

Curriculum Committee
AGENDA
Tuesday, September 23, 2014
RPL 325, 3 p.m.

I. Call to Order and Approval of Minutes

II. New Business

A. Curricular Items

I. College of Arts and Humanities

A. Department of Art

1. Delete ART 4701, Special Methods in Art, from the course descriptions;
2. Add ART 1001, Introduction to Art, to the course descriptions;
3. Add ART 3001, Sophomore Review, to the course descriptions;
4. Modify the Curriculum in Art for Teacher Licensure, as follows: delete TECH 1001, Orientation to the University; add ART 1001, Introduction to Art; Add ART 3001, Sophomore Review; add ART 1163, Basic Photography, (new title: Basic Digital Photography); delete ART 4701, Special Methods in Art; and delete 3 hours 3000-4000 Art Electives;
5. Modify the Curriculum in Fine Arts as follows: delete TECH 1001, Orientation to the University; add ART 1001, Introduction to Art; add ART 3001, Sophomore Review; and delete one hour of elective; and
6. Modify the Curriculum in Graphic Design as follows: delete TECH 1001, Orientation to the University; add ART 1001, Introduction to Art; add ART 3001, Sophomore Review; and delete one hour of elective.

B. Department of English and World Languages

1. Add ENGL 3183, Studies in Television, to the course descriptions;
2. Modify the Curriculum in World Languages (BA Degree with Concentration in Spanish) as follows: a. Replace SPAN 3143, Study Abroad or SPAN 3163, Community Internship Experience, SPAN 4003, Oral Communication, and SPAN 4203, Short Story, with 9 hours of upper division Spanish electives; b. delete the requirement to take the Oral Proficiency Interview (OPI); and c. delete Footnote 5 requiring the OPI;
3. Modify the Curriculum in Foreign Language with Concentration in Spanish for Teacher Licensure as follows: Replace SPAN 3143, Study Abroad or SPAN 3163,

Community Internship Experience, and SPAN 4203, Short Story, with 6 hours of upper division Spanish electives;

4. Modify the Minor in Film Studies as follows: add ENGL 3183, Studies in Television, to the list of courses that may be used to complete the required 18 hours.

II. College of Engineering and Applied Sciences

A. Department of Agriculture

1. Add AGBU 4973, Senior Seminar in Agriculture Business, to the course descriptions;
2. Modify the Curriculum in Agriculture Business, Animal Science Option, Feed Mill Management Option, Horticulture Option, and Public Relations Option as follows: a) delete 3 hours for Agriculture Electives; and b) add AGBU 4793, Senior Seminar in Agriculture Business; and modify the Curriculum in Pre-Veterinary Medicine Option as follows: a) delete one hour for Agriculture Electives; and b) add AGBU 4793, Senior Seminar in Agriculture Business; Note the options total hours will be 122 hours.

B. Department of Emergency Management

1. Add EAM 3063, Emergency Management Doctrine I, to the course descriptions;
2. Add EAM 3073, Emergency Management Doctrine II, to the course descriptions;
3. Add EAM 4063, Leadership, to the course descriptions;
4. Add EAM 4073, EM Project Development and Management, to the course descriptions;
5. Modify the course description for EAM 3206, Externship, as outlined in the proposal; and
6. Modify the Curriculum in Emergency Management as follows:
 - a) delete the following courses:
EAM 2033, Citizen/Family/Community Disaster Preparedness Education;
EAM 3003, Developing Emergency Management Skills;
EAM 3013, Public Policy Issues in Emergency Management;
EAM 3023, Principles and Practice of Disaster Planning and Response Operations;
EAM 3123, Public Information Skills for Emergency Managers;
EAM 3143, The Economics of Disaster;
EAM 3243, Introduction to Terrorism and Anti-Terrorism;
EAM 4003, Principles and Practice of Disaster Relief and Recovery;
EAM 4053, Community Management of Hazardous Materials; and

EAM 4991,4992,4993, Special Problems and Topics;
 b) add EAM 3063, Emergency Management Doctrine I; EAM 3073, Emergency Management Doctrine II; EAM 4063, Leadership; EAM 4073, EM Project Development and Management; and 12 hours of EAM elective;
 c) require a C or better in the following required EAM Core Courses:
 EAM 1003, Living in a Hazardous Environment;
 EAM 1013, Aim and Scope of Emergency Management;
 EAM 3033, The Social Dimension of Disaster;
 EAM 3063, Emergency Management Doctrine I;
 EAM 3073, Emergency Management Doctrine II;
 EAM 3206, Externship;
 EAM 4013, Business and Industry Crisis Management;
 EAM 4023, Information Technology and Emergency Management;
 EAM 4033, Emergency Management Research Methods/Analysis;
 EAM 4043, Disaster and Emergency Management Ethics;
 EAM 4063, Leadership;
 EAM 4073, EM Project Development and Management;
 EAM 4083, Introduction to Legal Issues in Emergency Management; and
 EAM 4106, Practicum/Internship;
 d) delete the Administrative Core;
 e) delete the Interdisciplinary Core;
 f) require COMS 2003, Microcomputer Applications; ENGL 2053, Technical Writing; and any general education speech;
 g) change elective from 6 hours to 18 hours;
 h) delete footnotes 2, 3, and 4;
 i) add footnote 2 See EAM Electives; and j) modify catalog introduction.

III. College of Natural and Health Sciences

A. Department of Biological Sciences

1. Add BIOL 2054, Microbiology for Health Sciences, to the course descriptions;
2. Add the Prerequisite: Score of 19 or higher on the reading portion of the enhanced ACT or completion of ENGL 1013, Composition I, to BIOL 1004, Principles of Environmental Science;
3. Add the Prerequisite: Score of 19 or higher on the reading portion of the enhanced ACT or completion of ENGL 1013, Composition I, to BIOL 1014, Introduction to Biological Science; and
4. Modify the Curriculum in Health Information Management as follows: delete ACCT 2003, Accounting Principles I, and add 3 hours of elective.

B. Department of Physical Sciences

1. Add the Prerequisite: Score of 19 or higher on the reading portion of the enhanced ACT or completion of ENGL 1013, Composition I, to PHSC 1004, Principles of Environmental Science; and
2. Add the Curriculum in Mathematics and Physics Education.

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Arkansas Tech University
REQUEST FOR COURSE DELETION

Registrar's Office

TO: Curriculum Committee or Graduate Council (as appropriate)

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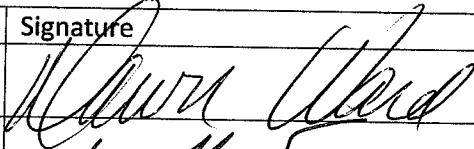

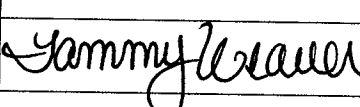
FROM: Art Department

SEP 10 2013

DATE SUBMITTED:

Registrar's Office

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head		9/6/13
Dean		9-9-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/10/13
Vice President for Academic Affairs		

Course Subject: ART	Course Number: 4701
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Special Methods in Art	
Effective Term: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer I FALL 2015	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Please provide rationale for the request including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.	
Course is being replaced with a departmental requirement – Sophomore Review. Content of the course is	

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offered in ART 3003 Concepts in Art Education and ART 3013 Art Education Practicum.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

See support form from Education

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Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Education <i>C I</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: David Bell

Date: 9-6-13

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**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee or Graduate Council (as appropriate)

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FROM: Art Department

SEP 10 2013

DATE SUBMITTED:

Registrar's Office

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>[Signature]</i>	9/6/13
Dean	<i>H. Munson</i>	9-9-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/10/13
Vice President for Academic Affairs		

Course Subject: ART	Course Number: 1001
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Introduction to Art	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Term: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer I FALL 2015	If course is required by major/minor, how frequently will course be offered? Every fall semester
Is this course repeatable for additional earned hours? Y / N How many times?	
Does this course require a fee? yes	How much? \$12 Type of fee? materials

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Elective Major Minor
If major or minor course, you must complete the Request for Program Change form.

Prerequisites:

Co-requisites:

Course Description (as you want it to appear in the catalog):

The course provides university orientation and a general introduction to the arts program. Various topics that review career options, curriculum, studio concentrations, opportunities and program requirements are covered to help incoming art students prepare for their specific program of study in Fine Arts, Graphic Design and Art Education.

Grading Standard Letter P/F Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Course description as to appear in catalog
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

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

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

How does this proposal support the University Mission or University Strategic Planning Goals?

This course is specifically targeted to improve student performance that directly relate to the University's Mission of nurturing scholastic development, integrity, and professionalism.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

Through assessment measures we have identified a need for an introductory course in art to provide a set of criteria and instruction that would help students improve their sophomore review, exhibit and participate in the departmental opportunities, identify career goals and prepare artist's materials. To further support the creation of this course is the need to establish a support system for incoming freshman that introduces them to art department requirements, milestones and faculty. With the expansion of the advising center the department sees the need for this course to help students to

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integrate into the department and understand their program goals. This will help promote student involvement and improve student retention.

Sophomore review assessments have also indicated a lack of skills appropriate to their fields of study including: writing an artist's statement, caring for and presenting their work, use of art vocabulary and understanding of expectations of upper division course work and senior exhibitions. These are the content areas that this course will provide to improve student success.

How will the effect of the change be monitored in ongoing program assessment?

The effects will be monitored through course assessment in art foundations and art history to see if there is improvement in retention, attendance and grades.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

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ART 1001 Introduction to Art

Instructor: Dr. Dawn Ward

Office Hours: M-F by appointment, Norman Hall 104A

Phone: 968-0244 E-mail: dward23@atu.edu

CATALOGUE DESCRIPTION:

The course provides university orientation and a general introduction to the arts program. Various topics that review career options, curriculum, studio concentrations, opportunities and program requirements are covered to help incoming art students prepare for their specific program of study in Fine Arts, Graphic Design or Art Education.

TEXT: none *Fee \$12*

COURSE DESCRIPTION:

Student will be introduced to the art faculty, studio disciplines, graduation requirements and career opportunities in the fields of Fine Arts, Graphic Design and Art Education.

COURSE OBJECTIVES:

- Students will develop a working art vocabulary.
- Students will develop a set of skills to improve their coursework for the sophomore review process.
- Students will be introduced to department and university procedures.

COURSE CONTENT:

The first portion of the course will consist of a series of lectures and group discussions will be centered on the required readings for the course.

COURSE OUTLINE:

- Introduction to the university and review of student handbook
- Introduction to Blackboard and the online course environment
- Writing about art: best practices for writing about the arts, plagiarism, and research methods.
- Studio practices: cleanliness, organization and safety.
- Keeping a portfolio for sophomore review and senior exhibitions.
- Writing an artist's statement
- Procedures for classroom critiques and discussions.
- How to submit your artwork to competitive exhibitions such as the department's annual Student Competitive. Understanding how a juried exhibition works.
- Introduction to the student art organization the - Visual Arts Association and their annual Christmas show and sale.
- Framing and presenting art work for exhibitions.
- Preparing for a career in the arts, keeping a record of exhibitions and compiling a resume.

EVALUATION:

Written assignments, vocabulary exams, sketchbook, class participation and attendance will determine the student's grade. The following grading scale will be used to calculate the student's success in the course.

Grading Scale:

A = 90 - 100 %

B= 80-89%

C=70-79%

D=60-69%

F =below 59%

ATTENDANCE:

Students are expected to attend and are allowed 2 absences (two contact hours) of any nature without penalty. For more than 2 absences the instructor/instructors have the discretion to drop the grade one level.

For more than 4 absences (4 contact hours) the student will receive a failing grade unless the student drops within the university guidelines/deadlines. Punctuality is important and is considered a professional requirement. If a student is repeatedly tardy to class or leaves before class is dismissed the instructor will count those collectively as absences.

Students will not be penalized for officially sanctioned university activities. It is the responsibility of the student to present the instructor notice and verification of authorized participation. It should be understood that some course work cannot be made up and a student will be held accountable for missed content.

No Cell Phones: Students need to be respectful of the instructor and students by keeping their cell phones and other electronics turned off and in their backpacks. Students will be warned the first time and after that the instructor will count the student as absent, thereby lowering their grade for repeated offenses.

Plagiarism and Cheating:

Students are expected to conform to the standards of conduct set forth in the Arkansas Tech Student Handbook in regards to cheating, plagiarism, etc. Students are responsible for doing their own work and will be expected to conduct themselves with honesty and integrity.

DISABILITY SERVICES:

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. If you have any questions or concerns about disability services and testing accommodations for students registered with the Office of Disability Services please contact Liz Means, Coordinator for Disability Services at 968-0302. For questions about testing practices and policies, please contact Karen Pittman, Coordinator of Testing Services at 968-0382.

Arkansas Tech University
Course Addition ART 1001 Introduction to Art
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 this course fit with the university mission? **This course is specifically targeted to improve student performance that directly relate to the University's Mission of nurturing scholastic development, integrity, and professionalism.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not applicable**
- c. Provide up to three student learning outcomes students will achieve after completing this course? **Through assessment measures we have identified a need for an introductory course in art to provide a set of criteria and instruction that would help students**
1. Demonstration of key art vocabulary, 2. Demonstrated ability to critique and prepare art for exhibition 3. Demonstrated understanding of art careers and opportunities.
- d. What assessment tool or measure will you use to assess student learning? **The course will use exams, discussions, presentations and writing assignments to assess student learning.**
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? **Students will demonstrate: a basic understanding of the vocabulary of art for their sophomore review, the ability to discuss, identify and prepare artist's materials to exhibit their work, and to identify art careers.**
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **Sophomore review assessments have also indicated a lack of skills appropriate to their fields of study including: writing an artist's statement, caring for and presenting their work, use of art vocabulary and understanding of expectations of upper division course work and senior exhibitions. These are the content areas that this course will provide to improve student success.**
- 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. **University of Arkansas, Fayetteville requires studio foundations courses meant to prepare students for their foundation coursework, ARTS 1919C Studio Foundation & ARTS 1929C Studio Foundation II, & Arkansas State University, Jonesboro requires ART 1013, Design I (Making Connections; see Major Requirements)**

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: *David Bell*

Date: *9-6-13*

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Art
DATE SUBMITTED:	06/23/2014

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
ART	1001	<input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Introduction to Art		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Introduction to Art		
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="checkbox"/> 01 Lecture	<input type="checkbox"/> 02 Lecture/Laboratory	<input type="checkbox"/> 03 Laboratory only
<input type="checkbox"/> 05 Practice Teaching	<input type="checkbox"/> 06 Internship/Practicum	<input type="checkbox"/> 07 Apprenticeship/Externship
<input type="checkbox"/> 08 Independent Study	<input type="checkbox"/> 09 Readings	<input type="checkbox"/> 10 Special Topics
<input type="checkbox"/> 12 Individual Lessons	<input type="checkbox"/> 13 Applied Instruction	<input type="checkbox"/> 16 Studio Course
<input type="checkbox"/> 17 Dissertation Research	<input type="checkbox"/> 18 Activity Course	<input type="checkbox"/> 19 Seminar <input type="checkbox"/> 98 Other
Does this course require a fee? <input checked="" type="radio"/> Yes <input type="radio"/> No How Much? \$12 Art		

If selected other list fee type: _____
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)
If course is required by major/minor, how frequently will course be offered? Every Fall semester - once a year
Syllabus attached
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? No
Assessment attached
Does not affect other departments

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Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Art Department

DATE SUBMITTED:

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>[Signature]</i>	9/6/13
Dean	<i>[Signature]</i>	9-9-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/10/13
Vice President for Academic Affairs		

Course Subjects: ART	Course Number: 3001
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Sophomore Review	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Term: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer I FALL 2015	If course is required by major/minor, how frequently will course be offered? Every spring and fall semester
Is this course repeatable for additional earned hours? Y / N How many times?	
Does this course require a fee? yes	How much? \$12 Type of fee? materials

<input type="checkbox"/> Elective X Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: ART 1303, ART 1403, ART 2403, and ART 2413 or permission of the Department Head.	Co-requisites:
Course Description (as you want it to appear in the catalog): Pre-requisites: ART 1303, ART 1403, ART 2403, and ART 2413 or permission of the Department Head. The Sophomore Review course is an academic engagement designed to provide you with an opportunity to discuss your work on a scholarly level. Faculty will give you specific feedback on the work in your portfolio, the ability to use and understand art vocabulary, and communicate effectively about art. This course must be successfully completed with a "C" or better before students will be permitted into Upper Division classes.	
Grading X Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> Course subject, number and title Course description as to appear in catalog Course goals and/or objectives Course outline Methods of student performance assessment and evaluation Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.	
How does this proposal support the University Mission or University Strategic Planning Goals? This course is specifically targeted to improve student performance that directly relate to the University's Mission of nurturing scholastic development, integrity, and professionalism.	
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.	
Sophomore review assessments have also indicated a lack of skills appropriate to their fields of study	

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including: writing an artist's statement, caring for and presenting their work, use of art vocabulary and understanding of expectations of Upper Division course work and senior exhibitions.

How will the effect of the change be monitored in ongoing program assessment?

Through course assessment and the results of the faculty review. A secondary assessment of this course will come from Senior Exhibition course assessment which will reflect whether student performance in the areas of presentation, written artist's statements and exhibition preparation had improved due to the addition of this course.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

ART 3001 Sophomore Review

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Instructor: Dr. Dawn Ward

Office Hours: M-F by appointment, Norman Hall 104A

Phone: 968-0244 E-mail: dward23@atu.edu

Registrar's Office

CATALOGUE DESCRIPTION:

The Sophomore Review course is an academic engagement designed to provide you with an opportunity to discuss your work on a scholarly level. Faculty will give you specific feedback on the work in your portfolio, the ability to use and understand art vocabulary, and communicate effectively about art. This course must be successfully completed with a "C" or better before students will be permitted into Upper Division classes.

Pre-requisites: ~~Color, Intro to Drawing, 3-D, and 2-D~~ or permission of the Department Head. ART 1303, 1403, 2403, and 2413 or A

TEXT: none Fee \$12

COURSE DESCRIPTION:

Student will be tested on their skills in foundation art courses by creating a review application, taking an art vocabulary exam, preparing and presenting samples of their work to a panel of art faculty.

COURSE OBJECTIVES:

- Students will exhibit proficiency in the areas of 2-D design, 3-D design, Drawing and Color design to a review panel.
- Students will learn to write an artist's statement.
- Students will demonstrate a working art vocabulary.

COURSE CONTENT:

The first portion of the course will consist of lectures reviewing the requirements of the sophomore review. Students will then create their application, take the examination and present their portfolio.

COURSE OUTLINE:

- How to apply for sophomore review
- Studying for the vocabulary exam
- Writing an artist's statement
- Selecting work for the review portfolio
- Scheduling and preparing the sophomore review presentation

EVALUATION:

Written assignments, vocabulary exams, sketchbook, class participation and attendance will determine the student's grade. The following grading scale will be used to calculate the student's success in the course. A "C" or better must be earned for the student to enroll in Upper Division Art courses.

Grading Scale:

A = 90 - 100 %

B= 80-89%
C=70-79%
D=60-69%
F =below 59%

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ATTENDANCE:

Students are expected to attend and are allowed 2 absences (two contact hours) of any nature without penalty. For more than 2 absences the instructor/instructors have the discretion to drop the grade one level.

For more than 4 absences (4 contact hours) the student will receive a failing grade unless the student drops within the university guidelines/deadlines. Punctuality is important and is considered a professional requirement. If a student is repeatedly tardy to class or leaves before class is dismissed the instructor will count those collectively as absences.

Students will not be penalized for officially sanctioned university activities. It is the responsibility of the student to present the instructor notice and verification of authorized participation. It should be understood that some course work cannot be made up and a student will be held accountable for missed content.

No Cell Phones: Students need to be respectful of the instructor and students by keeping their cell phones and other electronics turned off and in their backpacks. Students will be warned the first time and after that the instructor will count the student as absent, thereby lowering their grade for repeated offenses.

Plagiarism and Cheating:

Students are expected to conform to the standards of conduct set forth in the Arkansas Tech Student Handbook in regards to cheating, plagiarism, etc. Students are responsible for doing their own work and will be expected to conduct themselves with honesty and integrity.

DISABILITY SERVICES:

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. If you have any questions or concerns about disability services and testing accommodations for students registered with the Office of Disability Services please contact Liz Means, Coordinator for Disability Services at 968-0302. For questions about testing practices and policies, please contact Karen Pittman, Coordinator of Testing Services at 968-0382.

Arkansas Tech University
Course Addition – ART 3001 Sophomore Review
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 this course fit with the university mission? This course is specifically targeted to improve student performance that directly relate to the University’s Mission of nurturing scholastic development, integrity, and professionalism.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
c. Provide up to three student learning outcomes students will achieve after completing this course? Through assessment measures we have identified a need for an introductory course in art to provide a set of criteria and instruction that would help students 1. Writing an artist’s statement 2. Caring for and presenting their work 3. Use of art vocabulary
d. What assessment tool or measure will you use to assess student learning? The course will use exams, discussions, presentations and writing assignments to assess student learning.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate a key vocabulary in presenting and writing about their work, the ability to critique and present their work, and the ability to write an artist’s statement that reflects their work.
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Sophomore review assessments indicated by the increased number of provisional passes given in the last few reviews: a lack of skills appropriate to their fields of study including, writing an artist’s statement, caring for and presenting their work, use of art vocabulary and understanding of expectations of upper division course work and senior exhibitions.
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. UCA requires a sophomore portfolio review - ART 2140 Portfolio I – Fall only – Sophomore Major Advancement Interview

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

RECEIVED
SEP 06 2013
Registrar's Office

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

Department Affected: Education <i>C 3 I</i>	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments:	

Department Head Signature: David Bell

Date: 9-6-13

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Art
DATE SUBMITTED:	06/23/2014

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
ART	3001	<input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Sophomore Review		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Sophomore Review		
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 type="radio"/> Standard Letter <input type="radio"/> P/F <input checked="" type="radio"/> Other		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input 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 Research	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other
Does this course require a fee? <input checked="" type="radio"/> Yes <input type="radio"/> No How Much? \$12 Art		

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.)

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

Every semester - twice a year

Syllabus attached

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

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

No

Assessment attached

Does not affect other departments

Teacher Ed Council

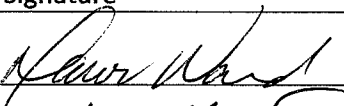
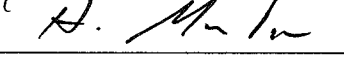

**Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM**

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Art Department

DATE SUBMITTED:

REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)

Title	Signature	Date
Department Head		10/14/13
Dean		10-15-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		10/15/13
Vice President for Academic Affairs		

Program Title: Art for Teacher Licensure	Effective Date: FALL 2015
<p>Outline change in program and attach curriculum matrix: Modification in current Art program:</p> <ol style="list-style-type: none"> 1. to delete TECH 1001 and replace with an new art course ART 1001 Introduction to Art 2. Add a new art course ART 3001 Sophomore Review as a requirement 3. Add existing art course ART 1163 as a requirement 4. Delete ART 4701 from the curriculum 5. Delete 3 hrs Art (3000-4000) Electives. 	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>ART 1001 is one a credit course that will be team taught by current faculty, the sophomore review is already conducted it will just become a course, photography is already offered several times a semester through current adjuncts, so none of these courses require any additional staffing or space allocation.</p>	
<p>Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.</p> <ol style="list-style-type: none"> 1. Through assessment measures we have identified a need for an introductory course in art to provide a set 	

of criteria and instruction that would help students improve their sophomore review, exhibit and participate in the departmental opportunities, identify career goals and prepare artist's materials. To further support the creation of this course is the need to establish a support system for incoming freshman that introduces them to art department requirements, milestones and faculty.

2. Sophomore review assessments have also indicated a lack of skills appropriate to their fields of study including: writing an artist's statement, caring for and presenting their work, use of art vocabulary and understanding of expectations of Upper Division course work and senior exhibitions.

3. The Praxis II exam has added Digital Photography as a content area and students have no experience in this studio area.

4. Through exit interviews and course experience it is clear that the methods content of this course is provided in ART 3013 Art Education Practicum and that students, would be better served by the Sophomore Review course requirement (see #2).

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

Curriculum and Instruction form attached

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

**Fall Start Curriculum Matrix for Catalog
Curriculum in Art Education**

<p>Freshman Fall Semester</p> <p>Add/Change: ART 1001 Introduction to Art</p> <p>Delete: TECH 1001 Orientation to the University</p> <p>Total Hours: 16</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: ART 3001 Sophomore Review</p> <p>Add/Change: ART 1163 Digital Photography</p> <p>Delete: Elective (3000 - 4000) 3 hrs.</p> <p>Total Hours: 16</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: ART 4701 Special Methods in Art</p> <p>Total Hours: 12</p>

Total Program Hours - 120

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Education <i>C&D</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: David Bell

Date: 9-9-2013

Arkansas Tech University
Proposal for Change in Program
Fine Art & Graphic Design & Art Education
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? This course is specifically targeted to improve student performance that directly relate to the University's Mission of nurturing scholastic development, integrity, and professionalism. |
| 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? Through assessment measures we have identified a need for an introductory course in art to provide a set of criteria and instruction that would help students 1. Improve their art vocabulary 2. Exhibit and participate in the departmental opportunities, 3. Identify career goals and prepare artist's materials. |
| d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will demonstrate: a basic understanding of the vocabulary of art for their sophomore review, the ability to discuss, identify and prepare artist's materials to exhibit their work, develop and prepare artist's statements and to identify art careers. |
| e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Sophomore review assessments have also indicated a lack of skills appropriate to their fields of study including: writing an artist's statement, caring for and presenting their work, use of art vocabulary and understanding of expectations of upper division course work and senior exhibitions. These are the content areas that this course will provide to improve student success. These program changes address recent findings from Senior Exit survey's that indicate that student's would like preparation for Sophomore Review and their Portfolio classes to be introduced earlier in the curriculum. |
| 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 |

<p>Arkansas, Fayetteville requires studio foundations courses meant to prepare students for their foundation coursework, ARTS 1919C Studio Foundation & ARTS 1929C Studio Foundation II, & Arkansas State University, Jonesboro requires ART 1013, Design I (Making Connections; see Major Requirements). UCA requires a sophomore portfolio review - ART 2140 Portfolio I – Fall only – Sophomore Major Advancement Interview</p>
<p>g.</p>
<p>h. 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.)</p>

Program Objectives	Assessment Measure
Demonstration of Art Content Knowledge	Exam scores
Accurate and appropriate use of an art vocabulary when writing and talking about art.	Essays, response writings and discussion based assignments.
Demonstrated understanding of art careers and opportunities.	Writing artist's statements, resumes and applying for exhibitions and art opportunities.
Demonstrated ability to think critically about art and relate artist's styles and movements to history.	Writing course papers, presentations and critical discussions.

Course Assessment Plan

ART 1001 Course Objectives	Assessment Measure
Demonstration of Key vocabulary	Exam scores
The ability to discuss critique and prepare art for exhibition.	Essays, response writings and discussion based assignments.
Demonstrated understanding of art careers and opportunities.	Writing artist's statements, resumes and applying for exhibitions and art opportunities.

Rubric for ART 1001 Introduction to Art

Course Objectives	90-100%	80-90%	70-80%	C or below Fails the course
Understanding of key vocabulary	The student demonstrates a strong understanding of	The student demonstrates a fair understanding of key vocabulary	The student demonstrates a weak understanding of	The student demonstrates no understanding of key vocabulary

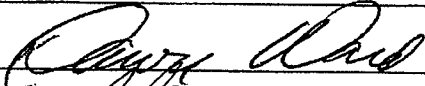
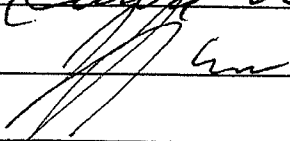

	key vocabulary terms on exams.	terms by scoring fairly well on exams.	key vocabulary terms by scoring poorly on exams.	terms by scoring extremely poorly on exams.
The ability to critique and prepare art for exhibition.	Student is readily able to critique and prepare a work for exhibition.	Student is reasonably able to critique and prepare a work for exhibition.	Student is sufficiently able to critique and prepare a work for exhibition.	Student is unable to critique and prepare a work for exhibition.
Identify and prepare for a career in the arts.	Student demonstrates a strong knowledge of art careers and an understanding of the preparation for those careers.	Student demonstrates a fair knowledge of art careers and an understanding of the preparation for those careers.	Student demonstrates weak knowledge of art careers and an understanding of the preparation for those careers.	Student demonstrates no knowledge of art careers and an understanding of the preparation for those careers.

Rubric for ART 3001 Sophomore Review

Course Objectives	90-100%	80-90%	70-80%	C or below Fails the course
Demonstrated knowledge of design vocabulary.	The student demonstrates a strong knowledge of key design vocabulary for sophomore review exam.	The student demonstrates an average knowledge of key design vocabulary for sophomore review exam.	The student demonstrates a weak knowledge of key design vocabulary for sophomore review exam.	The student demonstrates no knowledge of key design vocabulary for sophomore review exam.
Demonstrated ability to discuss their work using the design vocabulary	Student is readily able to discuss their work using the design vocabulary	Student is reasonably discuss their work using the design vocabulary	Student is sufficiently discuss their work using the design vocabulary	Student is unable to discuss their work using the design vocabulary.
Demonstrated ability to write about their work in proposals, resumes and artist's statements.	Student demonstrates a strong ability to write about their work.	Student demonstrates an average ability to write about their work.	Student demonstrates weak ability to write about their work.	Student demonstrates little to no ability to write about their work.

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

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Art
DATE SUBMITTED:	06/23/2014

Title	Signature	Date
Department Head		6/24/14
Dean		9/12/14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		9/12/14
Vice President for Academic Affairs		

Program Title: Fine Art	Requested changes will be effective Summer I for next catalog year
<p>Outline change in program:</p> <p>Modification to Current Art program:</p> <ol style="list-style-type: none"> Delete TECH 1001 and replace with a new art course ART 1001 Introduction to Art Add new ART course ART 3001 Sophomore Review as a requirement Delete one hour of elective 	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>ART 1001 is a one credit course that will be team taught by current faculty; the sophomore review is already conducted, it will become a formal course. So none of these courses require any additional staffing or space allocation.</p>	
Assessment attached	
Does not affect other departments	

**Fall Start Curriculum Matrix for Catalog
Curriculum in Fine Art**

<p>Freshman Fall Semester</p> <p>Add/Change: ART 1001 Introduction to Art</p> <p>Delete: TECH 1001 Orientation to the University</p> <p>Total Hours: 16</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: ART 3001 Sophomore Review</p> <p>Delete: Elective 2^t – (1 hour)</p> <p>Total Hours: 15</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>
<p>Total Program Hours - 120</p>	

Arkansas Tech University
Proposal for Change in Program
Fine Art & Graphic Design & Art Education
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? **This course is specifically targeted to improve student performance that directly relate to the University's Mission of nurturing scholastic development, integrity, and professionalism.**
- 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? **Through assessment measures we have identified a need for an introductory course in art to provide a set of criteria and instruction that would help students 1. Improve their art vocabulary 2. Exhibit and participate in the departmental opportunities, 3. Identify career goals and prepare artist's materials.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? **Students will demonstrate: a basic understanding of the vocabulary of art for their sophomore review, the ability to discuss, identify and prepare artist's materials to exhibit their work, develop and prepare artist's statements and to identify art careers.**
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Sophomore review assessments have also indicated a lack of skills appropriate to their fields of study including: writing an artist's statement, caring for and presenting their work, use of art vocabulary and understanding of expectations of upper division course work and senior exhibitions. These are the content areas that this course will provide to improve student success. These program changes address recent findings from Senior Exit survey's that indicate that student's would like preparation for Sophomore Review and their Portfolio classes to be introduced earlier in the curriculum.**
- 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 requires studio foundations courses meant to prepare students for their foundation coursework, ARTS 1919C Studio Foundation & ARTS 1929C Studio Foundation II, & Arkansas State University, Jonesboro requires ART 1013, Design I (Making Connections; see Major Requirements). UCA requires a sophomore portfolio review - ART 2140 Portfolio I – Fall only – Sophomore Major Advancement Interview

g.

h. 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.)

Program Objectives	Assessment Measure
Demonstration of Art Content Knowledge	Exam scores
Accurate and appropriate use of an art vocabulary when writing and talking about art.	Essays, response writings and discussion based assignments.
Demonstrated understanding of art careers and opportunities.	Writing artist’s statements, resumes and applying for exhibitions and art opportunities.
Demonstrated ability to think critically about art and relate artist’s styles and movements to history.	Writing course papers, presentations and critical discussions.

Course Assessment Plan

ART 1001 Course Objectives	Assessment Measure
Demonstration of Key vocabulary	Exam scores
The ability to discuss critique and prepare art for exhibition.	Essays, response writings and discussion based assignments.
Demonstrated understanding of art careers and opportunities.	Writing artist’s statements, resumes and applying for exhibitions and art opportunities.

Rubric for ART 1001 Introduction to Art

Course Objectives	90-100%	80-90%	70-80%	C or below Fails the course
Understanding of key vocabulary	The student demonstrates a strong understanding of	The student demonstrates a fair understanding of key vocabulary	The student demonstrates a weak understanding of	The student demonstrates no understanding of key vocabulary

	key vocabulary terms on exams.	terms by scoring fairly well on exams.	key vocabulary terms by scoring poorly on exams.	terms by scoring extremely poorly on exams.
The ability to critique and prepare art for exhibition.	Student is readily able to critique and prepare a work for exhibition.	Student is reasonably able to critique and prepare a work for exhibition.	Student is sufficiently able to critique and prepare a work for exhibition.	Student is unable to critique and prepare a work for exhibition.
Identify and prepare for a career in the arts.	Student demonstrates a strong knowledge of art careers and an understanding of the preparation for those careers.	Student demonstrates a fair knowledge of art careers and an understanding of the preparation for those careers.	Student demonstrates weak knowledge of art careers and an understanding of the preparation for those careers.	Student demonstrates no knowledge of art careers and an understanding of the preparation for those careers.

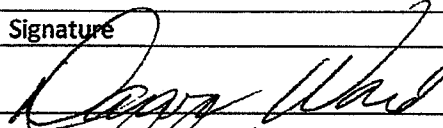
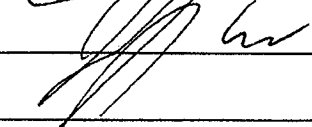

Rubric for ART 3001 Sophomore Review

Course Objectives	90-100%	80-90%	70-80%	C or below Fails the course
Demonstrated knowledge of design vocabulary.	The student demonstrates a strong knowledge of key design vocabulary for sophomore review exam.	The student demonstrates an average knowledge of key design vocabulary for sophomore review exam.	The student demonstrates a weak knowledge of key design vocabulary for sophomore review exam.	The student demonstrates no knowledge of key design vocabulary for sophomore review exam.
Demonstrated ability to discuss their work using the design vocabulary	Student is readily able to discuss their work using the design vocabulary	Student is reasonably discuss their work using the design vocabulary	Student is sufficiently discuss their work using the design vocabulary	Student is unable to discuss their work using the design vocabulary.
Demonstrated ability to write about their work in proposals, resumes and artist's statements.	Student demonstrates a strong ability to write about their work.	Student demonstrates an average ability to write about their work.	Student demonstrates weak ability to write about their work.	Student demonstrates little to no ability to write about their work.



Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Art
DATE SUBMITTED:	06/23/2014

Title	Signature	Date
Department Head		6/24/14
Dean		9/12/14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		9/12/14
Vice President for Academic Affairs		

Program Title: Graphic Design	Requested changes will be effective Summer I for next catalog year
<p>Outline change in program:</p> <p>Modification to Current Art program:</p> <ol style="list-style-type: none"> Delete TECH 1001 and replace with a new art course ART 1001 Introduction to Art Add new ART course ART 3001 Sophomore Review as a requirement Delete one hour of elective 	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>ART 1001 is a one credit course that will be team taught by current faculty; the sophomore review is already conducted, it will become a formal course. So none of these courses require any additional staffing or space allocation.</p>	
Assessment attached	
Does not affect other departments	

**Fall Start Curriculum Matrix for Catalog
Curriculum in Graphic Design**

<p>Freshman Fall Semester</p> <p>Add/Change: ART 1001 Introduction to Art</p> <p>Delete: TECH 1001 Orientation to the University</p> <p>Total Hours: 16</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: ART 3001 Sophomore Review</p> <p>Delete: Elective 2^t – (1 hour)</p> <p>Total Hours: 15</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>
<p>Total Program Hours - 120</p>	

Arkansas Tech University
Proposal for Change in Program
Fine Art & Graphic Design & Art Education
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? This course is specifically targeted to improve student performance that directly relate to the University's Mission of nurturing scholastic development, integrity, and professionalism.
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? Through assessment measures we have identified a need for an introductory course in art to provide a set of criteria and instruction that would help students 1. Improve their art vocabulary 2. Exhibit and participate in the departmental opportunities, 3. Identify career goals and prepare artist's materials.
d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will demonstrate: a basic understanding of the vocabulary of art for their sophomore review, the ability to discuss, identify and prepare artist's materials to exhibit their work, develop and prepare artist's statements and to identify art careers.
e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Sophomore review assessments have also indicated a lack of skills appropriate to their fields of study including: writing an artist's statement, caring for and presenting their work, use of art vocabulary and understanding of expectations of upper division course work and senior exhibitions. These are the content areas that this course will provide to improve student success. These program changes address recent findings from Senior Exit survey's that indicate that student's would like preparation for Sophomore Review and their Portfolio classes to be introduced earlier in the curriculum.
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

<p>Arkansas, Fayetteville requires studio foundations courses meant to prepare students for their foundation coursework, ARTS 1919C Studio Foundation & ARTS 1929C Studio Foundation II, & Arkansas State University, Jonesboro requires ART 1013, Design I (Making Connections; see Major Requirements). UCA requires a sophomore portfolio review - ART 2140 Portfolio I – Fall only – Sophomore Major Advancement Interview</p>
<p>g.</p>
<p>h. 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.)</p>

Program Objectives	Assessment Measure
Demonstration of Art Content Knowledge	Exam scores
Accurate and appropriate use of an art vocabulary when writing and talking about art.	Essays, response writings and discussion based assignments.
Demonstrated understanding of art careers and opportunities.	Writing artist’s statements, resumes and applying for exhibitions and art opportunities.
Demonstrated ability to think critically about art and relate artist’s styles and movements to history.	Writing course papers, presentations and critical discussions.

Course Assessment Plan

ART 1001 Course Objectives	Assessment Measure
Demonstration of Key vocabulary	Exam scores
The ability to discuss critique and prepare art for exhibition.	Essays, response writings and discussion based assignments.
Demonstrated understanding of art careers and opportunities.	Writing artist’s statements, resumes and applying for exhibitions and art opportunities.

Rubric for ART 1001 Introduction to Art

Course Objectives	90-100%	80-90%	70-80%	C or below Fails the course
Understanding of key vocabulary	The student demonstrates a strong understanding of	The student demonstrates a fair understanding of key vocabulary	The student demonstrates a weak understanding of	The student demonstrates no understanding of key vocabulary

	key vocabulary terms on exams.	terms by scoring fairly well on exams.	key vocabulary terms by scoring poorly on exams.	terms by scoring extremely poorly on exams.
The ability to critique and prepare art for exhibition.	Student is readily able to critique and prepare a work for exhibition.	Student is reasonably able to critique and prepare a work for exhibition.	Student is sufficiently able to critique and prepare a work for exhibition.	Student is unable to critique and prepare a work for exhibition.
Identify and prepare for a career in the arts.	Student demonstrates a strong knowledge of art careers and an understanding of the preparation for those careers.	Student demonstrates a fair knowledge of art careers and an understanding of the preparation for those careers.	Student demonstrates weak knowledge of art careers and an understanding of the preparation for those careers.	Student demonstrates no knowledge of art careers and an understanding of the preparation for those careers.

Rubric for ART 3001 Sophomore Review

Course Objectives	90-100%	80-90%	70-80%	C or below Fails the course
Demonstrated knowledge of design vocabulary.	The student demonstrates a strong knowledge of key design vocabulary for sophomore review exam.	The student demonstrates an average knowledge of key design vocabulary for sophomore review exam.	The student demonstrates a weak knowledge of key design vocabulary for sophomore review exam	The student demonstrates no knowledge of key design vocabulary for sophomore review exam.
Demonstrated ability to discuss their work using the design vocabulary	Student is readily able to discuss their work using the design vocabulary	Student is reasonably discuss their work using the design vocabulary	Student is sufficiently discuss their work using the design vocabulary	Student is unable to discuss their work using the design vocabulary.
Demonstrated ability to write about their work in proposals, resumes and artist's statements.	Student demonstrates a strong ability to write about their work.	Student demonstrates an average ability to write about their work.	Student demonstrates weak ability to write about their work.	Student demonstrates little to no ability to write about their work.

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**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

TO: Curriculum Committee
FROM: English and World Languages
DATE SUBMITTED: May 27, 2014

Request to Add ENGL 3183: Studies in Television

Title	Signature	Date
Department Head	<i>Carl Zumber</i>	5-27-14
Dean	<i>[Signature]</i>	5-27-14
Registrar	<i>[Signature]</i>	6/20/14
Vice President for Academic Affairs		

Course Subject: ENGL	Course Number: 3183 ✓
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Studies in Television	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Term: X Spring <input type="checkbox"/> Summer I <u>Spring 2015</u>	If course is required by major/minor, how frequently will course be offered?
Is this course repeatable for additional earned hours?	<u>Yes</u>
How many times? No limit if course content differs	
Does this course require a fee? No	How much? Type of fee?

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<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor If major or minor course, you must complete the Request for Program Change form.	
Prerequisites: ENGL 1023	Co-requisites:
Course Description (as you want it to appear in the catalog): A focused study of selected television shows. Course content will vary. Note: May be repeated for credit as ENGL 3183 if course content differs.	
Grading X Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> Course subject, number and title Course description as to appear in catalog Course goals and/or objectives Course outline Methods of student performance assessment and evaluation Course bibliography, reading list, and /or listing of other instructional media 	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. The course will be taught in classrooms equipped with equipment to project video from a computer or a DVD. All of our classrooms on the first floor of Witherspoon are equipped this way.	
How does this proposal support the University Mission or University Strategic Planning Goals? This course supports the Mission Statement's goal of "nurturing scholastic development" as well as providing "a solid educational foundation for life-long learning."	
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. In the 2012-2013 academic year the Department of English and World Languages produced 2,859 SSCH in film studies courses. Of that total 5% were produced by upper-level film studies courses. In the 2013-2014 academic year the Department of English and World Languages has already produced 3,108 SSCH in film studies courses and 9% of those hours are in upper-level film studies courses.	

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The number of enrollments in upper-level film studies courses offered by the Department of English and World Languages increased 100% from academic year 2012-2013 to academic year 2013-2014. In part, this increase resulted from our piloting a section of ENGL 3173 that focused on television drama. The overwhelmingly positive student response to this offering convinces us that the increasing cultural importance of television warrants a separate course designation.

How will the effect of the change be monitored in ongoing program assessment?

We will continue to monitor enrollment trends and the number of students who elect to add a minor in film studies. As this course is an elective rather than a requirement its programmatic impact will be hard to judge. We are, however, introducing embedded CPGE's throughout our curriculum and they may help us discriminate learning outcomes for students who have or have not completed this course.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

This addition of this upper-level English elective will not affect any other department, but because of the overlap of its subject matter with the Department of Communications, we have included a departmental support form from Mr. Caton.

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a. b. c.
ENGL 3183 ~~001~~ Studies in Television ~~TV Drama~~

e.

Dr. Emily Hoffman
WPN 155/968-0489/ehoffman1@atu.edu
MW 8:00-12:00; TR 11:00-12:00

CATALOG DESCRIPTION

A focused study of selected films.

Prerequisite: ENGL1023

A focused study of selected television shows. Course content will vary.

d.

COURSE DESCRIPTION

This course will examine the evolution of television drama with an emphasis on the development of "quality" television in the post-network era. Special attention will be given to programs comprising the recent "third golden age." Program episodes' form and content will be analyzed through a variety of critical lenses. The course will also examine the changing patterns of television consumption and how technology has impacted viewers' expectations for and engagement with their favorite television shows.

differs.

NOTE: May be repeated for credit if content differs.

f.

REQUIRED TEXTS AND MATERIALS

Difficult Men by Brett Martin
The Revolution Was Televised by Alan Sepinwall
Additional readings posted in Blackboard
Netflix account (streaming is a necessity; streaming + disc delivery is ideal)

g.

VIEWING ASSIGNED EPISODES

With very few exceptions at the beginning of the semester, you are responsible for viewing assigned episodes outside of class. Many are available through Netflix's streaming service. Those that aren't are available via disc delivery. And, other than a few episodes available for free online, all assigned episodes are available on reserve in the library's second floor Music Lab.

k.

GRADING

Detailed directions for each essay will be provided closer to their respective due dates. All essays will be graded on a 100-point scale.

Most responses will be completed outside of class. Some, however, will be completed in class. Detailed instructions for Episode Logs are provided in the Content section of Blackboard.

Class participation includes making regular contributions that enrich our discussions as well as taking an active role in any assigned small group activities and following the ongoing class discussion even when you are not speaking.

Essay #1	15%
Essay #2	20%
Essay #3	20%
Responses and Episode Logs	30%
Class Participation	10%
Final	5%
	<hr/>
	100%

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BLACKBOARD

Grades will be posted in Blackboard. In addition, readings outside of our required texts and other supplemental materials, including this syllabus, PowerPoint slides, and homework assignments will be posted in Content. Assignments *will not* be submitted using Blackboard.

ABSENCE POLICY

You are allowed 4 absences for any reason. Only absences related to required military service or university-sanctioned activities (such as a field trip for another class or intercollegiate athletics) are excused. Upon your fifth absence you will be dropped from the class and receive an FE for failure to attend.

LATE WORK

All assigned work is due in class on the specified date unless you are instructed to do otherwise. Any assignment or essay handed in after class will be considered late and reduced by one letter grade per day, including weekends. Late work will only be accepted up to one week after the due date.

ACADEMIC DISHONESTY

The university's definition of academic dishonesty is outlined in the Student Handbook available online. Documented cases of plagiarism and other instances of academic dishonesty will result in a zero for the assignment and potentially an F for the course.

DISABILITY STATEMENT

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:

University Testing and Disability Services

Doc Bryan, Suite 171

(479) 968-0302

Web Site: <http://www.atu.edu/testing/> Email: emeans@atu.edu**SEMESTER SCHEDULE¹**

UNIT 1: Crime Dramas and the Evolution of Quality Television		
T	JAN 14	Course Introduction—MTM Productions and Quality Television; Watch <i>Mary Tyler Moore</i> episode
R	JAN 16	<u>Read:</u> pages 7-18 in Sepinwall; pages 21-33 in Martin

¹ The schedule is subject to change. Any changes will be announced in advance.

		<p>Watch: <i>Lou Grant</i>—"House Warming" (YouTube); <i>The White Shadow</i>—"Cops" (YouTube)</p> <p>Write: Respond to questions posted in Blackboard</p>
T	JAN 21	<p>Read: "The Police Drama in Transition" (.pdf) and "Policing Propp" (.pdf)</p> <p>Watch: <i>Hill Street Blues</i>—Pilot (Hulu)</p> <p>Write: Respond to questions posted in Blackboard</p>
R	JAN 23	<p>Read: "Do the Right Thing: <i>NYPD Blue</i> and the Making of the Model Citizen" (.pdf)</p> <p>Watch: <i>Miami Vice</i>—Pilot (Hulu/Netflix); <i>NYPD Blue</i>—"Heavin' Can Wait" (Netflix/Music Lab)</p> <p>Write: Respond to questions posted in Blackboard</p>
T	JAN 28	<p>Watch: <i>Homicide: Life on the Streets</i>—"Gone for Goode," "Ghost of a Chance," and "Three Men and Adena" (Netflix/Music Lab); <i>Southland</i>—"Wednesday" (Netflix/Music Lab)</p> <p>Write: Respond to questions posted in Blackboard</p>

UNIT 2: The Third Golden Age		
R	JAN 30	<p>Read: pages 34-79 in Martin; pages 69-95 in Sepinwall; Marc Leverette article (.pdf)</p> <p>Write: Respond to questions posted in Blackboard</p>
T	FEB 4	<p>Watch: <i>The Wire</i>—"The Target," "The Detail," and "The Pager" (Netflix/Music Lab)</p> <p>Write: Response in class</p>
R	FEB 6	CRIME DRAMA ESSAY DUE
T	FEB 11	<p>Read: pages 191-208 in Martin</p> <p>Watch: <i>The Wire</i>—"The Hunt"; "Cleaning Up"; "Sentencing" (Netflix/Music Lab)</p> <p>Write: Episode log</p>
R	FEB 13	<p>Read: pages 32-68 in Sepinwall</p> <p>Watch: <i>The Sopranos</i>—"The Sopranos" (Netflix/Music Lab)</p>
T	FEB 18	<p>Watch: <i>The Sopranos</i>—"Meadowlands," "College," and "Down Neck" (Netflix/Music Lab)</p> <p>Write: Episode log</p>

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R	FEB 20	<u>Watch:</u> <i>The Sopranos</i> —"Isabella" and "I Dream of Jeannie Cusamano" (Netflix/Music Lab) <u>Write:</u> Episode log
T	FEB 25	<u>Watch:</u> <i>Mad Men</i> —"Nixon vs. Kennedy," "The Carousel" and "The Suitcase," and "Signal 30" (Netflix streaming/Music Lab) <u>Write:</u> Episode log
R	FEB 27	<u>Read:</u> pages 301-335 in Sepinwall; pages 249-263 in Martin <u>Watch:</u> <i>Mad Men</i> —"Far Away Places" (Netflix streaming/Music Lab) <u>Write:</u> Episode log
T	MAR 4	<u>Read:</u> "Space Ships and Time Machines" and "Smoke Gets in Your Eyes'..." (.pdf) <u>Watch:</u> <i>Mad Men</i> —"Lady Lazarus" and "The Other Woman" (Netflix streaming/Music Lab)
R	MAR 6	<u>Read:</u> pages 264-277 in Martin <u>Watch:</u> <i>Breaking Bad</i> (eps. TBA)
T	MAR 11	<u>Read:</u> pages 336-371 in Sepinwall and "The Case Against <i>Breaking Bad</i> " <u>Watch:</u> <i>Breaking Bad</i> (eps. TBA) <u>Write:</u> Episode Log
R	MAR 13	<u>Read:</u> TBA <u>Watch:</u> <i>Breaking Bad</i> (eps. TBA) <u>Write:</u> Episode Log
T	MAR 18	<u>Noel Murray visit</u> (subject to change)
R	MAR 20	Third Golden Age Essay Due

T	MAR 25	SPRING BREAK
R	MAR 27	SPRING BREAK

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UNIT 3: Geopolitics, TV Drama, and What Comes After the Third Golden Age		
T	APR 1	<p>Read: "Spy Thrillers and the Politics of Fear" (.pdf) and "The Primetime War on Drugs and Terror" (link provided in Blackboard)</p> <p>Watch: 24—Season 2 episodes 11, 12, 15, and 16 (Netflix streaming); <i>NCIS</i>—"Faith"</p> <p>Write: Response Questions in Blackboard</p>
R	APR 3	<p>Read: "Challenging the Terrorist Stereotype"</p> <p>Watch: <i>Homeland</i>—"Blind Spot" and "The Weekend" (Netflix/Music Lab)</p> <p>Write: Episode Log</p>
T	APR 8	<p>Read: Articles on <i>Homeland</i>'s portrayal of Islam (.pdf)</p> <p>Watch: <i>Homeland</i>—"Crossfire," "The Vest," "The Good Soldier" (Netflix/Music Lab) and <i>The Americans</i>—Pilot (Netflix/Music Lab)</p> <p>Write: Response Questions in Blackboard</p>
R	APR 10	<p>Watch: <i>The Americans</i>—"Gregory," "Duty and Honor," "Only You," and "The Colonel" (Netflix/Music Lab)</p> <p>Write: Episode Log</p>

UNIT 4: TV Drama and the Rural South		
T	APR 15	<p>Read: pages 272-300 in <i>Sepinwall</i></p> <p>Watch: <i>Friday Night Lights</i>—"The Son," "Gut Check," "Don't Go," "The March," "Texas Whatever" (Netflix streaming/Music Lab)</p> <p>Write: Episode Log</p>
R	APR 17	<p>Watch: <i>Justified</i>—"The Moonshine War," "Cottonmouth," "Brother's Keeper"</p> <p>Write: Episode Log</p>
T	APR 22	<p>Watch: <i>Rectify</i>—"Always There," "Plato's Cave," "Drip Drip," "Jacob's Ladder"</p> <p>Write: Episode Log</p>
R	APR 24	<p>Read: Articles on vampires, race, the South, and <i>Vampire Diaries</i> (.pdf)</p>

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	Watch: <i>Vampire Diaries</i> —"History Repeating" and "Blood Brothers"
	Write: Respond to Questions posted in Blackboard

Wrapping Up		
T	APR 29	READING DAY
F	MAY 2	FINAL EXAM—1:00-3:00—Dialogue Essay Due/Exam

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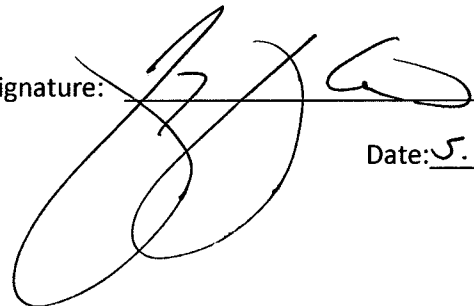
Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Request to add ENGL 3183 Studies in Television

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

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

Department Head Signature:



Date: 5.22.14

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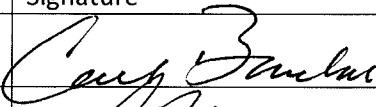
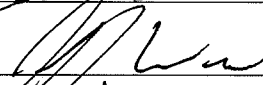

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee

FROM: English and World Languages

DATE SUBMITTED: May 27, 2014

Request to Change Curriculum in World Languages (B.A. Degree with Concentration in Spanish)

Title	Signature	Date
Department Head		5-27-14
Dean		5-27-14
Registrar		6/20/14
Vice President for Academic Affairs		

Program Title: Curriculum in World Languages (B.A. Degree with Concentration in Spanish)	Effective Date: Summer I, 2015
Outline change in program and attach curriculum matrix:	
<ul style="list-style-type: none"> • Replace three currently prescribed courses (SPAN 3143/3163 Study Abroad/Community Internship, SPAN 4003 Oral Communication, and SPAN 4203 Short Story) with required upper-level electives. SPAN 3143, 3163, 4003, and 4203 will continue to be offered as upper-level electives, but will not be prescribed. • Eliminate the requirement to take the Oral Proficiency Interview (OPI) and remove the fee associated with this requirement from SPAN 4003. We have submitted a course change proposal to make this change in SPAN 4003. • Delete Footnote 5 requiring the OPI. 	
What impact will the change have on staffing, on other programs and space allocation?	
These proposed changes will not affect staffing, other programs, or space allocation.	
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.	
The primary assessment data driving our redesign of the curriculum are low numbers of majors, evolving language backgrounds of our majors, and uneven learning outcomes. Secondly there have been concerns expressed by faculty and students regarding the flow of skill development in the degree. The proposed changes will create greater flexibility in the curriculum, allowing us to better individualize instruction and to better respond to changing students' needs. These adjustments should also eliminate some duplication of	

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B.A. SPAN, page 2

Registrar's Office

instruction.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

These changes do not impact any other program.

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

MAY 29 2014

B.A. SPAN, page 3

Registrar's Office

Fall Start Curriculum Matrix for Catalog Curriculum in B.A. in World Languages (Spanish Concentration)	
<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>SPAN 3213 +3</p> <p>Reduce Electives to 6 hours -3</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Increase Elective to 9 hours +3</p> <p>SPAN 3-4000 elective +3</p> <p>Delete:</p> <p>SPAN 3213 -3</p> <p>SPAN 4203 -3</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>SPAN 3-4000 elective +3</p> <p>Delete:</p> <p>SPAN 3143 or SPAN 3163 -3</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>SPAN 3-4000 Elective +3</p> <p>Delete:</p> <p>SPAN 4003 -3</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

MAY 29 2014

Registrar's Office

Arkansas Tech University

Proposal for Change in Program

Curriculum in World Languages (B.A. Degree with Concentration in Spanish)

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 B.A. in Spanish continues to "nurture scholastic development."

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?

A more flexible program will allow students to move toward graduation more readily while increasing their ability to individualize their program of study.

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

Successful completion of 39 hours of Spanish language, linguistics, and literature course work, work that includes presentations and written reports prepared in their upper-level literature and culture courses.

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

Because the number of Spanish majors is low, eight of the thirteen courses required for a B.A. in Spanish are offered only once a year. Through our advising sessions and exit interviews, we know that this limited scheduling has made it difficult for some students to complete the degree in a timely manner, created conflicts with courses in other areas, and dissuaded some students from pursuing the Spanish degree. Eliminating the prescription of three courses will lessen these conflicts and difficulties. We hope that in turn this change will help us increase the number of students studying Spanish.

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.

We offer fewer course choices than some other Spanish programs in Arkansas. If we did not have to offer the three currently prescribed courses addressed in this proposal every year, we could expand our offerings by substituting electives such as Business Spanish or Spanish-Language Film some semesters.

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B.A. SPAN, page 5

Registrar's Office

- 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.

Our assessment plan and assessment results are available in TracDat. Since the fall of 2013 we have been embedding CPGEs in upper-level Spanish courses. The data gathered from these CPGEs will help us assess the effect of these proposed changes.

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Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Request to change Curriculum in World Languages with Concentration in Spanish for Teacher Licensure

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

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

Department Head Signature: David Bell

Date: 5-21-2014

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Registrar's Office

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

Teacher Ed

TO: Curriculum Committee
FROM: English and World Languages
DATE SUBMITTED: May 27, 2014

Request to change Curriculum in World Languages with Concentration in Spanish for Teacher Licensure

Title	Signature	Date
Department Head	<i>Carl Bucher</i>	5-27-14
Dean	<i>[Signature]</i>	5-27-14
Teacher Education Council	<i>[Signature]</i>	6/20/14
Registrar		
Vice President for Academic Affairs		

Foreign Language with Concentration in Spanish for Teacher Licensure

Program Title: Spanish Education	Effective Date: Summer I, 2015
Outline change in program and attach curriculum matrix: Replace two currently prescribed courses (SPAN 3143/3163 Study Abroad/Community Internship and SPAN 4203 Short Story) with required upper-level electives. SPAN 3143/3163 and SPAN 4203 will continue to be offered as an upper-level electives, but will not be prescribed.	
What impact will the change have on staffing, on other programs and space allocation? These proposed changes will not affect staffing, other programs, or space allocation.	
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. The primary assessment data driving our redesign of the curriculum are low numbers of majors, evolving language backgrounds of our majors, and uneven learning outcomes. Secondly there have been concerns expressed by faculty and students regarding the flow of skill development in the degree. The proposed changes will create greater flexibility in the curriculum, allowing us to better individualize instruction and to better respond to changing students' needs. These adjustments should also eliminate some duplication of instruction. Students preparing to teach Spanish will continue to be required to complete an Oral Proficiency Interview	

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Registrar's Office

before their student teaching internship.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

We have attached a Departmental Support form from the Department of Curriculum and Instruction.

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

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B.A. SPAE, page 3

Registrar's Office

Fall Start Curriculum Matrix for Catalog Curriculum in Foreign Language with Concentration in Spanish For Teacher Licensure	
<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>SPAN 3-4000 Elective +3</p> <p>Delete:</p> <p>SPAN 4203 -3</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>SPAN 3-4000 Elective +3</p> <p>Delete:</p> <p>SPAN 3143 or SPAN 3163 -3</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Arkansas Tech University
Proposal for Change in Program

MAY 29 2014
Registrar's Office

Curriculum in World Languages with Concentration in Spanish for Teacher Licensure

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 B.A. in Spanish Education continues to "nurture scholastic development, integrity, and professionalism."

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

Our Spanish Education program is nationally recognized through ACTFL/NCATE

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

A more flexible program will allow students to move toward graduation more readily while increasing their ability to individualize their program of study.

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

Successful completion of 43 hours of Spanish language, linguistics, literature, and pedagogy course work, work that includes presentations and written reports prepared in their upper-level literature and culture courses as well as semester student teaching internship. Spanish Education majors will also complete the nationally standardized Oral Proficiency Interview.

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

Because the number of Spanish education majors is low, nine of the fourteen courses required for a B.A. in Spanish Education are offered only once a year. Through our advising sessions and exit interviews, we know that this limited scheduling has made it difficult for some students to complete the degree in a timely manner, created conflicts with courses in other areas, and dissuaded some students from pursuing the Spanish Education degree. Eliminating the prescription of two courses will lessen these conflicts and difficulties. We hope that in turn the change will help us increase the number of student studying to become Spanish teachers.

Registrar's Office

- 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.

We offer fewer course choices than some other Spanish programs in Arkansas. If we did not have to offer the three currently prescribed courses addressed in this proposal every year, we could expand our offerings by substituting electives such as Business Spanish or Spanish-Language Film some semesters.

- 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.

Our assessment plan and assessment results are available in TracDat. Since the fall of 2013 we have been embedding CPGEs in upper-level Spanish courses. The data gathered from these CPGEs will help us assess the effect of these proposed changes.

RECEIVED

MAY 29 2014

Registrar's Office

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Request to change Curriculum in World Languages with Concentration in Spanish for Teacher Licensure

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

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

Department Head Signature:

David Bell

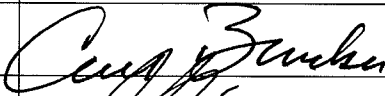
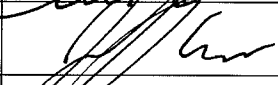

Date: 5-21-2014

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MAY 29 2014
Registrar's Office

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

TO: Curriculum Committee
FROM: English and World Languages
DATE SUBMITTED: May 27, 2014

Request to Change Minor in Film Studies

Title	Signature	Date
Department Head		5-27-14
Dean		5-27-14
Registrar		6/20/14
Vice President for Academic Affairs		

Program Title: Minor in Film Studies	Effective Date: Summer I, 2015
Outline change in program and attach curriculum matrix: Add ENGL 3183 to the list of courses that may be used to complete the required 18 hours.	
What impact will the change have on staffing, on other programs and space allocation? This change will have no impact on staffing, other programs, or space allocation.	
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. The growing cultural importance of television and increasing student interest in the analysis of all forms of video art encourage the addition of this course to the minor. Technical and cultural changes have made the distinctions between film and television drama less meaningful, so our proposal is an effort to adapt to twenty-first century reality.	
If this course will affect other departments a Departmental Support Form for each affected department must be attached. A copy of the form from the Department of Communication and Journalism supporting our proposal to add ENGL 3183 Studies in Television is attached.	
In the attached matrix, outline in specific detail how your proposal will alter the program	

RECEIVED

MAY 29 2014

Registrar's Office

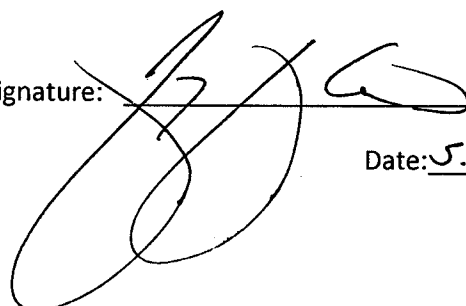
Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

Request to add ENGL 3183 Studies in Television

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

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

Department Head Signature: _____



Date: 5.22.14

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Curriculum Committee
FROM (Initiating Department):	Agriculture
DATE SUBMITTED:	June 15, 2014

Title	Signature	Date
Department Head Malcolm Rainey Jr	<i>Malcolm R. Rainey</i>	6-20-14
Dean Dr. Willy Hoefler	<i>Willy Hoefler</i>	6-20-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver	<i>T. Weaver</i>	6-30-14
Vice President for Academic Affairs Dr. John Watson		

Course Subject: (e.g., ACCT, ENGL) AGBU	Course Number: (e.g., 1003) 4973	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) Senior Seminar in Agriculture Business		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Senior Seminar in Ag-Business		
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 type="radio"/> Standard Letter <input checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No How Much? \$20.00 Lab Fee-Agriculture		

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.)

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

Fall and Spring

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.? Each student will be required to participate in the on-line business simulation game *The Business Strategy Game: A Global Industry Simulation*.

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

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.

Senior Seminar in Ag-Business
AGBU 4993 4973

Instructor: Dr. M. Rainey, Dr. M. Brant, Mr. R. Renfro, Dr. J. Collins and Dr. A. Williams
Email: mraineyjr@atu.edu mbrant@atu.edu; rrenfro@atu.edu
jcollins@atu.edu ; awilliams@atu.edu
Phone: (479) 968-0251

Lectures: TBD

Office Hours: See individual professor

Course Designation: Required

Description of Course: This seminar is designed as a capstone course for the Agriculture Business degree. In the capstone experience, students are coached/coaxed to bridge the gap between the structured learning of traditional classroom and the dynamic agricultural business environment – which puts a premium on motivation, initiative and creativity. Students will be challenged to integrate their accumulated knowledge and technical and social skills in order to identify and solve a problem relevant to issues encountered by professionals in their chosen discipline and to communicate the results of their efforts to their peers. In doing so, students will have the opportunity to demonstrate their ability to adapt to professional situations. It is hoped that this experience will transition students from dependent learners to self-directed learners and stimulate students' appreciation of the need for lifelong learning and initiate professional and personal liaisons. Senior Seminar will be offered both fall and spring and requires \$20.00 lab fee.

Prerequisites or Corequisites: Open to students with senior standing (≥ 90 earned hours).

Justification/Rational for the course:

This senior seminar course is designed as a capstone course for the Agriculture Business degree. In the capstone experience, students are coached/coaxed to bridge the gap between the structured learning of traditional classroom and the dynamic agricultural business environment – which puts a premium on motivation, initiative and creativity. It is hoped that this experience will transition students from dependent learners to self-directed learners and stimulate students' appreciation of the need for lifelong learning.

Course Text:

Current agricultural publications, Web sites, and industry-related materials (no textbook), however each student will be required to enroll in *The Business Strategy Game: A Global Industry Simulation*.

Course Outcomes:

1. Integrating functional knowledge of animal and plant agriculture and previous management, marketing, finance and policy courses (A All, H All, I)
2. Applying acquired knowledge to management problems emanating from the "firms" internal and external environment (B All, C All, E All, J, K All)
3. Improve written and oral communication skills (G)
4. Develop team working skills (D)

**** Importance of ethical principles, personal and company values and socially responsible management practices**

Topics Covered:

1. Animal and/or plant sciences
2. Agriculture business
3. Economics
4. Management
5. Finance
6. Marketing
7. Policy

Class/laboratory schedule:

Equivalent to 150 minutes of lecture per week

Contribution of course to meeting the requirements of curriculum (Criterion 5)
Senior Seminar Agriculture Business – 3 Credit Hours

Relationship of course to program outcomes:

A	B	C	D	E	F	G	H	I	J	K
S	S	S	S	S	S	S	S	S	S	S

S – Strong

M – Medium

W – Weak

Course Content:

1. Each student will be assigned a scenario dealing with that student's particular field of study (horticulture, animal science etc.). The student will investigate the scenario utilizing their education and contacts with individuals in that field of agriculture industry. The student will then present their findings in a comprehensive Power Point presentation to the class and faculty. A rubric of the expectations of this presentation will be provided at the beginning of this class.
2. Each student will participate in a group of 3-4 students in the on-line business simulation game *The Business Strategy Game: A Global industry Simulation*. Which requires student "management teams" to be responsible for a wide

array of business decision associated with managing a moderate sized company competing in a global market. Teams will be evaluated on three criteria: a written and or oral presentation of a strategic plan, a written and or oral presentation explaining firm and management performance, and the team's cumulative performance rating generated by the simulation program based on sales revenue, earnings per share, return on equity, bond rating, stock price and strategy.

Evaluation Method / Course grading:

This course will be graded based on the following: 30% from the individual scenario presentation, 20% each on the three evaluations of the business simulation and 10% on a comprehensive degree exam. With the final grade being a pass/fail based on achieving at least a 70% overall grade.

Class Participation and Behavior: You are encouraged to actively participate by asking questions and offering comments during class. In most cases your questions and comments will be helpful to the entire class. You are asked to abide by the following rules to maintain a good learning environment for everyone.

- 1) No disruptive behavior and no talking when the instructor or other students are conducting class. No spit cups, bottles or other receptacles will be allowed in the classroom
- 2) Turn off cell phones and other devices that make noise in class.
- 3) Pay attention to all announcements made in class.
- 4) Do not leave class or begin gathering your belongings until class is dismissed.

If for any reason you are asked to leave class, you are not allowed to return that day and an absence will be recorded. If you are asked to leave again, the teacher reserves the right to refuse entry back into the classroom. If you are refused entry, you will be dropped from the class and will not be allowed into the class until the next semester offered.

Assignments or Activities: All assignments are due during class on the day indicated in class. Late assignments **may or may not** be accepted at the instructor's discretion at the beginning of the next class but with a cost of 10% of the points. No points will be given after the beginning of the next class period. Activities that are done during class cannot be made up.

Class Attendance: Attendance will be taken on a daily basis. You are responsible for material and announcements made in class. Thus the following allowances and consequences will be put in place. Tardiness will be recorded for anybody showing up after attendance is taken. Three tardies will count as one absence. The enforcement of attendance is at the discretion of the instructor.

<u>Numbers or missed days</u>	<u>Consequence</u>
0-4 days	No effect

5-8
8-12
More than 12

Lose one letter off final grade
Lose two letters off final grade
F is given for the final grade

Academic Misconduct/Dishonesty: Academic misconduct and academic dishonesty will not be tolerated in this course. University policy will be followed for any such incident. Academic dishonesty in this course is defined as cheating and/or assisting with cheating on an exam or homework, plagiarism, unauthorized possession of examinations, falsification of records, reading or attempting to read another student's answer, communicating with another person while a quiz or exam is in progress, and the use of books, notes, or any other materials not authorized during a quiz or exam. Academic misconduct or dishonesty will result in a grade of zero for the quiz, exam, homework, or paper involved; or such other disciplinary actions as are appropriate under university policy.

Academic Accommodations: If any member of the class feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and Disability Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at some point before, during or immediately after the first scheduled class period.

Arkansas Tech University

Course Addition

Assessment Form

AGBU 4973

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? The Senior Seminar Capstone Course has been developed to assess the Department of Agriculture academic accomplishments. In order to monitor the content and quality of the education provided to our students.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1) Assess problem solving, decision making, critical thinking and communication skills. 2) Understand the various roles of personnel employed within the agriculture community. 3) Identify industry-wide issues and concerns through analysis, discussion and reporting.
- d. What assessment tool or measure will you use to assess student learning? 1) Each student will be assigned an individual discipline specific scenario to investigate and a rubric of expectations. The results will be presented in a comprehensive report evaluated by the faculty. 2) Additionally students will be placed into groups to participate in an on-line business simulation "The Business Strategy Game: A Global Industry Simulation". The teams will be evaluated on 3 criteria A) written and oral presentation of the strategic plan B) written and oral presentation explaining the firm and management performance and C) team's cumulative performance rating generated by the simulation program based on sales revenue, earnings per share, return on equity, bond rating, stock price and strategy.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Communication skills, critical thinking skills, decision making skills and problem solving skills and the ability to work as a team.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. See attachment: Review of assessment data of core agriculture business courses indicated that 17% of the students were performing below the minimum bench mark in the area of management. The addition AGBU 4993 Senior Seminar (Capstone Course) will enhance management skills and knowledge by having students implement theory into real world practice. Students will have the opportunity to work with a faculty

team to advance their management skills and integrate cumulative knowledge of marketing, finance and policy. Faculty believe that students' should be able to apply their knowledge beyond comprehension and understanding which demonstrates higher level learning. Approximately 67% of students are transfer students. This new course allows these students a greater opportunity to engage with the faculty team to develop the enhanced learning and professionalism expected of students graduating from this program.

- 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. University of Missouri, AGEC 4990 Agriculture Economics Capstone Seminar; Oklahoma State University, AGEC 4423 Advanced Agribusiness Management; Purdue University, AGEC 41100 Farm Management, AGEC 42900 Agribusiness Marketing and AGEC 43000 Agricultural and Food Business Strategy; Delaware State University, 29-404 Sustainable Agriculture (Senior Capstone Course)

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Agriculture
DATE SUBMITTED:	June 15, 2014

Title	Signature	Date
Department Head Malcolm R. Rainey, Ph.D.	<i>Malcolm R. Rainey</i>	6-20-14
Dean Dr. Willy Hoefler	<i>Willy Hoefler</i>	6-20-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	6/30/14
Vice President for Academic Affairs Dr. John Watson		

Preveterinary Medicine Option

Program Title:	Requested changes will be effective Summer I for next catalog year
Agriculture Business General, Animal Science Option, Feed Mill Management, <i>Horticulture Option, Public Relations Option, and</i>	
Outline change in program: (1) Delete 3 hours of ^{Agri} electives and (2) add 3 hours (AGBU 4973 Senior Seminar) of required course work for the Agriculture Business major.	
<i>Preveterinary Medicine Option (1) Delete 1 hr of ^{Agri}elective (2) add AGBU 4973 (program will require 122 hrs)</i>	
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 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 .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

Fall Start Curriculum Matrix for Catalog
Curriculum in Agriculture Business

<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>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: 3 hrs. AGBU 4973 Senior Seminar</p> <p>Delete: 3 hrs. Agriculture Electives²</p> <p>Total Hours: 15</p>

Spring Start (If applicable) Curriculum Matrix for Catalog
Curriculum in Agriculture Business

<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman 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>Sophomore 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>Junior 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>	<p>Senior Fall Semester</p> <p><u>Add</u>/Change: 3 hrs. AGBU 4973 Senior Seminar</p> <p>Delete: 3 hrs. Agriculture Electives²</p> <p>Total Hours: 12</p>

Total Program Hours _____120_____

Fall Start Curriculum Matrix for Catalog
Curriculum in Agriculture Business/Animal Science

<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>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: 3 hrs. Agriculture Electives²</p> <p>Total Hours: 12</p>	<p>Senior Spring Semester</p> <p>Add/Change: 3 hrs. AGBU 4973 Senior Seminar</p> <p>Delete:</p> <p>Total Hours: 16</p>

Spring Start (If applicable) Curriculum Matrix for Catalog
Curriculum in Agriculture Business/Animal Science

<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman 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>Sophomore 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>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add Change: 3 hrs. AGBU 4973 Senior Seminar</p> <p>Delete: 3 hrs. Agriculture Electives²</p> <p>Total Hours: 13</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Total Program Hours <u>120</u></p>	

Fall Start Curriculum Matrix for Catalog
Curriculum in Agriculture Business/Feed Mill Management

<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>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>4973 Add Change: 3 hrs. AGBU 4993 Senior Seminar</p> <p>Delete: 3 hrs. Agriculture Electives2</p> <p>Total Hours: 15</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 Agriculture Business/Feed Mill Management

<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman 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>Sophomore 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>Junior Fall Semester</p> <p>Add/Change: 3 hrs. AGBU 4063</p> <p>Delete: 3hrs. Ag Electives</p> <p>Total Hours: 15</p>
<p>Senior Spring Semester</p> <p>Add/Change: 3 hrs. AGBU 4973 Senior Seminar</p> <p>Delete: 3 hrs. AGBU 4063</p> <p>Total Hours: 18</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Total Program Hours 120

Fall Start Curriculum Matrix for Catalog
Curriculum in Agriculture Business/Horticulture

<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>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete: 3 hrs. Agriculture Electives²</p> <p>Total Hours: 13</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: 3 hrs. AGBU 4973 Senior Seminar</p> <p>Delete:</p> <p>Total Hours: 15</p>

Spring Start (If applicable) Curriculum Matrix for Catalog
Curriculum in Agriculture Business/Horticulture

<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman 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>Sophomore 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>Junior 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>	<p>Senior Fall Semester</p> <p>Add Change: 3 hrs. AGBU 4973 Senior Seminar</p> <p>Delete: 3 hrs. Agriculture Electives²</p> <p>Total Hours: 13</p>

Total Program Hours 120

Fall Start Curriculum Matrix for Catalog
Curriculum in Agriculture Business/Public Relations

<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>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change: 3 hrs. AGBU 4993 ⁴⁹⁷³ Senior Seminar</p> <p>Delete: 3 hrs. Agriculture Electives²</p> <p>Total Hours: 15</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 Agriculture Business/Public Relations

<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman 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>Sophomore 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>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete: 3hrs. Ag Electives</p> <p>Total Hours: 12</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p style="text-align: right; margin-right: 20px;">4993</p> <p>Add/Change: 3 hrs. AGBU 4993 Senior Seminar</p> <p>Delete:</p> <p>Total Hours: 15</p>

Total Program Hours _____ 120 _____

Fall Start Curriculum Matrix for Catalog
Curriculum in Agriculture Business/ Pre-Veterinary Medicine

<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>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add Change: 3 hrs. AGBU 4973 Senior Seminar</p> <p>Delete: 1 hr. Agriculture Elective²</p> <p>Total Hours: 13</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 Agriculture Business/ Pre-Veterinary Medicine

<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman 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>Sophomore 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>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete: 1 hr. Agriculture Elective²</p> <p>Total Hours: 12</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p>Add Change: 3 hrs. AGBU 4973 Senior Seminar</p> <p>Delete:</p> <p>Total Hours: 16</p>

Total Program Hours 122

Arkansas Tech University
Proposal for Change in Program

Assessment Form
Agriculture

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 curricular changes to the major in Agriculture Business will provide students the opportunity to enhance their scholastic development and advance professionalism in Agricultural Business while developing a solid educational foundation agriculture.
- 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? Students will complete 49 hours of core agriculture courses which include 12 hours of plant animal and soil sciences, 24 hours of agriculture business courses and 3 hours of Ag electives and 10 hours of upper level Ag electives. The directed use of 3 hours of upper level Ag electives will allow students to integrate and apply functional knowledge of animal and plant agriculture and management, marketing, finance and policy to solve management problems and develop and improve team working, written and oral communication skills.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will obtain advanced knowledge in Agriculture business management which provides sufficient breadth and depth to function in a variety of professional agricultural environments. Students will emphasize skills in management, marketing, finance and policy and competency in decision making.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Review of assessment data of core agriculture business courses indicated that 17% of the students were performing below the minimum bench mark in the area of management. The addition AGBU 4993 Senior Seminar (Capstone Course) will enhance management skills and knowledge by having students implement theory into real world practice. Students will have the opportunity to work with a faculty team to advance their management skills and integrate cumulative knowledge of marketing, finance and policy. Faculty believe that students' should be able to apply their knowledge beyond comprehension and understanding which demonstrates higher level learning. Approximately 67% of students are transfer students. This new course allows these students

	<p>a greater opportunity to engage with the faculty team to develop the enhanced learning and professionalism expected of students graduating from this program.</p>
f.	<p>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 Missouri, AGEC 4990 Agriculture Economics Capstone Seminar; Oklahoma State University, AGEC 4423 Advanced Agribusiness Management; Purdue University, AGEC 41100 Farm Management, AGEC 42900 Agribusiness Marketing and AGEC 43000 Agricultural and Food Business Strategy; Delaware State University, 29-404 Sustainable Agriculture (Senior Capstone Course)</p>
g.	<p>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 TracDat Four Column report for complete assessment plan, AGBU 4993 will be added to the assessment plan upon approval.</p>

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Emergency Management	
DATE SUBMITTED:	7-1-2014	
Title		
Department Head	Signature <i>Sandy R. Smith</i>	Date 7-1-14
Dean	<i>Wally Hooper</i>	7-11-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>G. Weaver</i>	8/15/14
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) EAM	Course Number: (e.g., 1003) 3003 3063	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) Emergency Management Doctrine I		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) EM Doctrine I		
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.)

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

once a year in the fall

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

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Classroom with computer & projector & internet connectivity

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.

Course Syllabus

Emergency Administration and Management

COURSE NUMBER: EAM – ~~3XX3~~ 3063

COURSE TITLE: Emergency Management Doctrine I

INSTRUCTOR: Any EM Professor
Dean Hall Room 107
479-XXX-XXX
aprofessor@atu.edu

COURSE TIME: M, W, F 10:00 am – 10:50am, Dean Hall Room 102

OFFICE HOURS: Monday 11:00-12:00 & 1:30-3:30
Tuesday & Thursday 1:00-4:00

CATALOG DESCRIPTION:

Offered Fall only.

Prerequisites: EAM 1003 and 1013 or consent of instructor.

This course provides students with a basic understanding of emergency management principles and doctrine related to comprehensive emergency management systems. Specific topics include the Stafford Act and incident management systems, response frameworks related to emergency management and homeland security. Required for major.

REQUIRED TEXTS:

APA. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author..

SUPPLEMENTAL READINGS:

Assigned for broadening the student's understanding of course material.

JUSTIFICATION:

This course provides students with an understanding of fundamental emergency management doctrine. Students will explore policy, legal, social, and professional issues that affect and are affected by emergency management doctrine. The issues studied are in the context of a comprehensive all-hazards approach to emergency management.

EAM 3XX3 Syllabus Emergency Management Doctrine I

COURSE OBJECTIVES:

Students should be able to:

- Explain the history and elements of emergency management doctrine.
- Appraise emergency management in legal, social, and professional contexts.
- Analyze the formation and application of emergency management doctrine via disaster case studies.

HOW COURSE MEETS GENERAL EDUCATION REQUIREMENTS:

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over their lifetimes. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

Communicate effectively
Think critically
Develop ethical perspectives

COURSE ASSESSMENT:

Point Accumulation		Grade Scale		
Assignments [†]	Points	Accumulated Points	Percent	Grade
Class Participation	150	900-1000	90 - 100	A
Assignments	200	800-899	80 – 89.9	B
Quizzes	150	700-799	70 – 79.9	C
Case Study Presentations	500	600-699	60 – 69.9	D
		< 600	0 – 59.9	F
Total Points	1000	†Please note the late assignment submission policy! ‡See Course schedule for tentative due dates		

COURSE CONTENT:

Subject to Change

The course content is subject to change should the instructor determine such change would better meet the student's educational needs.

Unit Topics

- I. History of Emergency Management Doctrine
- II. Incident Management Systems
- III. Response Frameworks
- IV. Stafford Act
- V. Examination of legal, social, and professional issues related to doctrine
- VI. Case Studies

EAM 3XX3 Syllabus Emergency Management Doctrine I

Effort and Substance

The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course. If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research.

The purpose is for the student to develop thinking skills – intellectual activity versus memorization or regurgitation. Throughout the course the student will be asked to use critical, practical, and creative thinking, which will be significantly more beneficial than memorizing or copying material and forgetting it shortly thereafter.

COURSE POLICIES:

Assignment Completion

Students must complete their assignment within the timeframe specified by the instructor.

Late Work

Work must be received by the due date and time as given in the course schedule. If you have not made arrangements with the instructor prior to the due date, late assignments will be given a reduction in points. Any assignment that is past due over one week will not be accepted except under special circumstances.

E-Mail Correspondence

In all e-mails to the instructor, list the course number and section number. And, if applicable, list the name or number of the assignment in the "Subject Line" of the e-mail. Also, be sure your name is somewhere on the email and on any attached assignment.

Excessive Unexcused Absences

If, at any time during the semester, you have three unexcused absences, you will be referred to the Tech Early Warning Program. If you are unresponsive for two more class sessions, you will be dropped from the course by your instructor with an "F" for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F." Tech now has a very lenient withdrawal policy which eliminates the deadlines for receiving a "WP" (withdrawn passing) or "WF" (withdrawn failing) and has extended the period for withdrawing with just a "W" until almost the end of the semester.

EAM 3XX3 Syllabus Emergency Management Doctrine I

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Academic Misconduct

University policy will be followed in handling academic misconduct (i.e., inappropriate behavior in communications with other students or faculty).

A student will be notified if his or her conduct is inappropriate. If the student does not respond to the notification and/or the inappropriate conduct continues or in egregious cases, the student will be removed from Blackboard, and the professor may begin university procedures for removal from the course.

Academic Dishonesty

University policy will be followed. At a minimum, the student (and any student caught assisting in the dishonest) will be given an *automatic* "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism or cheating will result in a minimum of one letter grade course reduction for each incident or an "F" for the course. In addition, any student who aids another student in plagiarism or cheating (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in the dishonesty and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course. **THIS MEANS NO COPY & PASTING IN ANY ASSIGNMENT.**

Using the same paper to fulfill requirements in multiple classes without the consent of the professors teaching those classes is also considered academic dishonesty.

Emergency Managers have been entrusted with solemn responsibilities, and must strive to gain and maintain the trust of those they serve. It is very important to act and perform in an honest, conscientious, and professional manner at all times and in all endeavors.

BLACKBOARD TECHNICAL ASSISTANCE:

Go to <http://support.atu.edu> for further information call 479-968-0646 or toll free at 866-400-8022 or email tech.support@atu.edu.

Updated: June 29, 2014

Arkansas Tech University

Course Addition for Emergency Management Doctrine I

Assessment Form

EAM 3063

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.

- 3063*
- a. How does this course fit with the university mission? EAM ~~3003~~ Emergency Management Doctrine I will provide students the opportunity to enhance "scholastic development" in fundamental Emergency Management doctrine, which will provide a solid foundation upon which students can build knowledge as a life-long learner.
 - b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable.
 - c. Provide up to three student learning outcomes students will achieve after completing this course? (1) Explain the history and key elements of emergency management doctrine; (2) appraise emergency management doctrine in legal, social, and professional contexts; (3) analyze the formation and application of emergency management doctrine via disaster case studies.
 - d. What assessment tool or measure will you use to assess student learning? Pre-course test; end of-course test; presentation rubrics; and memory box quizzes.
 - e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students: demonstrate improved knowledge of foundational emergency management doctrine by comparing the student's pre-course test and end of course-test. Students demonstrate their ability to take and synthesize emergency management doctrine and disaster case studies and create a presentation that meets with rubric requirements regarding format and content.
 - f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Currently there is not a course that introduces the students to foundational emergency management doctrine comprehensively.
 - 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. Other institutions do not offer anything similar to this course, as with our other courses, we are often the first

emergency management program to implement new courses based on our gap analysis of the ever-changing needs of the emergency management discipline.

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

TO:	Select Appropriate Committee		
FROM (Initiating Department):	Emergency Management		
DATE SUBMITTED:	7-1-2014		
Title	Signature	Date	
Department Head	<i>Sandy M Smith</i>	7-1-14	
Dean	<i>Wally Hoyle</i>	2-11-14	
Teacher Education Council (if applicable)			
Graduate Council (if applicable)			
Registrar	<i>J Weaver</i>	8/15/14	
Vice President for Academic Affairs			

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
EAM	3003 3073	<input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Emergency Management Doctrine II		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
EM Doctrine II		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
If so, list course subject and number.		
Is this course repeatable for additional earned hours? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many total hours? _____		
Grading: <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="checkbox"/> 01 Lecture	<input type="checkbox"/> 02	<input type="checkbox"/> 03 Laboratory only
<input type="checkbox"/> 05 Practice Teaching	<input type="checkbox"/> 06	<input type="checkbox"/> 07 Apprenticeship/Externship
<input type="checkbox"/> 08 Independent Study	<input type="checkbox"/> 09 Readings	<input type="checkbox"/> 10 Special Topics
<input type="checkbox"/> 12 Individual Lessons	<input type="checkbox"/> 13 Applied Instruction	<input type="checkbox"/> 16 Studio Course
<input type="checkbox"/> 17 Dissertation	<input type="checkbox"/> 18 Activity Course	<input type="checkbox"/> 19 <input type="checkbox"/> 98 Other
Does this course require a fee? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.)

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

Once a year in the Spring

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

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Classroom with computer & projector & internet connectivity

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.

Course Syllabus

Emergency Administration and Management

COURSE NUMBER: EAM – ~~3XX3~~ 3073

COURSE TITLE: Emergency Management Doctrine II

INSTRUCTOR: Any EM Professor
Dean Hall Room 107
479-XXX-XXX
aprofessor@atu.edu

COURSE TIME: M, W, F 9:00 am – 9:50am, Dean Hall Room 102

OFFICE HOURS: Monday 10:00-12:00 & 1:00-3:00
Tuesday & Thursday 1:00-4:00

CATALOG DESCRIPTION:

Offered Spring only.

Prerequisites: EAM 1003 and 1013 or consent of instructor.

This course provides students with a basic understanding of emergency management principles and doctrine related to comprehensive emergency management systems. Specifically, this class examines current Presidential Policies related to emergency management and homeland security. Required for major.

REQUIRED TEXTS:

APA. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author..

SUPPLEMENTAL READINGS:

Assigned for broadening the student's understanding of course material.

JUSTIFICATION:

Understanding Comprehensive Emergency Management and the doctrine on which it is based is foundational for emergency managers. This course will prepare students to read and critically analyze Presidential Policies and related doctrine regarding emergency management and homeland security.

EAM 3XX3 Syllabus Emergency Management Doctrine II

COURSE OBJECTIVES:

Students should be able to:

- Explain the history and elements of current Presidential Policies related to emergency management and homeland security.
- Analyze the formation and application of Presidential Policies related to emergency management via disaster case studies.
- Research, synthesize, and briefly yet thoroughly, present doctrine as it applies to case studies.

HOW COURSE MEETS GENERAL EDUCATION REQUIREMENTS:

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over their lifetimes. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

Communicate effectively

Think critically

Apply scientific and quantitative reasoning

COURSE ASSESSMENT:

Point Accumulation		Grade Scale		
Assignments ^{Ⓢ†}	Points	Accumulated Points	Percent	Grade
Class Participation	150	900-1000	90 - 100	A
Assignments	150	800-899	80 – 89.9	B
Quizzes	150	700-799	70 – 79.9	C
Case Study Presentation #1	250	600-699	60 – 69.9	D
Case Study Presentation #2	300	< 600	0 – 59.9	F
Total Points	1000	*Please note the late assignment submission policy! ‡See Course schedule for tentative due dates		

COURSE CONTENT:

Subject to Change

The course content is subject to change should the instructor determine such change would better meet the student's educational needs.

Unit Topics

- I. History of Presidential Policies related to Emergency Management & Homeland Security
- II. Current Presidential Policies
- III. Viewing EM Presidential Policies through the Lens of Disaster
- IV. Scientific Reasoning for Examining EM Presidential Policies
- V. Case Studies

EAM 3XX3 Syllabus Emergency Management Doctrine II

Effort and Substance

The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course. If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research.

The purpose is for the student to develop thinking skills – intellectual activity versus memorization or regurgitation. Throughout the course the student will be asked to use critical, practical, and creative thinking, which will be significantly more beneficial than memorizing or copying material and forgetting it shortly thereafter.

COURSE POLICIES:

Assignment Completion

Students must complete their assignment within the timeframe specified by the instructor.

Late Work

Work must be received by the due date and time as given in the course schedule. If you have not made arrangements with the instructor prior to the due date, late assignments will be given a reduction in points. Any assignment that is past due over one week will not be accepted except under special circumstances.

E-Mail Correspondence

In all e-mails to the instructor, list the course number and section number. And, if applicable, list the name or number of the assignment in the "Subject Line" of the e-mail. Also, be sure your name is somewhere on the email and on any attached assignment.

Excessive Unexcused Absences

If, at any time during the semester, you have three unexcused absences, you will be referred to the Tech Early Warning Program. If you are unresponsive for two more class sessions, you will be dropped from the course by your instructor with an "F" for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F." Tech now has a very lenient withdrawal policy which eliminates the deadlines for receiving a "WP" (withdrawn passing) or "WF" (withdrawn failing) and has extended the period for withdrawing with just a "W" until almost the end of the semester.

EAM 3XX3 Syllabus Emergency Management Doctrine II

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Academic Misconduct

University policy will be followed in handling academic misconduct (i.e., inappropriate behavior in communications with other students or faculty).

A student will be notified if his or her conduct is inappropriate. If the student does not respond to the notification and/or the inappropriate conduct continues or in egregious cases, the student will be removed from Blackboard, and the professor may begin university procedures for removal from the course.

Academic Dishonesty

University policy will be followed. At a minimum, the student (and any student caught assisting in the dishonest) will be given an *automatic* "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism or cheating will result in a minimum of one letter grade course reduction for each incident or an "F" for the course. In addition, any student who aids another student in plagiarism or cheating (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in the dishonesty and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course. **THIS MEANS NO COPY & PASTING IN ANY ASSIGNMENT.**

Using the same paper to fulfill requirements in multiple classes without the consent of the professors teaching those classes is also considered academic dishonesty.

Emergency Managers have been entrusted with major responsibilities, and must strive to gain and maintain the trust of those they serve. It is very important to act and perform in an honest, conscientious, and professional manner at all times and in all endeavors.

BLACKBOARD TECHNICAL ASSISTANCE:

Go to <http://support.atu.edu> for further information call 479-968-0646 or toll free at 866-400-8022 or email tech.support@atu.edu.

Updated: June 29, 2014

Arkansas Tech University

Course Addition for Emergency Management Doctrine II

Assessment Form

EAM 3013

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.

3013

- a. How does this course fit with the university mission? EAM ~~3003~~ Emergency Management Doctrine II will provide students the opportunity to enhance "scholastic development" in the knowledge of presidential policies that, with each new administration, and each disaster create new and change existing emergency management doctrine. This course will give the students the skills and knowledge with which students can assess and implement new policies, doctrine, and laws as they continue to develop new knowledge as a life-long learner.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable.
- c. Provide up to three student learning outcomes students will achieve after completing this course? (1) Explain the key elements of Presidential Policies that affect emergency management and homeland security; (2) analyze the formation and application of presidential policies related to emergency management via disaster case studies; and (3) research, synthesize, and briefly yet thoroughly, present presidential policy in the context of disaster case studies.
- d. What assessment tool or measure will you use to assess student learning? Pre-course test; end-of-course test; presentation rubrics; and memory box quizzes.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students: demonstrate improved knowledge of presidential policies related to emergency management by comparing the student's pre-course test and end of course-test. Students demonstrate their ability to analyze presidential policies and disaster case studies and create a presentation that meets with rubric requirements regarding format and content.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Currently there is not a course addressing presidential policy and its vast impact on emergency management's laws, policies, practices, and procedures from federal, state, and local levels.

- 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. Other institutions do not offer anything similar to this course, as with our other courses, we are often the first emergency management program to implement new courses based on our gap analysis of the ever-changing needs of the emergency management discipline.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Emergency Management	
DATE SUBMITTED:	7-1-2014	
Title		
Department Head	Signature <i>Sandy M Smith</i>	Date 7-1-14
Dean	<i>Willy Hagler</i>	7-11-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Wearner</i>	8/15/14
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) EAM	Course Number: (e.g., 1003) 4003 4063	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) Leadership		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Leadership		
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.)

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

once a year in the spring

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

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Classroom with computer & projector & internet connectivity

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.

Course Syllabus

Emergency Administration and Management

COURSE NUMBER: EAM – ~~4XX3~~ 4063

COURSE TITLE: Leadership

INSTRUCTOR: Any EM Professor
Dean Hall Room 107
479-XXX-XXX
aprofessor@atu.edu

COURSE TIME: Tuesday & Thursday 9:30 am – 10:50am, Dean Hall Room 102

OFFICE HOURS: Monday 8:00-12:00 & 1:00-3:00
Tuesday & Thursday 8:45-9:15 & 1:00-2:30

CATALOG DESCRIPTION: Prerequisites: EAM1003, 1013, 3063, and 3073 or consent of department head.
Offered Spring only.

~~Prerequisites: EAM 1003 and 1013, or consent of instructor, or department chair.~~
~~3063A 3073~~
~~Co- or Pre-requisite: EAM 3XX3 EM Doctrine I and EAM 3XX3 EM Doctrine II or consent of instructor.~~

This course is designed to provide a basic introduction to leadership by exploring what it means to be a good leader. Emphasis is on the practice of leadership, particularly in planning for a potential disaster and leading during a crisis. The course will examine topics such as: the nature of leadership, recognizing leadership traits, developing leadership skills, handling conflict, addressing ethics in leadership, and crisis decision making. Required for major.

REQUIRED TEXTS:

- APA. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Huder, R. C. (2012). *Disaster operations and decision making*. Hoboken, NJ: John Wiley & Sons.
- Northouse, P. G. (2012). *Introduction to leadership: Concepts and practice* (2nd ed.). Los Angeles, CA: SAGE Publications.

SUPPLEMENTAL READINGS:

- Atwater, L. E., & Yammarino, F. J. (1993). Personal attributes as predictors of superiors' and subordinates' perceptions of military academy leadership. *Human Relations*, 46(5), 645. doi:10.1177/001872679304600504

Marcus, L. J., Dorn, B. C., & Henderson, J. M. (2005). *Meta-leadership and national emergency preparedness: Strategies to build government connectivity*. Center for Public Leadership. Retrieved from http://dspace.mit.edu/bitstream/handle/1721.1/55934/CPL_WP_05_03_DornHendersonMarcus.pdf?sequence=1

JUSTIFICATION:

There is an increasing recognition for the need for leadership within the field of Emergency Management. Leadership is needed to orchestrate community recovery following a crisis. Disasters breed groups of all types and those groups will require leadership. According to William Waugh – “Collaboration is an expectation in emergency management...” Collaboration requires vision; the vision of a leader.

COURSE OBJECTIVES:

Students should be able to:

- Compare and contrast managing and leading within the emergency management environment.
- Analyze and synthesize leadership theories and decision making techniques in emergency management.
- List, describe, compare, and contrast leadership theories.
- Analyze virtue-based theories and develop moral leadership skills.

HOW COURSE MEETS GENERAL EDUCATION REQUIREMENTS:

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over their lifetimes. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

Communicate effectively
Think critically
Develop ethical perspectives

COURSE ASSESSMENT:

Point Accumulation		Grade Scale		
Assignments†	Points	Accumulated Points	Percent	Grade
Class Participation	100	900-1000	90 - 100	A
Leadership in EM Literature Review	200	800-899	80 – 89.9	B
Assignments	150	700-799	70 – 79.9	C
Moral Ability Map	100	600-699	60 – 69.9	D
Quizzes	100	< 600	0 – 59.9	F
Leadership Paper	350	†Please note the late assignment submission policy! ‡See Course schedule for tentative due dates		
Total Points	1000			

COURSE CONTENT:Subject to Change

The course content is subject to change should the instructor determine such change would better meet the student's educational needs.

Unit Topics

- I. The Nature of Leadership
- II. Developing Leadership Skills within the EM environment
- III. Handling Conflict
- IV. Addressing Ethics in Leadership
- V. Crisis Decision Making

Effort and Substance

The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course. If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research.

The purpose is for the student to develop thinking skills – intellectual activity versus memorization or regurgitation. Throughout the course the student will be asked to use critical, practical, and creative thinking, which will be significantly more beneficial than memorizing or copying material and forgetting it shortly thereafter.

COURSE POLICIES:Assignment Completion

Students must complete their assignment within the timeframe specified by the instructor.

Late Work

Work must be received by the due date and time as given in the course schedule. If you have not made arrangements with the instructor prior to the due date, late assignments will be given a reduction in points. Any assignment that is past due over one week will not be accepted except under special circumstances.

E-Mail Correspondence

In all e-mails to the instructor, list the course number and section number. And, if applicable, list the name or number of the assignment in the "Subject Line" of the e-mail. Also, be sure your name is somewhere on the email and on any attached assignment.

Excessive Unexcused Absences

If, at any time during the semester, you have three unexcused absences, you will be referred to the Tech Early Warning Program. If you are unresponsive for two more class sessions, you will be dropped from the course by your instructor with an "F" for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F." Tech now has a very lenient withdrawal policy which eliminates the deadlines for receiving a "WP" (withdrawn passing) or "WF" (withdrawn failing) and has extended the period for withdrawing with just a "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Academic Misconduct

University policy will be followed in handling academic misconduct (i.e., inappropriate behavior in communications with other students or faculty).

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University policy will be followed. At a minimum, the student (and any student caught assisting in the dishonest) will be given an *automatic* "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism or cheating will result in a minimum of one letter grade course reduction for each incident or an "F" for the course. In addition, any student who aids another student in plagiarism or cheating (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in the dishonesty and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course. **THIS MEANS NO COPY & PASTING IN ANY ASSIGNMENT.**

Using the same paper to fulfill requirements in multiple classes without the consent of the professors teaching those classes is also considered academic dishonesty.

Emergency Managers have been entrusted with major responsibilities, and must strive to gain and maintain the trust of those they serve. It is very important to act and perform in an honest, conscientious, and professional manner at all times and in all endeavors.

BLACKBOARD TECHNICAL ASSISTANCE:

Go to <http://support.atu.edu> for further information call 479-968-0646 or toll free at 866-400-8022 or email tech.support@atu.edu.

Updated: June 29, 2014

Arkansas Tech University
Course Addition for EAM ~~4XX3~~⁴⁰⁶³ Leadership

Assessment Form

EAM 4063

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.

- 4063
- a. How does this course fit with the university mission? EAM ~~4XX3~~ Leadership will provide students the opportunity to enhance “scholastic development” and “integrity” in leadership; thus, providing the emergency management major with a “solid educational foundation” for their professional development.
 - b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable.
 - c. Provide up to three student learning outcomes students will achieve after completing this course? Students will (1) compare and contrast managing and leading within the emergency management environment; (2) analyze and synthesize leadership theories and decision making techniques in emergency management; and (3) list, describe, compare, and contrast leadership theories.
 - d. What assessment tool or measure will you use to assess student learning? Assignments, quizzes, literature review of leadership within emergency management, and a paper.
 - e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will write a paper comparing and contrasting leadership theories.
 - f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. The ability to lead, analyze, and make informed, reasoned decisions in a team environment is vital to the success of any endeavor and are important skills for emergency managers. Decisions need to be made with the understanding of their ultimate consequences. With lives and property at stake, it is critical for emergency managers to efficiently collaborate with, and direct the efforts, of others. Currently, this acquisition of leadership skills is not assessed within the DEM program. It is the intent of the DEM with the addition of this course that DEM students will develop their leadership skills (DEM Core Competency #3).
 - 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.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee
FROM (Initiating Department):	Emergency Management
DATE SUBMITTED:	7-1-2014
Title	
Signature	Date
Department Head	Sandy M Smith 7-1-14
Dean	Wally Hagler 7-11-14
Teacher Education Council (if applicable)	
Graduate Council (if applicable)	
Registrar	JC Miller 8/15/14
Vice President for Academic Affairs	

Course Subject: (e.g., ACCT, ENGL) EAM	Course Number: (e.g., 1003) 4XX3 4073	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)		
EM Project Development and Management		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
EM Project Development & Mgmt		
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.)

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

once a year in the spring

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

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Classroom with computer & projector & internet connectivity

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.

Course Syllabus

Emergency Administration and Management

COURSE NUMBER: EAM – ~~4XX3~~ 4073

COURSE TITLE: EM Project Development and Management

INSTRUCTOR: Any EM Professor
Dean Hall Room 107
479-XXX-XXX
aprofessor@atu.edu

COURSE TIME: Tuesday & Thursday 11:00 am – 12:20 pm, Dean Hall Room 102

OFFICE HOURS: Monday 8:00-12:00 & 1:00-3:00
Tuesday & Thursday 9:30-10:00 & 1:00-2:30

CATALOG DESCRIPTION:

Offered Spring only.

Prerequisites: EAM 1003 and 1013 or consent of instructor.

Co- or Prerequisite: EAM 4023 or consent of instructor.

This course addresses the skills needed and the tools applicable to successfully develop and manage emergency management projects. Required for major.

REQUIRED TEXTS:

APA. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Chatfield, C. (2013). *Microsoft project 2013 step by step*. Microsoft Press. ISBN 13:978-0-73566-911-6.

OPTIONAL TEXT:

Wysocki, R. K. (2014). *Effective project management: Traditional, agile, extreme* (7th ed.). Indianapolis, IN: Wiley.

SUPPLEMENTAL READINGS:

Supplemental readings may be found on Blackboard under Course Documents

JUSTIFICATION:

The emergency management profession is making exceptional advancements in their potential to predict, plan for, respond to, and recover from emergencies and disasters

through the use of an ever increasing body of knowledge and trained professionals. To be beneficial at any level, these resources and knowledge must be well understood and appropriately applied. This course addresses the need to enable emergency management students with the base of knowledge and process experience to effectively develop and manage projects in the emergency management field. This course features hands-on use of relevant tools and technologies to facilitate emergency management/homeland security planning and development initiatives.

COURSE OBJECTIVES:

Students should be able to:

- Illustrate how to effectively plan and manage projects in an operational emergency management environment.
- Apply research findings to disaster planning.
- Identify the information technology best practices available for project management.
- Develop and initiate an emergency management project.

HOW COURSE MEETS GENERAL EDUCATION REQUIREMENTS:

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over their lifetimes. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

- Communicate effectively
- Think critically
- Develop ethical perspectives
- Apply scientific and quantitative reasoning
- Competency to access, absorb and interact with state-of-the-art and emerging technologies.

COURSE ASSESSMENT:

Point Accumulation		Grade Scale		
Assignments [†]	Points	Accumulated Points	Percent	Grade
Class Participation	100	900-1000	90 - 100	A
Project Literature Review	100	800-899	80 – 89.9	B
Project Proposal	150	700-799	70 – 79.9	C
Project Management & Schedule	150	600-699	60 – 69.9	D
Assignments & Quizzes	150	< 600	0 – 59.9	F
Final Project	350	†Please note the late assignment submission policy! †See Course schedule for tentative due dates		
Total Points	1000			

COURSE CONTENT:

Subject to Change

The course content is subject to change should the instructor determine such change would better meet the student's educational needs.

Unit Topics

- I. Project Management Overview
- II. Determining Project Scope & Managing Project Risk
- III. Planning the EM Project
- IV. Launching and Tracking the EM Project
- V. Project Closure & Sharing the Results of the EM Project

Effort and Substance

The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course. If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research.

The purpose is for the student to develop thinking skills – intellectual activity versus memorization or regurgitation. Throughout the course the student will be asked to use critical, practical, and creative thinking, which will be significantly more beneficial than memorizing or copying material and forgetting it shortly thereafter.

COURSE POLICIES:

Assignment Completion

Students must complete their assignment within the timeframe specified by the instructor.

Late Work

Work must be received by the due date and time as given in the course schedule. If you have not made arrangements with the instructor prior to the due date, late assignments will be given a reduction in points. Any assignment that is past due over one week will not be accepted except under special circumstances.

E-Mail Correspondence

In all e-mails to the instructor, list the course number and section number. And, if applicable, list the name or number of the assignment in the "Subject Line" of the e-mail. Also, be sure your name is somewhere on the email and on any attached assignment.

Excessive Unexcused Absences

If, at any time during the semester, you have three unexcused absences, you will be referred to the Tech Early Warning Program. If you are unresponsive for two more class sessions, you will be dropped from the course by your instructor with an “F” for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class.

Campus policy outlines the dates for dropping a course with a “W”. If you have a failing score and do not drop before the stated deadline, you will receive an “F” on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a “W” rather than remaining in the course and receiving an “F.” Tech now has a very lenient withdrawal policy which eliminates the deadlines for receiving a “WP” (withdrawn passing) or “WF” (withdrawn failing) and has extended the period for withdrawing with just a “W” until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Academic Misconduct

University policy will be followed in handling academic misconduct (i.e., inappropriate behavior in communications with other students or faculty).

A student will be notified if his or her conduct is inappropriate. If the student does not respond to the notification and/or the inappropriate conduct continues or in egregious cases, the student will be removed from Blackboard, and the professor may begin university procedures for removal from the course.

Academic Dishonesty

University policy will be followed. At a minimum, the student (and any student caught assisting in the dishonest) will be given an *automatic* “F” for the test/assignment in question and possibly an “F” for the course. Subsequent cases of plagiarism or cheating will result in a minimum of one letter grade course reduction for each incident or an “F” for the course. In addition, any student who aids another student in plagiarism or cheating (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in the dishonesty and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic “F” for the course. **THIS MEANS NO COPY & PASTING IN ANY ASSIGNMENT.**

EAM 4XX3 Syllabus EM Project Dev & Mgmt

Using the same paper to fulfill requirements in multiple classes without the consent of the professors teaching those classes is also considered academic dishonesty.

Emergency Managers have been entrusted with major responsibilities, and must strive to gain and maintain the trust of those they serve. It is very important to act and perform in an honest, conscientious, and professional manner at all times and in all endeavors.

BLACKBOARD TECHNICAL ASSISTANCE:

Go to <http://support.atu.edu> for further information call 479-968-0646 or toll free at 866-400-8022 or email tech.support@atu.edu.

Updated: June 29, 2014

Arkansas Tech University
Course Addition for EAM ⁴⁰⁷³~~4003~~ EM Project Development and Management

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. |
| 4073 |
| a. How does this course fit with the university mission? EAM 4003 EM Project Development and Management will provide students the opportunity to enhance “scholastic development” in project development and management; thus, providing the emergency management major with a “solid educational foundation” for the profession. |
| b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable. |
| c. Provide up to three student learning outcomes students will achieve after completing this course? Students will (1) explain how to effectively plan and manage projects in an operational emergency management environment; (2) identify the information technology best practices available for project management; and (3) develop and initiate an emergency management project. |
| d. What assessment tool or measure will you use to assess student learning? Assignments, quizzes, and final project. |
| e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will develop and initiate an emergency management project. |
| f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. The ability to manage in a wide variety of circumstances, across sectors, at the national, state, and local levels, is an important skill for emergency managers. Currently, this acquisition of management and coordination skills is not assessed within the DEM program. It is the intent of the addition of this course that DEM students will be able to deal effectively with people and projects in non-emergency and emergency situations (DEM Core Competency #1). |
| 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. Although no Emergency Management program has an identified required EM Project Development and Management course, the Department’s Advisory Council strongly believed that such a |

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee
FROM (Initiating Department):	Emergency Management
DATE SUBMITTED:	7-1-14

Title	Signature	Date
Department Head	<i>Wendy M Smith</i>	7-1-14
Dean	<i>Wally Hooper</i>	7-11-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>G. Weaver</i>	8/15/14
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EAM	3206
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____	
Official Catalog Title: Externship	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Course Description
<input type="checkbox"/> Grading	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Other _____	<input type="checkbox"/> Co-requisite
NOTES: 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 of other courses, a Course Change must be submitted to address all changes in related courses.	

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)

Externship

New Course Description: *Prerequisites: EAM 1003 and 1013, or consent of instructor*
Students will enroll in this course, pay the regular tuition and fees, and complete an assessment portfolio documenting their experience and training totaling 200 contact hours. No more than 100 contact hours of FEMA study courses can be applied. At least 100 hours of training or related activities must be included. This course is graded Pass/Fail.

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):

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.

Arkansas Tech University
Course Change for EAM 3206 Externship
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. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

EAM 3206 Externship is not a mandated course by our accrediting agency so this question is not applicable.

- b. Provide an example or examples of student learning assessment evidence which supports the course change.

The Advisory Council for the Department of Emergency Management which is composed of practitioners and employers in the field of emergency management strongly encouraged the DEM faculty to increase the hours of training our students receive in the field of emergency management. By increasing the training hours from 150 to 200 hours, our students should be exposed to a wide variety of emergency management training opportunities. Thus, preparing our majors for various internship and professional experiences.

Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Curriculum Committee
FROM (Initiating Department):	Emergency Management
DATE SUBMITTED:	6-30-2014

Title	Signature	Date
Department Head	<i>Jandy M. Smith</i>	7-1-14
Dean	<i>Wally Hagg</i>	7-11-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. Weaver</i>	8/15/14
Vice President for Academic Affairs		

Program Title: Emergency Management	Requested changes will be effective Summer I for next catalog year
<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> <ol style="list-style-type: none"> 1. Modify EAM Core: (1) delete 2033, 3003, 3013, 3023, 3123, 3143, 3243, 4003, 4053, and 4991-3; (2) add Emergency Management Doctrine I, Emergency Management Doctrine II, Leadership, and EM Project Development and Management; and (3) 12 hrs EAM electives. 2. Require a C or better in required EAM Core courses 3. Delete Administrative Core 4. Delete Interdisciplinary Core 5. Require COMS 2003, ENGL 2053, and Speech* 6. Change Electives from 6 hrs to 18 hrs 7. Delete Footnotes 2, 3, and 4 8. Add Footnote 2 See EAM Electives. 9. Modify catalog introduction <p>*Speech is to be required as part of the General Education requirements</p> <p>MATRIX attached contains only changes</p> <p>Catalog Description of Program is attached with strike-throughs</p>	

✓ Require a C or better in EAM 1003, 1013, 3033, 3063, 3073, 3206, 4013, 4023, 4033, 4043, 4063, 4073, 4083, and 4106.

What impact will the change have on staffing, on other programs and space allocation?
 This change in EM curriculum will have no impact on current staffing or other programs. With only one dedicated classroom (Dean 102 with 30 computers) to the EM Department for both EAM and EMHS classes, the EM Department will continue to need to borrow classrooms for conducting classes from other departments.

Attach the Change in Program 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.

In the attached matrix, include requested changes in the matrix and include course number and title.

Fall Start Curriculum Matrix for Catalog Curriculum in ___ Emergency Management _____ (enter title for program changing)	
Freshman Fall Semester Add/Change: COMS 2003 Delete: Interdisciplinary Core (3 hrs) Total Hours:16	Freshman Spring Semester Add/Change: Speech (3 hrs) Delete: Interdisciplinary Core (3 hrs) Total Hours: 16
Sophomore Fall Semester Add/Change: ✓ EAM 3033 3063 EAM 3063 Emergency Management Doctrine I Delete: Social Sciences (3 hrs) EAM Core (3 hrs) Total Hours: 16	Sophomore Spring Semester Add/Change: 3073 EAM 3063 Emergency Management Doctrine II EAM 4033 Elective (3hrs) Delete: Administrative Core (3 hrs) Interdisciplinary Core (3 hrs) EAM Core (3 hrs)

	Total Hours: 15
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>✓ EAM 4013</p> <p>✓ EAM 4083</p> <p>EAM Elective (3hrs)</p> <p>Delete:</p> <p>Administrative Core (3 hrs)</p> <p>Interdisciplinary Core (3 hrs)</p> <p>EAM Core (3 hrs)</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>✓ EAM 4043</p> <p>4063</p> <p>EAM 4XX3 Leadership</p> <p>4073</p> <p>EAM 4003 EM Project Development & Mgmt</p> <p>Electives (6hrs)</p> <p>Delete:</p> <p>Administrative Core (3 hrs)</p> <p>Interdisciplinary Core (3 hrs)</p> <p>EAM Core (3 hrs)</p> <p>EAM 4033</p> <p>Elective (3hrs)</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>EAM Electives (9hrs)</p> <p>Electives (6hrs)</p> <p>Delete:</p> <p>Administrative Core (3 hrs)</p> <p>Interdisciplinary Core (6 hrs)</p> <p>EAM Core (6 hrs)</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 12</p>

Spring Start (If applicable) Curriculum Matrix for Catalog

Curriculum in _____ Emergency Management _____
 (enter title for program changing)

<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>COMS 2003</p> <p>Delete:</p> <p>Interdisciplinary Core (3 hrs)</p> <p>Total Hours: 16</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Speech</p> <p>Delete:</p> <p>Interdisciplinary Core (3 hrs)</p> <p>Total Hours: 16</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>3073</p> <p>EAM 3XX3 Emergency Management Doctrine II</p> <p>EAM Elective ²</p> <p>Delete:</p> <p>Social Sciences (3 hrs)</p> <p>EAM Core (3 hrs)</p> <p>Total Hours: 16</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>3063</p> <p>EAM 3XX3 Emergency Management Doctrine I</p> <p>EAM 3033</p> <p>EAM 4023</p> <p>Delete:</p> <p>Administrative Core (3 hrs)</p> <p>Interdisciplinary Core (3 hrs)</p> <p>EAM Core (3 hrs)</p> <p>Total Hours: 15</p>

<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>EAM 4043 4073</p> <p>EAM 4043 EM Project Development & Mgmt</p> <p>EAM 4033 4063</p> <p>EAM 4033 Leadership</p> <p>Delete:</p> <p>Administrative Core (3 hrs)</p> <p>Interdisciplinary Core(3 hrs)</p> <p>EAM Core (3 hrs)</p> <p>EAM 4023</p> <p>Total Hours: 15</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>EAM 4013</p> <p>EAM 4083</p> <p>EAM Electives 2(6 hrs)</p> <p>Electives 7(9 hrs)</p> <p>Delete:</p> <p>Administrative Core (3 hrs)</p> <p>Interdisciplinary Core (3 hrs)</p> <p>EAM Core (3 hrs)</p> <p>EAM 4033</p> <p>Total Hours: 15</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>EAM Electives (6 hrs)</p> <p>Electives (9 hrs)</p> <p>Delete:</p> <p>Administrative Core(3 hrs)</p> <p>Interdisciplinary Core (6 hrs)</p> <p>EAM Core (6 hrs)</p> <p>Total Hours: 15</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 12</p>
<p>Total Program Hours <u>120</u></p>	

Department of Emergency Management

Dr. Sandy Smith, Head
Dean Hall, Room 110
(479) 498-6039
ssmith107@atu.edu
Fax: (479) 356-2091

Associate Professor:

Gray, Smith

Assistant Professors:

Bailey, Earls, Garner, Kallberg, Kremers

The bachelor of science degree in Emergency Management (EAM) was established in 1997. Arkansas Tech University was one of the first institutions to offer a baccalaureate degree in this specialized and rapidly growing academic discipline. In 2006, the program became the first degree program to receive accreditation on a national as well as international level from the Foundation for Higher Education Accreditation in Emergency Management. In view of the interest in this degree from a wide geographic area including foreign countries, the degree is also available online as an electronic degree that was approved by the Higher Learning Commission in 2005. The program offers a master of science degree in Emergency Management and Homeland Security for students seeking an advanced degree in the discipline.

The Department of Emergency Management at Arkansas Tech University is dedicated to:

1. Increasing learning and knowledge by providing outstanding teaching, scholarship, and service for the university and community.
2. Sustaining a department that supports faculty and students in their professional and intellectual growth.
3. Educating students to become leaders in the emergency management discipline and to make a positive contribution to the field.

Interest in emergency management and its importance from the global perspective have increased following recent events related to natural and technological hazards, terrorism, and other Homeland Security issues. The degree supports advancement opportunities for career professionals in a broad range of discipline areas as well as appealing to students seeking careers in emergency management in both the private and public sectors.

The curriculum in the EAM degree is based on the following core competencies for emergency managers:

Management skills

Communication skills

Leadership and decision making skills ~~within a team environment~~

Technical skills, systems and ~~standards~~ standards

~~Political and legal contexts~~ Coordination within Legal and Political Contexts

Comprehensive emergency management ~~contexts~~

Ethical and ~~social~~ Social contexts

Practical applications , Theory and Research

The curriculum requires all students to complete 42- 60 hours of EAM core courses which include 12 hours of credit for externship/internship experiences. ~~This focus of the~~ The program is designed to build a solid foundation in emergency management concepts, competencies, and demonstrated applications. Additionally, students will take ENGL 2053 Technical Writing, COMS 2003 Microcomputer Applications, and a Speech course. ~~Additionally, students are required to complete 15 hours in an administrative core~~

and 21 hours in an interdisciplinary core, which can include courses in both the natural and social sciences. Students have the option of addressing the interdisciplinary core by completing a minor in an area approved by the advisor as long as the total coursework equals 21 hours.

Curriculum in Emergency Management

Degree Completion Plan Beginning in Fall Semester

Freshman		Sophomore	
Fall		Spring	
ENGL 1013 ^{1,1}	3	ENGL 1023 ^{1,1}	3
Social Sciences ^{1,T}	3	Social Sciences ^{1,1}	3
Mathematics ^{1,1}	3	Science with Lab ^{1,1}	4
TECH 1001	1	Interdisciplinary Core ^{2,T}	3
Interdisciplinary Core ^{2,T}	3	EAM 1013	3
COMS 2003 ^T	3	Speech ^{i,T}	3
EAM 1003	3		
Total Hours	16	Total Hours	16
Fall		Spring	
Administrative ^{3,T}	3	Administrative ^{3,T}	3
EAM Core ⁴	3	EAM Core ⁴	3
Interdisciplinary Core ^{2,T}	3	Interdisciplinary Core ^{2,T}	3
EAM 4013	3	EAM 4043	3
EAM 4083	3	EAM 4XX3 4063	3
EAM Elective ²	3	Leadership	
		EAM 4XX3 EM 4073	3
		Project Dev & Mgmt	
EAM 4023	3	EAM 4033	3
Elective ¹	3	Elective ¹	36
Total Hours	15	Total Hours	15
Freshman		Sophomore	
Fall		Fall	
ENGL 1013 ^{1,1}	3	Social Sciences ^{1,T}	3
Social Sciences ^{1,T}	3	Fine Arts & Humanities ^{1,1}	3
Mathematics ^{1,1}	3	Science with Lab ^{1,1}	4
TECH 1001	1	ENGL 2053	3
Interdisciplinary Core ^{2,T}	3	EAM Core ⁴	3
COMS 2003 ^T	3	EAM 3XX3 3063	3
EAM 1003	3	Doctrine I	
		EAM 3033	3
		EAM 4033	3
		Elective ^T	3
Total Hours	16	Total Hours	16
Fall		Spring	
Administrative ^{3,T}	3	U.S. History/Government ^{1,1}	3
EAM Core ⁴	3	Fine Arts & Humanities ^{1,1}	3
Interdisciplinary Core ^{2,T}	3	Administrative ³	3
EAM 4013	3	Interdisciplinary Core ^{2,T}	3
EAM 4083	3	EAM Core ⁴	3
EAM Elective ²	3	EAM 3XX3 3013	3
		Doctrine II	
		EAM 4033	3
		Elective ^T	3
Total Hours	15	Total Hours	15
Junior		Senior	
Fall		Fall	
Administrative ^{3,T}	3	Administrative ^{3,T}	3
EAM Core ⁴	3	EAM Core ⁴	
Interdisciplinary Core ^{2,T}	3	Interdisciplinary Core ^{2,T}	6
EAM 4013	3	EAM Electives ²	9
EAM 4083	3	Electives ^T	6
EAM Elective ²	3		
EAM 4023	3		
Elective ¹	3		
Total Hours	15	Total Hours	15
Fall		Spring	
Administrative ^{3,T}	3	EAM 4106	6
EAM Core ⁴	3	EAM 3206	6
Interdisciplinary Core ^{2,T}	3		
EAM 4013	3		
EAM 4083	3		
EAM Elective ²	3		
EAM 4023	3		
Elective ¹	3		
Total Hours	15	Total Hours	12

Degree Completion Plan Beginning in Spring Semester

Freshman		Sophomore	
Spring		Fall	
ENGL 1013 ^{1,T} 3		ENGL 1023 ^{1,T} 3	
Social Sciences ^{1,T} 3		Social Sciences ^{1,T} 3	
Mathematics ^{1,T} 3		Science with Lab ^{1,T} 4	
TECH 1001 1		Interdisciplinary Core ^{2,F} 3	
Interdisciplinary Core ^{2,F} 3		EAM 1013 3	
EAM 1003 ^T 3		Speech ^{1,T} 3	
COMS 2003 ^T 3			
Total Hours 16		Total Hours 16	
Spring		Spring	
Administrative ^{3,T} 3		Social Sciences ^{1,T} 3	
EAM Core ⁴ 3		Fine Arts & Humanities ^{1,T} 3	
Interdisciplinary Core ^{2,F} 3		Science with Lab ^{1,T} 4	
EAM 4023 3		ENGL 2053 3	
EAM 4043 ⁴⁰⁷³ 3		EAM Core ⁴ 3	
EAM 4XX3 EM 3		EAM 3XX3 ³⁰⁷³ 3	
Project Dev & Mgmt 3		EM Doctrine II 3	
EAM 4033 3		EAM Elective ² 3	
EAM 4XX3 ⁴⁰⁶³ Leadership 3			
Elective ¹ 3			
Total Hours 15		Total Hours 15	
Spring		Spring	
Administrative ^{3,T} 3		Administrative ^{3,T} 3	
EAM Core ⁴ 3		EAM Core ⁴ 6	
Interdisciplinary Core ^{2,F} 3		Interdisciplinary Core ^{2,F} 6	
EAM 4023 3		EAM Electives ² 6	
EAM 4043 ⁴⁰⁷³ 3			
EAM 4XX3 ⁴⁰⁶³ Leadership 3			
Elective ¹ 3			
Total Hours 15		Total Hours 15	
Fall		Fall	
Administrative ^{3,T} 3		U.S. History/ Government ^{1,T} 3	
EAM Core ⁴ 3		Fine Arts & Humanities ^{1,T} 3	
Interdisciplinary Core ^{2,F} 3		Administrative ^{3,F} 3	
EAM 4033 3		Interdisciplinary Core ^{2,F} 3	
EAM 4XX3 ⁴⁰⁶³ Leadership 3		EAM Core ⁴ 3	
Elective ¹ 3		EAM 3XX3 ³⁰⁶³ 3	
		EM Doctrine I 3	
		EAM 3033 3	
		EAM 4023 3	
Total Hours 15		Total Hours 15	
Junior		Senior	
Spring		Spring	
Administrative ^{3,T} 3		Administrative ^{3,T} 3	
EAM Core ⁴ 3		EAM Core ⁴ 6	
Interdisciplinary Core ^{2,F} 3		Interdisciplinary Core ^{2,F} 6	
EAM 4023 3		EAM Electives ² 6	
EAM 4043 ⁴⁰⁷³ 3			
EAM 4XX3 EM 3			
Project Dev & Mgmt 3			
EAM 4033 3			
EAM 4XX3 ⁴⁰⁶³ Leadership 3			
Elective ¹ 3			
Total Hours 15		Total Hours 15	
Fall		Fall	
Administrative ^{3,T} 3		EAM 4106 6	
EAM Core ⁴ 3		EAM 3206 6	
Interdisciplinary Core ^{2,F} 3			
EAM 4033 3			
EAM 4XX3 ⁴⁰⁶³ Leadership 3			
Elective ¹ 3			
Total Hours 15		Total Hours 12	

¹See appropriate alternatives or substitutions "General Education Requirements".

²See appropriate alternatives in "Interdisciplinary Core" See EAM Electives.

³See appropriate alternatives in "Required Administrative Core".

⁴See appropriate substitutions in "EAM Core"

^TDesignates a block of courses that would provide for a seamless transfer into this program if equivalent courses are taken at another college or university.

EAM Core (30 hours) Electives

The student will select with the advisor's recommendation 30 hours of credit from the EAM Core courses. EAM 1003, EAM 1013, EAM 4023 and EAM 4033 are required classes for all students. In addition, all students must take 12 hours (EAM 3206 and EAM 4106) from the Practical Applications in addition to the 30 hours. Courses used in other categories, i.e. EAM Core, Administrative, or Interdisciplinary may not be counted in another category. 12 hours of EAM Electives.

~~EAM 1003 Living in a Hazardous Environment
EAM 1013 Aim and Scope of Emergency Management
EAM 2033 Citizen/Family/Community Disaster Preparedness Education
EAM 3003 Developing Emergency Management Skills
EAM 3013 Public Policy Issues in Emergency Management
EAM 3023 Principles and Practice of Disaster Planning and Response Operations
EAM 3033 The Social Dimensions of Disaster
EAM 3123 Public Information Skills for Emergency Managers
EAM 3143 The Economics of Hazards and Disaster
EAM 3243 Introduction to Terrorism and Anti_Terrorism
EAM 4003 Principles and Practice of Disaster Relief and Recovery
EAM 4013 Business and Industry Crisis Management
EAM 4023 Information Technology and Emergency Management
EAM 4033 Emergency Management Research Methods/Analysis
EAM 4043 Disaster and Emergency Management Ethics
EAM 4053 Community Management of Hazardous Materials
EAM 4083 Introduction to Legal Issues in Emergency Management
EAM 4991-3 Special Problems and Topics~~

Practical Applications (12 hours)

EAM 3206 Externship
EAM 4106 Practicum/Internship

Administrative Core¹ (15 hours)

~~The student will take ENGL 2053 Technical Writing^T and select with the advisor's recommendation 12 hours of credit from the following courses which are currently offered within each departmental area:~~

~~HA 4113/RP 4113 Personnel Management in Parks, Recreation, and Hospitality Administration
PS 3023 Professional Communications
PS 3133 Applied Principles of Personnel Management
SOC 2053/ PSY 2053 Statistics for the Behavioral Sciences
Any course from the College of Business (ACCT, BDA, BLAW, BUAD, ECON, and FIN)
Any COMS, JOUR, MATH, or SPH course~~

¹Students must address any prerequisites for these courses

^TDesignates a block of courses that would provide for a seamless transfer into this program if equivalent courses are taken at another college or university

Interdisciplinary Core^{1,2} (21 hours)

~~The student will select with the advisor's recommendation 21 hours of credit from the following courses which are currently offered within each departmental area.~~

~~AHS 1023 Basic Pharmacology with an Overview of Microbiology
AHS 2013 Medical Terminology
ART 1163 Basic Digital Photography~~

~~ART 1503 Introduction to Graphic Design~~
~~ART 2213 Digital Skills for the Graphic Designer~~
~~BIOL 2004 Basic Human Anatomy and Physiology~~
~~BIOL 2014 Human Anatomy~~
~~BIOL 3074 Human Physiology~~
~~ELEG 1012 Introduction to Electrical Engineering~~
~~FW 2003 Elements of Fish and Wildlife Management~~
~~GEOL 3174 Computer Applications in Geology~~
~~NUR 2023 Introduction to Professional Nursing~~
~~NUR 2303 Nutrition~~
~~PHIL 2013 Religions of the World~~
~~PHIL 3023 Ethics~~
~~PHIL 3053 Philosophy of Religion~~
~~PHIL 3103 Logic~~
~~WS 1091 Fitness Walking/Jogging~~
~~Any CJ, SOC, or PSY course~~

¹Students must address any prerequisites for these courses

²Students can complete the Interdisciplinary Core by minoring in one of the following subjects. If the minor doesn't total 21 hours, they can take an additional course from the above list.

Anthropology, Biology, Chemistry, Criminal Justice, Engineering Physics, Geography, Geology, History, Hospitality Administration, Journalism, Military Science/ROTC, Physical Science, Political Science, Psychology, Recreation and Park Administration, Sociology, Speech.

³Designates a block of courses that would provide for a seamless transfer into this program if equivalent courses are taken at another college or university

Minor Emergency Management

The minor in Emergency Management is designed to provide additional breadth for students majoring in related programs in the field of crisis and disaster management. The minor will require 18 hours of coursework emphasizing content in areas of human and physical consequences of natural and technological disasters along with mitigation procedures. Students may wish to minor in Emergency Management from disciplines listed in the Interdisciplinary Core such as Biology, Chemistry, Computer and Information Science, Criminal Justice, Fisheries/Wildlife, International Studies, and Journalism.

*EAM 1003 Living in a Hazardous Environment

*EAM 1013 Aim and Scope of Emergency Management

Twelve hours of upper division EAM Core Classes

*Required for the Bachelor's degree in EAM



Alteration and/or unauthorized use prohibited.

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 Emergency Management program change will provide a solid educational foundation for all of our majors. Currently, the program requires only 42 EAM credit hours with just 24 EAM credit hours specified. The proposed program change will require 60 EAM credit hours and 48 EAM credit hours specified. These changes should enhance both the scholastic development and the professionalism of our majors.
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Although the Department of Emergency Management's (DEM) accrediting agency, Foundation for Higher Education Accreditation, did not mandate this change in program, the FEMA Emergency Management Institute Higher Education Program has encouraged the adoption of core competencies for their partnering programs. The Arkansas Tech University Department of Emergency Management embraced 8 core competencies based upon the EMI Higher Education Program Director's work in 2005. The DEM faculty noted that several of the 8 core competencies were not addressed as required courses within the present EM curriculum. Specifically, DEM Core Competencies 1, 3, 5, 6, and 7 were not addressed adequately within the 24 credit hours specified within the major. (DEM Core Competencies is attached.)
c. How will the program change impact learning for students enrolled in this program?
Students enrolled in the Emergency Management program will benefit from this program change because all majors will be required to take courses that will prepare them to meet all 8 DEM Core Competencies. Specifically, students will be able to: 1) Deal effectively with people and projects in non-emergency and emergency situations; 2) Lead, analyze, and make informed, reasoned decisions in a team environment; 3) Understand Comprehensive Emergency Management and the doctrine on which it is based; 4) Coordinate in both legal and political contexts; 5) Practice and insist on ethical behavior toward all members of a community and disaster survivors in particular; and 6) Understand and operate with

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.)

Arkansas Tech University
Continuous Improvement Plan
Annual Assessment Cycle
Academic Cycle: Change in Academic Program
Program: Bachelor of Science in Emergency Management

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Management Skills	LO1: Illustrate how to effectively plan and manage projects in an operational emergency management environment.	EAM 4xx3 4073 EM Project Development and Management	Final Project	Pass with Distinction 90-100% High Pass 80-89% Pass 70-79% Fail
PO2: Communication Skills	LO2: Illustrate the results of their research. LO3: Communicate effectively both orally and in writing; and identify the critical role of communication in emergency management.	EAM 4033 EAM 1013 4063	Poster Presentation Research Paper Assignment	Pass with Distinction 90-100% High Pass 80-89% Pass 70-79% Fail
PO3: Leadership & Decision Making Skills	LO4: Analyze and synthesize leadership theories and decision making techniques in emergency management.	EAM 4xx3 Leadership	Research Report	Pass with Distinction 90-100% High Pass 80-89% Pass 70-79% Fail
PO4: Technical Skills, Systems & Standards	LO5: Describe examples of scales	EAM 1003	Class Activity	Pass with Distinction 90-

	and systems used to measure the magnitude of hazards and disasters. LO6: Identify information technology best practices being applied in emergency management.	EAM 4023	Final Project	100% High Pass 80-89% Pass 70-79% Fail
PO5: Comprehensive Emergency Management	LO7: Accurately compare and contrast the key goals, documents, & elements of Comprehensive Emergency Management. LO8: Analyze the formation and application of emergency management doctrine via disaster case studies. LO9: Analyze the formation and application of Presidential Policies related to emergency management via disaster case studies.	EAM 1013 3063 EAM 3003 EM Doctrine I 3073 EAM 3003 EM Doctrine II	Assignment Case Study Presentation Case Study Presentation	Pass with Distinction 90-100% High Pass 80-89% Pass 70-79% Fail
PO6: Coordination within Legal & Political Contexts	LO10: Differentiate the importance of key legal issues in emergency management.	EAM 4083	Assignment	Pass with Distinction 90-100% High Pass 80-89% Pass 70-79% Fail
PO7: Ethical & Social Contexts	LO13: Illustrate the importance of	EAM 4043	Class Activity	Pass with Distinction 90-

	ethical reasoning and practices in emergency management. LO14: Analyze social vulnerabilities pertaining to the practice of emergency management.	EAM 3033	Open Forum Discussion	100% High Pass 80-89% Pass 70-79% Fail
PO8: Theory, Practical Application and Research	LO15: Employ a literature search and interpret the findings to answer a chosen research question. LO16: Prepare a portfolio of trainings and skills acquired through external activities. LO17: Synthesize course knowledge within a work environment.	EAM 4033	Research Paper	Pass with Distinction 90-100% High Pass 80-89% Pass 70-79% Fail
		EAM 3206	Portfolio	
		EAM 4106	Final Presentation	

Assessment Process

Assessment Plan Implementation

Assessment	CPGE Form or Department Method	CPGE System or Department Method	Actual Results Obtained (CPGE Report or Department Method)	Use of Results for Improvement
Course Embedded	PSY 6003 PSY 6103 PSY 6023 PSY 6233 PSY 6243 PSY 6253	CPGE system for all courses. Assessment data will be submitted annually	Review and analyze ARGOS report for core courses	Course, instructional or program changes
Indirect and Direct Measures Alignment	Post assessment survey for graduates and employers	Department method: post assessment survey link will be sent to graduates	Analyze survey results	Program and curriculum changes

	by email or mail	
Continuous Improvement Plan		
Summarize each category from assessment results and conclusions.		
Categories of Improvement:	Recommended Changes:	
A. Student Learning	Course Embedded Student Learning Outcome Assessment	
B. Instruction and Curriculum	Course Embedded Student Learning Outcome Assessment	
C. Assessment	Evaluate assessment process from Student Learning reports.	
D. Program Quality	Evaluate program quality from post-graduate survey and employer satisfaction survey.	
E. Budget	Budget requests supported by student learning and program assessment.	

Continuous Improvement Learning Report	
Complete Annual Continuous Improvement Report form upload in TracDat documents section.	
ANNUAL PROGRAM CONTINUOUS IMPROVEMENT STUDENT LEARNING REPORT (January 2014) ARGOS FORM	ARKANSAS TECH UNIVERSITY Department of: Behavioral Sciences Degree: Masters of Science in Psychology/College Teaching For Academic Year/Cycle:

ANALYSIS OF EVIDENCE OF CONTINUOUS IMPROVEMENT PROGRAM STUDENT LEARNING

- 1) For all student learning objectives, describe the means of assessment and criteria for success used, as well as the sampling methods and sample sizes. For each measure summarize the Argos report CPGE (Course, Program, General Education Assessment System) results of the activity measured and explanation of student learning strengths and weaknesses. Finally, indicate whether the criteria for success were met or not.

A. Program Student Learning Objectives	B. Means of Assessment, Criteria for Success, Courses, and Sample Size	C. Results Summarize Student Learning Argos Report	D. Criteria for Success Met or Not Met

- 2) State any proposed instructional or assessment changes to be implemented for the next academic year. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, academic program, or assessment process. If no changes are planned, simply state "No changes are planned." Followed by an explanation of why no changes are planned.

Student Learning Outcome Changes	Instructional, Curriculum, Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning

Attach Student Learning Objective Argos Reports.

Annual Assessment Report - Four Column

Arkansas Tech University

Major-AP-EAM-Emergency Administration and Management (BS)

Learning Objectives	Means of Assessment & Criteria for Success / Budget Requests	Results	Action & Follow-Up on Action Taken
<p>Major-AP-EAM-Emergency Administration and Management (BS) - Annual Assessment Report and Continuous Improvement Plan - Complete annual assessment report and continuous plan as required by the university and Department of Emergency Management's Mission and Core Competencies, FFHEA.</p> <p>Start Date: 06/11/2014</p> <p>Learning Objective Status: Active</p>	<p>Assessment Measure: Direct and Indirect measures assessing student learning and core competencies.</p> <p>Assessment Measure Category: Program - Course Embedded Measure</p>	<p>06/11/2014 - The EM program will be submitting curriculum proposal for changes in program and the addition of three new core courses which complete core competencies as noted by FFHEA and FEMA. The EM assessment process has selected option C and will utilize the CPGE assessment system and Argos reporting. Faculty will submit CPGE course forms and begin collecting assessment data in fall 2014.</p> <p>Result Type: Inconclusive</p> <p>Result Status: Action in Progress</p>	<p>06/11/2014 - The faculty have addressed the need for a new assessment plan and process. During fall 2014 faculty will identify student learning outcomes, course embedded assessment measures, and set up assessment process in CPGE system. All assessment reports, plans, and student data will be uploaded in the documents section.</p>
<p>Major-AP-EAM-Emergency Administration and Management (BS) - Comprehensive Emergency Management Skills - Each student completing the undergraduate degree in Emergency Management will demonstrate a comprehensive understanding of the four phases of emergency management.</p> <p>Learning Objective Types: Learning Objective</p> <p>Start Date: 01/14/2008</p> <p>Learning Objective Status: Active</p>	<p>Assessment Measure: Internship Portfolio Journals Review</p> <p>Assessment Measure Category: Portfolio</p> <p>Criterion for Success: 100% of students completing the degree program will provide acceptable weekly summaries of their internship project detailing how they apply their emergency management skills in a real-world project setting.</p>	<p>06/29/2011 - Thirty-five (35) EM seniors completed internships in Fall 2010 and Spring 2011. Each student submitted weekly journals detailing their internship project activities. Faculty review of these journals and associated project work examples contained in their portfolios positively demonstrate that 34 of the 35 or 97% of the students have a comprehensive understanding of the four phases of emergency management.</p> <p>Result Type: Criterion Not Met</p> <p>Result Status: Action in Progress</p> <p>notes: One student was determined to not have the basic knowledge required for the specific internship setting. Additional internship qualification requirements will be implemented in the 2011/2012 academic year to mitigate this miss-match.</p> <p>06/21/2010 - Twenty-three (23) EAM seniors completed internships in Fall 2009 and Spring 2010.</p>	<p>06/29/2011 - Additional internship qualification requirements have been drafted to be implemented in academic year 2011/2012.</p>

Results

Each student submitted weekly journals detailing their internship project activities. Faculty review of these journals and associated project work examples contained in their portfolios positively demonstrate that 100% of the students have a comprehensive understanding of the four phases of emergency management.

Result Type:

Criterion Met

Result Status:

No Further Action Required

06/25/2009 - Twenty seven (27) EAM seniors completed internships in Fall 2008 and Spring 2009. Each student submitted weekly journals detailing their internship project activities. Faculty review of these journals and associated project work examples contained in their portfolios positively demonstrate that 100% of the students have a comprehensive understanding of the four phases of emergency management.

Result Type:

Criterion Met

Result Status:

No Further Action Required

notes:

Students each submit journals of work accomplished on a weekly basis. These journals along with the student's special project work examples are included in their portfolio that is submitted at the end of the internship. These are the primary materials used by faculty to assess how well this criteria has been met.

09/16/2008 - Portfolio journals submitted by the twelve (12) seniors completing the Internship Program in Spring 2008 were evaluated and the journals show that 100 % of the students demonstrated a comprehensive understanding of the four phases of emergency management. Ten (10) were assessed at 100%, one (1) at 97% and one (1) at 80%.

Result Type:

Criterion Met

Result Status:

No Further Action Required

Learning Objectives	Means of Assessment & Criteria for Success / Budget Requests	Results	Action & Follow-Up on Action Taken
<p>Assessment Measure: Internship Performance Evaluation</p> <p>Assessment Measure Category: Capstone Activity</p> <p>Criterion for Success: Greater than 95% of students completing the degree program will receive an acceptable or better performance rating by their Internship Supervisor based on the standardized internship evaluation instrument.</p>	<p>06/29/2011 - Thirty-four (34) of the thirty-five (35) EM seniors (97%) completing internships in Fall 2010 and Spring 2011 received an overall supervisor performance rating of acceptable or better by their internship supervisor in those standardized criteria related to understanding of the four phases of emergency management. At the individual student level for this assessment area one student was scored as unacceptable overall, two as acceptable, ten were scored as better than acceptable, and 22 were scored as excellent. This indicates that 97% of the seniors demonstrated acceptable or better understanding of all phases of emergency management.</p> <p>Result Type: Criterion Met</p> <p>Result Status: No Further Action Required</p>	<p>06/21/2010 - All twenty-three (23) EAM seniors (100%) completing internships in Fall 2009 and Spring 2010 received an overall supervisor performance rating of acceptable or better by their internship supervisor in those standardized criteria related to understanding of the four phases of emergency management. At the individual student level for this assessment area one student was scored as acceptable overall and two were scored as better than acceptable, and 20 were scored as excellent. This indicates that 100% of the seniors demonstrated acceptable or better understanding of all phases of emergency management.</p> <p>Result Type: Criterion Met</p> <p>Result Status: No Further Action Required</p>	<p>06/25/2009 - All twenty-seven (27) EAM seniors (100%) completing internships in Fall 2008 and Spring 2009 received an overall supervisor performance rating of excellent by their internship supervisor in those standardized criteria related to understanding of the four phases of emergency management. At the subcategory level for this assessment area the scores ranged from acceptable to excellent. This indicates that 100% of the seniors demonstrated acceptable or better understanding of all phases of emergency management.</p> <p>Result Type: Criterion Met</p>

Learning Objectives	Means of Assessment & Criteria for Success / Budget Requests	Results	Action & Follow-Up on Action Taken
<p>Learning Objectives</p>	<p>Major-AP-EAM-Emergency Administration and Management (BS) - Management Skills - Each student completing the undergraduate degree in Emergency Management will demonstrate the skills necessary to manage people, financial obligations and emergency management projects.</p> <p>Learning Objective Types: Learning Objective</p> <p>Start Date: 01/14/2008</p> <p>Learning Objective Status: Active</p>	<p>Result Status: No Further Action Required</p> <p>notes: The internship supervisor's student performance evaluation form contains a total of twelve (12) standardized subcategories that relate to understanding of the four phases of emergency management. These results in these subcategories are evaluated both individually and as a average to arrive at an overall assessment of a student's performance in this assessment category.</p> <p>09/16/2008 - Supervisor evaluations submitted for the twelve (12) seniors completing the Internship Program in Spring 2008 show that 100 % of the students received an acceptable or better performance rating by their Internship Supervisor on the standardized internship evaluation instrument. Seven (7) were assessed at excellent, four (4) at very good, and one (1) at acceptable.</p> <p>Result Type: Criterion Met</p> <p>Result Status: No Further Action Required</p>	
<p>Major-AP-EAM-Emergency Administration and Management (BS) - Management Skills - Each student completing the undergraduate degree in Emergency Management will demonstrate the skills necessary to manage people, financial obligations and emergency management projects.</p> <p>Learning Objective Types: Learning Objective</p> <p>Start Date: 01/14/2008</p> <p>Learning Objective Status: Active</p>	<p>Assessment Measure: Internship Portfolio Journals Review</p> <p>Assessment Measure Category: Portfolio</p> <p>Criterion for Success: 100% of students completing the degree program will provide information in their portfolio indicating they successfully applied skills acquired in the program to manage people, resources, and projects.</p>	<p>06/29/2011 - Thirty-five (35) EM seniors completed internships in Fall 2010 and Spring 2011. Each student submitted weekly journals describing their internship project activities. Based on faculty review of these journals and associated project work examples contained in their portfolios 34 of the 35 (97%) of the students demonstrated application of the skills necessary to manage people, financial obligations and emergency management projects.</p> <p>Result Type: Criterion Not Met</p> <p>Result Status: Action in Progress</p> <p>notes: Since only 97% met the criteria measures will be put in place to increase the success rate to 100%</p> <p>06/21/2010 - Twenty-three (23) EAM seniors completed internships in Fall 2009 and Spring 2010.</p>	<p>06/29/2011 - Measures have been put in place to ensure that students have the proper qualifications prior to their assignment to a specific internship.</p>

Learning Objectives	Means of Assessment & Criteria for Success/ Budget Requests	Results	Action & Follow-Up on Action Taken
		<p>Each student submitted weekly journals describing their internship project activities. Based on faculty review of these journals and associated project work examples contained in their portfolios all (100%) of the students demonstrated application of the skills necessary to manage people, financial obligations and emergency management projects.</p> <p>Result Type: Criterion Met</p> <p>Result Status: No Further Action Required</p>	
		<p>06/25/2009 - Twenty seven (27) EAM seniors completed internships in Fall 2008 and Spring 2009. Each student submitted weekly journals detailing their internship project activities. Based on faculty review of these journals and associated project work examples contained in their internship portfolios, 100% of the Fall 2008 and Spring 2009 senior interns demonstrated the skills necessary to manage people, financial obligations and emergency management projects.</p> <p>Result Type: Criterion Met</p> <p>Result Status: No Further Action Required</p>	
		<p>notes: Students each submit journals of work accomplished on a weekly basis. These journals along with the student's special project work examples are included in their portfolio that is submitted at the end of the internship. These are the primary materials used by faculty to assess how well this criteria has been met.</p> <p>09/16/2008 - Portfolios submitted by the twelve (12) seniors completing the Internship Program in Spring 2008 were evaluated and the Portfolio journals and project examples show that all of the students were involved in management aspects of emergency management projects.</p> <p>Result Type: Criterion Met</p> <p>Result Status: No Further Action Required</p>	
	<p>Assessment Measure: Internship Performance Evaluation</p>	<p>06/29/2011 - Thirty-four (34) of the thirty-five (35) or 97% of seniors completing internships in Fall 2010 and</p>	

Learning Objectives	Means of Assessment & Criteria for Success/ Budget Requests	Results	Action & Follow-Up on Action Taken
<p>Assessment Measure Category: Capstone Activity</p> <p>Criterion for Success: Greater than 95 % of students completing the degree program will receive an acceptable or better performance rating by their Internship Supervisor relating to their capability and skills in managing people, resources, and projects.</p>	<p>Spring 2011 received an overall supervisor performance rating of acceptable or better by their internship supervisor using the standardized rating criteria. One of the thirty-five (35) was rated as unacceptable overall, two students were rated as acceptable, five as better than acceptable, and the remaining twenty-seven(27) were rated excellent. At all subcategory levels the scores for all students rated as acceptable or better all also ranged from acceptable to excellent. This indicates that 97% of the seniors demonstrated the skills necessary to manage people, financial obligations and emergency management projects.</p> <p>Result Type: Criterion Met</p> <p>Result Status: No Further Action Required</p>	<p>06/21/2010 - All twenty-three (23) seniors (100%) completing internships in Fall 2009 and Spring 2010 received an overall supervisor performance rating of acceptable or better by their internship supervisor using the standardized rating criteria. One of the twenty-three (23) was rated as acceptable overall, three students were rated as better than acceptable, and the remaining nineteen (19) were rated excellent. At all subcategory levels the scores all also ranged from acceptable to excellent. This indicates that 100% of the seniors demonstrated the skills necessary to manage people, financial obligations and emergency management projects.</p> <p>Result Type: Criterion Met</p> <p>Result Status: No Further Action Required</p>	<p>06/25/2009 - All twenty-seven (27) seniors (100%) completing internships in Fall 2008 and Spring 2009 received an overall supervisor performance rating of acceptable or better by their internship supervisor using the standardized rating criteria. Three (3) of the twenty-seven (27) were rated as acceptable overall and the remaining twenty-four (24) were rated excellent. At the subcategory level the scores all also ranged from acceptable to excellent. This indicates that 100% of the seniors demonstrated the skills necessary to manage people, financial obligations and emergency management projects.</p>

Learning Objectives	Means of Assessment & Criteria for Success / Budget Requests	Results	Action & Follow-Up on Action Taken
		<p>Result Type: Criterion Met</p> <p>Result Status: No Further Action Required</p> <p>notes: The internship supervisor's student performance evaluation form contains a total of eleven(11) standardized subcategories that relate to demonstrating the skills necessary to manage people, financial obligations and emergency management projects. These results in these subcategories are evaluated both individually and as a average to arrive at an overall assessment of a student's performance in this assessment category.</p>	
		<p>Result Type: Criterion Met</p> <p>Result Status: No Further Action Required</p>	
		<p>09/16/2008 - Supervisor evaluations submitted for the twelve (12) seniors completing the Internship Program in Spring 2008 show that 100 % of the students received an acceptable or better performance rating by their Internship Supervisor in the areas relating to application of their project management skills. Eleven were were assessed at very good to excellent and one (1) was assessed as acceptable.</p>	

Department of Emergency Management
MISSION & CORE COMPETENCIES

DEM Mission:

The Department of Emergency Management at Arkansas Tech University is dedicated to: increasing learning and knowledge by providing outstanding teaching, scholarship, and service for the university and community; sustaining a department that supports faculty and students in their professional and intellectual growth; educating students to become leaders in this discipline and to make a positive contribution to the field.

DEM Core Competencies:

1. Management Skills

The ability to manage in a wide variety of circumstances, across sectors, at the national, state and local levels, is an important skill for emergency managers. In a balanced approach to education and professional development, emergency managers acquire management and coordination skills, which equip them to deal effectively with people and projects in non-emergency and emergency situations.

2. Communication Skills

Emergency managers must be able to communicate with a high degree of proficiency both orally and in writing. Excellent communication skills are important for emergency managers on a day to day basis. And the ability to communicate effectively under pressure is of the utmost importance.

3. Leadership & Decision Making Skills

The ability to lead, analyze, and make informed, reasoned decisions in a team environment is vital to the success of any endeavor in emergency management. Decisions need to be made with the understanding of their ultimate consequences. With lives and property at stake, it is critical for emergency managers to efficiently collaborate with, and direct the efforts, of others.

4. Technical Skills, Systems & Standards

The prominence of technology in the field of emergency management necessitates emphasis on technical skills. Computer skills are essential for emergency managers – from the most basic to the use of mapping, modeling, simulation, incident planning and management technologies.

5. Comprehensive Emergency Management

Understanding Comprehensive Emergency Management (CEM) and the doctrine on which it is based is foundational for emergency managers. The National Emergency Management Goal is to achieve a secure and resilient nation with the capabilities required across the whole community to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk.

6. Coordination within Legal & Political Contexts

Coordination among emergency managers and the whole community – all stakeholders at all levels – is essential to effective emergency management. Furthermore, emergency managers need to have the ability to coordinate in both legal and political contexts. With any emergency management endeavor, legal and political considerations must be made. Therefore, emergency managers must keep abreast of significant legal and political issues that affect, or have the potential to affect, the field of emergency management.

7. Ethical & Social Contexts

Emergency Managers must consider the whole community within ethical and social contexts. In conjunction with any emergency management endeavor, ethical and social considerations must be made. Therefore, emergency managers must keep abreast of significant ethical and social issues that affect, or have the potential to affect, the field of emergency management. Furthermore, emergency managers must practice and insist on ethical behavior toward all members of a community and disaster survivors in particular. Likewise, emergency managers must understand and operate with consideration of social aspects of emergency management, including social vulnerability reduction.

8. Theory, Practical Application and Research

Emergency Management is a discipline of theory and practice – theory informs practice and practice informs theory. Emergency management students: study the discipline's existing body of knowledge; practice emergency management based upon that knowledge; and in turn, contribute to the body of knowledge through theoretical and applied research.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Computer/Information Science	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to include COMS 2003 Microcomputer Applications as a requirement in their Bachelor of Science in Emergency Management degree program.	

Department Head Signature: 

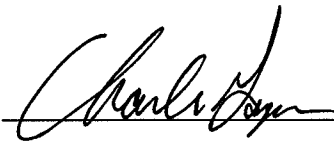
Date: 6-27-14

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

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

Department Affected: <i>Biology</i>	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature: _____



Date: 6-30-14

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

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

Department Affected: <i>Computer/Information Science</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature: *Don Olin*

Date: 6-27-14

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

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

Department Affected: Electrical Engineering	This department X supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature:

_____


Date: 6/25/14

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

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

Department Affected: English and World Languages	This department X supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature:

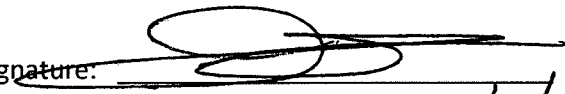

Date: 6-24-14

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

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

Department Affected: Professional Studies	This department XX supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature: _____



Date: _____

6/18/2014

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

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

Department Affected: Physical Sciences	This department Has no preference in regards to the proposal.
<p>Comments:</p> <p>The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.</p> <p>The only physical science course included in either core is GEOL 3174. No EAM students have taken GEOL 3174 in the recent past. The Department of Physical Sciences is practically unaffected by the proposal and has no position either for or against the proposal.</p>	

Department Head Signature: _____

Jim Mosser

Date: 6/18/2014

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

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

Department Affected: COLLEGE OF BUSINESS	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature: _____



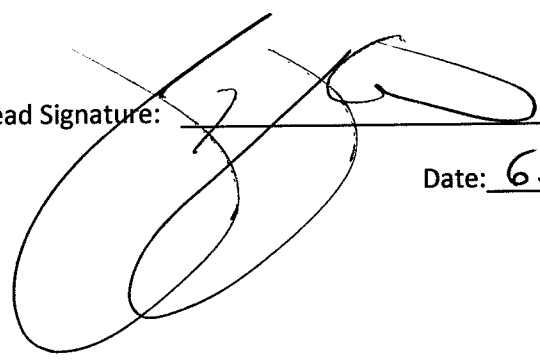
Date: 6/18/14

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

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

Department Affected: <i>Comm. & Jour.</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature: _____

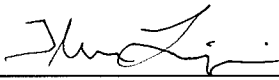


Date: 6.19.14

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

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

Department Affected: Math Department	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature: 

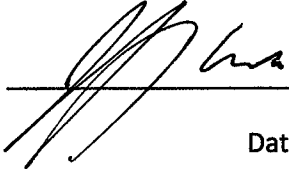
Date: 6/30/14

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

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

Department Affected: Behavioral Science	This department x supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature:

 (on behalf of BEAN)

Date: 6/30/14

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

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

Department Affected: Nursing	This department XX supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature: Rebecca Burris

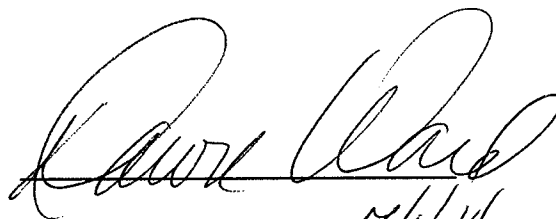
Date: 6-30-2014

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

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

Department Affected: <i>ART</i>	This department X supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature:



Date: 7/1/14

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
For Emergency Management Program Change

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: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature: Annette Holeyfield

Date: 06/19/2014

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

RECEIVED

JUL 01 2014

Registrar's Office

TO:	Curriculum Committee	
FROM (Initiating Department):	Department of Biological Sciences	
DATE SUBMITTED:	6/27/14	
Title	Signature	Date
Department Head	<i>Charly Jay</i>	6-27-14
Dean	<i>Jeff R. K...</i>	2014 Jun 30
Registrar	<i>Jammy Weaver</i>	7/25/14
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
BIOL	2054	<input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Microbiology for Health Sciences		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) MICROBIOLOGY FOR HEALTH SCI.		
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	<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 checked="" type="radio"/> Yes <input type="radio"/> No How Much? <u>20</u> Select Fee Type		
If selected other list fee type: <u>Lab fee</u>		
<input checked="" type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor		

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

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

We anticipate that this course will be taught every term including summer.

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.? **Not past the lab aspects below.**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? **Yes, the microbiology laboratory will be needed, but it is already functional for our existing upper-level microbiology course.**

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.

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JUL 01 2014

Registrar's Office

✓
Microbiology for Health Sciences (BIOL 2054)

BIOL 2054. Microbiology for Health Sciences (ACTS Common Course – BIOL 2004)

- ✓ **Prerequisites:** completion of CHEM 2124 or CHEM 1113 and 1111 with a grade of C or higher.
- ✓ **Catalog Description:** Microbiological concepts, including overviews of bacteria, viruses, fungi, protozoa, prions, and viroid and how they interact with humans. Designed to serve students in health-related majors other than biology.

Lecture three hours, laboratory two hours. \$20 laboratory fee.

This section reserved for instructor contact information and office hours:

Required Texts:

Tortora, G.J., B.R. Funke, and C.L. Case. 2014. *Microbiology: An Introduction*/11th Edition

Kirkconnell, S. 2015. *Microbiology for Health Sciences Lab Manual* (ATU produced)

Bibliography (supplemental reading list):

Online supplementary free resources: <http://users.rcn.com/jkimball.ma.ultranet/BiologyPages/> (Dr. John Kimball's searchable general biology textbook provides basic to advanced treatments of general concepts such as epidemiology)

<http://www.textbookofbacteriology.net/> (Dr. Ken Todar's free searchable online microbiology text)

Justification/rationale for the course: This introductory course in microbiology focuses on aspects of microbiology most related to human health. It is not intended for biology, chemistry or other pre-professional majors. Instead it is designed to serve students majoring in nursing and other allied health sciences and is part of the statewide ACTS transfer system for that purpose.

Assessment methods:

Weighting percentages for assessment methods contribution to final grade:

Biweekly quizzes	35
Final exam	20
Practicals and unknowns	15
Lab notebook	10
Daily essays	10
Internet quizzes (available until 8 a.m. each class day)	<u>10</u>
	100

Grades will be assigned on a 90, 80, 70, 60 scale for A, B, C, D, or F. There will be no make-up quizzes, exams, or labs. If you know ahead of time that you will miss a lab, see instructor in advance to possibly "work around" the absence.

Lab practicals: Among other course objectives, performing microbiological laboratory skills proficiently is considered an essential component of your permanent knowledge. Therefore, your instructor will administer pass/fail lab practicals using one-on-one observation to test your ability to perform specific laboratory procedures. To pass a practical, you must practice it for another student or lab assistant before performing the technique perfectly in front of the instructor. Errors will be recorded and result in a credit reduction.

Lab notebooks: Throughout the semester, you will be required to maintain a legible, handwritten (in ink) notebook describing techniques you learn, experiments you perform, and including a table of contents. Answers for unknowns (quantitative enumeration and mixed unknowns) should be "boxed" in red. For each experiment, your notebook entries should include these sections:

1. Rationale - Why you ran the experiment;
2. Materials - What you used to run the experiment;
3. Methods - What you did;
4. Results - What happened;
5. Conclusions - Inferences from results

Attendance and participation policies: Complete Blackboard quizzes well before the deadlines! Attend all classes! You will be dropped from the course for 2 absences. Tardiness and leaving early are disruptive "academic misconduct", thus, three occurrences will equal one absence.

Academic honesty policies: Cheating will result in a grade of zero for the first offense and a letter written to the chairman for administrative actions. Examples of cheating include actions such as copying from notes, the text, or other students' tests or quizzes during tests; copying labs, blackboard, and other assignments and presenting them as your own work; falsely claiming illness or computer malfunction(s); using a cell phone or any electronic device during any quiz, test, or during class for anything unrelated to learning microbiology, etc. Maintenance of academic integrity is the shared responsibility of administrators, teachers, and students. If you observe cheating, you should confront the suspect. If they don't quit, you are expected to inform the instructor and be willing to repeat your report to responsible administrators.

"Professional commitment" opportunities such as donating blood, taking notes on an extracurricular lecture presentation, or other evidences of commitment, volunteerism and good citizenship may affect grades up to 1.0%. This is a very important course, especially for students planning medical careers that will require substantial amounts of effort EVERY DAY! Learning, lifestyle, and cognition enhancing techniques mastered in this course will enable success in your other courses. Prepare to learn and implement success strategies.

Course objectives: In addition to demonstrating proficiency on laboratory techniques outlined in the lab schedule, students are expected to explain, describe, discuss, recognize, and/or apply knowledge and understanding of the topics outlined in the Lecture Content outlined on the following page.

Microbiology for Health Sciences Lecture Content

Presented as lecture number, content topic, and assigned chapter, and pages to read in required text (Tortora et al. 2013)

Lecture Number	Topic	Reading
1	How to study and enhance brain functioning. Overview of microbiology	C1 p.1-24
2	Chemical principles	C2 p.25-52
3	Microscopy and other techniques	C3 p.53-74
4	Procaryotes and eucaryotes	C4 p.75-110
5	Quiz (including infectious agents, IA through cholera). Microbial metabolism	C5 p.111-152
6	Microbial growth	C6 p.153-180
7	Control of microbial growth	C7 p.181-206
8	Microbial genetics	C8 p.207-243
9	Quiz (including IA through erysipeloid) Biotechnology and recombinant DNA	C9 p.246-272
10	Microbial classification	C10 p.271-298
11	Procaryotes: Bacteria and Archaea domains	C11 p. 299-302; 326-329
12	Eucaryotes: Fungi, algae, protozoans, helminths	C12 p.330-368
13	Quiz 3 (IA through lyme disease) Viruses, viroids, and prions	C13 p.369-400
14	Principles of disease and epidemiology	C14 p.401-428
15	Microbial mechanisms of pathogenicity	C15 p.429-450
16	Innate immunity: Nonspecific defenses of the host	C16 p.451-477
17	Quiz (IA through <i>Pseudomem enterocolitis</i>) Adaptive immunity	C17 p.478-503
18	Applications of immunology	C18 p.504-526
19	Disorders associated with the immune system	C19 p.527-557
20	Antimicrobial drugs	C20 p.553-583
21	Quiz (IA through syphilis) microbial diseases of skin and eyes	C21 p.589-614
22	Microbial diseases of the nervous system	C22 p.615-642
23	Microbial diseases of the cardiovascular and lymphatic systems	C23 p.643-679
24	Microbial diseases of the respiratory system	C24 p.680-710
25	Quiz 6 (IA through yaws) Microbial diseases of the digestive system	C25 p.711-748
26	Microbial diseases of the urinary and reproductive systems	C26 p.749-771
27	Environmental microbiology	C27 p.772-798
28	Applied and Industrial Microbiology	C28 p.799-818
29	Comprehensive 100 question final exam, including all infectious agents and viruses.	

Microbiology for Health Sciences Lab Schedule

Instructions: Read the exercises shown in brackets below (in the lab manual) as well as pages in the required text (shown in parentheses) before lab and complete Blackboard assignments relevant to respective lab numbers as they are posted.

- | Lab # | Topics [Exercise #] (text readings) |
|--------------|--|
| 1 | Microscopy [12] (2, 54-75). Aseptic transfer and streak plate of stock cultures to be maintained all semester and handed in during last labs [3] (8,186, 413, 416, 170). |
| 2 | Stock culture slants, simple stain, microscopy practicals [2] (165). Gram stain [4] (69-70, 88). Wet mount, hanging drop [5]. |
| 3 | Gram reaction, cell morphology, colonial morphology, motility of unknown mixed cultures [6] (76-79, 156, 82, 83). Aseptic transfer and complete microscopy practicals . |
| 4 | Complete mixed culture analysis/aseptic transfer practicals. Aseptic pipetting [7,8] Nigrosin negative stain, complete streak plate practicals [9]. Acid fast stain; motility agar [10]. Use required text index to find associated readings for this lab (Tortora). |
| 5 | Preparation of media [11-13]. Aseptic pipetting practicals . Quantitative enumeration problems and discussion of bacterial growth curves. |
| 6 | Quantitative enumeration of unknown bacteria [14]. Complete media preparation lab. |
| 7 | Bacterial growth, food testing using selective and differential media [15, 16] Complete quantitative enumeration unknown. |
| 8 | Minimum Inhibitory Concentration of an antibiotic. Effect of U.V. light on bacteria/photoreactivation. Kirby/Bauer technique [19, 20] Complete bacterial growth/food testing. |
| 9 | Interpret previous labs' results. Use of Triple sugar iron agar and enterotubes for bacterial identifications. Enrichments for antibiotic producers and nitrogen fixers from soil [21]. |
| 10 | Continue enrichments labs. Clean up lab (antibiotics video). |
| 11 | Start water analysis [22-26] including Most Probable Number (MPN) determination; Presumptive, confirmed, and completed tests for coliforms (finish antibiotics video and <i>Alliance for the Prudent Use of Antibiotics</i> information). |
| 12 | Review lab notebooks, continue water analysis. |
| 13 | Complete water analysis. Streak stock cultures. Complete all unfinished practicals. |
| 14 | Clean up entire lab, discarding all plates and unlabeled tubes. All students hand in completed lab notebooks at start of last lecture date. |

Arkansas Tech University

Course Addition

Assessment Form

Add BIOL 2054, Microbiology for Health Sciences

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? **This course is designed specifically to offer an appropriate foundation in knowledge of microbiology to students of nursing and other health-related fields.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Arkansas State Board of Nursing Standards, Section II Program Requirements; Item I. Educational Program, number 3.b. under "Course Content" specifies that educational programs leading to nursing licensure include "...C. Microbiology;...".**
- c. Provide up to three student learning outcomes students will achieve after completing this course?
**1-Demonstrate use of triple sugar iron agar and enterotubes for bacterial identifications.
 2-Show presumptive, confirmed, and Most Probable Number tests for coliform bacteria.
 3-Match causative agents and characteristics of over 80 infectious diseases.
 and many more...**
- d. What assessment tool or measure will you use to assess student learning? **Students who complete the B.S. Degree in nursing sit for the "National Council Licensure Exam-Registered Nursing" which, assesses content knowledge including microbiology. TECH students perform very well on this assessment exam; however, nursing faculty tell us that their students who take a lower level microbiology course at various community colleges (especially UACCM) also perform well. Thus, it seems likely that our NUR students do not need the upper level one that we have traditionally offered and originally designed for biology majors.**
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? **During the course, microbiology content knowledge will be evaluated using daily lecture, laboratory, and textbook-based quizzes as well as tests every two weeks and a comprehensive final exam. A more specific listing of topic coverage is provided in the attached syllabus.**
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **Our assessment data supporting the need for this 2000-level**

course is primarily the low success rate in our upper-level microbiology course, especially for students of nursing and other allied health sciences. For example, results of an ARGOS (OLAP) report on student success for this course from 2010 through 2013, we learned that 52% of the 363 students to enroll in this course were nursing majors and their non-success rate (D, F, or W) was 25%. Thus, success for this population is lower than one typically sees in an upper level course. We suspect that one of the most important contributing factors is that most of these students do not have junior standing, nor the level of academic experience that we typically see in upper-level biology majors. As a group, they may also realize that the material in the upper level course is presented at a higher level than what nursing students generally are expected to complete.

- 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. **Our university is one of the few in the state to not offer a 2000-level microbiology course for health-sciences (non-biology majors). By adding this offering, we will have a match for the statewide transfer program (ACTS) which will facilitate transfer of students among state-supported universities which is consistent with current ADHE and the State legislature initiatives. We are not proposing any curricular changes to the existing upper-level microbiology course designed for biology and other science majors; however, we suspect that content will become more focused on this population's needs.**

RECEIVED

JUL 01 2014

Registrar's Office

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

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

Regarding proposed new microbiology course BIOL 2054.

Department Affected: Nursing	This department XX supports <input checked="" type="checkbox"/> does not support the change. <input type="checkbox"/>
Comments:	

Department Head Signature: Rebecca Burris

Date: 6/27/2014

**General Education Committee
Does NOT Recommend
Proposal.**

**Arkansas Tech University
REQUEST FOR COURSE CHANGE**

RECEIVED
JUN 30 2014
Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	BIOS
DATE SUBMITTED:	30JUN14

Title	Signature	Date
Department Head	<i>Charles Hays</i>	6-30-14
Dean	<i>Jeff W. Rector</i>	2014 Jun 30
Teacher Education Council (if applicable)	N/A	
Graduate Council (if applicable)	N/A	
Registrar	<i>Gammy Weaue</i>	7/25/14
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	
BIOL	1004	
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 PHSC 1004		
Official Catalog Title: Introduction to Biological Sciences Principles of Environmental Science		
Request to change: (check appropriate box):		
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title	<input type="checkbox"/> Course Description
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Co-requisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee	
<input type="checkbox"/> Other		
NOTES: 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 of other courses, a Course Change must be submitted to address all changes in related courses.		

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

NA

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

NA

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

NA

New Course Description:

NA

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

NA

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

Score of 19 or higher on the reading portion of the enhanced ACT or completion of ENGL 1013.

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.) --NA

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.

Arkansas Tech University

Course Change

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

b. Provide an example or examples of student learning assessment evidence which supports the course change. This course is frequently used to satisfy general education requirements in science and therefore serves a similar population of students as BIOL 1014. Success rates in this BIOL/PHSC 1004 course are also similar to performance in BIOL 1014, 30% unsuccessful versus 32%, respectively. Therefore, in an effort to improve student success, we propose a minimum score of 19 ACT in reading (which is common in many lower level science classes and pending for BIOL 1014). For students who fail to reach 19 in reading on the ACT, we offered the alternative to complete ENGL 1013. Our hope is that the proposed addition of this ACT-based pre-requisite will assure that the incoming students are adequately prepared to read the textbook which should contribute to improved success.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Regarding proposed new prerequisites for BIOL 1004.

Department Affected: Physical Sciences <i>J. W. Reta</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: _____

J. W. Reta

Date: 2014 Jun 30

General Education
Committee Does NOT
Recommend Proposal.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

RECEIVED
JUN 30 2014
Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	BIOS
DATE SUBMITTED:	30JUN14

Title	Signature	Date
Department Head	<i>Charly Hays</i>	6-30-14
Dean	<i>Jeff W. Ketur</i>	2014 Jun 30
Teacher Education Council (if applicable)	N/A	
Graduate Council (if applicable)	N/A	
Registrar	<i>Sammy Weaver</i>	7/25/14
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
BIOL	1014

Is this course cross-listed with another existing course? If so, list course subject and number.
 Yes No

Official Catalog Title:
Introduction to Biological Sciences

Request to change: (check appropriate box):

<input type="checkbox"/> Course Number	<input type="checkbox"/> Title	<input type="checkbox"/> Course Description
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Co-requisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee	
<input type="checkbox"/> Other		

NOTES: 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 of other courses, a Course Change must be submitted to address all changes in related courses.

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

NA

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

NA

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

NA

New Course Description:

NA

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

NA

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

Score of 19 or higher on the reading portion of the enhanced ACT or completion of ENGL 1013.

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.) --NA

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.

Arkansas Tech University

Course Change

Assessment Form

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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. **NA**

b. Provide an example or examples of student learning assessment evidence which supports the course change. **This course was selected for participation in TECH's G2C Program (Gateways to Completion). Thus, it has been identified as among the top few courses on the campus for having high rates of D's, F's, and W's which can be considered "non-success". For example, the G2C Table 1C (available from TECH's G2C webpage) indicated that about 32% of BIOL 1014 students are likely to be unsuccessful. However, this statistic jumps to around 47% for those who were also enrolled in developmental courses. In an effort to improve student success, departmental faculty recommended the 19 ACT reading score which is common in many lower level science classes. For students who fail to reach 19 in reading on the ACT, we offered the alternative to complete ENGL 1013. Our hope is that the proposed addition of this ACT-based pre-requisite will assure that the incoming students are adequately prepared to read the textbook which should contribute to improved success.**

JUN 23 2014

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

TO:	Curriculum Committee
FROM (Initiating Department):	Biological Sciences - Health Information Management
DATE SUBMITTED:	June 12, 2014

Title	Signature	Date
Department Head	<i>Cheryl Jager</i>	6-19-14
Dean	<i>Jeff W. Rafter</i>	2014 June 20
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammye Carter</i>	6/20/14
Vice President for Academic Affairs		

Program Title:	Requested changes will be effective Summer I for next catalog year
Health Information Management (HIM)	
<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>Delete ACCT 2003 Accounting I and add three hours of electives. The accreditation body for the HIM program (CAHIIM) has implemented new accreditation standards. Among the changes in these standards is less of a financial focus for the program. HIM students presently receive the information needed to meet the new standards in existing HIM courses. Therefore, there will no longer be a need for them to complete an additional accounting course.</p>	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>There will be no impact on HIM staffing. The HIM program has less than 20 students each year so these students would not be enrolling in the ACCT 2003 course.</p>	
<p>Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/</p>	
<p>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.</p>	
<p>In the attached matrix, include requested changes in the matrix and include course number and title.</p>	

Fall Start Curriculum Matrix for Catalog
Curriculum in Health Information Management

<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>Change: AHS 2013 or ACCT 2003 to AHS 2013 or Electives (3 hours)</p> <p>Delete:</p> <p>Total Hours: 13</p>	<p>Sophomore Spring Semester</p> <p>Change: AHS 2013 or ACCT 2003 to AHS 2013 or Electives (3 hours)</p> <p>Delete:</p> <p>Total Hours: 16</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>

Arkansas Tech University

Course Deletion

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. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) Domain VI. Leadership – Subdomain VI.G. Financial Management. 1. Evaluate capital, operating and/or projects using basic accounting principles. 2. Perform cost-benefit analysis for resource planning and allocation 3. Evaluate the stages of the procurement process.
- b. Explain the rationale for the course deletion. The new standards are currently covered in another course in the HIM program (HIM 4063 Organization and Administration). The additional elective hours will allow the student to choose another course in which they may add to their particular area of interest. For example, some students are interested in the information technology role of HIM. They may choose an additional information technology course to better prepare for their chosen career area. It is felt this will better serve the needs of the student while still providing the course information needed.

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

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

Department Affected: Accounting and Economics	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: This is the proposed program change to eliminate ACCT 2003 from the HIM major. This change will not significantly negatively affect the ACCT/ECON department nor the College of Business.	

Department Head Signature: _____



Date: 6/12/14

General Education
Committee Does NOT
Recommend Proposal.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

RECEIVED
JUN 30 2014
Registrar's Office

TO:	Select Appropriate Committee
FROM (Initiating Department):	BIOS
DATE SUBMITTED:	30JUN14

Title	Signature	Date
Department Head	<i>Marlin Hagen</i>	6-30-14
Dean	<i>Jeff W. Reiter</i>	2014 Jun 30
Teacher Education Council (if applicable)	N/A	
Graduate Council (if applicable)	N/A	
Registrar	<i>Sammy Wealer</i>	7/25/14
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	
PHSC	1004	
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 BIOL 1004		
Official Catalog Title:		
Introduction to Biological Sciences Principles of Environmental Science		
Request to change: (check appropriate box):		
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title	<input type="checkbox"/> Course Description
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Co-requisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee	
<input type="checkbox"/> Other		
NOTES: 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 of other courses, a Course Change must be submitted to address all changes in related courses.		

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

NA

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

NA

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

NA

New Course Description:

NA

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

NA

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

Score of 19 or higher on the reading portion of the enhanced ACT or completion of ENGL 1013.

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.) --NA

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.

Arkansas Tech University

Course Change

Assessment Form

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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. NA
--

b. Provide an example or examples of student learning assessment evidence which supports the course change. This course is frequently used to satisfy general education requirements in science and therefore serves a similar population of students as BIOL 1014. Success rates in this PHSC/BIOL 1004 course are also similar to performance in BIOL 1014, 33% unsuccessful versus 32%, respectively. Therefore, in an effort to improve student success, we propose a minimum score of 19 ACT in reading (which is common in many lower level science classes and pending for BIOL 1014). For students who fail to reach 19 in reading on the ACT, we offered the alternative to complete ENGL 1013. Our hope is that the proposed addition of this ACT-based pre-requisite will assure that the incoming students are adequately prepared to read the textbook which should contribute to improved success.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Regarding proposed new prerequisites for PHSC 1004.

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

Department Head Signature: _____

Jeff W. Rater

Date: *2014 Jan 30*

Teacher Ed

Arkansas Tech University PROPOSAL FOR NEW PROGRAM

TO: Curriculum Committee

FROM: Curriculum and Instruction, Mathematics and Physical Sciences

DATE SUBMITTED:

REQUEST FOR: Addition of Major in MATH/PHYSICS Education

Title	Signature	Date
Department Head Dr. David Bell (Curriculum & Instruction)	<i>David Bell</i>	6/26/14
Department Head Dr. Tom Limperis (Mathematics)	<i>Tom Limperis</i>	6/26/14
Department Head Dr. Jim Musser (Physical Sciences)	<i>J. Musser</i>	6/26/2014
Dean Dr. Jeff Robertson	<i>Jeff Robertson</i>	2014 Jun 30
Teacher Education Council Dr. Sherry Field		
Registrar Ms. Tammy Weaver	<i>T. Weaver</i>	9/8/14
Vice President for Academic Affairs Dr. John Watson		

13.1329 Physics Education

Program Title: MATH/PHYSICS Education	CIP Code: 13.1311 (Mathematics Teacher Education) 13.1329 (Physics Teacher Education)
Contact Persons: Dr. Jim Musser (jmusser@atu.edu) Dr. Linda Kondrick (lkondrick@atu.edu) Arkansas Tech University 1701 North Boulder Avenue Russellville, AR 72801 (479)968-0293	Proposed Date: Fall 2014 2015
Program Summary: The program is the result of changes in licensure options from the Arkansas Department of Education. As such, it does not represent new elements, but rather a new arrangement of elements from existing programs. The program does not require additional facilities, resources, costs, equipment, faculty or courses.	

List existing degree programs that support the proposed program:

Mathematics for Teacher Licensure
Physical Science and Earth Science for Teacher Licensure

Need for the Program:

The degree is in response to changes in licensure instituted by the Arkansas Department of Education. Previously, physical sciences and mathematics had two licensure options, *Physical and Earth Science* and *Mathematics*. ADE has now created three licensure options, *Physical Science*, *Physics/Math* and *Mathematics*. This proposal in conjunction with a proposal to modify the *Physical and Earth Science* option will bring ATU's degrees in line with the current ADE licensure options.

Curriculum Outline by Semester

See the attached matrix.

Total number of Semester Hours Required for Graduation:

124 hours

Courses currently offered via distance technology:

List New Courses (Please attach New Course Proposals):

None

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

See the attached Degree Audit Checklist.

Program Admission Requirements:

How does this proposal support the University Mission or University Strategic Planning Goals? Attach a detailed assessment plan including specific learning objectives and means to assess each objective.

List the names and credentials of all faculty teaching courses in the proposed program.

Total number of faculty required (existing and new)
For new faculty members include expected credentials/experience and hire date

The program requires no new faculty.

Description of Resources

No additional resources or costs are required.

Fall Start Curriculum Matrix for Catalog
Curriculum in **MATH/PHYSICS Education**

<p>Freshman Fall Semester</p> <p>ENGL 1013^T PHSC 1001^T MATH 2914^T PHSC 1053^T BIOL 1014/1114^T ^ or Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>ENGL 1023^{IT} MATH 2924^T CHEM 2124^T COMS 2803^T 3 hours from ANTH 2003/SPH 2003/Gen Ed^T Total Hours: 17</p> <p style="text-align: right;">^ US HIST/POLS or SOC SCI or FAH</p>
<p>Sophomore Fall Semester</p> <p>MATH 2934^T MATH 2703^T PHYS 2114^T SEED 2002^T 3 hours from ANTH 2003/SPH 2003/Gen Ed^T Total Hours: 16</p> <p style="text-align: right;">^ US HIST/POLS or SOC SCI or FAH</p>	<p>Sophomore Spring Semester</p> <p>MATH 3123 MATH 3243 PHYS 2124^T PHSC 3033 3 hours from ANTH 2003/SPH 2003/Gen Ed^T Total Hours: 16</p> <p style="text-align: right;">^ US HIST/POLS or SOC SCI or FAH</p>
<p>Junior Fall Semester</p> <p>MATH 3153 or MATH 3203/4033/3203 4123 PHYS 3213/3 hours UD physics SEED 3552 SEED 4052 3 hours from ANTH 2003/SPH 2003/Gen Ed^T Total Hours: 16</p> <p style="text-align: right;">^ US HIST/POLS or SOC SCI or FAH</p>	<p>Junior Spring Semester</p> <p>MATH 4703 3 hours UD physics PHSC 3252 SEED 3702 6 hours from ANTH 2003/SPH 2003/Gen Ed^T Total Hours:</p> <p style="text-align: right;">^ US HIST/POLS or SOC SCI or FAH</p>
<p>Senior Fall Semester</p> <p>MATH 4113 PHYS 3213/3 hours UD physics PHSC 3233 SEED 4556 Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>SEED 4503 SEED 4909 MATH 4772/PHSC 4701 ^ or Total Hours: 13</p>

Total Program Hours: 124/125

**Arkansas Tech University
Academic Program
Criteria for CPGE Assessment**

Complete Sections A through E, complete form for each course in program assessment plan.

- A. List Degree Program, level of degree, degree title and academic department.
(Example, BS Professional Studies, Department of Professional Studies)

Degree Program:
Program Student Learning Objectives: add additional rows if needed.
1.
2.
3.
4.
5.
6.
7.

- B. List the Course, Course Objectives and CPGE related assessment objectives, add rows if needed.

Program Course:	
Course Objectives	CPGE Objectives

- C. Describe the Criteria for Success preferred scale to be used to record results in the CPGE's, i.e., grades (A, B, C, D, or F), categories (Exemplary, Satisfactory, Unsatisfactory, and so on), likert scale (1, 2, 3, 4, and 5). Note: The scale can be different for different objectives, just note which scale is to be used for which course objective if there are differences.

--

- D. List Course Objective (same as in B.) and correlating Means of Assessment (Direct and Indirect Measures- exams, exam questions, essays, survey, presentation, etc.)

Course Objective	Means of Assessment

- E. What year/semester do you want to activate this course in the CPGE system?

--

For assistance with CPGE, contact Mr. Wyatt Watson, Director of Institutional Research.
If you are needing assistance with program and course objectives, grading rubrics, and/or assessment measures contact Dr. Monica Varner, Director of Assessment and Institutional Effectiveness.

Competencies for Secondary Teachers: Physics/Math, Grades 7-12

2014

In addition to the Arkansas Teaching Standards, the teacher of Physics/Math, grades 7-12, shall demonstrate knowledge and competencies in the following areas:

<p>1. Central concepts or current theories of Physics</p> <p>NRC Framework</p>	<p>1.1 Ability to demonstrate a knowledge of mechanics</p> <p>1.2 Ability to demonstrate a knowledge of electricity and magnetism</p> <p>1.3 Ability to demonstrate a knowledge of optics and waves</p> <p>1.4 Ability to demonstrate a knowledge of heat and thermodynamics</p> <p>1.5 Ability to demonstrate a knowledge of modern physics, atomic and nuclear structure</p>
<p>2. Principles of Physics</p> <p>NRC Framework</p> <p>CCSS - English/Language Arts: English Language Arts & Literacy in Science, and Technical Subjects, grades 7-12</p> <p>CCSS – Mathematics, grades 7-12</p>	<p>2.1 Ability to demonstrate a deep understanding following active investigations in mechanics including</p> <ul style="list-style-type: none"> • Vectors and Scalars • Kinematics • Dynamics and Fluid Mechanics <p>2.2 Ability to demonstrate a deep understanding following active investigations in the principles of electricity and magnetism including</p> <ul style="list-style-type: none"> • Electrostatics • Electrical properties of Conductors, Insulators, and Semiconductors • Capacitance and Inductance • Differences between Alternating and Direct Current Simple Series, Parallel, and Combination Circuits • Magnetic fields, Magnetism forces, and Properties of Magnetic Materials <p>2.3 Ability to demonstrate a deep understanding following active investigations in the principles of optics and waves including</p> <ul style="list-style-type: none"> • Wave Phenomena • Fundamentals of the Doppler Effect • Characteristics of Sound • Electromagnetic Waves and the Electromagnetic Spectrum • Geometric Optics <p>2.4 Ability to demonstrate a deep understanding following active investigations in the principles of heat and thermodynamics including</p> <ul style="list-style-type: none"> • Temperature, Temperature scales, Heat, and Heat capacity • Mechanics of Heat Transfer • Different forms of Energy and Transformations between them • Energy involved in Phase Transitions between various States of Matter • Kinetic Molecular Theory and the Ideal Gas Laws • Laws of Thermodynamics <p>2.5 Ability to demonstrate a deep understanding following active investigations in the principles of modern physics, atomic, and nuclear structure including</p>

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Praxis II (5265) = Praxis II Physics: Content Knowledge; Praxis II (5161) Mathematics: Content Knowledge

Revised 8/6/2014

	<ul style="list-style-type: none"> • Organization, Structure, and States of Matter • Nature of Atomic and Subatomic Structure • Relationship of Atomic Spectra to Electron Energy Levels • Characteristics, Processes, and Effects of Radioactivity • Topics in Modern Physics
<p>3. Incorporate Crosscutting Concepts</p> <p>NRC Framework</p>	<p>3.1 Ability to understand and exhibit knowledge of patterns</p> <p>3.2 Ability to understand and exhibit knowledge of cause and effect</p> <p>3.3 Ability to understand and exhibit knowledge of scale, proportion, and quantity</p> <p>3.4 Ability to understand and exhibit knowledge of systems and system models</p> <p>3.5 Ability to understand and exhibit knowledge of energy and matter, flows, cycles, and conservation</p> <p>3.6 Ability to understand and exhibit knowledge of structure and function</p> <p>3.7 Ability to understand and exhibit knowledge of stability and change</p>
<p>4. Incorporate Science and Engineering Practices</p> <p>NRC Framework</p>	<p>4.1 Knowledge and practice of the eight practices of science and engineering that the NRC Framework identifies as essential for all students to learn science and engineering are listed below:</p> <ul style="list-style-type: none"> • Asking questions (for science) and defining problems (for engineering) • Developing and using models • Planning and carrying out investigations • Analyzing and interpreting data • Using mathematics and computational thinking • Constructing explanations (for science) and designing solutions (for engineering) • Engaging in argument from evidence • Obtaining, evaluating, and communicating information
<p>5. Incorporate History and Nature of Science</p> <p>NRC Framework</p>	<p>5.1 Ability to apply appropriate practices and knowledge to experimental design</p> <p>5.2 Ability to apply appropriate practices and knowledge to show scientific knowledge is based on empirical evidence</p> <p>5.3 Ability to apply appropriate practices and knowledge to show scientific knowledge is open to revision in light of new evidence</p> <p>5.4 Ability to apply appropriate practices and knowledge to scientific models, laws, mechanisms, and theories that explain natural phenomena</p> <p>5.5 Ability to collect, process, analyze, and report data including sources of error</p> <p>5.6 Ability to apply appropriate practices and knowledge to</p>

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	<p>demonstrate scientific knowledge assumes an order and consistency in natural systems</p> <p>5.7 Ability to apply appropriate practices and knowledge to demonstrate science is a human endeavor</p> <p>5.8 Ability to demonstrate that science addresses questions about the natural and material world</p>
6. Incorporate Safety	<p>6.1 Ability to design activities in a grade 7-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction</p> <p>6.2 Ability to design and demonstrate activities in a grade 7-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines</p> <p>6.3 Ability to ensure safe science activities appropriate for the abilities of all students</p> <p>6.4 Ability to design and demonstrate activities in a 7-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom</p> <p>6.5 Ability to emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms</p>
<p>7. Integration of STEM (science, technology, engineering, and mathematics)</p> <p>CCSS - English/Language Arts: English Language Arts & Literacy in Science, and Technical Subjects, grades 7-12</p> <p>CCSS – Mathematics, grades 7-12</p> <p>NRC Framework</p>	<p>7.1 Ability to understand and model key concepts of science, technology, engineering, and mathematics (STEM)</p> <p>7.2 Ability to develop and deliver STEM-integrated, student-centered lessons and lab investigations, taking into account factors such as safety measures, grades 7-12 classroom dynamics, problem solving, and project-based learning strategies, etc., which integrate grade-appropriate standards and practices</p> <p>7.3 Ability to understand and apply the engineering design process used to solve real-world problems in grades 7-12 lessons</p> <p>7.4 Ability to collect, evaluate, synthesize, and share real world data</p> <p>7.5 Ability to apply knowledge of STEM toward solving human and environmental problems</p> <p>7.6 Ability to utilize vocabulary, primary concepts, definitions, and models applicable to scientific investigations and engineering and design challenges</p> <p>7.7 Ability to develop and deliver STEM lesson assessments (formative and summative)</p> <p>7.8 Ability to recognize how an integrated approach can enrich the learning environment and build connections between STEM content areas</p>

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	<p>7.9 Ability to appreciate the nature of science and scientific inquiry through solving real-world problems</p> <p>7.10 Ability to develop and implement grades 4-8 STEM units and lessons</p> <p>7.11 Ability to share, model, and practice strategies to support the integration of STEM areas with emphasis in the 4-8 classroom</p>
<p>8. Incorporate Principles of Engineering Design, Technology, and Applications of Science</p> <p>CCSS - English/Language Arts: English Language Arts & Literacy in Science, and Technical Subjects, grades 7-12</p> <p>CCSS – Mathematics, grades 7-12</p> <p>NRC Framework</p>	<p>8.1 Ability to demonstrate a deep understanding following active investigations in the principles of the engineering design cycle in the context of grades 7-12 science including</p> <ul style="list-style-type: none"> • Defining and Delimiting an Engineering Problem • Developing Possible Solutions • Optimizing the Design Solution <p>8.2 Ability to demonstrate a deep understanding following active investigations in the principles of the links among engineering, technology, science, and society in the context of grades 7-12 science including</p> <ul style="list-style-type: none"> • Interdependence of Science, Engineering, and Technology • Influence of Engineering, Technology, and Science on Society and the Natural World <p>8.3 Ability to display and apply proper knowledge and practices of the impact of physics and technology on society and the environment</p> <p>8.4 Ability to display and apply proper knowledge and practices of major issues associated with energy use and production</p> <p>8.5 Ability to display and apply proper knowledge and practices of applications of physics in daily life</p>
<p>9. Disciplinary Literacy</p> <p>CCSS-ELA</p>	<p><u>Reading in Science and Technical Subjects, Grades 7-12</u></p> <p>Reading competencies for literacy in science and technical subjects for grades 7-12 include the ability to read informational texts in science and technical subjects closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <p>9.1 Citing specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p>9.2 Determining the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms</p> <p>9.3 Following precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, analyzing the specific results based on explanations in the text</p> <p>9.4 Determining the meaning of symbols, key terms, and other</p>

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	<p>domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 7-12 text and topics</p> <p>9.5 Analyzing how the text structures information or ideas are organized into categories or hierarchies, demonstrating understanding of the information or ideas</p> <p>9.6 Analyzing the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved</p> <p>9.7 Integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>9.8 Evaluating the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information</p> <p>9.9 Synthesizing information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible</p> <p>9.10 Reading and comprehending a variety of scientific and technical documents appropriate for instruction within the 7-12 text complexity band</p> <p><u>Writing in History/Social Studies, Science, and Technical Subjects, Grades 7-12</u></p> <p>Writing competencies for literacy in history/social studies, science, and technical subjects for grades 7-12 will be demonstrated by</p> <p>9.11 Writing arguments focused on discipline-specific content by</p> <ul style="list-style-type: none"> • Introducing precise, knowledgeable claim(s), establishing the significance of the claim(s),distinguishing the claim(s) from alternate or opposing claims, and creating an organization that logically sequences the claim(s), counterclaims, reasons, and evidence • Developing claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. • Using words, phrases, and clauses as well as varied syntax
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	<p>to link the major sections of the text, creating cohesion, and clarification of the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> • Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Providing a concluding statement or section that follows from or supports the argument presented <p>9.12 Writing informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes by</p> <ul style="list-style-type: none"> • Introducing a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension • Developing the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic • Using varied transitions and sentence structures to link the major sections of the text, creating cohesion, and clarifying the relationships among complex ideas and concepts • Using precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; conveying a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers • Providing a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic) <p>9.13 Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>9.14 Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p>
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Praxis II (5265) = Praxis II Physics: Content Knowledge; Praxis II (5161) Mathematics: Content Knowledge

Revised 8/6/2014

	<p>9.15 Using technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>9.16 Conducting short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>9.17 Gathering relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assessing the strengths and limitations of each source in terms of the specific task, purpose, and audience, integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source, and following a standard format for citation</p> <p>9.18 Drawing evidence from informational texts to support analysis, reflection, and research</p> <p>9.19 Writing routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>
<p>10. Mathematical Practices</p> <p>CCSS-M Mathematical Practices 1-8</p>	<p>Standard 10: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know how to develop student expertise in the content area incorporating the following Standards for Mathematical Practice throughout all 7-12 mathematics by</p> <p>10.1 Making sense of problems and persevering in solving them</p> <p>10.2 Reasoning abstractly and quantitatively</p> <p>10.3 Constructing viable arguments and critiquing the reasoning of others</p> <p>10.4 Modeling with mathematics</p> <p>10.5 Using appropriate tools strategically</p> <p>10.6 Attending to precision</p> <p>10.7 Looking for and making use of structure</p> <p>10.8 Looking for and expressing regularity in repeated reasoning</p>
<p>11. Number and Quantity</p> <p>NCTM: A.1.1 - A.1.5</p> <p>CCSS: Math. Content. HSN</p>	<p>Standard 11: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to number and quantity with their content understanding and mathematical practices, supported by appropriate technology and varied representational tools, including</p>

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Praxis II (5265) = Praxis II Physics: Content Knowledge; Praxis II (5161) Mathematics: Content Knowledge

Revised 8/6/2014

	<p>concrete models by</p> <p>11.1 Knowing structure, properties, relationships, operations, and representations including standard and non-standard algorithms, of numbers and number systems including integer, rational, irrational, real, and complex numbers</p> <p>11.2 Knowing fundamental ideas of number theory (divisors, factors and factorization, primes, composite numbers, greatest common factor, least common multiple, and modular arithmetic)</p> <p>11.3 Knowing quantitative reasoning and relationships that include ratio, rate, and proportion and the use of units in problem situations</p> <p>11.4 Knowing vector and matrix operations, modeling, and applications</p> <p>11.5 Knowing historical development and perspectives of number, number systems, and quantity including contributions of significant figures and diverse cultures</p>
<p>12. Algebra</p> <p>NCTM/NCATE: A.2.1 - A.2.5</p> <p>CCSS: Math. Content. HSA</p>	<p>Standard 12: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to algebra with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models by</p> <p>12.1 Knowing algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing, and justifying relationships and operations</p> <p>12.2 Knowing function classes including polynomial, exponential, and logarithmic, absolute value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations</p> <p>12.3 Knowing functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeroes, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and notations as a means to describe, reason, interpret, and analyze relationships and to build new functions</p> <p>12.4 Knowing patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and inversely proportional relationships and types of real-world relationships these functions can model</p> <p>12.5 Knowing linear algebra including vectors, matrices, and</p>

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Revised 8/6/2014

	<p>transformations</p> <p>12.6 Knowing abstract algebra, including groups, rings, and fields, and the relationship between these structures and formal structures for number systems and numerical and symbolic calculations</p> <p>12.7 Knowing historical development and perspectives of algebra including contributions of significant figures and diverse cultures</p>
<p>13. Geometry and Trigonometry</p> <p>NCTM: A.4.1 - A.3.10</p> <p>CCSS: Math. Content. HSG</p> <p>CCSS: Math.Content.HSF.TF</p>	<p>Standard 13: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to geometry and trigonometry with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models by</p> <p>13.1 Knowing core concepts and principles of Euclidean geometry in two and three dimensions and two-dimensional non-Euclidean geometries</p> <p>13.2 Knowing transformations including dilations, translations, rotations, reflections, glide reflections, compositions of transformations, and the expression of symmetry in terms of transformations</p> <p>13.3 Knowing congruence, similarity and scaling, and their development and expression in terms of transformations</p> <p>13.4 Knowing right triangles and trigonometry</p> <p>13.5 Knowing application of periodic phenomena and trigonometric identities</p> <p>13.6 Knowing identification, classification into categories, visualization, and representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres)</p> <p>13.7 Knowing formula rationale and derivation (perimeter, area, surface area, and volume) of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements</p> <p>13.8 Knowing geometric constructions, axiomatic reasoning, and proof</p> <p>13.9 Knowing analytic and coordinate geometry including algebraic proofs (e.g., the Pythagorean Theorem and its converse) and equations of lines and planes, and expressing geometric properties of conic sections with equations</p>

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Revised 8/6/2014

	<p>13.10 Knowing historical development and perspectives of geometry and trigonometry including contributions of significant figures and diverse cultures</p>
<p>14. Statistics and Probability NCTM: A.4.1 - A.4.6 CCSS: Math. Content. HSS</p>	<p>Standard 14: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to statistics and probability with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models by</p> <p>14.1 Knowing statistical variability and its sources and the role of randomness in statistical inference</p> <p>14.2 Creating and implementing of surveys and investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results</p> <p>14.3 Knowing univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots), summary measures, and comparisons of distributions</p> <p>14.4 Knowing empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events</p> <p>14.5 Knowing random (chance) phenomena, simulations, and probability distributions and their application as models of real phenomena and to decision making</p> <p>14.6 Knowing historical development and perspectives of statistics and probability including contributions of significant figures and diverse cultures</p>
<p>15. Calculus NCTM: A5.1-5.6</p>	<p>Standard 15: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to calculus with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models by</p> <p>15.1 Knowing limits, continuity, rates of change, the Fundamental Theorem of Calculus, and the meanings and techniques of differentiation and integration</p> <p>15.2 Knowing parametric, polar, and vector functions</p> <p>15.3 Knowing sequences and series</p> <p>15.4 Knowing multivariate functions</p>

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Revised 8/6/2014

	<p>15.5 Knowing applications of function, geometry, and trigonometry concepts to solve problems involving calculus</p> <p>15.6 Knowing historical development and perspectives of calculus, including contributions of significant figures and diverse cultures</p>
<p>16. Discrete Mathematics</p> <p>NCTM: A.6.1 - A.6.5</p>	<p>Standard 16: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to discrete mathematics with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models by</p> <p>16.1 Knowing discrete structures including sets, relations, functions, graphs, trees, and networks</p> <p>16.2 Knowing enumeration including permutations, combinations, iteration, recursion, and finite differences</p> <p>16.3 Knowing propositional and predicate logic</p> <p>16.4 Knowing applications of discrete structures such as modeling and solving linear programming problems and designing data structures</p> <p>16.5 Knowing historical development and perspectives of discrete mathematics including contributions of significant figures and diverse cultures</p>

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Praxis II (5265) = Praxis II Physics: Content Knowledge; Praxis II (5161) Mathematics: Content Knowledge

Revised 8/6/2014

To all:

I support the changes outlined below relative to curriculum change forms that were submitted this summer in an effort to add pre-requisites to the cross-listed principles of environmental sciences and introduction to biological sciences courses. My support reflects wishes of departmental faculty who see this as a way to increase success rates.

Charlie

Dr. Charles Gagen, Head

=====



For the Natural and Health Sciences proposals, the Faculty Senate voted to send them back to the General Education Committee and the Curriculum Committee with the following revision to the proposals:

Department of Biological Sciences

1. Add the Prerequisite: Score of 19 or higher on the math portion of the enhanced ACT or completion of MATH 0903, Intermediate Algebra, to BIOL 1004, Principles of Environmental Science; and
2. Add the Prerequisite: Score of 19 or higher on the math portion of the enhanced ACT or completion of MATH 0903, Intermediate Algebra, to BIOL 1014, Introduction to Biological Science.

Department of Physical Sciences

1. Add the Prerequisite: Score of 19 or higher on the math portion of the enhanced ACT or completion of MATH 0903, Intermediate Algebra, to PHSC 1004, Principles of Environmental Science.

So, these three proposals need to go back to these committees.

I am asking Dr. Gagen, Dr. Musser, and Dr. Limperis for letters of support (or not) for these changes. Once I have those, I will mark these three proposals up and we will send Tammy the scanned copies. She can post out to the Curriculum Committee website, and then we can try to get the General Education Committee together first (maybe before the break) and the Curriculum Committee together in late January.

That way the Faculty Senate can review the proposals again in February.

Pat Chronister



ARKANSAS TECH
UNIVERSITY

**Department of
Physical Sciences**
McEver Hall Room 34E
1701 North Boulder Avenue
Russellville, Arkansas 72801

Office: 479-968-0293
Fax: 479-964-0837
www.atu.edu/physci

November 17, 2014

Academic Affairs,

I support the faculty senate amendment to the curriculum proposal resulting in the following curriculum change:

Add the Prerequisite: Score of 19 or higher on the math portion of the enhanced ACT or completion of MATH 0903, Intermediate Algebra, to PHSC 1004, Principles of Environmental Science.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jim Musser".

Jim Musser, Ph.D.
Head, Department of Physical Sciences
Arkansas Tech University

A large, stylized handwritten signature in blue ink, possibly reading "JWR".

Pat Chronister

From: Thomas Limperis
Sent: November 17, 2014 3:32 PM
To: Pat Chronister
Cc: Jeff Robertson
Subject: FW: BIOL 1014, BIOL/PHSC 1004

I support the proposal to add prerequisites to the PHSC and BIOL courses as described below.

Tom Limperis

From: Jeff Robertson
Sent: Monday, November 17, 2014 9:16 AM
To: James Musser; Charlie Gagen; Thomas Limperis
Subject: BIOL 1014, BIOL/PHSC 1004

ACADEMIC AFFAIRS would like an e-mail note from each of you stating whether your department supports (or does not support) the amendments to the curriculum proposals as changed in Faculty Senate before they move forward.

=====

For the Natural and Health Sciences proposals, the Faculty Senate voted to send them back to the General Education Committee and the Curriculum Committee with the following revision to the proposals:

Department of Biological Sciences

1. Add the Prerequisite: Score of 19 or higher on the math portion of the enhanced ACT or completion of MATH 0903, Intermediate Algebra, to BIOL 1004, Principles of Environmental Science; and
2. Add the Prerequisite: Score of 19 or higher on the math portion of the enhanced ACT or completion of MATH 0903, Intermediate Algebra, to BIOL 1014, Introduction to Biological Science.

Department of Physical Sciences

1. Add the Prerequisite: Score of 19 or higher on the math portion of the enhanced ACT or completion of MATH 0903, Intermediate Algebra, to PHSC 1004, Principles of Environmental Science.

So, these three proposals need to go back to these committees.

I am asking Dr. Gagen, Dr. Musser, and Dr. Limperis for letters of support (or not) for these changes. Once I have those, I will mark these three proposals up and we will send Tammy the scanned copies. She can post out to the Curriculum Committee website, and then we can try to get the General Education Committee together first (maybe before the break) and the Curriculum Committee together in late January.

That way the Faculty Senate can review the proposals again in February.

Pat Chronister

Jeff Robertson, Ph.D.
Professor of Astrophysics and Dean,
College of Natural & Health Sciences
1701 N. Boulder Ave.

Den Ed not appr 9/29/14
 CC appr 9/23/14 JW
 RECEIVED
 FS tabled 10/14/14
 JUN 30 2014

**Arkansas Tech University
 REQUEST FOR COURSE CHANGE**

Registrar's Office
 FS sent back to Den Ed
 and CC with prog
 change 11/11/14

TO:	Select Appropriate Committee
FROM (Initiating Department):	BIOS
DATE SUBMITTED:	30JUN14

Title	Signature	Date
Department Head	<i>Charles [Signature]</i>	6-30-14
Dean	<i>Jeff W. Reter</i>	2014 Jun 30
Teacher Education Council (if applicable)	N/A	
Graduate Council (if applicable)	N/A	
Registrar	<i>Gammy Wealer</i>	7/25/14
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	
BIOL	1004	
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 PHSC 1004		
Official Catalog Title:		
Introduction to Biological Sciences Principles of Environmental Science		
Request to change: (check appropriate box):		
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title	<input type="checkbox"/> Course Description
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Co-requisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee	
<input type="checkbox"/> Other	_____	
NOTES: 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 of other courses, a Course Change must be submitted to address all changes in related courses.		

New Course Number: (e.g., 1003)		
<input type="checkbox"/> NA		
New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
<input type="checkbox"/> NA		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)		
<input type="checkbox"/> NA		
New Course Description:		
NA		
New Cross List:		
<input type="checkbox"/> Adding Cross-Listing	<input type="checkbox"/> Changing Cross-Listing	<input type="checkbox"/> Deleting Cross-Listing
If adding or changing cross-listing, indicate course subject and number		<input type="checkbox"/> NA
New Prerequisite (list all, as you want them to appear in the catalog):		
Score of 19 or higher on the ^{math}reading portion of the enhanced ACT or completion of ^{MATH 0903}ENGL-1013.		
New Co-requisite (list all, as you want them to appear in the catalog):		
<input type="checkbox"/> Elective	<input type="checkbox"/> Major	<input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.) --NA		
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 .		

*per FS
11/11/14*

pec

Arkansas Tech University

Course Change

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

b. Provide an example or examples of student learning assessment evidence which supports the course change. **This course is frequently used to satisfy general education requirements in science and therefore serves a similar population of students as BIOL 1014. Success rates in this BIOL/PHSC 1004 course are also similar to performance in BIOL 1014, 30% unsuccessful versus 32%, respectively. Therefore, in an effort to improve student success, we propose a minimum score of 19 ACT in reading (which is common in many lower level science classes and pending for BIOL 1014). For students who fail to reach 19 in reading on the ACT, we offered the alternative to complete ENGL 1013. Our hope is that the proposed addition of this ACT-based pre-requisite will assure that the incoming students are adequately prepared to read the textbook which should contribute to improved success.**

See prog change by FS 11/11/14

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Regarding proposed new prerequisites for BIOL 1004.

Department Affected: Physical Sciences <i>J. W. Reta</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: _____

J. W. Reta

Date: 2014 Jun 30

Den Ed not appr 9/29/14 pec
CC appl 9/23/14 JW

RECEIVED
FS Jabled 10/14/14 pec
JUN 30 2014

Arkansas Tech University
REQUEST FOR COURSE CHANGE

Registrar's Office

TO:	Select Appropriate Committee	FS sent back to Den Ed and CC will peng change 11/11/14
FROM (Initiating Department):	BIOS	
DATE SUBMITTED:	30JUN14	

Title	Signature	Date
Department Head	<i>Charlynn</i>	6-30-14
Dean	<i>Jeff Ketur</i>	2014 Jun 30
Teacher Education Council (if applicable)	N/A	
Graduate Council (if applicable)	N/A	
Registrar	<i>Sammy Weaver</i>	7/25/14
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
BIOL	1014
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No	
Official Catalog Title: Introduction to Biological Sciences	
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	
<p>NOTES: 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 of other courses, a Course Change must be submitted to address all changes in related courses.</p>	

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

NA

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

NA

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

NA

New Course Description:

NA

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

*Per ES
11/11/14*

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

NA

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

Score of 19 or higher on the *math* reading portion of the enhanced ACT or completion of *math 0903* ENGL 1013.

per

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.) --NA

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.

Arkansas Tech University

Course Change

Assessment Form

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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. **NA**

b. Provide an example or examples of student learning assessment evidence which supports the course change. **This course was selected for participation in TECH's G2C Program (Gateways to Completion). Thus, it has been identified as among the top few courses on the campus for having high rates of D's, F's, and W's which can be considered "non-success". For example, the G2C Table 1C (available from TECH's G2C webpage) indicated that about 32% of BIOL 1014 students are likely to be unsuccessful. However, this statistic jumps to around 47% for those who were also enrolled in developmental courses. In an effort to improve student success, departmental faculty recommended the 19 ACT reading score which is common in many lower level science classes. For students who fail to reach 19 in reading on the ACT, we offered the alternative to complete ENGL 1013. Our hope is that the proposed addition of this ACT-based pre-requisite will assure that the incoming students are adequately prepared to read the textbook which should contribute to improved success.**

See pre-reg change by FS 11/11/14

RECEIVED

JUN 30 2014

Registrar's Office

Arkansas Tech University
REQUEST FOR COURSE CHANGE

CC appl 9/23/14 Jlo

TO:	Select Appropriate Committee	Den Ed not app 9/29/14 pre
FROM (Initiating Department):	BIOS	FS tabled 10/14/14 pre
DATE SUBMITTED:	30JUN14	FS sent back to Den Ed and CC with pre req change 11/11/14

Title	Signature	Date
Department Head	<i>Charlie Hagen</i>	6-30-14
Dean	<i>Jeff W. Reiter</i>	2014 Jun 30
Teacher Education Council (if applicable)	N/A	
Graduate Council (if applicable)	N/A	
Registrar	<i>Yammy Weauer</i>	7/25/14
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) PHSC	Course Number: (e.g., 1003) 1004
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 BIOL 1004	
Official Catalog Title: Introduction to Biological Sciences Principles of Environmental Science	
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	
<p>NOTES: 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 of other courses, a Course Change must be submitted to address all changes in related courses.</p>	

New Course Number: (e.g., 1003)		
NA		
New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
NA		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)		
NA		
New Course Description:		
NA		
New Cross List:		
<input type="checkbox"/> Adding Cross-Listing	<input type="checkbox"/> Changing Cross-Listing	<input type="checkbox"/> Deleting Cross-Listing
If adding or changing cross-listing, indicate course subject and number		NA
New Prerequisite (list all, as you want them to appear in the catalog):		
Score of 19 or higher on the ^{math}reading portion of the enhanced ACT or completion of ^{MATH 0903}ENGL 1013.		
New Co-requisite (list all, as you want them to appear in the catalog):		
<input type="checkbox"/> Elective <input type="checkbox"/> Major <input type="checkbox"/> Minor (If major or minor course, you must complete the Request for Program Change form to add course to program.) --NA		
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 .		

per FS
11/11/14

pac

Arkansas Tech University

Course Change

Assessment Form

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b. Provide an example or examples of student learning assessment evidence which supports the course change. **This course is frequently used to satisfy general education requirements in science and therefore serves a similar population of students as BIOL 1014. Success rates in this PHSC/BIOL 1004 course are also similar to performance in BIOL 1014, 33% unsuccessful versus 32%, respectively. Therefore, in an effort to improve student success, we propose a minimum score of 19 ACT in reading (which is common in many lower level science classes and pending for BIOL 1014). For students who fail to reach 19 in reading on the ACT, we offered the alternative to complete ENGL 1013. Our hope is that the proposed addition of this ACT-based pre-requisite will assure that the incoming students are adequately prepared to read the textbook which should contribute to improved success.**

see prev g change by FS 11/11/14

**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

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

Regarding proposed new prerequisites for PHSC 1004.

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

Department Head Signature: _____

Jeff W. Rater

Date: *2014 Jan 30*