Taken	716 seconds
Survey Language	English

### Geo Coding

Employer:

Washington County, AR Planning Department

Type of company:

Local Government

Contact Person:

Juliet Richey

Position Title:

Planning Director

Email Address:

[j.richey@co.washington.ar.us](mailto:j.richey@co.washington.ar.us)

Phone Number:

4794441724

1. List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program.



11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? Please indicate your preference.

yes

12. Indicate the type of support your company will [might be willing] to provide for the proposed degree program, such as program start-up funds, internship site, part-time faculty, tuition reimbursement, employee release time, or equipment.

internship might be possible depending on details

13. Will you or a co-worker serve on the institution's program advisory committee?

possibly- depending on time requirements

14. Indicate the skills individuals would need for employment in the positions listed in #1.

Interpersonal communications	<input checked="" type="checkbox"/>
Supervision/Management	<input checked="" type="checkbox"/>
Budgeting	<input checked="" type="checkbox"/>
Written/oral communications	<input checked="" type="checkbox"/>
Leadership/initiative	<input checked="" type="checkbox"/>
Data analysis	<input checked="" type="checkbox"/>
Team work	<input checked="" type="checkbox"/>
Planning/Organizing	<input checked="" type="checkbox"/>
Public Speaking	<input checked="" type="checkbox"/>
Independent worker	<input checked="" type="checkbox"/>
Conflict resolution	<input checked="" type="checkbox"/>
Marketing	
Analytical reasoning	<input checked="" type="checkbox"/>
Problem Solver	<input checked="" type="checkbox"/>
Teacher/Trainer	
Computer programming	
Computer applications	<input checked="" type="checkbox"/>
PowerPoint Presentations	<input checked="" type="checkbox"/>
Foreign Language	

Any other skills needed:

## Joseph Swain

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**From:** noreply@mail.questionpro.com  
**Sent:** Monday, June 23, 2014 10:16 AM  
**To:** jswain@atu.edu  
**Subject:** QuestionPro - [Employer Needs Survey] - 23549642

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### Response Details

ID	23549642
Timestamp	06/09/2014 11:15:21
IP Address	12.29.26.18
Time Taken	1396 seconds
Survey Language	English

### Geo Coding

Country	US
Region	AR
City	Little Rock
Area Code	501
DMA Code	693

### Employer:

Arkansas State Highway and Transportation Department

### Type of company:

Government

### Contact Person:

Carla Edwards

### Position Title:

Personnel Staff Coordinator

### Email Address:

[carla.edwards@arkansashighways.com](mailto:carla.edwards@arkansashighways.com)

unknown

If yes [employees would benefit from program enrollment], would you provide tuition assistance?

No

11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? Please indicate your preference.

online

12. Indicate the type of support your company will [might be willing] to provide for the proposed degree program, such as program start-up funds, internship site, part-time faculty, tuition reimbursement, employee release time, or equipment.

possible internship

13. Will you or a co-worker serve on the institution's program advisory committee?

Not at this time

14. Indicate the skills individuals would need for employment in the positions listed in #1.

Interpersonal communications	x
Supervision/Management	x
Budgeting	
Written/oral communications	x
Leadership/initiative	x
Data analysis	x
Team work	x
Planning/Organizing	x
Public Speaking	x
Independent worker	x
Conflict resolution	x
Marketing	
Analytical reasoning	x
Problem Solver	x
Teacher/Trainer	x
Computer programming	x

## Joseph Swain

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**From:** noreply@mail.questionpro.com  
**Sent:** Monday, June 23, 2014 10:17 AM  
**To:** jswain@atu.edu  
**Subject:** QuestionPro - [Employer Needs Survey] - 23550923

### Response Details

ID	23550923
Timestamp	06/09/2014 13:11:26
IP Address	12.29.26.18
Time Taken	518 seconds
Survey Language	English

### Geo Coding

Country	US
Region	AR
City	Little Rock
Area Code	501
DMA Code	693

### Employer:

Arkansas Highway & Transportation Department

### Type of company:

Highway planning and construction

### Contact Person:

Diana Wilks

### Position Title:

Section Head, Cultural Resources

### Email Address:

[diana.wilks@arkansashighways.com](mailto:diana.wilks@arkansashighways.com)

If yes [employees would benefit from program enrollment], would you provide tuition assistance?

No

11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? Please indicate your preference.

Yes, online.

12. Indicate the type of support your company will [might be willing] to provide for the proposed degree program, such as program start-up funds, internship site, part-time faculty, tuition reimbursement, employee release time, or equipment.

Possibly intern.

13. Will you or a co-worker serve on the institution's program advisory committee?

Yes

14. Indicate the skills individuals would need for employment in the positions listed in #1.

Interpersonal communications	x
Supervision/Management	
Budgeting	
Written/oral communications	x
Leadership/initiative	x
Data analysis	x
Team work	
Planning/Organizing	x
Public Speaking	
Independent worker	x
Conflict resolution	
Marketing	
Analytical reasoning	x
Problem Solver	x
Teacher/Trainer	
Computer programming	
Computer applications	x
PowerPoint Presentations	
Foreign Language	

## Joseph Swain

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**From:** noreply@mail.questionpro.com  
**Sent:** Monday, June 23, 2014 10:18 AM  
**To:** jswain@atu.edu  
**Subject:** QuestionPro - [Employer Needs Survey] - 23581850

### Response Details

ID	23581850
Timestamp	06/11/2014 06:11:53
IP Address	12.29.26.18
Time Taken	2857 seconds
Survey Language	English

### Geo Coding

Country	US
Region	AR
City	Little Rock
Area Code	501
DMA Code	693

### Employer:

Arkansas State Highway and Transp. Department - Environmental

### Type of company:

Transportation Infrastructure

### Contact Person:

Robert A. Fuhler

### Position Title:

Environmental GIS Section Head

### Email Address:

Robert.Fuhler@Arkansashighways.com

10. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree:

Approximately 5 - 10.

If yes [employees would benefit from program enrollment], would you provide tuition assistance?

Possibly if the course is directly associated with the individual's job.

11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? Please indicate your preference.

Online courses in this program would be best for individuals in this workforce.

12. Indicate the type of support your company will [might be willing] to provide for the proposed degree program, such as program start-up funds, internship site, part-time faculty, tuition reimbursement, employee release time, or equipment.

My section has an existing internship program that would allow the intern to work with GIS/Geography and focus on the support GIS/GPS technologies provide to the Archeology section.

13. Will you or a co-worker serve on the institution's program advisory committee?

Yes.

14. Indicate the skills individuals would need for employment in the positions listed in #1.

Interpersonal communications	x
Supervision/Management	
Budgeting	
Written/oral communications	x
Leadership/initiative	x
Data analysis	x
Team work	x
Planning/Organizing	x
Public Speaking	x
Independent worker	x
Conflict resolution	x
Marketing	
Analytical reasoning	x
Problem Solver	x
Teacher/Trainer	

## Joseph Swain

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**From:** noreply@mail.questionpro.com  
**Sent:** Monday, June 23, 2014 10:20 AM  
**To:** jswain@atu.edu  
**Subject:** QuestionPro - [Employer Needs Survey] - 23687131

### Response Details

ID	23687131
Timestamp	06/16/2014 13:33:57
IP Address	170.94.253.69
Time Taken	961 seconds
Survey Language	English

### Geo Coding

Country	US
Region	AR
City	Sherwood
Area Code	501
DMA Code	693

Employer:

Arkansas Geographic Information Office

Type of company:

State Government Agency

Contact Person:

Shelby Johnson

Position Title:

State Geographic Information Officer

Email Address:

[shelby.johnson@arkansas.gov](mailto:shelby.johnson@arkansas.gov)



NA

12. Indicate the type of support your company will [might be willing] to provide for the proposed degree program, such as program start-up funds, internship site, part-time faculty, tuition reimbursement, employee release time, or equipment.

NA

13. Will you or a co-worker serve on the institution's program advisory committee?

Not at this time.

14. Indicate the skills individuals would need for employment in the positions listed in #1.

Interpersonal communications	<input checked="" type="checkbox"/>
Supervision/Management	
Budgeting	
Written/oral communications	<input checked="" type="checkbox"/>
Leadership/initiative	<input checked="" type="checkbox"/>
Data analysis	
Team work	
Planning/Organizing	
Public Speaking	
Independent worker	
Conflict resolution	
Marketing	
Analytical reasoning	<input checked="" type="checkbox"/>
Problem Solver	<input checked="" type="checkbox"/>
Teacher/Trainer	
Computer programming	
Computer applications	
PowerPoint Presentations	
Foreign Language	

15. How will this proposed degree program benefit your local community, the state, region, or nation?

Broader supply chain of potential GIS candidates to support cities, counties, private sector and non-profit sectors of the Arkansas economy that are utilizing GIS to support decision making.

Arkansas Tech University

Proposal for New Program Assessment Form

**Our Mission**

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

How does this proposal for the new program fit with the university mission?

The proposed ~~Bachelor of Arts in Anthropology and Geography~~ <sup>Cultural and Geospatial Studies</sup> will support the university mission in the following ways. First, in addition to providing students with important technical skills in the areas of cultural resources management and computer cartography, this program emphasizes the importance of scholastic development through a combined approach of academic inquiry bridging the analytical opportunities afforded by both the social sciences and the humanities. Second, a key component of this program will be the ability for students to interact with the public and government agencies in support of community development and cultural heritage. Numerous courses contributing to this degree will emphasize elements of student-integrity and professionalism in support of this agenda. Culture studies will be an important aspect of this training so that students can successfully interact with diverse others in both the academic community and their respective fields of employment. Within this program, students will also gain a wide range of traditional and innovative approaches to the study of Anthropology and Geography. Both disciplines have a rich tradition of scholastic achievement that serves as a strong foundation for contemporary skills in increasingly technology-oriented fields of employment.

If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. Not Applicable

How will this new program enhance learning for students enrolled in the program? With a focus on cultural resources management and geographic analysis within a regional context, this proposed degree will allow students to successfully analyze spatial and cultural data in support of community development and preservation of cultural heritage. Students will gain valuable skills in community interaction, discipline-specific research methodologies, and computer cartography (geographic information systems). Anthropology will provide students with a background in cultural resources management and qualitative research methods. Geography will provide students with core concepts in urban/regional planning and methods in Geographic Information Science. Common objectives focus on community development, cultural involvement over time, and contemporary cultural diversity in local and regional communities.

Office of Assessment and Institutional Effectiveness (2014)

What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will produce a portfolio with the following components:

1. Term Paper/Creative Project in support of historic/cultural preservation (from ANTH 2283).
  2. GIS Project in support of community development/resource management (from GEOG 2833).
  3. Seminar Research on culture studies and contemporary cultural diversity (from ANTH/GEOG Seminars).
  - 4a. Anthropology Track – A work of ethnographic research in support of cultural preservation (ANTH 3403).
  - 4b. Geography Track – Land Use Analysis in production of small-town zoning or economic development plan (GEOG 3403).
- (Students opting to complete both ANTH 3403 and GEOG 3403 have the option of including both 4a and 4b in portfolio).

Provide an example or examples of assessment evidence which supports adding this new program.

An internal survey of students at Arkansas Tech University demonstrated sufficient student interest to meet ADHE viability standards and the Employer Needs Survey along with national labor statistics confirms demand for graduates. Please see the degree proposal for further details on students interest and employer demand. Survey was initiated after numerous students in anthropology and geography classes expressed an interest in a major program. Internal discussions with departmental curriculum committee evaluated the possibilities for an associate's or bachelor's degree. The departmental curriculum committee determined that the best use of current resources to provide students with more flexibility in degree options would be to offer a combined bachelor's degree in anthropology and geography. Faculty pursued an Employer Needs Survey to determine if degree skills are relevant with those needed in the workplace. The results were favorable. Prospective employers reported healthy demand for skills in Cultural Resources Management and confirmed the need for further education in planning related curriculum. Dr. Kent Mathewson from Louisiana State University confirmed the need for graduates with this combined degree and validated the academic validity of such a combined program (please see attached letter).

How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the program, provide comparative examples from regional educational institutions. ADHE's list of approved programs indicate that a BA in Anthropology is offered at The University of Arkansas Fayetteville and the University of Arkansas at Little Rock. This list also confirms a BA in Geography at The University of Central Arkansas and the University of Arkansas Fayetteville. No college in Arkansas provides a combined BA in Anthropology and Geography. The following universities offer a combined anthropology/geography degree:  
California Polytechnic State University, San Luis Obispo, California  
Towson University, Towson, MD  
The University of Aberdeen, Scotland, UK  
The University of Southern Maine, Portland, ME

Office of Assessment and Institutional Effectiveness (2014)

The University of Sussex, Brighton, UK  
Vassar College, Poughkeepsie, NY

The following universities feature combined anthropology and geography departments:

Clarion University, Clarion, PA

Indiana State University, Terre Haute, IN

Kennesaw State University, Kennesaw, GA

Louisiana State University, Baton Rouge, LA

Pierce College, Woodland Hills, CA

The University of Nebraska, Lincoln, NE

The University of Wisconsin-Eau Claire

The proposed Bachelor of Arts in ~~Anthropology and Geography~~ **Cultural and Geospatial Studies** is unique in this state, targets a growing area of employment, and includes ample opportunity for career advancement. Please see Kent Mathewson's letter for further evaluation of scholastic validity and regional relevance.

Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) Please see attached plan.

Cultural and Geospatial Studies

Assessment Plan: Bachelor of Arts in ~~Anthropology and Geography~~

Learning Objective 1: Students will gain familiarity with human-biological and cultural development over time through examinations of human-environment interactions.

Assessment Measure: 90% of students will complete ANTH 1213 and GEOG 2013 with a C or better in a given assessment cycle.

Learning Objective 2: Students will gain familiarity with contemporary cultural diversity at the local, regional, and global scale of interaction.

Assessment Measure 2a: 90% of students will complete ANTH 2003 and GEOG 2013 with a C or better in a given assessment cycle.

Assessment Measure 2b: 100% of students at program completion within a given assessment cycle will show successful portfolio submission of research in an area related to culture studies. (Evaluating Courses: ANTH/GEOG Seminars – ANTH 3243 or GEOG 4983).

Learning Objective 3: Students will use familiarity with human cultural diversity to develop critical thinking skills and ethical perspectives.

Assessment Measure: Cultural Diversity Survey to be completed via questionpro at mid-point of program completion. (Questionnaire to be developed by degree implementation.)

Learning Objective 4: Students will demonstrate relevant skills in Cultural Resources Management.

Assessment Measure 4a: 90% of students completing Cultural Resources Management (GEOG 2833) during a given assessment cycle will complete a creative project/term paper in support of historic/cultural preservation with an assigned grade of C or better. Upon program completion, 100% of students will successfully submit a revised version for student portfolio. Final submission to be confirmed during exit interview.

Learning Objective 5: Students will demonstrate relevant core skills in Community Planning and Development.

Assessment Measure 5: 90% of students completing GIS Methods I (GEOG 2833) during a given assessment cycle will complete a cartographic report in support of community development and resource management with an assigned grade of C or better. Upon program completion, 100% of students will successfully submit a revised version for student portfolio. Final submission to be confirmed during exit interview.

Learning Objective 6: Students will articulate the ways in which anthropology and geography can be used as tools to address contemporary problems.

Assessment Measure 6: All students will answer a standard set of questions during exit interviews to be completed during the student's last semester in the program. Success will be determined on a pass/fail basis as defined by the professor in-charge of interview for that given assessment cycle.

**Arkansas Tech University**  
**PROPOSAL FOR CHANGE IN PROGRAM**

TO:	Curriculum Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 27, 2014

Title	Signature	Date
Department Head	Catli McMahon	6/27/14
Dean	Wally Hooper	6-28-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	J. Williams	8/15/14
Vice President for Academic Affairs		

Program Title:	Requested changes will be effective Summer I for next catalog year
Recreation and Park Administration - Therapeutic Recreation	
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) (1) Delete three hours of approved electives (2) Add RP 3023 Camp Administration (3) Delete footnote <sup>2</sup> and change Footnote <sup>3</sup> to Footnote <sup>2</sup>	
What impact will the change have on staffing, on other programs and space allocation? None noted	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

Fall Start Curriculum Matrix for Catalog  
 Curriculum in RPA/Therapeutic Recreation Emphasis  
 (enter title for program changing )

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><del>Junior</del> Spring Semester  <i>Senior</i></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><del>Senior</del> Spring Semester  <i>Junior</i></p> <p>Add/Change: RP 3023 Camp Administration</p> <p>Delete: 3 Hours Approved Elective</p> <p>Total Hours:</p>



<b>Continuous Improvement Plan</b>			
<b>Annual Assessment Cycle</b>			
<b>Academic Cycle: 2014-15</b>			
<b>Program: Bachelor of Science in Recreation and Park Administration</b>			
<b>PO 7.02: Students graduating from the program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.</b>			
<b>Program Learning Outcome</b>	<b>Courses (program core)</b>	<b>Means of Assessment (direct and indirect measures)</b>	<b>Criteria for Success (performance standard)</b>
LO 7.02-A: Students will demonstrate the ability to design recreation programs.	RP 3023 Camp Administration	RP 3023 Camp Manual Quality	70% of students will earn a 70% or higher on related learning outcome; camp manual design
	RP 2003 Recreation Programming	RP 2003 Program Quality	70% of students will earn a 70% or higher on related learning outcome; designing program assignments.
	RP 4116 Internship	RP 4116 Program Design Quality	70% of students will earn a 70% or higher on related learning outcome; program design assignment
LO 7.02-B: Students will demonstrate ability to lead recreation programs.	RP 3023 Camp Administration	RP 3023 Camp Activities	70% of students will earn a 70% or higher on related learning outcome; leading camp activity assignments
	RP 2003 Recreation Programming	RP 2003 Kidsfest Assignment Quality	70% of students will earn a 70% or higher on related learning outcome; leading program assignments
	RP 4116 Internship	RP 4116 Program Leadership Quality	70% of students will earn a 70% or higher on related learning outcome; leading program assignment



LO 7.02 D: Students will demonstrate the ability to evaluate leisure services.	RP 3023 Camp Administration	RP 3023 Camper surveys	Pass: 90% or more of campers will complete camper survey Fail: < than 90% of campers will complete camper survey
	RP 2003 Recreation Programming	RP 2003 Quality of Program Evaluation Assignment	70% of students will earn a 70% or higher on related learning outcome; program evaluation assignment
	RP 4116 Internship	RP 4116 Quality of Program Evaluation Assignment	70% of students will earn a 70% or higher on related learning outcome; program evaluation assignment
LO 7.02-E: Students will demonstrate the ability to use data to improve the quality of services and experiences.	RP 3023 Camp Administration	RP 3023 Camper Survey Analysis	70% of students will earn a 70% or higher on related learning outcome; camper survey analysis and innovation assignment
	RP 2003 Recreation Programming	RP 2003 Quality of Programming Assignment	70% of students will earn a 70% or higher on related learning outcome; program evaluation assignment
	RP 4116 Internship	RP 4116 Quality of Innovation Assignment	70% of students will earn a 70% or higher on related learning outcome; innovation assignment

**Arkansas Tech University**  
**PROPOSAL FOR CHANGE IN PROGRAM**

TO:	Curriculum Committee
FROM (Initiating Department):	Parks, Recreation, and Hospitality Administration
DATE SUBMITTED:	June 27, 2014

Title	Signature	Date
Department Head	Catlin McMahon	6/27/14
Dean	Wally Hoefler	6-28-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Y. Weaver	8/15/14
Vice President for Academic Affairs		

Program Title: Recreation Administration Emphasis	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)	
<ol style="list-style-type: none"> <li>Combine the current Recreation Administration Emphasis with the current Turf Management Emphasis to create the new Recreation Sport Management Emphasis.</li> <li>Delete Turf Management emphasis</li> <li><del>Delete Recreation Administration emphasis</del> <i>Change the name of Recreation Administration emphasis to</i></li> <li><del>Create Recreation Sport Management emphasis</del></li> </ol>	
What impact will the change have on staffing, on other programs and space allocation? None	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> . This change will have minimal effects on other departments.	
In the attached matrix, include requested changes in the matrix and include course number and title.	

- 3a Add the following courses: RP 3763, RP 3793, and RP 4753;  
 b Delete PE 4103; and  
 c Reduce Approved Electives from 12 hrs to 6 hrs.

Fall Start Curriculum Matrix for Catalog  
 Curriculum in Recreation Administration Emphasis Changing to Sport Recreation Management Emphasis  
 (enter title for program changing )

<p>Freshman Fall Semester: No change from Recreation Administration</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester: : No change from Recreation Administration</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: Fine Arts &amp; Humanities</p> <p>Delete: Approved Elective</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: Fine Arts &amp; Humanities</p> <p>Delete: Approved Elective</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change: RP 3763</p> <p>Delete: Fine Arts &amp; Humanities</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change: RP 3793</p> <p>Delete: Fine Arts &amp; Humanities</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change: Approved Elective</p> <p>Delete: PE 4103</p> <p>Total Hours:</p>	<p>Senior Spring Semester:</p> <p>Add/Change: RP 4753</p> <p>Delete: Approved Elective (3 hour)</p> <p>Total Hours:</p>

**Arkansas Tech University**  
**Proposal for Change in Program**  
**Assessment Form**

<b>Our Mission</b>
Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does the program change fit with the university mission? This change will reduce the number of emphases in the Recreation and Park Administration Program allowing resources to be better allocated among the remaining emphases.
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. While this change is not mandated, the accrediting body for the program suggested we consider reducing the number of emphases in the program in consideration of the number of students and faculty in the program.
c. How will the program change impact learning for students enrolled in this program? It is anticipated that students enrolled in the Recreation emphasis and the Turf Management Emphasis will continue in the proposed Recreation Sport Management Emphasis.
d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program. Students in the Recreation Administration Emphasis will demonstrate better knowledge of Turf Management. Students in the Turf Management Emphasis will demonstrate better knowledge of recreation administration. Students will be better prepared to work in the Turf/Recreation field.
e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Both emphases have relatively low enrollment. Combining the emphases makes sense in course scheduling and use of resources. Other universities have reported strong increases in enrollment with the addition of a sport management curriculum. Please see attached RPA Assessment Plan.
f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. University of Arkansas – Fayetteville has a Recreation and Sport Management Program in the Department of Health, Human Performance and Recreation. The University of Southern Arkansas in the Department of Health, Kinesiology and Recreation has a program in Human Performance, Recreation, and Community Service. The program has two emphases: Sports Management and Community Service. Henderson State University in the Department of Health Physical

Education, Recreation and Athletic Training has majors in Natural Resource Management, Leisure Services Management, Sport Management, and Athletic Training. Henderson State has an M.S. program in Sports Administration.

- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) See attached program assessment plan.

**ARKANSAS TECH UNIVERSITY  
DEPARTMENT OF PARKS, RECREATION & HOSPITALITY  
ADMINISTRATION**

**Recreation & Park Administration Assessment Plan  
2013-14**

Arkansas Tech University is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Universities. ATU was last reviewed by the Higher Learning Commission in the spring of 2011 and was granted accreditation until the next review in 2020/2021.

**General Education**

The general education component is the common requirement of all baccalaureate students at ATU. The knowledge and skills acquired in the general education component enable students to analyze problems, to arrive at intelligent conclusions, and to make reasoned choices in their professional and personal lives and the lives of those who they influence.

Many of the general education courses were designed to deal primarily with processes rather than simply with facts, to help students to develop individually and as members of a group, and to instill in students the desire to continue to learn throughout their entire lives and the lives of those who they influence.

Students who earn degrees at ATU will be able to:

- Communicate effectively
- Think critically
- Develop ethical perspectives
- Apply scientific and quantitative reasoning
- Demonstrate knowledge of the arts and humanities
- Understand wellness concepts

To accomplish the above goals, ATU requires the completion of a general education curriculum. Students should refer to the curriculum in their major area of study for specific courses either recommended or required by the academic department to fulfill the general education requirements.<sup>1</sup>

The general education courses for the baccalaureate in Recreation and Park Administration varies with the emphasis area the student has selected.

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<sup>1</sup> See 2013-14 ATU Catalog on-line @ <http://www.atu.edu/academics/catalog/graduation-requirements.html#GenEdRequirements>

**Recreation & Park Accreditation**

The Recreation and Park Administration Program is accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). Following (COAPRT) accreditation guidelines Arkansas Tech graduates should have knowledge in the natural and physical sciences, social sciences, and communication, as well as in the arts and humanities. In addition, Recreation and Park graduates should have knowledge and understanding of general principles in specific areas of the recreation, park and leisure disciplines including conceptual foundations, the leisure services profession, leisure services delivery systems, programming and event planning, administration and management, legal aspects of leisure services, and professional work experience. The current COAPRT standards, adopted in October of 2008 (with revisions in April 2010, October 2010, April 2011, November 2012, January 2013, and April 2013), are listed in Table 1.

New standards were approved by NRPA in October 2008 with the final revisions taking place in April 2013. ATU was chosen by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) as a pilot program to implement the new standards on or before renewal of accreditation in 2011. The challenge was accepted and our program was reaccredited in the Spring of 2013. The newest standards address the "learning outcomes" of the Program. These standards describe the goals of student learning for "core" professional preparation in recreation, park resources, leisure services, and other elements of the human service and experience industries. The four components include:

**7.01 Foundations:** Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in those industries; and c) the foundations of the profession in history, science, and philosophy.

- 7.01.01 The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome.*
- 7.01.02 The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard.*
- 7.01.03 The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome.*
- 7.01.04 The program shall demonstrate that it uses data from assessment of Learning Outcome 7.01 for continuous program improvement.*

**7.02** Leisure Service Provision: Students graduating from the Program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

- 7.02.01 *The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome.*
- 7.02.02 *The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard.*
- 7.02.03 *The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome.*
- 7.02.04 *The program shall demonstrate that it uses data from assessment of Learning Outcome 7.01 for continuous program improvement.*

**7.03** Management: Students graduating from the Program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, and/or related professions.

- 7.03.01 *The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome.*
- 7.03.02 *The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard.*
- 7.03.03 *The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome.*
- 7.03.04 *The program shall demonstrate that it uses data from assessment of Learning Outcome 7.01 for continuous program improvement.*

**7.04** Internship: Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

- 7.04.01 *The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome.*
- 7.04.02 *The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard.*



- 7.04.03 *The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome.*
- 7.04.04 *The program shall demonstrate that it uses data from assessment of Learning Outcome 7.01 for continuous program improvement.*

**The Professional Core**

The professional core courses in Recreation and Park Administration includes 14 courses totaling 44 credit hours. The professional core courses introduce the student to the field of Recreation and Park Administration, its conceptual foundations, the leisure services profession, leisure services delivery systems, programming and event planning, administration and management, legal aspects of leisure services, and professional work experience. These professional core courses include the following:

<u>Core Course</u>	<u>Credit hours</u>
RP 1013 Principles of Recreation and Park Administration	3
RP 2003 Recreation Programming	3
RP 2033 Recreation Leadership	3
RP 3013 Recreation for Special Populations	3
RP 3033 Commercial Recreation	3
RP 3034 Site Planning & Design	4
RP 3043 Work Experience	3
RP 3063 Outdoor Education	3
RP 4001 Internship Preparation	1
RP 4013 Recreation and Park Administration	3
RP 4023 Research Methods in Recreation and Park Administration	3
RP 4103 Recreation Law and Policy	3
RP 4113 Personnel Management in RP	3
RP 4116 Internship	<u>6</u>
	44 credit hours

The professional core provides the foundation upon which the Recreation and Park Administration degree is based. Core courses are required for all Recreation and Park majors. Table 1 lists the 2008 (revised in April 2013) COAPRT Standards, learning outcomes, evidence used to measure learning outcomes, the performance measure/tool, performance levels, assessment results, and evidence of curricular and/or programmatic changes.

The following learning outcomes will be utilized and assessed for each academic year, starting with academic year 2013-2014. Assessment will be conducted on learning outcomes each semester by collecting information pertaining to the Performance

July 2013

Measure or Tools and the data that is collected will be recorded and stored in TracDat. Each faculty member will be responsible for obtaining data from his/her classes and entering the data in TracDat in a timely fashion at the end of every semester. The Assessment Results then in turn will be utilized to make curricular or programmatic changes (after a three year period of gathering initial data). These results will be required to make any curriculum changes through the ATU Curriculum Committee.

**Table 1**

<b>7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and of the scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science, and philosophy.</b>					
Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
7.01-A Demonstrate entry-level knowledge of the services of public and non-profit recreation and park agencies and the contributions of commercial recreation.	Syllabi and Course Exam (RP 3033)	Course Exam Questions (RP 3033)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the course exam		
	Syllabi (RP 1013)	Comprehensive Exam (RP 4001)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the comprehensive exam		
7.01-B Demonstrate knowledge of the scientific foundations of the profession.	Syllabi and Course Exam (RP 1013)	Course Exam Questions (RP 1013)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the course exam		
	Syllabi (RP 1013)	Comprehensive Exam (RP 4001)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the comprehensive exam		
7.01-C Demonstrate knowledge of the philosophical foundations of profession.	Syllabi and Course Exam (RP 1013)	Course Exam Questions (RP 1013)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the course exam		

	Syllabi and Professional Philosophy Assignment (RP 4001)	Portfolio Assignment - includes Professional Philosophy (RP 4001)	70% of students will earn a 70% or higher on related educational/learning outcome which includes the Portfolio Assignment		
7.01-D Demonstrate knowledge of historical foundations of profession.	Syllabi and Course Exam (RP 1013)	Course Exam Questions (RP 1013)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the course exam		
	Syllabi (RP 1013)	Comprehensive Exam (RP 4001)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the exam		
7.01-E Demonstrate the ability to apply foundational knowledge to make professional decisions.	Syllabi and Case Studies (RP 4013)	Case Study rubrics (RP 4013)	70% of students will earn a 70% or higher on related educational/learning outcome which includes case studies		
	Syllabi and Problem Solving Assignment (RP 4116)	Problem Solving Assignment Rubric (RP 4116)	70% of students will earn a 70% or higher on related educational/learning outcome including the problem solving assignment		
<b>7.02 Students graduating from the program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.</b>					
<b>Program/Course Specific Learning Outcomes</b>	<b>Evidence of Learning Opportunities</b>	<b>Performance Measures or Tools</b>	<b>Performance Levels (metrics)</b>	<b>Assessment Results</b>	<b>Evidence of Curricular and/or Programmatic Changes</b>
7.02-A Demonstrate the ability to design recreation programs	Syllabi and Recreation Program Plan Assignment (RP 2003)	Recreation Program Plan and Rubric (RP 2003)	70% of students will earn a 70% or higher on related educational/learning outcome including the Recreation Programming Assignments		
	Programming Assignment (RP 4116)	Programming Assignment Rubric (RP 4116)	70% of students will earn a 70% or higher on related educational/learning outcome including the Recreation Programming Assignments		

7.02-B Demonstrate the ability to design recreation areas and facilities.	Syllabi and Site Plan Assignment (RP 3034)	Site Plan Assignment and Rubric (RP 3034)	70% of students will earn a 70% or higher on related educational/learning outcome including Site Plan Assignment		
7.02-C Demonstrate the ability to lead recreation programs.	Programming Assignment (RP 4116)	Programming Assignment and Rubric (RP 4116)	70% of students will earn a 70% or higher on related educational/learning outcome including Programming Assignments		
	Syllabi and Kidsfest Assignment (RP 2003)	Kidsfest Assignment and Rubric (RP 2003)	70% of students will earn a 70% or higher on related educational/learning outcome including Programming and Kidsfest assignments		
7.02-D Demonstrate the ability to evaluate leisure services and experiences.	RP 4023 Syllabi and Evaluation Assignment	Evaluation Assignment and Rubric (RP 4023)	70% of students will earn a 70% or higher on related educational/learning outcome including evaluation assignment		
	RP 2003 Syllabi and Assignment	Kidsfest Assignment (including collecting data)	70% of students will earn a 70% or higher on related educational/learning Kidsfest evaluation assignment		
7.02-E Demonstrate the ability to use data to improve the quality of services and experiences.	RP 4023 Syllabi and Assignment	Research Methods Assignment	70% of students will earn a 70% or higher on related educational/learning outcome including Research Methods Assignments		
	RP 2003 Syllabi and Assignment	Recreation Programming Assignment	70% of students will earn a 70% or higher on related educational/learning outcome including Recreation Programming Assignments		
<b>7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, and related professions.</b>					
Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
7.03-A Demonstrate the ability to recognize the principles and procedures of	Syllabi and course exam (RP 4013)	Course Exam Questions (RP 4013)	70% of students will earn a 70% or higher on related educational/learning outcome questions		

management and/or administration.			on the course and/or comprehensive exam		
	Syllabi (RP 4013)	Comprehensive Exam (RP 4001)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the course and/or comprehensive exam		
7.03-B Demonstrate the ability to recognize the principles and procedures of infrastructure management.	Syllabi and course exam (RP 4063)	Course Exam Questions (RP 4063)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the course exams		
	Syllabi and course exam (RP 4013)	Course Exam Questions (RP 4013)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the course exams		
7.03-C Demonstrate the ability to recognize the principles and procedures of financial management	Syllabi and course exam (RP 4013)	Course Exam Questions (RP 4013)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the course and/or comprehensive exam		
		Comprehensive Exam (RP 4001)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the course and/or comprehensive exam		
7.03-D Demonstrate the ability to recognize the principles and procedures of human resource management	Syllabi and course exam (RP 4113)	Course Exam Questions (RP 4113)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the course and/or comprehensive exam		
	Syllabi (RP 4113)	Comprehensive Exam (RP 4001)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the course and/or comprehensive exam		
7.03-E Demonstrate the ability to recognize the principles and procedures of marketing and/or public relations	Syllabi and Course Exam (HA 4013)	Course Exam Questions (HA 4013)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the course		
	Syllabi (HA 4013)	Comprehensive Exam (RP 4001)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the course exam		

7..03-F Demonstrate the ability to apply principles and procedures of management and/or administration.	Syllabi and Case Studies (RP 4013)	Case Study Rubric (RP 4013)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the course and/or comprehensive exam		
	Internship Manual which includes Management Assignment (RP 4116)	Management Assignment/Rubric (RP 4116)	70% of students will earn a 70% or higher on related educational/learning outcome questions on the course and/or comprehensive exam		
7.03-G Demonstrate the ability to apply the principles and procedures of infrastructure management	Syllabi and Simulation Project (RP 4063)	Appletown Project and Rubric	70% of students will earn a 70% or higher on related educational/learning outcome including simulation project and case studies		
	Syllabi and Case Study (RP 4013)	Case Study and Rubric	70% of students will earn a 70% or higher on related educational/learning outcome including simulation project and case studies		
7.03-H Demonstrate the ability to apply the principles and procedures of financial management	Syllabi and Budget Exercises (RP 4013)	Budget Exercises and Rubric (RP 4013)	70% of students will earn a 70% or higher on related educational/learning outcome including the budget exercises		
7.03-I Demonstrate the ability to apply the principles and procedures of human resource management	Syllabi and Case Studies (RP 4113)	Case Studies (RP 4113)	70% of students will earn a 70% or higher on related educational/learning outcome including case studies		
7.03-J Demonstrate the ability to apply the principles and procedures of marketing and/or public relations	Syllabi and Marketing Plan (HA 4013)	Marketing Plan Assignment (HA 4113)	70% of students will earn a 70% or higher on related educational/learning outcome including the Marketing Plan		
<b>7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.</b>					
Program/Course Specific Learning Outcomes	Evidence of Learning Opportunities	Performance Measures or Tools	Performance Levels (metrics)	Assessment Results	Evidence of Curricular and/or Programmatic Changes
7.04-A Demonstrate problem solving related to different facets of	Syllabi and Internship Manual (RP 4116)	Problem Solving Assignment and Rubric (RP 4116)	70% of students will earn a 70% or higher on related educational/learning outcome including		

professional practice			the Problem Solving Assignment		
7.04-B Demonstrate advocacy	Syllabi and Internship Manual (RP 4116)	Advocacy Assignment and Rubric (RP 4116)	70% of students will earn a 70% or higher on related educational/learning outcome including the Advocacy Assignment		
7.04-C Demonstrate the ability to stimulate innovation	Syllabi and Internship Manual (RP 4116)	Innovation Assignment and Rubric (RP 4116)	70% of students will earn a 70% or higher on related educational/learning outcome including the Innovation Assignment		

**Other Methods of Assessing Recreation and Park Learning Outcomes**

**Professional Certifications.** Some of the learning outcomes listed in Table 1 can also be measured through various professional certifications available to RP graduates.

Certified Park and Recreation Professionals (CPRP)

Certified Therapeutic Recreation Specialist (CTRS)

Certified Playground Safety Inspector (CPSI)

Certified Interpretive Guide (CIG)

**Certifications** may also be obtained in the following courses:

RP 1011 Sport Hunting: Arkansas Hunter Education

RP 1021 Boating Education: Arkansas Boating Safety

RP 1993 Basic Forest Firefighting: S-130 Basic Firefighting (Red Card);

S-190 Introduction to Fire Behavior;

S-110 Wildland Fire Suppression Orientation;

I-100 Introduction to Incident Command System and Standards for Survival



RP 3063      Outdoor Education:  
                  Project WET  
                  Project WILD  
                  Project Learning Tree  
                  Leopold Education Project

**Senior Exit Surveys.** Graduating seniors in Recreation and Park Administration will be sent a survey via e-mail to be completed before graduation. This survey is used as an assessment tool to get student feedback on preparedness for the RP profession, study habits, use of textbooks, academic advising, amount of work during their collegiate years, membership in student organizations, overall impression of their education and major, as well as their knowledge and skills in areas of professional competency.

A Senior Exit survey will be completed in the Fall of 2013 and in the Spring of 2014.

**Alumni Survey.** At least once every five years there will be a survey of alumni to maintain contact with graduates, track who is working (or not) in the Recreation and Park professional areas, salaries, etc.

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: Health and Physical Education	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: Annette Holayfield

Date: 8/21/2014