2016-17 Catalog

September 22, 2015 Curriculum Committee October 13, 2015 Faculty Senate

College of Arts and Humanities

Department of Communication and Journalism

- 1. Delete TH 4263: Theatre History I: Antiquity to 1564, from the course descriptions;
- 2. Delete TH 4273: Theatre History II: 1564 to 1900, from the course descriptions;
- 3. Change the title for TH 4313 (5313): Theatre History III: 1900 to 1960, to Theatre History I: Antiquity to Romanticism; and modify the course description;
- 4. Change the title for TH 4323 (5323): Theatre History IV: 1960 to the Present, to Theatre History II: Late 18th Century to the Present; and modify the course description;
- 5. Modify the Curriculum in Speech for Teacher Licensure as follows: a) delete TH 4263 Theatre History I: Antiquity to 1564; and TH 4273 Theatre History II: 1564 to 1900; from the theatre history requirement; and b) require TH 4313: Theatre History I: Antiquity to Romanticism, and TH 4323: Theatre History II: Late 18th Century to the Present;
- 6. Modify the Curriculum in Communication with Theatre Option and the Minor in Theatre as follows: a) delete TH 4263 Theatre History I: Antiquity to 1564; and TH 4273 Theatre History II: 1564 to 1900; from the list of courses satisfying the theatre history requirement;
- 7. Modify the Curriculum in Journalism with Broadcast Option as follows: a) add JOUR 3133: Publications Management; JOUR 3143: News Reporting; and JOUR 4123: Laws of Communication, to the Core Requirements; b) and delete 9 hours of electives;
- 8. Modify the Curriculum in Journalism with Print Option as follows: a) add JOUR 3133: Publications Management; and JOUR 4123: Laws of Communication, to the Core Requirements; b) move JOUR 3143: News Reporting, to the Core Requirements; c) add JOUR 4053: Mass Communication Seminar, to the Print Option; and b) delete 9 hours of electives;
- Modify the Curriculum in Journalism with Public Relations Option as follows: a) add JOUR 3133:
 Publications Management; JOUR 3143: News Reporting; and JOUR 4123: Laws of
 Communication, to the Core Requirements; and b) delete 9 hours of electives;
- 10. Update the Journalism Introduction section of the catalog to reflect the additions to the Core Requirements and Print Option; and
- 11. Add the minor in Social Media.

College of Business

Department of Management and Marketing

- 1. Modify the Curriculum in Business Data Analytics as follows: a) delete 2 hours of general electives and b) add 2 hours of major electives; and
- 2. Add the Minor in Business Data Analytics.

College of Engineering and Applied Sciences

Department of Agriculture

- 1. Add AGBU 3033: Legal Environment of Agriculture Business, to the course descriptions; and
- Modify the Curriculums in Agriculture Business, Animal Science Option, Feed Mill Management Option, Horticulture Option, Public Relations Option, and Pre-Veterinary Medicine Option, as follows: change the requirement BLAW 2033: Legal Environment of Business, to BLAW 2033: Legal Environment of Business, or AGBU 3033: Legal Environment of Agriculture Business.

Department of Electrical Engineering

- 1. Add ELEG (MCEG) 3000: Engineering Internship/Research Experience, to the course descriptions;
- 2. Add ELEG 4191: Electrical Design Project I, to the course descriptions;
- 3. Add ELEG 4192: Electrical Design Project II, to the course descriptions;
- 4. Delete ELEG 4193: Electrical Design Project, from the course descriptions;
- 5. Change the course number for ELEG1012: Introduction to Electrical Engineering, to ELEG 1011; add the prerequisites: Math ACTE score of 24 or higher, or a grade of C or higher in MATH 1113: College Algebra, or MATH 1914: Precalculus, or MATH 1203: Plane Trigonometry, or consent of instructor; and modify the course description;
- 6. Modify the Curriculum in Electrical Engineering as follows: a) delete ELEG1012: Introduction to Electrical Engineering; b) add ELEG1011: Introduction to Electrical Engineering, and TECH 1001: Orientation to the University; c) delete MCEG 2013: Statics, MCEG 2023: Engineering Materials, and MCEG 2033: Dynamics; d) add COMS 2203: Foundations of Computer Programming II, 3 hours of Technical Electives, and 3 hours of Math Electives; e) delete ELEG 4193: Electrical Design Project; and add ELEG 4191: Electrical Design Project I, and ELEG 4192: Electrical Design Project II;
- 7. Modify the Curriculum in Electrical Engineering Computer Engineering Option as follows: a) delete ELEG1012: Introduction to Electrical Engineering; b) add ELEG1011: Introduction to Electrical Engineering, and TECH 1001: Orientation to the University; c) delete ELEG 4193: Electrical Design Project; and add ELEG 4191: Electrical Design Project II; and
- 8. Add the Biomedical Option to the Curriculum in Electrical Engineering.

Department of Emergency Management

- 1. Add EAM 3053: Introduction to Ethical and Legal Issues in Emergency Management, to the course descriptions;
- 2. Add EAM 3063: Emergency Management Doctrine, to the course descriptions;
- 3. Add EAM 4063: Leadership, to the course descriptions;
- 4. Add EAM 4206: Capstone, to the course descriptions;
- 5. Modify the course description for EAM 1003: Living in a Hazardous Environment;
- 6. Add EAM 1003: Living in a Hazardous Environment, as a prerequisite or co-requisite for EAM 1013: Aim and Scope of Emergency Management; and modify the course description;

- 7. Modify the prerequisites for EAM 3003: Developing Emergency Management Skills, FROM: Prerequisites: EAM 1003: Living in a Hazardous Environment, and EAM 1013: Aim and Scope of Emergency Management, or consent of instructor; TO: Prerequisites: EAM 1003: Living in a Hazardous Environment, and EAM 1013: Aim and Scope of Emergency Management, or consent of department head; and modify the course description;
- 8. Change the title for EAM 3013: Public Policy Issues in Emergency, to Public Policy and Politics in Emergency Management; modify the prerequisites FROM: Prerequisites: EAM 1003: Living in a Hazardous Environment, and EAM 1013: Aim and Scope of Emergency Management, or consent of instructor; TO: Prerequisites: EAM 1003: Living in a Hazardous Environment, and EAM 1013: Aim and Scope of Emergency Management, or consent of department head; and modify the course description;
- 9. Change the title for EAM 3023: Principles and Practice of Disaster Planning and Response Operations, to Principles of Preparedness and Response Operations; modify the prerequisites FROM: Prerequisites: EAM 1003: Living in a Hazardous Environment, and EAM 1013: Aim and Scope of Emergency Management, or consent of advisor; TO: Prerequisites: EAM 1003: Living in a Hazardous Environment, and EAM 1013: Aim and Scope of Emergency Management, EAM 3003: Developing Emergency Management Skills, or consent of department head; and modify the course description;
- 10. Change the title for EAM 4003: Principles and Practice of Disaster Relief and Recovery, to Principles of Disaster Relief and Recovery; modify the prerequisites FROM: Prerequisites: EAM 1003: Living in a Hazardous Environment, and EAM 1013: Aim and Scope of Emergency Management, or consent of instructor; TO: Prerequisites: EAM 1003: Living in a Hazardous Environment, and EAM 1013: Aim and Scope of Emergency Management, EAM 3003: Developing Emergency Management Skills, or consent of department head; and modify the course description;
- 11. Change the title for EAM 4013: Business and Industry Crisis Management, to Mitigation and Continuity of Operations; modify the prerequisites FROM: Prerequisites: EAM 1003: Living in a Hazardous Environment, and EAM 1013: Aim and Scope of Emergency Management, or consent of instructor; TO: Prerequisites: EAM 1003: Living in a Hazardous Environment, EAM 1013: Aim and Scope of Emergency Management, and EAM 3003: Developing Emergency Management Skills, or consent of the department head; and modify the course description;
- 12. Modify the prerequisites for EAM 4023; Information Technology and Emergency Management, FROM: Prerequisites: EAM 1003: Living in a Hazardous Environment, and EAM 1013: Aim and Scope of Emergency Management, or consent of instructor; TO: Prerequisites: EAM 1003: Living in a Hazardous Environment, and EAM 1013: Aim and Scope of Emergency Management, or consent of department head; and modify the course description;
- 13. Modify the prerequisites for EAM 4033: Emergency Management Research Methods/Analysis, FROM: Prerequisites: EAM 1003: Living in a Hazardous Environment, EAM 1013: Aim and Scope of Emergency Management, ENGL 2053: Technical Writing, or consent of instructor; TO: Prerequisites: EAM 1003: Living in a Hazardous Environment, EAM 1013: Aim and Scope of Emergency Management, ENGL 2053: Technical Writing, or consent of department head; and modify the course description;
- 14. Modify the prerequisites for EAM 4043: Disaster and Emergency Management Ethics, FROM: Prerequisites: EAM 1003: Living in a Hazardous Environment, and EAM 1013: Aim and Scope of

- Emergency Management, or consent of instructor; TO: Prerequisites: EAM 1003: Living in a Hazardous Environment, and EAM 1013: Aim and Scope of Emergency Management, EAM 3053: Introduction to Ethical and Legal Issues in Emergency Management, or consent of department head; and modify the course description;
- 15. Change the title for EAM 4083: Introduction to Legal Issues in Emergency Management, to Legal Issues in Emergency Management; modify the prerequisites FROM: Prerequisites: EAM 1003: Living in a Hazardous Environment, and EAM 1013: Aim and Scope of Emergency Management, or consent of instructor; TO: Prerequisites: EAM 1003: Living in a Hazardous Environment, and EAM 1013: Aim and Scope of Emergency Management, EAM 3053: Introduction to Ethical and Legal Issues in Emergency Management, or consent of department head; and modify the course description;
- 16. Change the title for EAM 4106: Practicum/Internship, to Internship/Practicum; modify the prerequisites FROM: Prerequisites: Completion of a minimum of 75 hours including 21 hours of EAM Core (EAM 1003: Living in a Hazardous Environment, EAM 1013: Aim and Scope of Emergency Management, EAM 4023: Information Technology and Emergency Management, EAM 4033: Emergency Management Research Methods/Analysis, and 9 additional hours) and EAM 3206: Externship, or consent of the instructor; TO: Prerequisites or Co-requisites: EAM 4206: Capstone, or consent of the department head; modify the course description; and add \$100 travel supervision fee; and
- 17. Modify the Curriculum in Emergency Management as follows: a) delete the following courses: EAM 2033: Citizen/Family/Community Disaster Preparedness Education, EAM 3033: The Social Dimension of Disaster, EAM 3123: Public Information Skills for Emergency Managers, EAM 3143: The Economics of Disaster, EAM 3243: Introduction to Terrorism and Anti-Terrorism, EAM 4043: Disaster and Emergency Management Ethics, EAM 4053: Community Management of Hazardous Materials, EAM 4083: Introduction to Legal Issues in Emergency Management, and EAM 4991, 4992, 4993: Special Problems and Topics; b) add EAM 3053: Introduction to Ethical and Legal Issues in Emergency Management, EAM 3063: Emergency Management Doctrine, EAM 4206: Capstone, and 15 hours of EAM Electives; c) require a C or better in required EAM Core courses which includes 12 hours of Practical Applications; d) add the following courses as EAM Electives: EAM 2033: Citizen/Family/Community Disaster Preparedness Education, EAM 3033: The Social Dimension of Disaster, EAM 3123: Public Information Skills for Emergency Managers, EAM 3143: The Economics of Disaster, EAM 3243: Introduction to Terrorism and Anti-Terrorism, EAM 4043: Disaster and Emergency Management Ethics, EAM 4053: Community Management of Hazardous Materials, EAM 4063: Leadership, EAM 4083: Introduction to Legal Issues in Emergency Management, and EAM 4991, 4992, 4993: Special Problems and Topics; e) delete the Administrative Core; f) delete the Interdisciplinary Core; g) require COMS 2003: Microcomputer Applications, or equivalent, ENGL 2053: Technical Writing, or PS 3023: Professional Communications, and Speech to satisfy general education requirement; h) change electives from 6 hours to 18 hours; and i) delete EAM 3206: Externship.

Department of Mechanical Engineering

- 1. Add MCEG (ELEG)3000: Engineering Internship/Research Experience, to the course descriptions;
- 2. Add MCEG 4491: Mechanical Design Project I, to the course descriptions;

- 3. Add MCEG 4492: Mechanical Design Project II, to the course descriptions;
- 4. Delete MCEG 4493: Mechanical Design Project, from the course descriptions;
- 5. Change the course number for MCEG 1012: Introduction to Mechanical Engineering, to MCEG 1011; add the prerequisites: Math ACTE score of 24 or higher, or a grade of C or higher in MATH 1113: College Algebra, or MATH 1914: Precalculus, or MATH 1203: Plane Trigonometry, or consent of instructor; and modify the course description;
- 6. Modify the Curriculum in Mechanical Engineering Option as follows: a) delete MCEG1012: Introduction to Mechanical Engineering; b) add MCEG 1011: Introduction to Mechanical Engineering, and TECH 1001: Orientation to the University; c) delete MCEG 4493: Mechanical Design Project; and add MCEG 4491: Mechanical Design Project I, and MCEG 4492: Mechanical Design Project II;
- 7. Modify the Associate of Science in Nuclear Technology as follows: a) delete MCEG 1012: Introduction to Mechanical Engineering or ELEG 1012: Introduction to Electrical Engineering; b) add MCEG 1011: Introduction to Mechanical Engineering or ELEG 1011: Introduction to Electrical Engineering; and c) add TECH 1001: Orientation to the University.

College of Natural and Health Sciences

Department of Nursing

 Modify the Curriculum in Baccalaureate in Nursing, Curriculum in Baccalaureate Nursing for LPNs, and Nursing Curriculum for Registered Nurses as follows: add BIOL 3054, Microbiology, or BIOL 2054: Microbiology for Health Sciences;

Arkansas Tech University REQUEST FOR COURSE DELETION

JUN 18 26 Registrar's Off

то:	Curriulum Committee
FROM (Initiating Department):	Communication & Journalism
DATE SUBMITTED:	6.18.15

Title	Signature	Date
Department Head Anthony CAton	77	6.18.15
Dean	May	6-18-15
Teacher Education Council (if applicable)	1//	
Graduate Council (if applicable)		
Registrar	Tammywauce	6/19/15
Vice President for Academic Affairs	U	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
TH	4263
If this course is cross-listed, list course subject and number. N/A	Will the cross-listed course be deleted? ← Yes ← No
Official Catalog Title:	
Theatre History I: Antiquity to 1564	
(NOTE: If major or minor course, you must complete the Recourse from program.)	quest for Program Change form to delete
Attach the Course Deletion Assessment Form. The form is loc Effectiveness web page at http://www.atu.edu/assessment/	ated on the Assessment & Institutional
If this course will affect other departments, a Departmental S must be attached. The form is located on the Curriculum form http://www.atu.edu/registrar/curriculum forms php.	
NOTE: This deletion will be effective in the May Mini Term (th	e last term) of the current catalog year.

RECEIVED
JUN 18 2015

....

Registrar's Office

Arkansas Tech University

Course Change

Assessment Form

TH 4263

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. Not applicable.
- b. Provide an example or examples of student learning assessment evidence which supports the course change. Historically, ATU has offered theatre history in a four-course sequence. Although such a sequence offers a great deal of breadth, it does not serve students because they cannot easily take all four sections, leading to incomplete content mastery. In the past, Theatre majors have only had to take one of the four courses, while Speech Education majors took only the first two courses (theatre up to 1900). The result was the students received an incomplete picture of theatre history. By condensing the four course sequence to two courses, students are better able to gain a fuller picture of theatre history. Data collected from our most recent program assessment indicate that students need improvement in the History/Theatre/Literature section of the Theatre Praxis test. Furthermore, this change moves us more in line with our peer institutions: UCA, U of A, and the University of the Ozarks all offer theatre history in a two-course sequence.

Arkansas Tech University REQUEST FOR COURSE DELETION

JUN 18 2015

Registrar's Office

TO:	Curriulun	n Committee		
FROM (Initiating Department):	Communication & Journalism			
DATE SUBMITTED:		5.18.15	Sing translations for	
To the set of the state of the		**************************************	والمراوية	
Title		Signature		Date
Department Head Anthry CA:	tow	17	16	6.18.15
Dean	/		Jan Car	6-18-15
Teacher Education Council (if appl	icable)	17//		
Graduate Council (if applicable)	والمراورة المراورة ا			
Registrar		Yamni	5 Wearn	6/19/15
Vice President for Academic Affair	`S		J	
	(1964.) ₍ 1966.) (1966.) (1966.) (1966.) (1966.) (1966.) (1966.) (1966.) (1966.) (1966.) (1966.) (1966.) (1966.)			
Course Subject: (e.g., ACCT, ENGL)	Course Subject: (e.g., ACCT, ENGL) Course Number: (e.g., 1003)			;., 1003)
ТН			4273	
If this course is cross-listed, list course subject and number. Will the cross-listed course be deleted?				
N/A		nangania. A shanga a hayaga shanga a shinna a shanga sha sa e a c hamadh	← Yes ← No	
Official Catalog Title:				
Theatre History II: 1564 to 1900				
(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)				
Attach the Course Deletion Assessi Effectiveness web page at http://w			ated on the Assessmer	nt & Institutional
If this course will affect other depa must be attached. The form is loca http://www.atu.edu/registrar/curr	ited on the C	Curriculum form		ffected department
NOTE: This deletion will be effectiv	e in the May	/ Mini Term (th	e last term) of the curr	ent catalog year.

JUN 1 8 2015 Registrar's Office

Arkansas Tech University

Course Change

Assessment Form

TH 4273

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. Not applicable.
- b. Provide an example or examples of student learning assessment evidence which supports the course change. Historically, ATU has offered theatre history in a four-course sequence. Although such a sequence offers a great deal of breadth, it does not serve students because they cannot easily take all four sections, leading to incomplete content mastery. In the past, Theatre majors have only had to take one of the four courses, while Speech Education majors took only the first two courses (theatre up to 1900). The result was the students received an incomplete picture of theatre history. By condensing the four course sequence to two courses, students are better able to gain a fuller picture of theatre history. Data collected from our most recent program assessment indicate that students need improvement in the History/Theatre/Literature section of the Theatre Praxis test. Furthermore, this change moves us more in line with our peer institutions: UCA, U of A, and the University of the Ozarks all offer theatre history in a two-course sequence.

Arkansas Tech University REQUEST FOR COURSE CHANGE

JUN 1 8 2015 Registrar's Office

TO:	Curriculum	n Committee	
FROM (Initiating Department):	Commun	nication & Journalism	
DATE SUBMITTED:	6.10	9.15	
<u> </u>			
Title		Signature	Date
Department Head (Aton)		1778h	6.18.15
Dean /		Man	6-18-15
Teacher Education Council (if appli	cable)		
Graduate Council (if applicable)			
Registrar		Gammy Levace	6/19/15
Vice President for Academic Affairs	}	Ü	
Course Subject: (e.g., ACCT, ENGL)		Course Number: (e.g., 1003)	
TH		4313	
gradient in the state of the st	her existing o	ourse? If so, list course subject and nun	nber.
C Yes © No TH 5313	terman terman seringa keringa		
Official Catalog Title:	ali lina karalizzi kananiya ili karali kananiya kana kananiya di kananiya kananiya kananiya kananiya kananiya		s sich der Kristischer gemeine Anne Geschlicher der Stellen der Verleiche Anne der Stellen der Verleiche Anne der Verleiche Ann
TH 4313: Theatre History III: 19	00 to 1960		
Request to change: (check appropr	iate box):		
Course Number	▼ Title		otion
Cross-Listing	Prerequisi	te Co-requisite	
Grading	Fee		
Other			
If this course is cross-listed	, a prerequisi	the Summer I Term of the new catalog y te/co-requisite, or included in the cours be submitted to address all changes in	e description

Now Course Numbers (e.g. 1902)	JUN 18 20
New Course Number: (e.g., 1003)	
	Registrar's O
New Official Catalog Title: (If official title exceeds 30 chara-	Lers, indicate banner title below)
Theatre History I: Antiquity to Romanticism	
Banner Title: (limited to 30 characters, including spaces, capital	ize all letters - this will display on the transcript)
THEATRE HISTORY I	
New Course Description: A historical survey of the development of the age of romanticism.	oment of drama and theatre from classical
New Cross List:	
Adding Cross-Listing Changing Cross-Listin	Deleting Cross-Listing
If adding or changing cross-listing, indicate course subject a (detail the difference in undergraduate and graduate course	1
New Prerequisite (list all, as you want them to appear in th N/A New Co-requisite (list all, as you want them to appear in th	
May not be repeated for credit as TH 5313.	e Catalogy.
☐ Elective ☑ Major	Minor
(If major or minor course, you must complete the Request program.)	for Program Change form to add course to
Attach the Course Addition Assessment Form. The form is	ocated on the Assessment & Institutional
Effectiveness web page at http://www.atu.edu/assessmen	
If this course will affect other departments, a Departmenta department must be attached. The form is located on the http://www.atu.edu/registrar/curriculum_forms.php.	

RECEIVED
JUN 18 2015

Registrar's Office

Arkansas Tech University

Course Change

Assessment Form

TH 4313 / 5313

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. Not applicable.
- b. Provide an example or examples of student learning assessment evidence which supports the course change. Historically, ATU has offered theatre history in a four-course sequence. Although such a sequence offers a great deal of breadth, it does not serve students because they cannot easily take all four sections, leading to incomplete content mastery. In the past, Theatre majors have only had to take one of the four courses, while Speech Education majors took only the first two courses (theatre up to 1900). The result was the students received an incomplete picture of theatre history. By condensing the four course sequence to two courses, students are better able to gain a fuller picture of theatre history. Data collected from our most recent program assessment indicate that students need improvement in the History/Theatre/Literature section of the Theatre Praxis test. Furthermore, this change moves us more in line with our peer institutions: UCA, U of A, and the University of the Ozarks all offer theatre history in a two-course sequence.

Arkansas Tech University REQUEST FOR COURSE CHANGE

JUN 1 8 2015 Registrar's Office

10:	Curriculum Committee		
FROM (Initiating Department):	Communication & Journalism		
DATE SUBMITTED:	6.18.15		
	and the grant of the state of the		
Title		Signature /	Date
Department Head		7/2	6.18.15
Dean		(1/1/4)	6-18-15
Teacher Education Council (if appl	icable)		
Graduate Council (if applicable)			
Registrar		Tammy Legaley	6/19/15
Vice President for Academic Affair	'S		
Course Subject: (e.g., ACCT, ENGL)		Course Number: (e.g., 1003)	na siinny"
TH		4323	
· · · · · · · · · · · · · · · · · · ·	ther existing c	ourse? If so, list course subject and n	umber.
Yes • No TH 5323			
Official Catalog Title:			
TH 4323: Theatre History IV: 19	160 to the Pres	ent	
Request to change: (check appropr	riate box):		
Course Number	▼ Title	Course Desc	cription
Cross-Listing	Prerequisi	te Co-requisite	
Grading	Fee		
Other	ganta pinnya bing dinaga hing pinnya nagarang maganagina pinnaga pangang		
If this course is cross-listed	d, a prerequisi	the Summer I Term of the new catalog te/co-requisite, or included in the cou be submitted to address all changes i	ırse description

New Course Number: (e.g., 1003)	Registrar's Office	
N/A	Alatial & Allice	
New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Theatre History II: Late 18th Century to the Present		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on	the transcript)	
THEATRE HISTORY II		
New Course Description: The development of theatre from the late 1700s through the twenty-first century, including melodrama, realism, experimental theatre, feminism, political theatre, multiculturalism, and collective creation.		
New Cross List:		
Adding Cross-Listing Changing Cross-Listing Deleting Cross-Li	sting	
If adding or changing cross-listing, indicate course subject and number (detail the difference in undergraduate and graduate course below, if appropriate)	And All Congress from the Confession Annual	
New Prerequisite (list all, as you want them to appear in the catalog): N/A		
New Co-requisite (list all, as you want them to appear in the catalog): May not be repeated for credit as TH 5323.		
Elective Major Minor		
(If major or minor course, you must complete the Request for Program Change form to ac program.)	ld course to	
Attach the Course Addition Assessment Form. The form is located on the Assessment & II	nstitutional	
Effectiveness web page at http://www.atu.edu/assessment/	trapet agriculture	
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.	ed	

RECEIVED
JUN 1 8 2015

Registrar's Office

Arkansas Tech University

Course Change

Assessment Form

TH 4623/5323

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. Not applicable.
- b. Provide an example or examples of student learning assessment evidence which supports the course change. Historically, ATU has offered theatre history in a four-course sequence. Although such a sequence offers a great deal of breadth, it does not serve students because they cannot easily take all four sections, leading to incomplete content mastery. In the past, Theatre majors have only had to take one of the four courses, while Speech Education majors took only the first two courses (theatre up to 1900). The result was the students received an incomplete picture of theatre history. By condensing the four course sequence to two courses, students are better able to gain a fuller picture of theatre history. Data collected from our most recent program assessment indicate that students need improvement in the History/Theatre/Literature section of the Theatre Praxis test. Furthermore, this change moves us more in line with our peer institutions: UCA, U of A, and the University of the Ozarks all offer theatre history in a two-course sequence.

JUN 18 2015

Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

Registrar's Office

TO:	Curriculum Committee
FROM (Initiating Department):	Communication & Journalism
DATE SUBMITTED:	6.18.15

Title	Signature	Date
Department Head Authory Coton		6.18.15
Dean	V III in	6-18-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Sammy Wealler	6/19/15
Vice President for Academic Affairs	0	

Program Title:	Requested changes will be	
Speech For Teacher Licensure	effective Summer I for next	
) specially and the second sec	catalog year	
Outline change in program: (e.g., list changes in program such as (1) dele	te three hours of elective and	
(2) add three hours of approved major electives)		
Replace theatre history requirement (TH 4263 and TH 4273) with revised	course offerings (TH 4313:	
Theatre History I: Antiquity to Romanticism or TH 4323: Theatre History	II: Late 18 th Century to the	
Present)		
What impact will the change have on staffing, on other programs and spa	ace allocation?	
Apart from fine-tuning the theatre history sequence, there will be no impact.		
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 Forr	n 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 inclu	de course number and title.	

JUN 18 205

Registrar's Office

Curriculum Matrix for Catalog		
Curriculum in Communication with Theatre Option		
(enter title for program changing)		
Freshman Fall Semester	Freshman Spring Semester	
Add/Change:	Add/Change:	
Delete:	Delete:	
Total Hours:	Total Hours:	
Sophomore Fall Semester	Sophomore Spring Semester	
Add/Change:	Add/Change:	
Delete:	Delete:	
Total Hours:	Total Hours:	
Junior Fall Semester	Junior Spring Semester	
Add/Change:	Add/Change: TH 4323: Theatre History II: Late 18 th Century to the Present	
	Century to the Fresent	
Delete:		
	Delete: TH 4263: Theatre History I: Antiquity to 1564	
Total Hours:		
	Total Hours: no change (15 hrs.)	
Senior Fall Semester	Senior Spring Semester	
Add/Change: TH 4313: Theatre History I: Antiquity to Romanticism	Add/Change:	
	Delete:	
Delete: TH 4273: Theatre History: 1564 to 1900	Defecte.	

JUN 18 205

Total Hours: no change (15 h	rs.)	Total Hours:	Registrar's Office

JUN 18 2015

Arkansas Tech University Proposal for Change in Program

Registrar's Office

Assessment Form

Speech for Teacher Licensure

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? Students will gain increased "scholastic development" as they acquire a more complete understanding of theatre history. This change will lead to a "solid educational foundation" for a "life-long" understanding of where theatre has been, where it is, and where it is going.
- 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 gain a more complete understanding of theatre history. For Speech Ed majors, they will now take a complete sequence in theatre history courses, rather than just the first two courses in a four-course sequence (up to 1900). For Theatre majors, they will now be required to take one out of two courses in theatre history, instead of one out of four. While we have chosen not to require both theatre history courses for majors---because we choose to keep the major to 33 hours---Theatre majors are much more likely to take two out of two courses rather than four out of four.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will be able to explain and incorporate into their work the history of their discipline, as they engage as practitioners or teachers.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Data collected from our most recent program assessment indicates that students need improvement in the History/Theatre/Literature section of the Theatre Praxis test. At the time that this data was collected, 60% of student test scores were below average for this section. Furthermore, when Dr. Eshelman took the Theatre Praxis exam on Dean Tarver's recommendation, he noted that it included many questions having to do with theatre after 1900---for example, questions on *The Crucible* and *The Death of a Salesman*. Because high school teachers will be directing many (if not mostly) contemporary plays, it makes sense that Speech Ed students' knowledge of theatre extends beyond 1900.

- f. How does this course fit in the current state of the discipline? This change moves its interest of the University of the Ozarks all offer theatre history in a two-course sequence.
- 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.) The theatre history courses correspond to the Development of Western Drama learning outcome. This outcome is defined as follows: Students will demonstrate an era-specific understanding of the major trends in the development of Western drama. The outcome is assessed through successful completion of the course. The Development of Western Drama outcome is not new to the Theatre Program. Assessment data has been collected for many years and will continue to be collected.

Continuo	JUN 18 2015 us Improvement Plan
Continuot	is improvement rian Repistrar's Offic
Annual	Assessment Cycle
Academic Cycle: Change in Academic Program	
Program: Communication with Theatre Option	1

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Development of Western Drama	LO1: Students will demonstrate an era-specific understanding of the major trends in the development of western drama.	TH 4313 or TH 4323	Final Grade	80% of program completers will receive a final grade of excellent (A), above average (B), or average (C) in one section of Theatre History.



Selected Unit: Major-AH-COMM-Theatre (BA)

Home Assessment Unit. Academic Major Plan. Course Assessment Plan.

Results

Registrar's Office

By Unit | By Course

Major-AH-COMM-Theatre (BA) > Results > By Unit



Formalist Analysis Approach: Students will demonstrate the ability to read plays through a formalist analysis approach.

-→Show Results

Standard Acting Techniques: Students will demonstrate an understanding of standard acting techniques.

-→Show Results

Disciplines and Theory: Students will demonstrate an understanding of the disciplines and theory behind creating a theatrical design.

→Show Results

Vocal Productions: Students will demonstrate an understanding of the disciplines of healthy, effective vocal productions.

→Show Results

Dramatic Presentations: Students will demonstrate the skills necessary to construct and maintain the scenic elements involved in dramatic presentations.

→Show Results

Development of Western Drama: Students will demonstrate an era-specific understanding of the major trends in the development of Western drama.

LHide Results

Assessment Completion of TH 4263, 4273, 4313, or 4323: Theatre History I-IV.

Criterion for 80% of program completers will receive a final grade of excellent (A) above average Success: (B) or average (C) in one section of Theatre History.

Date	Result	Actions	Related Documents	Result Status	
5/18/2015	100% of SPH TH major program completers in calendar year 2014 earned a grade of "C" or higher in Theatre History.	1.	0	No Further Action Required	edit add Action
5/23/2014	100% of SPH TH major program	1.	O Add Result	No Further Action	edit add Action



JUN 18 2015

Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

Registrar's Office

то:	Curriculum Committee	
FROM (Initiating Department):	Communication & Journalism	
DATE SUBMITTED:	6.18.15	

Title	Signatura	Date
Department Head firstlay Cata	1/2/20	6.18.15
Dean	19/1/2	6-18-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Lammyelalle	6/19/15
Vice President for Academic Affairs		

Program Title:	Requested changes will be	
Communication with Theatre Option	effective Summer I for next catalog year	
Outline change in program: (e.g., list changes in program such as (1) (2) add three hours of approved major electives)		
Replace theatre history requirement (TH 4263, TH 4273, TH 4313, o offerings (TH 4313: Theatre History I: Antiquity to Romanticism or 18 th Century to the Present)	•	
What impact will the change have on staffing, on other programs and space allocation? Apart from fine-tuning the theatre history sequence, there will be no impact.		
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutiona		
Effectiveness web page at http://www.atu.edu/assessment/		
If this course will affect other departments, a Departmental Support department must be attached. The form is located on the Curriculu http://www.atu.edu/registrar/curriculum_forms.php.		

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

Registrar's Office

Curriculum Matrix for Catalog				
Curriculum in Communication with Theatre Option				
(enter title for program changing)				
Freshman Fall Semester Freshman Spring Semester				
Add/Change:	Add/Change:			
Delete:	Delete:			
Total Hours:	Total Hours:			
Sophomore Fall Semester	Sophomore Spring Semester			
Add/Change:	Add/Change:			
Delete:	Delete:			
Total Hours:	Total Hours:			
Junior Fall Semester	Junior Spring Semester			
Add/Change: Delete:	Add/Change: TH History (with note: Choose one: TH 4313 Theatre History I: Antiquity to Romanticism, TH 4323 Theatre History II: Late 18 th Century to the Present.)			
Total Hours:	Delete: TH History (with note: Choose one: TH 4263 Theatre History I: Antiquity to 1564, TH 4273 Theatre History II: 1564 to 1900, TH 4313 Theatre History III: 1900 to 1960, TH 4323 Theatre History IV: 1960 to the Present.)			
	Total Hours: no change (15 hrs.)			
Senior Fall Semester	Senior Spring Semester			
Add/Change:	Add/Change:			

JUN 18 2015

Delete:	Registrar's Offic
Total Hours:	Total Hours:

RECEIVED JUN 1 8 20:5 Registrar's Office

Proposal for Change in Program

Arkansas Tech University

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.

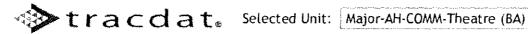
Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does the program change fit with the university mission? Students will gain increased "scholastic development" as they acquire a more complete understanding of theatre history. This change will lead to a "solid educational foundation" for a "life-long" understanding of where theatre has been, where it is, and where it is going.
- 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 gain a more complete understanding of theatre history. For Speech Ed majors, they will now take a complete sequence in theatre history courses, rather than just the first two courses in a four-course sequence (up to 1900). For Theatre majors, they will now be required to take one out of two courses in theatre history, instead of one out of four. While we have chosen not to require both theatre history courses for majors---because we choose to keep the major to 33 hours---Theatre majors are much more likely to take two out of two courses rather than four out of four.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will be able to explain and incorporate into their work the history of their discipline, as they engage as practitioners or teachers.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Data collected from our most recent program assessment indicates that students need improvement in the History/Theatre/Literature section of the Theatre Praxis test. At the time that this data was collected, 60% of student test scores were below average for this section. Furthermore, when Dr. Eshelman took the Theatre Praxis exam on Dean Tarver's recommendation, he noted that it included many questions having to do with theatre after 1900—for example, questions on *The Crucible* and *The Death of a Salesman*. Because high school teachers will be directing many (if not mostly) contemporary plays, it makes sense that Speech Ed students' knowledge of theatre extends beyond 1900.

- f. How does this course fit in the current state of the discipline? This change moved is line with our peer institutions: UCA, U of A, and the University of the Ozarks all offer theatre history in a two-course sequence.
- 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.) The theatre history courses correspond to the Development of Western Drama learning outcome. This outcome is defined as follows: Students will demonstrate an era-specific understanding of the major trends in the development of Western drama. The outcome is assessed through successful completion of the course. The Development of Western Drama outcome is not new to the Theatre Program. Assessment data has been collected for many years and will continue to be collected.

		JUN 1 8 2015
	Continuous Improvement Plan	Registrar's Office
	Annual Assessment Cycle	
Academic Cycle: Change in Aca	demic Program	
Program: Communication with	Theatre Option	

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Development of	LO1: Students will	TH 4313 or	Final Grade	80% of
Western Drama	demonstrate an era-specific	TH 4323		program completers
	understanding of			will receive a
	the major trends in	California and a second		final grade of
	the development			excellent (A),
	of western drama.			above average
				(B), or average
				(C) in one
i				section of
				Theatre
Í				History.



Home Assessment Unit Academic Major Plan Course Assessment Plan

Results

Data Tools trains Office

By Unit | By Course



Major-AH-COMM-Theatre (BA) > Results > By Unit



Formalist Analysis Approach: Students will demonstrate the ability to read plays through a formalist analysis approach.

-→Show Results

Standard Acting Techniques: Students will demonstrate an understanding of standard acting techniques.

-→Show Results

Disciplines and Theory: Students will demonstrate an understanding of the disciplines and theory behind creating a theatrical design.

→Show Results

Vocal Productions: Students will demonstrate an understanding of the disciplines of healthy, effective vocal productions.

-->Show Results

Dramatic Presentations: Students will demonstrate the skills necessary to construct and maintain the scenic elements involved in dramatic presentations.

→Show Results

Development of Western Drama: Students will demonstrate an era-specific understanding of the major trends in the development of Western drama.

1Hide Results

Assessment Completion of TH 4263, 4273, 4313, or 4323: Theatre History I-IV. Measure:

Criterion for 80% of program completers will receive a final grade of excellent (A) above average Success: (B) or average (C) in one section of Theatre History.

Date	Result	Actions	Related Documents	Result Status	
5/18/2015	100% of SPH TH major program completers in calendar year 2014 earned a grade of "C" or higher in Theatre History.	<u>1</u> .	0	No Further Action Required	edit add Action
5/23/2014	100% of SPH TH major program	1.	0	No Further Action	edit add Action
			Add Result		

About Nuventive | Contact Us



JUN 18 205

Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

Curriculum Committee

TO:

Registrar's Office

FROM (Initiating Department):	Commu	nication & Journalism		
DATE SUBMITTED:	6.	18.15		
Title		Signature		Date
Department Heart Tothony Carton	J	Y3 /6		6-18-15
Dean		1///		6-18-15
Teacher Education Council (if applic	cable)	111		
Graduate Council (if applicable)				
Registrar		Lamny wlaw	els	6/19/15
Vice President for Academic Affairs				
		ł		
Program Title:			Requested c	hanges will be
Minor Theatre			effective Summer I for next catalog year	
Outline change in program: (e.g., lis	-		te three hours	of elective and
(2) add three hours of approved ma	-	•	4222)	
Replace theatre history requirement (TH 4263, TH 4273, TH 4313, or TH 4323) with revised course offerings (TH 4313: Theatre History II: Late				
18 th Century to the Present)				
What impact will the change have o	n staffing, o	on other programs and spa	ace allocation?	
Apart from fine-tuning the theatre history sequence, there will be no impact.				
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional				
Effectiveness web page at http://wv	<u>vw.atu.edu</u>	/assessment/		
If this course will affect other depart				
department must be attached. The form is located on the Curriculum forms web page at				
http://www.atu.edu/registrar/curric	culum forn	ns.pnp.		

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

Minors do not require curriculum matrices. Instead, please replace the listed Theatre History Grants Confice with the following: TH 4313: Theatre History II: Antiquity to Romanticism, TH 4323: Theatre History II: Late 18th Century to the Present.

JUN 1 8 2015

Proposal for Change in Program

Assessment Form

Arkansas Tech University

Registrar's Office

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? Students will gain increased "scholastic development" as they acquire a more complete understanding of theatre history. This change will lead to a "solid educational foundation" for a "life-long" understanding of where theatre has been, where it is, and where it is going.
- 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 gain a more complete understanding of theatre history. For Speech Ed majors, they will now take a complete sequence in theatre history courses, rather than just the first two courses in a four-course sequence (up to 1900). For Theatre majors, they will now be required to take one out of two courses in theatre history, instead of one out of four. While we have chosen not to require both theatre history courses for majors---because we choose to keep the major to 33 hours---Theatre majors are much more likely to take two out of two courses rather than four out of four.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will be able to explain and incorporate into their work the history of their discipline, as they engage as practitioners or teachers.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Data collected from our most recent program assessment indicates that students need improvement in the History/Theatre/Literature section of the Theatre Praxis test. At the time that this data was collected, 60% of student test scores were below average for this section. Furthermore, when Dr. Eshelman took the Theatre Praxis exam on Dean Tarver's recommendation, he noted that it included many questions having to do with theatre after 1900---for example, questions on *The Crucible* and *The Death of a Salesman*. Because high school teachers will be directing many (if not mostly) contemporary plays, it makes sense that Speech Ed students' knowledge of theatre extends beyond 1900.

JUN 18 2015

- f. How does this course fit in the current state of the discipline? This change moves it is line with our peer institutions: UCA, U of A, and the University of the Ozarks all offer theatre history in a two-course sequence.
- 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.) The theatre history courses correspond to the Development of Western Drama learning outcome. This outcome is defined as follows: Students will demonstrate an era-specific understanding of the major trends in the development of Western drama. The outcome is assessed through successful completion of the course. The Development of Western Drama outcome is not new to the Theatre Program. Assessment data has been collected for many years and will continue to be collected.

Continuous Improvement Plan

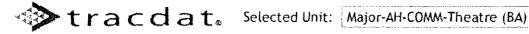
Registrar's Office

Annual Assessment Cycle

Academic Cycle: Change in Academic Program

Program: Communication with Theatre Option

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1: Development of Western Drama	LO1: Students will demonstrate an era-specific understanding of the major trends in the development of western drama.	TH 4313 or TH 4323	Final Grade	80% of program completers will receive a final grade of excellent (A), above average (B), or average (C) in one section of Theatre History.



Home Assessment Unit Atademic Major Plan Course Assessment Plan

Results

Data Tools Reports Office

By Unit | By Course



Major-AH-COMM-Theatre (BA) > Results > By Unit



Formalist Analysis Approach: Students will demonstrate the ability to read plays through a formalist analysis approach.

->Show Results

Standard Acting Techniques: Students will demonstrate an understanding of standard acting techniques.

 \rightarrow Show Results

Disciplines and Theory: Students will demonstrate an understanding of the disciplines and theory behind creating a theatrical design.

→Show Results

Vocal Productions: Students will demonstrate an understanding of the disciplines of healthy, effective vocal productions.

-→Show Results

Dramatic Presentations: Students will demonstrate the skills necessary to construct and maintain the scenic elements involved in dramatic presentations.

-->Show Results

Development of Western Drama: Students will demonstrate an era-specific understanding of the major trends in the development of Western drama.

LHide Results

Assessment Completion of TH 4263, 4273, 4313, or 4323: Theatre History I-IV.

Criterion for 80% of program completers will receive a final grade of excellent (A) above average Success: (R) or average (C) in one section of Theatre History

Success. (b) or average (c) in one section of friedire fiscory.						
	Date	Result	Actions	Related Documents	Result Status	
	5/18/2015	100% of SPH TH major program completers in calendar year 2014 earned a grade of "C" or higher in Theatre History.	1.	0	No Further Action Required	edit add Action
	5/23/2014	100% of SPH TH major program	1	O	No Further Action	edit add Action
				Add Secult		

Copyright © 1998-2015 Nuventive. All Rights Reserved

About Nuventive | Contact Us



JUN 08 2015

Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

Registrar's Office

TO:

Curriculum Committee

FROM:

Communication & Journalism

DATE SUBMITTED:

June 2015

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

Title	Signature	Date
Department Head	1777 (d)	6.8.15
Anthony Caton	V Stal	
Dean	1////	6-8-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Lammylleguer	6/10/15
Vice President for Academic Affairs		

Program Title: Curriculum in Journalism	Effective Date: Fall 2016
(Broadcast Option)	

Outline change in program and attach curriculum matrix:

Increase the core requirements in the journalism major by nine hours. Courses to be added: JOUR 3133 Publication Management (cosmetic name change to come "Media Management and Diversity"), JOUR 3143 News Reporting and JOUR 4123 Laws of Communication. An UD three-hour elective will be removed from the fall and spring junior year and the fall senior year (see attached matrix).

What impact will the change have on staffing, on other programs and space allocation?

This change will not affect any other department. The aforementioned classes have regularly been offered in the departmental schedule. However, with a more defined/predictable schedule, it may be necessary to move any or all of the additional core courses to a larger classroom (CES 134 or 137).

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 changes are needed to meet AEJMC accreditation standards. See attachment of discipline standards from the accreditation agency the Association for Education in Journalism and Mass

Communication (AEJMC). See attachment of current undergo	JUN 08 20 raduate student assessment measures
and the criterions for success.	Registrar's Of
f this course will affect other departments a Departmental Sup	anort Form for each affected denaytment
must be attached.	pport Form for each affected department
N/A	
n the attached matrix, outline in specific detail how your prop	osal will alter the program (include
course number and title)	osai wiii aitei tile program (meldue
Fall Start Curriculum Matrix for (Catalog
Curriculum in Journalism (Broad	dcast Option)
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,

Freshman Fall Semester	Freshman Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Sophomore Fall Semester	Sophomore Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Junior Fall Semester	Junior Spring Semester
Add/Change: Add JOUR 3133	Add/Change: Add JOUR 3143
Delete: 3 Hours UD elective	Delete: 3 Hours UD elective

	Registrar's Offic
Total Hours:	Total Hours:
Senior Fall Semester	Senior Spring Semester
Add/Change: Add JOUR 4123	Add/Change:
Delete: 3 Hours UD elective	Delete:
Total Hours:	Total Hours:

Arkansas Tech University

Proposal for New Program Assessment Form

Registrar's Office

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 proposal for the new program fit with the university mission? The curricular changes to the Bachelor of Arts in Journalism will provide students the opportunity to enhance their "scholastic development" and advance "professionalism" in journalism while greatly improving their needed skills sets.
- b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. The changes are in line with discipline standards supported by the Association for Education in Journalism and Mass Communication (AEJMC).
- c. How will this new program enhance learning for students enrolled in the program? Students in the journalism major will now be required to complete 21 hours of core courses. The previous core consisted of JOUR 2133, JOUR 2143, JOUR 2163 and JOUR 4883 (12 hours). The proposal adds JOUR 3143 News Reporting, JOUR 3133 Media Management and Diversity and JOUR 4123 Laws of Communication. The additional courses will give majors more tangible, practical skills, enhance diversity awareness and provide extensive legal/ethical discipline knowledge.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will obtain heightened awareness of the importance of understanding and communicating with individuals of diverse personal and cultural backgrounds, hone their skills in the practical arena of interviewing and increase their understanding of legal and ethical issues in the discipline demonstrated in course exams, writing assignments and exercises.
- e. Provide an example or examples of assessment evidence which supports adding this new program. Recent placement history (based on surveys conducted for a self-study report for the B.A. in Journalism) indicates that roughly 30% of ATU journalism graduates find employment in the discipline or a related one. The practical knowledge and theory posited in the core additions will enhance the vocational attractiveness of our journalism graduates.
- 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 program, provide comparative examples from regional educational institutions. State and regional

institutions, such as the University of Arkansas in Fayetteville, Arkansas and AbileHell 08 Christian University in Abilene, Texas, have added News Reporting and Diversity courses Registrar's Office to their required cores.

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

Arkansas Tech University	JUN 08 2015
Continuous Improvement Plan	Registrar's Offic
Annual Assessment Cycle	
Academic Cycle: Change in Academic Program	The state of the s
Program: B.A. in Journalism	

Program	Learning	Courses	Means of Assessment	Criteria for
Objectives/Standards	Objectives/	(program core)	(direct and indirect	Success
(align with mission)	Outcome		measures)	(performance
	Assessment	State of the Section 18		standard)
	(3-5 unless			
	otherwise		And the Control of th	
PO1: Program	specified) LO1: Students will	JOUR 4123	Comprehensive	80% of
PO1: Program completers will	demonstrate and	Laws of	Exam I	ł
understand and apply	1	Communication	Comprehensive Final	program completers
the principles and	apply advanced principles of	Communication	Exam II	will earn a
laws of freedom of	communication		Exami	final grade of
speech and of the	law and ethics.	<u> </u>		"C" or higher
press.	iaw anu cuiics.	ļ		C OF HIRITET
PO2: Program	LO2: Students will	JOUR 2133		80% of
completers will	develop a	Introduction to	Comprehensive	program
demonstrate an	heightened	Mass	Exam 1	completers
understanding of	awareness of the	Communication	Comprehensive Final	will earn a
gender, race,	importance of	Communication	Exam II	grade of "C" or
ethnicity, sexual	understanding and	ļ		higher
orientations and, as	communicating			
appropriate, other	with individuals of			
forms of domestic	diverse personal			
society in mass	and cultural			
communication.	backgrounds.			
PO3: Program	LO3: Students will	JOUR 2163	Comprehensive	80% of
completers will	learn the concepts	Introduction to	Exam I	program
understand concepts	and practice in the	Multi-Media	Comprehensive Final	completers
and apply theories in	various multi-	1	Exam II	will earn a
the use and	media	}		grade of "C" or
presentation of	communication	1		higher
information and	platforms.			
images.				
PO4: Program	LO4: Students will	JOUR 2143	Comprehensive Final	80% of
completers will write	develop and hone	Media Writing	Exam	program
correctly and	their journalistic		Weekly Graded	completers
evaluate information	writing skills.		Writing Assignments	will earn a
by methods				grade of "C" or

appropriate for the communications profesions, audiences				higher 08 (CS Office
and the purposes					
they serve.					1
	<u> </u>				
	As:	sessment Process			
e distributed to produce the second	Assessme	ent Plan Implemen	tation		

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	JOUR 4123 JOUR 2133 JOUR 2163 JOUR 2143	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 by email or mail	Analyze survey results	Program and curriculum changes
Continuous Improvement Plan Summarize each category from assessment results and conclusions.				
Categories of Improvement:		Recommended Changes:		
····		Course Embedded Student Learning Outcome Assessment		
		Course Embedded Student Learning Outcome Assessment		
······································		Evaluate assessment process from Student Learning reports.		
		Evaluate program quality from post-graduate survey and employer satisfaction survey.		
E. Budget		Budget requests supported by student learning and program assessment.		

1. Twelve program learning objectives adopted from the accrediting agency the Association for 1100 0 8 2005 Education in Journalism and Mass Communication (AEJMC):

Registrar's Office

- *Program completers will understand and apply the principles and laws of freedom of speech and press. (JOUR 4123)
- *Program completers will demonstrate an understanding of the history and role of professionals and institutions in shaping communication. (JOUR 4113)
- *Program completers will demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in mass communication. (JOUR 2133)
- *Program completers will demonstrate an understanding of diversity of peoples and cultures and of the significance and impact of mass communication in a global society. (JOUR 2153)
- *Program completers will understand concepts and apply theories in the use and presentation of images and information. (JOUR 2163)
- *Program completers will demonstrate an understanding of professional ethnics and work ethically in pursuit of truth, fairness, accuracy and diversity. (JOUR 4043)
- *Program completers will think critically, creatively and independently. (JOUR 4083)
- *Program completers will conduct research and evaluate information by methods appropriate to their communication profession. (JOUR 4193)
- *Program completers will write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve. (JOUR 2143)
- *Program completers will critically evaluate their own work and that of others for accuracy, fairness, clarity, appropriate style and grammatical correctness. (JOUR 3183)
- *Program completers will apply basic numerical and statistical concepts. (JOUR 4193)
- *Program completers will apply the basic tools and technologies appropriate for the communication professions in which they work. (JOUR 3193)

Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

Registrar's Office

TO:

Curriculum Committee

FROM:

Communication & Journalism

DATE SUBMITTED:

June 2015

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

Title	Signature /	Date
Department Head	717. (c/c)	6.8.15
Anthony Caton	V X M	
Dean		6-8-18
Teacher Education Council (if applicable)	7//	
Graduate Council (if applicable)		
Registrar	Jammy Colauce	410/15
Vice President for Academic Affairs	J	

Program Title: Curriculum in Journalism (Print	Effective Date: Fall 2016
Option)	

Outline change in program and attach curriculum matrix:

Increase the core requirements in the journalism major by nine hours. Courses to be added: JOUR 3133 Publication Management (cosmetic name change to come "Media Management and Diversity"), JOUR 3143 News Reporting and JOUR 4123 Laws of Communication. JOUR 4053 Publication Design will replace JOUR 3143 as part of the print core. An UD three-hour elective will be removed from the spring junior year and the fall and spring senior year (see attached matrix).

What impact will the change have on staffing, on other programs and space allocation?

This change will not affect any other department. The aforementioned classes have regularly been offered in the departmental schedule. However, with a more defined/predictable schedule, it may be necessary to move any or all of the additional core courses to a larger classroom (CES 134 or 137).

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 changes are needed to meet AEJMC accreditation standards. See attachment of discipline standards from the accreditation agency the Association for Education in Journalism and Mass

Communication (AEJMC). and the criterions for succ	See attachment of current undergraduate student assessm entimeas µ ges)ff ess.
If this course will affect oth must be attached.	ner departments a Departmental Support Form for each affected department
N/A	
In the attached matrix, out course number and title)	tline in specific detail how your proposal will alter the program (include

Fall Start Curriculum Matrix for Catalog **Curriculum in Journalism (Print Option)** Freshman Fall Semester Freshman Spring Semester Add/Change: Add/Change: Delete: Delete: **Total Hours: Total Hours:** Sophomore Fall Semester Sophomore Spring Semester Add/Change: Add/Change: Delete: Delete: **Total Hours: Total Hours:** Junior Fall Semester Junior Spring Semester Add/Change: Add JOUR 3133 Add/Change: Add JOUR 3143 Delete: Remove JOUR 3143 Delete: 3 Hours UD elective

RECEIVED JUN 0 8 20:5

	Registrar's Office
Total Hours:	Total Hours:
Senior Fall Semester	Senior Spring Semester
Add/Change: Add JOUR 4123	Add/Change: Add JOUR 4053
Delete: 3 Hours UD elective	Delete: 3 Hours UD elective
Total Hours:	Total Hours:

RECEIVED JUN 0 8 2015

Arkansas Tech University

Proposal for New Program Assessment Form

Registrar's Office

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 proposal for the new program fit with the university mission? The curricular changes to the Bachelor of Arts in Journalism will provide students the opportunity to enhance their "scholastic development" and advance "professionalism" in journalism while greatly improving their needed skills sets.
- b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. The changes are in line with discipline standards supported by the Association for Education in Journalism and Mass Communication (AEJMC).
- c. How will this new program enhance learning for students enrolled in the program? Students in the journalism major will now be required to complete 21 hours of core courses. The previous core consisted of JOUR 2133, JOUR 2143, JOUR 2163 and JOUR 4883 (12 hours). The proposal adds JOUR 3143 News Reporting, JOUR 3133 Media Management and Diversity and JOUR 4123 Laws of Communication. JOUR 4053 Publication Design will replace JOUR 3143 in the print core. The additional courses will give majors more tangible, practical skills, enhance diversity awareness and provide extensive legal/ethical discipline knowledge.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will obtain heightened awareness of the importance of understanding and communicating with individuals of diverse personal and cultural backgrounds, hone their skills in the practical arena of interviewing and increase their understanding of legal and ethical issues in the discipline demonstrated in course exams, writing assignments and exercises.
- e. Provide an example or examples of assessment evidence which supports adding this new program. Recent placement history (based on surveys conducted for a self-study report for the B.A. in Journalism) indicates that roughly 30% of ATU journalism graduates find employment in the discipline or a related one. The practical knowledge and theory posited in the core additions will enhance the vocational attractiveness of our journalism graduates.
- 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 program, provide

Office of Assessment and Institutional Effectiveness (2014)

- comparative examples from regional educational institutions. State and regional institutions, such as the University of Arkansas in Fayetteville, Arkansas and Abilene Christian University in Abilene, Texas, have added News Reporting and Diversity courses to their required cores.
- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) See attached.

Registrar's Office

	SUMic
Arkansas Tech University	
Continuous Improvement Plan	
Annual Assessment Cycle	
Academic Cycle: Change in Academic Program	
Program: B.A. in Journalism	

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: Program completers will understand and apply the principles and laws of freedom of speech and of the press.	LO1: Students will demonstrate and apply advanced principles of communication law and ethics.	JOUR 4123 Laws of Communication	Comprehensive Exam I Comprehensive Final Exam II	80% of program completers will earn a final grade of "C" or higher
PO2: Program completers will demonstrate an understanding of gender, race, ethnicity, sexual orientations and, as appropriate, other forms of domestic society in mass communication.	LO2: Students will develop a heightened awareness of the importance of understanding and communicating with individuals of diverse personal and cultural backgrounds.	JOUR 2133 Introduction to Mass Communication	Comprehensive Exam 1 Comprehensive Final Exam II	80% of program completers will earn a grade of "C" or higher
PO3: Program completers will understand concepts and apply theories in the use and presentation of information and images.	LO3: Students will learn the concepts and practice in the various multimedia communication platforms.	JOUR 2163 Introduction to Multi-Media	Comprehensive Exam I Comprehensive Final Exam II	80% of program completers will earn a grade of "C" or higher
PO4: Program completers will write correctly and evaluate information by methods	LO4: Students will develop and hone their journalistic writing skills.	JOUR 2143 Media Writing	Comprehensive Final Exam Weekly Graded Writing Assignments	80% of program completers will earn a grade of "C" or

appropriate for the communications profesions, audiences			Re bishes r's Office
and the purposes			
they serve.			
		OF 1	
	Assessment I	Process	
	Assessment Plan Im	plementation	

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	JOUR 4123 JOUR 2133 JOUR 2163 JOUR 2143	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 by email or mail	Analyze survey results	Program and curriculum changes	
		ntinuous Improvemen			
Su	mmarize each cate	gory from assessment	results and conclusion	ons.	
Categories of Impr	ovement:	Recommended Chang	ges:		
A. Student Le		Course Embedded Stu	ident Learning Outco	me Assessment	
B. Instruction	B. Instruction and Curriculum		Course Embedded Student Learning Outcome Assessment		
C. Assessmen		Evaluate assessment process from Student Learning rep		·····	
D. Program Q	D. Program Quality		Evaluate program quality from post-graduate survey and employer satisfaction survey.		
E. Budget		Budget requests supported by student learning and pro assessment.		ning and program	

- 1. Twelve program learning objectives adopted from the accrediting agency the Association for Education in Journalism and Mass Communication (AEJMC): JUN 08 2015
 - *Program completers will understand and apply the principles and laws of freedom of speech and press. (JOUR 4123)
 - *Program completers will demonstrate an understanding of the history and role of professionals and institutions in shaping communication. (JOUR 4113)
 - *Program completers will demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in mass communication. (JOUR 2133)
 - *Program completers will demonstrate an understanding of diversity of peoples and cultures and of the significance and impact of mass communication in a global society. (JOUR 2153)
 - *Program completers will understand concepts and apply theories in the use and presentation of images and information. (JOUR 2163)
 - *Program completers will demonstrate an understanding of professional ethnics and work ethically in pursuit of truth, fairness, accuracy and diversity. (JOUR 4043)
 - *Program completers will think critically, creatively and independently. (JOUR 4083)
 - *Program completers will conduct research and evaluate information by methods appropriate to their communication profession. (JOUR 4193)
 - *Program completers will write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve. (JOUR 2143)
 - *Program completers will critically evaluate their own work and that of others for accuracy, fairness, clarity, appropriate style and grammatical correctness. (JOUR 3183)
 - *Program completers will apply basic numerical and statistical concepts. (JOUR 4193)
 - *Program completers will apply the basic tools and technologies appropriate for the communication professions in which they work. (JOUR 3193)

Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

RECEIVED
JUN () 8 2015

Registrar's Office

TO:

Curriculum Committee

FROM:

Communication & Journalism

DATE SUBMITTED:

June 2015

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

Title	Signature	Date
Department Head	777.Cd	6.8.15
Anthony Caton		
Dean	1/1/w	6-8-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Jamny Corace	6/10/15
Vice President for Academic Affairs		

Program Title: Curriculum in Journalism (PR	Effective Date: Fall 2016
Option)	

Outline change in program and attach curriculum matrix:

Increase the core requirements in the journalism major by nine hours. Courses to be added: JOUR 3133 Publication Management (cosmetic name change to come "Media Management and Diversity"), JOUR 3143 News Reporting and JOUR 4123 Laws of Communication. An UD three-hour elective will be removed from the fall and spring junior year and the fall senior year (see attached matrix).

What impact will the change have on staffing, on other programs and space allocation?

This change will not affect any other department. The aforementioned classes have regularly been offered in the departmental schedule. However, with a more defined/predictable schedule, it may be necessary to move any or all of the additional core courses to a larger classroom (CES 134 or 137).

Please provide a rationale for the need for this program change 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 changes are needed to meet AEJMC accreditation standards. See attachment of discipline standards from the accreditation agency the Association for Education in Journalism and Mass

Communication (AEJMC). and the criterions for succ	See attachment of current undergraduate student assessmen t autobures () ess.
f this course will affect oth must be attached.	ner departments a Departmental Support Form for each affected department
N/A	
n the attached matrix, out	line in specific detail how your proposal will alter the program (include
	Fall Start Curriculum Matrix for Catalog

Fall Start Curriculum Matrix for Catalog			
Curriculum in Journalism (Public Relations)			
Freshman Fall Semester	Freshman Spring Semester		
Add/Change:	Add/Change:		
Delete:	Delete:		
Total Hours:	Total Hours:		
iotai nouis.	iotai nouis.		
Sophomore Fall Semester	Sophomore Spring Semester		
Add/Change:	Add/Change:		
Delete:	Delete:		
Total Hours:	Total Hours:		
Junior Fall Semester	Junior Spring Semester		
Add/Change: Add JOUR 3133	Add/Change: Add JOUR 3143		
Delete: 3 Hours UD elective	Delete: 3 Hours UD elective		

RECEIVED

JUN 0 8 2015

	Registrar's Office
Total Hours:	Total Hours:
Senior Fall Semester	Senior Spring Semester
Add/Change: Add JOUR 4123	Add/Change:
Delete: 3 Hours UD elective	Delete:
Total Hours:	Total Hours:

RECEIVED

JUN 08 205

Arkansas Tech University

Proposal for New Program Assessment Form

Registrar's Office

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 proposal for the new program fit with the university mission? The curricular changes to the Bachelor of Arts in Journalism will provide students the opportunity to enhance their "scholastic development" and advance "professionalism" in journalism while greatly improving their needed skills sets.
- b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. The changes are in line with discipline standards supported by the Association for Education in Journalism and Mass Communication (AEJMC).
- c. How will this new program enhance learning for students enrolled in the program? Students in the journalism major will now be required to complete 21 hours of core courses. The previous core consisted of JOUR 2133, JOUR 2143, JOUR 2163 and JOUR 4883 (12 hours). The proposal adds JOUR 3143 News Reporting, JOUR 3133 Media Management and Diversity and JOUR 4123 Laws of Communication. The additional courses will give majors more tangible, practical skills, enhance diversity awareness and provide extensive legal/ethical discipline knowledge.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will obtain heightened awareness of the importance of understanding and communicating with individuals of diverse personal and cultural backgrounds, hone their skills in the practical arena of interviewing and increase their understanding of legal and ethical issues in the discipline demonstrated in course exams, writing assignments and exercises.
- e. Provide an example or examples of assessment evidence which supports adding this new program. Recent placement history (based on surveys conducted for a self-study report for the B.A. in Journalism) indicates that roughly 30% of ATU journalism graduates find employment in the discipline or a related one. The practical knowledge and theory posited in the core additions will enhance the vocational attractiveness of our journalism graduates.
- 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 program, provide comparative examples from regional educational institutions. State and regional

institutions, such as the University of Arkansas in Fayetteville, Arkansas and Abilene Christian University in Abilene, Texas, have added News Reporting and Diversity courses to their required cores.

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

	Arkansas Tech University	Registrar's Offic
	Continuous Improvement Plan	
	Annual Assessment Cycle	
Academic Cycle: Cha	ange in Academic Program	
Program: B.A. in Jou	ırnalism	

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: Program completers will understand and apply the principles and laws of freedom of speech and of the press.	LO1: Students will demonstrate and apply advanced principles of communication law and ethics.	JOUR 4123 Laws of Communication	Comprehensive Exam I Comprehensive Final Exam II	80% of program completers will earn a final grade of "C" or higher
PO2: Program completers will demonstrate an understanding of gender, race, ethnicity, sexual orientations and, as appropriate, other forms of domestic society in mass communication.	LO2: Students will develop a heightened awareness of the importance of understanding and communicating with individuals of diverse personal and cultural backgrounds.	JOUR 2133 Introduction to Mass Communication	Comprehensive Exam 1 Comprehensive Final Exam II	80% of program completers will earn a grade of "C" or higher
PO3: Program completers will understand concepts and apply theories in the use and presentation of information and images.	LO3: Students will learn the concepts and practice in the various multimedia communication platforms.	JOUR 2163 Introduction to Multi-Media	Comprehensive Exam I Comprehensive Final Exam II	80% of program completers will earn a grade of "C" or higher
PO4: Program completers will write correctly and evaluate information by methods	LO4: Students will develop and hone their journalistic writing skills.	JOUR 2143 Media Writing	Comprehensive Final Exam Weekly Graded Writing Assignments	80% of program completers will earn a grade of "C" or

appropriate for the communications				higher gistrar's	Offi
profesions, audiences and the purposes					
they serve.					
		72.27			
	Assessme	ent Process	ur e		
POSSON DIAMENTO DE LA CONTRACTOR DE LA C	Assessment Plan	n Implementation		tion of the second	

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	JOUR 4123 JOUR 2133 JOUR 2163 JOUR 2143	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 by email or mail	Analyze survey results	Program and curriculum changes	
Su 3 1 No.		ntinuous Improvemen gory from assessment		DNS. 1999 A. 2003	
Categories of Impr		Recommended Changes:			
A. Student Le		Course Embedded Student Learning Outcome Assessment			
	and Curriculum	Course Embedded Student Learning Outcome Assessment			
C. Assessment D. Program Quality		Evaluate assessment process from Student Learning reports. Evaluate program quality from post-graduate survey and employer satisfaction survey.			
E. Budget		Budget requests supported by student learning and program assessment.			

JUN OR RES

- 1. Twelve program learning objectives adopted from the accrediting agency the Association for Education in Journalism and Mass Communication (AEJMC):

 Registrar's Office
 - *Program completers will understand and apply the principles and laws of freedom of speech and press. (JOUR 4123)
 - *Program completers will demonstrate an understanding of the history and role of professionals and institutions in shaping communication. (JOUR 4113)
 - *Program completers will demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in mass communication. (JOUR 2133)
 - *Program completers will demonstrate an understanding of diversity of peoples and cultures and of the significance and impact of mass communication in a global society. (JOUR 2153)
 - *Program completers will understand concepts and apply theories in the use and presentation of images and information. (JOUR 2163)
 - *Program completers will demonstrate an understanding of professional ethnics and work ethically in pursuit of truth, fairness, accuracy and diversity. (JOUR 4043)
 - *Program completers will think critically, creatively and independently. (JOUR 4083)
 - *Program completers will conduct research and evaluate information by methods appropriate to their communication profession. (JOUR 4193)
 - *Program completers will write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve. (JOUR 2143)
 - *Program completers will critically evaluate their own work and that of others for accuracy, fairness, clarity, appropriate style and grammatical correctness. (JOUR 3183)
 - *Program completers will apply basic numerical and statistical concepts. (JOUR 4193)
 - *Program completers will apply the basic tools and technologies appropriate for the communication professions in which they work. (JOUR 3193)

Arkansas Tech University PROPOSAL FOR NEW PROGRAM

MN 23 265

Registrar's Office

то:	Curriculur	Curriculum Committee			
FROM (Initiating Department):	Commu	Communication & Journalism			
DATE SUBMITTED:	June 22,	2, 2015			
Title		Signature	Date		
Department Head		77X (cel)	6.22.15		
Anthony Caton					
Dean			6-22-15		
Dr. Jeff Woods	_	1/// Can	6-22-15		
Teacher Education Council (if app	licable)	///			
Graduate Council (if applicable)					
Registrar		Yamny Walle	6/23/15		
Vice President for Academic Affairs					
Program Title:		CIP Code:			
Minor in Social Media		The second secon			
Contact Person:		Proposed Date:			
Name: Anthony Caton		Fall 2016			
Institution Name: Arkansas Tech	University		· ·		
Address: Russellville, AR. 72801	•				

Program Summary: (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information) The addition of the Social Media minor requires 18 hours of course work in the Department of Communication & Journalism, with the remaining three course hours either from the Department of Behavioral Science or the Department of Management and Marketing. The minor will provide students outside of the Department of Communication and Journalism the opportunity to gain general and practical knowledge and skills that would be beneficial to them and expand their career options. Courses in the minor: JOUR 2163 Introduction to Multimedia, JOUR 3173 Public Relations Principles, JOUR 3273 Public Relations Writing, JOUR 4023

E-mail Address: acaton@atu.edu Phone Number: 479.964.0890

JUN 2 3 2015

Social Media, JOUR 4083 Computer Mediated Communication or JOUR 4123 Laws of Communication, SPH 4153 Persuasive Theory and Audience Analysis, and MKT 3163 Consumer Behavior or PSY 2923 rai 's Office Consumer Psychology. The inclusion of the minor will not require the addition of any new courses, more money, faculty, library, facilities, or equipment purchases/resources.

List existing degree programs that support the proposed program: **Communication and Journalism**, **Marketing**, and **Psychology**.

Need for the Program: (Survey data on student interest in the program (numbers not percentages) of Stice availability, corporate demands, and employment/wage projections). Focus mostly on state needs. As an attachment, include letters of support from organizations and businesses that can speak to number of job vacancies, whether the degree will provide opportunities for job advancement, increase in wages based on additional education, etc.) The minor in Social Media is recommended by a variety of professional organizations and entities, including commercial media outlets (KATV and KFSM-TV; KOLX-FM) and area Chambers' of Commerce (including those in Russellville and Fort Smith). The minor in Social Media will provide students with relevant information and skill sets that will increase their vocational opportunities and make them more marketable. Also, a student survey of incoming freshmen was conducted at the ATU Advising Center in June 2015 to gauge interest in a possible Social Media minor. Of 611 students asked, 173 expressed an interest in selecting Social Media as a minor. (See appendix.)

Curriculum Outline by Semester: Courses required for a minor in Social Media: JOUR 2163, JOUR 3173, JOUR 3273, JOUR 4023, JOUR 4083 or JOUR 4123, SPH 4153, and MKT 3163 or PSY 20123.

pu

Total number of Semester Hours Required for Graduation: 21 Hours

Can the program be completed in 8 semesters?

Yes No

If not, provide justification.

List New Courses (Please attach New Course Proposals): No new courses will be added to support the Social Media minor.

Identify General Education Courses, Core Courses, and Major Courses: No additional general education or core courses are required for a minor in Social Media. Courses required for the minor: JOUR 2163, JOUR 3173, JOUR 3273, JOUR 4023, JOUR 4083 or JOUR 4123, SPH 4153, and MKT 3163 or PSY 2023.

Courses currently offered via distance technology: (moved from above section) JOUR 3173, JOUR 4083, PSY 2023, and SPH 4153.

Program Admission Requirements: 2.0 Grade Point Average.

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

N/A

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

Dr. Sangki Lee (Associate Professor) earned Ph. D. from Penn State University in 2007 and has been full time faculty since 2008; Dr. Merlin Mann (Associate Professor) earned Ph. D. from University of Missouri in 1991 and has been full time faculty since 2012; Dr. Kevin Mason (Professor) earned Ph. D. from the University of Arkansas in 1995 and has been full time faculty since 1986; William Reeder

JUN 2 3 2015

(Assistant Professor) earned M.A. from Arkansas Tech University in 2002 and has been full time faculty since 2010; Megan Toland (Assistant Professor) earned M.A. from Arkansas Tech University in 2008 and has been full time faculty since 2014; Dr. Tom Vaughn (Associate Professor) earned Ph. D. from Indiana University in 1998 and has been full time faculty since 2003; and Dr. Jason Warnick (Associate Professor) earned Ph. D. University of Mississippi in 2006 and has been full time faculty since 2006.

Total number of faculty required (existing and new)

For new faculty members include expected credentials/experience and hire date **Existing seven full time faculty.**

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

N/A

Office

Description of Resources

Registrar's Office

Current Library and instructional facilities

Current instructional facilities of five classrooms and lab (four classrooms in CES building and one in Rothwell Hall; writing lab in CES) will suffice.

New Resources Required (include costs and acquisition plan):

No additional resources warranted.

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

Include: No additional costs warranted.

New administrative costs

New faculty

New library resources and costs

New/renovated facilities and costs

New instructional equipment and costs

Distance delivery costs

Other new costs

RECEIVED

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

JUN 23 2013

Registrar's Office

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

Department Affected: College of Business	This department 図 supports ロ does not support the change.
Comments:	
Communication and Journalism requests approval fo	or a proposal for a minor in Social Media.

Department Head Signature: _____

Stephen Jones

Associate Dean, College of Business

Date: 06/18/2015

10 23 73

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

Registrar's Office

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

Department Affected: Behavioral Sciences	This department Guest supports the change.
Comments: Sociol Media Minor	

Department Head Signature:

Date: 6-/5-

Arkansas Tech University

Proposal for Change in Program

Assessment Form

Social Media Minor

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 Social Media Minor proposal will provide students the opportunity to enhance their "scholastic development" and advance "professionalism" in social media while greatly improving their needed skill sets.
- **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 pursuing a Social Media Minor will complete 21 hours of required courses. The required courses are: JOUR 2163, JOUR 3173, JOUR 3273, JOUR 4023, JOUR 4083 or JOUR 4123, SPH 4153, and MKT 3163 or PSY 2023. The required courses will give students tangible practical social media skills and extensive legal discipline knowledge.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will hone their skills in the practical arena of social media and increase their understanding of legal issues in the discipline.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Recent placement history (based on surveys conducted for a self-study report for the B.A. in Journalism) indicate that roughly 30% of ATU journalism graduates find employment in the discipline or a related one. The practical knowledge and theory posited in the Social Media core can only enhance the vocational attractiveness of students who earn a minor in Social Media.
- f. How does this course fit in the current state of the discipline? Institutions such as Morehead State University in Morehead, Kentucky and West Virginia University in Morgantown, West Virginia have created minors in Social Media.
- 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

Office of Assessment and Institutional Effectiveness (2014)

plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) See attached.

	Arkansas Tech University	e grand a 28 of a more property. Property and the property of
	Continuous Improvement Plan	
	Annual Assessment Cycle	
Academic Cycle: Ch	ange in Academic Program	
Program: Social Me	dia Minor	

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: Program completers will understand and apply the principles and laws of freedom of speech and of the press.	LO1: Students will demonstrate and apply advanced principles of communication law and ethics.	JOUR 4123 Laws of Communication	Comprehensive Exam I Comprehensive Final Exam II	80% of program completers will earn a final grade of "C" or higher
PO3: Program completers will understand concepts and apply theories in the use and presentation of information and images.	LO3: Students will learn the concepts and practice in the various multimedia communication platforms.	JOUR 2163 Introduction to Multi-Media	Comprehensive Exam I Comprehensive Final Exam II	80% of program completers will earn a grade of "C" or higher
PO4: Program completers will write correctly and evaluate information by methods appropriate for the communications profesions, audiences and the purposes they serve.	LO4: Students will develop and hone their social media writing skills.	JOUR 3273 Public Relations Writing	Comprehensive Final Exam Weekly Graded Writing Assignments	80% of program completers will earn a grade of "C" or higher

	Ass	sessment Process		
-		The state of the s	•	
	Assessme	nt Plan Implemen	itation	

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	JOUR 4123 JOUR 2163 JOUR 3273	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 by email or mail	Analyze survey results	Program and curriculum changes		
Su		ntinuous Improvemen gory from assessment		ons,		
Categories of Impro	ovement:	Recommended Changes:				
A. Student Lea		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 Qu	Jality	Evaluate program quality from post-graduate survey and employer satisfaction survey.				
E. Budget		Budget requests supported by student learning and program assessment.				

1011 23 25

- Q1 Are you currently enrolled at Arkansas Tech University?
- Q2 If you are enrolled at Arkansas Tech, have you declared a major?

Registrar's Office

- Q3 If you are not currently a student at Arkansas Tech, do you plan on enrolling at Arkansas Tech University in the future?
- Q4 If you are not currently a student at Arkansas Tech, would you be more likely to enroll at Arkansas Tech if a Social Media major or minor were offered?
- Q5 Would you declare Social Media as your major?
- Q6 Would you declare Social Media as your minor?

Q1	Q2	Q3	Q4	Q5	Q6
Yes	Yes			Maybe	Maybe
Yes	No			Maybe	Maybe
No	No	Yes	No	No	No
Yes	Yes			No	No
No	No	Yes	No	No	No
Yes	No			No	No
Yes	Yes			No	Maybe
Yes	Yes			No	No
Yes	Yes		No	No	No
Yes	Yes			No	No
Yes	Yes			No	No
Yes	No			Maybe	Maybe
Yes	Yes			No	No
Yes	Yes			No	No
Yes	Yes			Yes	Yes
Yes	Yes			No	No
No		Yes	No	No	No
Yes	No		No	No	No
No	No	Yes	Yes	Maybe	Maybe
Yes	Yes			Maybe	Maybe
Yes	Yes			No	No
No	No	Yes	No	No	No
Yes	Yes			No	No
Yes	Yes			No	No
Yes	Yes			Maybe	Maybe
Yes	Yes	No	No	No	No
Yes	Yes			No	Maybe
Yes	Yes			No	No
Yes	Yes		No	No	No
No	No	Yes	Yes	Yes	Yes
No		Yes	Yes	No	Maybe
No	No	Yes	Yes	Maybe	Maybe
Yes	Yes			Maybe	Maybe
Yes	No			No	No
Yes	Yes			No	Maybe

[Q1	<u></u>	
Yes	No		Blank	
443		155		13
		Q2		
Yes	No		Blank	
339		186		86
		Q3		
Yes	No		Blank	
203		13		395
		Q4		
Yes	No		Blank	
45		218		348
		Q5		
Yes	No		Maybe	
6		524		75
Q6				
Yes	No		Maybe	
22		433		151

611 total participants

Registrar's Office

Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Ap	opropriate Committee		***************************************
FROM (Initiating Department):	Depart	ment of Management & Ma	orketing	
DATE SUBMITTED:	April 20	015		
Title		Signature,		Date
Department Head: Dr. Stephen Jo	nes	AL'I		8/21/16
(Associate Dean, College of Busin	ness)	$\times (\Lambda)$		0/01/13
Dean: Dr. Ed Bashaw		1/2/	:	0/21/10
(College of Bus		12/1/mh		0/21/17
Teacher Education Council (if applic	able)			
N/A				
Graduate Council (if applicable)				
N/A			,00710000000000000000000000000000000000	
Registrar	(Tammy Well	lll	8/21/15
Vice President for Academic Affairs				
		A		1
Program Title:			Requested cl	nanges will be
Business Data Analytics (BDA) Ma	jor			nmer I for next August 2016
Outline change in program: (e.g., list (2) add three hours of approved maj	_	· · · · ·	e three hours	of elective and
(1) Delete two hours of general electives and (2) Add two hours of major electives				
What impact will the change have or None	staffing,	on other programs and spa	ce allocation?	
Attach the Change in Program Asses	sment For	m. The form is located on t	he Assessmer	nt & Institutional
Effectiveness web page at http://www.atu.edu/assessment/				
See attached document.		****		
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/curric	ulum forr	ns.php.		
No impact on other departments.				

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

	atrix for Catalog			
Curriculum in <u>Business Data Analytics major</u>				
(enter title for program changing)				
Freshman Fall Semester	Freshman Spring Semester			
Add/Change:	Add/Change:			
Delete: Two hours of general electives	Delete:			
Total Hours: 28	Total Hours:			
Sophomore Fall Semester	Sophomore Spring Semester			
Add/Change:	Add/Change:			
	· ·			
Delete:	Delete:			
Total Hours:	Total Hours:			
Junior Fall Semester	Junior Spring Semester			
Add/Change:	Add/Change:			
Delete:	Delete:			
Total Hours:	Total Hours:			
Senior Fall Semester	Senior Spring Semester			
Add/Change:	Add/Change: Two hours of BDA electives			
Delete:	Delete:			
Total Hours:	Total Hours: 30			

Arkansas Tech University

Proposal for Change in Program

Assessment Form

Our Mission

6964-60A

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

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

- a. How does the program change fit with the university mission? This change allows students to take one additional BDA elective which then allows them to learn additional techniques and skills focused on and relevant to their career. This change fits with nurturing scholastic development and professionalism and with providing a solid foundation for life-long learning.
- 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? Currently, the program requires 7 hours of BDA electives, which allow the students to tailor their studies with two elective courses in accordance with their interests. Adding 2 hours of BDA elective allows students to take regular 3-hour courses, as was the original intent of the faculty. This change removes the problem of arranging to take a one-hour internship or a 1-hour elective.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?
 Evidence of learning will vary, depending on the elective taken. Generally, students produce statistical analysis and reports, term project reports, pass exams, and submit homework assignments.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

 This change does not come from student learning assessment evidence. The impetus for this change comes in part from employer comments on student capabilities in internships and questions from company recruiters about students' skill set.
- 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.

This change allows the students to go more into depth on a selected topic, technique, or

analysis approach.

This is the first undergraduate major in the state of Arkansas in Business Data Analytics.

Below are other certificates, concentrations, and degrees in this discipline in Arkansas.

Walton College of Business, University of Arkansas, Fayetteville:

Graduate Business Analytics Certificate

http://gsb.uark.edu/business-analytics-certificate/

Masters in Information Systems with Business Analytics Concentration http://gsb.uark.edu/master-of-information-systems/

University of Arkansas at Little Rock

Certificate in Data Science, College of Engineering and Information Technology http://ualr.edu/gradschool/data-science/

Masters in Information Quality, College of Engineering and Information Technology http://ualr.edu/catalogs/graduate-catalog/eit/

Certificate in Business Analytics, College of Business

http://ualr.edu/gradschool/business-analytics/

BBA in Business Analytics, College of Business

http://ualr.edu/bis/business-analytics/

The University of Central Arkansas

Concentration in Business Analytics in BBA Information Systems major, College of Business http://uca.edu/ubulletin2015/colleges-departments-programs/college-of-business/department-of-management-information-systems/

Nationally, we were able to identify 18 other similar degree programs, of which about 9 were directly in the area of Business Data Analytics.

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.)

Not applicable. Electives may address different student learning goals.

Arkansas Tech University PROPOSAL FOR NEW PROGRAM

Registrar's Office

TO:	Select Appropr	iate Committee	
FROM (Initiating Department):	Managemen	& Marketing	
DATE SUBMITTED:	April 2015		And the second s
Title		ature /	Date
Department Head: Dr. Stephen		All	8/21/16
(Associate Dean, College of Bu Dean: Dr. Ed Bashaw	isiness)		0/71/15
	inoss)	9 80.1.	10/21/15
(College of Bus Teacher Education Council (if appli		-1 / / / / / · · · · · · · · · · · · · ·	3 / 2 / / / 3
N/A	icable)		
Graduate Council (if applicable)		With the same of t	
N/A			
Registrar		2	0.1.1
	470	anny Claux	8/21/15
Vice President for Academic Affair			
		1	
Program Title:	· · · · · · · · · · · · · · · · · · ·	CIP Code:	*
Business Data Analytics (BDA) Mi	nor	52.1399	· ·
Contact Person:	- Allen	Proposed Date:	
Name: Dr. Efosa Car	roll Idemudia	August 2016	r :
Institution Name: College of Bu	siness		
Dept. of Mgm	it. & Mkt.		:
Address: Rothwell Hall	, Room 448		
E-mail Address: eidemudia@a	<u>itu.edu</u>		
Phone Number: 479-880-4220	5		
Program Summary: (Include gene		-	
additions or modifications, propo	•	•	ilities and
equipment, purpose, and any oth	ner important info	rmation)	
This min and all store of the store	DDA	anniadas and alittle to detail 1	
This minor is designed to give no	-	-	
their own major. Recent advance amounts of data. This major allo			=
🔠 amousts of uatal fills fildjof allo	MAS STANGLIIP IN CC	ipitalize on tilis data, periorm v	rai ivus uald

analysis techniques, and create visualizations to communicate the results for making decisions and

guiding actions.

Please note that for non-business majors, no more than 30 hours of courses offered by the College of Business may be counted toward completion of degree requirements.

In order to take certain upper division (3000-4000 level) courses (MGMT 4013, in this case), a non-business major must have completed 54 hours and have a cumulative GPA of at least 2.0 and permission from the Dean of Business.

No additional resources are needed for this minor.

List existing degree programs that support the proposed program:

The B.S.B.A program and the Business Data Analytics major in particular in the College of Business support this proposed minor.

Need for the Program: (Survey data on student interest in the program (numbers not percentages), job availability, corporate demands, and employment/wage projections). Focus mostly on state needs.

As an attachment, include letters of support from organizations and businesses that can speak to number of job vacancies, whether the degree will provide opportunities for job advancement, increase in wages based on additional education, etc.)

Please see the attached letters of support from Arkansas employers and other indicators that speak to the need for employees with a data analytic skill set, such as a list of companies interested in BDA majors, salaries in Little Rock, and recent list of job openings.

Curriculum Outline by Semester

The courses required for the BDA Minor are:

BDA 2003

BUAD 2053 (or PSY 2053, SOC 2053, or MATH 2163)

BDA 2013

BDA 3053

Offered in Fall	Offered in Spring
BDA 2003	BDA 2003
BDA 2013	
BUAD 2053	BUAD 2053
	BDA 3053

Plus two electives from the courses listed below:

BDA 3003

BDA 3033

MGMT 3113

ECON 3093

MGMT 4203

BDA 4073

MKT 4153

Offered in Fall	Offered in Spring
BDA 3003	
BDA 3033	
	MGMT 3113
BDA 4073 (as needed)	BDA 4073 (as needed)
ECON 3093	
	MGMT 4203
	MKT 4153

Total number of Semester Hours Required for Graduation:

Can the program be completed in 8 semesters?

18

If not, provide justification.

List New Courses (Please attach New Course Proposals):

None

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

COB Core Courses

BDA 2003

BUAD 2053

BDA Major Courses

BDA 2013

BDA 3003

BDA 3033

BDA 3053

ECON 3093

MGMT 4203

MKT 4153

Courses currently offered via distance technology: (moved from above section)

BUAD 2053

BDA 2003

BDA 4073

Program Admission Requirements:

Admission to the university

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

See attachment.

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

Dr. Kim Troboy

Dr. Loretta Cochran

Dr. Efosa C. Idemudia

Dr. David Roach

Dr. Zhi Tao

Dr. Masanori Kuroki

Ms. Alice Batch

Mr. Barry Crane, adjunct, Acxiom

Total number of faculty required (existing and new):

Eight (8)

For new faculty members include expected credentials/experience and hire date: **No new faculty needed.**

For proposed graduate programs attach curricula vitae for the faculty teaching the program. **Not applicable**

Description of Resources

Current Library and instructional facilities:

Software either on lab computers or on virtual desktops: Microsoft Office, SAS, SPSS, STATA, R Development Environment and modules, MS Visio, MS Project, MS Visual Studio with data analysis add-in, Java Development Kit, NetBeans Integrated Development Environment, Eclipse Integrated Development Environment, Oracle Data Modeler, Oracle, IBM data modeling, Cognos Insight

New Resources Required (include costs and acquisition plan):

None

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

Include:

New administrative costs

New faculty

New library resources and costs

New/renovated facilities and costs

New instructional equipment and costs

Distance delivery costs

Other new costs

None

Employment Opportunities for Graduates with a Data Analytics Skill Set

ATU Spring Career Fair Employers Requesting or Recently Interviewing BDA Majors (Skill set is desired)

Acxiom

Walmart Corporate, Layout Division, and Sam's Club

ABF Corp

ArcBest Technologies

Arkansas Blue Cross Blue Shield

Arkansas Department of Human Services

Consolidated Electrical Distributors, Inc

Dillards

Entergy

Hewlett-Packard

nuvo

Northrup Grumman

Rural Sourcing, Inc.

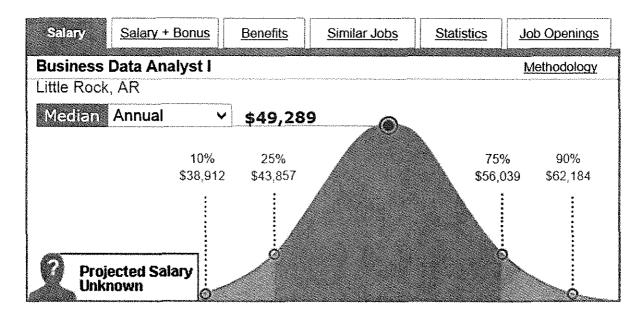
Verizon

Business Data Analyst Salaries

Two business data analytics majors were offered \$55k and \$69K for full-time jobs in spring of 2015. High salary offers indicates a need for these types of skills.

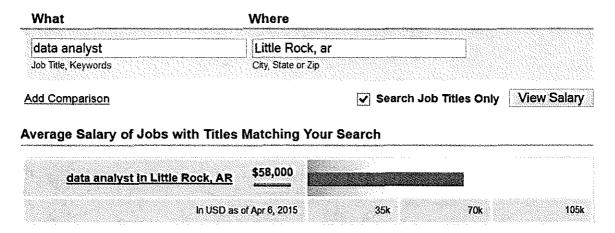
Little Rock, AR

http://swz.salary.com/SalaryWizard/Business-Data-Analyst-I-Salary-Details-Little-Rock-AR.aspx



http://www.indeed.com/salary?q1=data+analyst&l1=Little+Rock%2C+ar&tm=1

data analyst Salary in Little Rock, AR



Data Analyst Jobs in Arkansas

(April 2015; note variety of industries; some are for senior jobs, which are included to show career path possibilities)

http://www.indeed.com/jobs?q=%22data+analyst%22&l=Arkansas

Enrollment Data Analyst

USAble Life - Little Rock, AR

The Enrollment Data Analyst supports preparation of voluntary benefit enrollments by gathering data, reconciling multiple files and building product rules in an...

Data Analyst Manager

AVA Consulting 2 reviews - Little Rock, AR

AVA Consulting is seeking a Data Analyst Manager Location Little Rock, AR Visa Status We are unable to sponsor H1b candidates at this time. Short Description The...

SAISTRATEGICS.COM - Little Rock, AR

Data Analyst Manager Description:. The Data Analyst Manager will lead the analytics team to define data standards, identify data trends, and identify data...

Sponsored by TechFetch.com - 13 days ago

Robert Half Finance & Accounting - Little Rock, AR 72203

Excellent Data Analyst skills. Our rapidly growing insurance company seeks several Business Analyst I's and Business Analyst II's to support their growth!!...

Data Analyst

ABC Financial Services, Inc. - Sherwood, AR

Provide problem resolution for data issues and continually evaluate, review, and report the data. Analyst is responsible for the review of data to ensure...

Data Analyst

General Dynamics - IT 600 reviews - Little Rock, AR

Ensures the integrity of project data, including data extraction, storage, manipulation, processing and analysis....

Data Analyst

Rose International 112 reviews - Little Rock, AR

Data Analytics Manager. Data Analytics Required 7 Years. Little Rock, AR....

Data Analytics Manager

Fast Switch, Ltd. 9 reviews - Little Rock, AR

The Data Analyst Manager will lead the analytics team to define data standards, identify data trends, and identify data commonality and efficiencies within and...

Data Analytics Manager

Professional Technology Integration, Inc. - Little Rock, AR

The Data Analyst Manager will lead the analytics team to define data standards, identify data trends, and identify data commonality and efficiencies within and...

Data Analyst

Net2Source - Little Rock, AR

The Data Analyst Manager will lead the analytics team to define data standards, identify data trends, and identify data commonality and efficiencies within and...

TECHNICAL DATA ANALYST. Good understanding of data analysis and transformation techniques. Good knowledge of Excel, Access and other standard data related tools...

Data Analytics Manager

vTech Solution Inc - Little Rock, AR

The Data Analyst Manager will lead the analytics team to define data standards, identify data trends, and identify data commonality and efficiencies within and...

Data Analyst Manager

Astyra Corporation 2 reviews - Little Rock, AR

The Data Analyst Manager will lead the analytics team to define data standards, identify data trends, and identify data commonality and efficiencies within and...

Sr. Data Analyst Manager

Sai Strategic Solutions Inc - Little Rock, AR 72201 (Downtown area)

Description The Data Analyst Manager will lead the analytics team to define data standards, identify data trends, and identify data commonality and efficiencies...

SR. Data Analyst

GDH Consulting 18 reviews - Little Rock, AR

Looking for a SR Data Analyst to provide complex analytic support for Network Quality Team. Effectively communicate regarding approach, methodology, caveats,...

Data Analyst

Propak Corporation 26 reviews - Fort Smith, AR

1+ years of experience as a data analyst. The Data Analyst turns data into information, information into insight and insight into business decisions....

Data Analyst

KIPP Delta Public Schools 2 reviews - Blytheville, AR - +1 location

The Senior Director of Data and Analysis will lead the regional data team, responsible for student data systems management and analysis for KIPP Delta Public...

Senior Analyst-Marketing Data Analyst

Windstream Communications 228 reviews - Little Rock, AR

Collaborate with data management analyst to correctly. Responsible for data package delivery to. Identify, isolate and resolve data issues that affect quality;...

Senior Manager II FP&A

Walmart 44,891 reviews - Bentonville, AR

Assessing financial data, analyst reports and latest business developments. This position is a broad-based Finance leadership role supporting the Technology...

Logistics Planning

Premier Staffing, Inc - North Little Rock, AR 72118

CAD or Solid Works, autocad, logistics, planner, logistics planner, data analyst, advanced excel. Well known manufacturing company is seeking a professional...

Data Analyst III (DEA)

NAVAR - Little Rock, AR 72211 (Rock Creek area)

The Data Analyst will. The Data Analyst will support the DEA Professional and. Analytical computations necessary to process the data....

Data Analyst

Propak 27 reviews - Rogers, AR 72758

Daily responsibilities include Interpret data, analyze results using statistical techniques, and provide ongoing reports Develop and implement data collection...

CDS Operations Data Analyst

BCD Travel Corporate 73 reviews - United States

Global CDS Operations Data Analyst. Excellent Data Analysis skills. Carrying out data investigation and analysis by reviewing all steps the data flow from...

Need a Data Analyst Manager at AR!!

Adam Information Technologies LLC - Little Rock, AR

The Data Analyst Manager will lead the analytics team to define data standards, identify data trends, and identify data commonality and efficiencies within and...





January 5, 2015

Dr. Kim Troboy Arkansas Tech University 106 West O Street Russellville, AR 72801

Dear Dr. Troboy:

I would like to write a letter of support to the proposed changes to the Business Data Analytics (BDA) major as well as the new proposed BDA minor. Before going into specifics, let me say that Acxiom Corporation is extremely pleased with direction of the BDA program overall. We have hired both graduates and interns and intend to continue to staff our company with individuals from the program. Students hired have been well prepared for both our data analyst and decision support analyst jobs which are key to our central Arkansas locations.

Per the proposed change to increase BDA elective hours from seven to nine, we at Acxiom are supportive and think that this will give students majoring in BDA a stronger base in analytics that will make them even more marketable for internships, full-time jobs and quicker promotion within Acxiom once hired. We are also interested in providing structured internships that could fit into this curriculum.

Acxiom also is in favor of the BDA minor. There are many times that we would hire a general business or other non-technical major into our data analyst role if only they had slightly more exposure to data analysis, SQL or statistics. This minor would give those students the chance to better compete for these jobs based in our Conway, AR office.

Acxiom hires approximately 375 external candidates per year in the US. Two of our top five hired entry job roles in this group include the data analyst and decision support analyst mentioned above. These are also among our best "feeder" job roles for promotion into higher paying strategic jobs within Acxiom. Students hired at Acxiom with the competencies being taught in the BDA program are in a good position to have successful, well-paid careers within Acxiom.

If I can be of further assistance, please let me know. I can be reached at tim.mckenna@acxiom.com or at 501-342-1522.

Sincerely,

Tim McKenna Director of Talent Acquisition and Workforce Planning Acxiom Corporation

201 E. Markham #150 Little Rock, AR 72201 Main #501-404-9635

Dr. Kim Troboy Professor of MIS College of Business Arkansas Tech University 106 West O Street Russellville, AR 72801 USA

Dear Dr. Troboy,

Thank you for your recent communication concerning the BDA curriculum changes. I believe that the changes you are recommending are prudent and will benefit the BDA students in the long run. Businesses continue to put increasing levels of focus on data and quantitative analytics for driving everything from resource or supply chain management to marketing. Fewer business decisions are being made on intuition or "gut-feelings" and more on empirical data analysis and modeling.

Increasing the BDA elective requirement from 3 to 9 hours will provide opportunity for the BDA students to get a more robust business foundation. The job market is steadily becoming more competitive and the broader the business acumen of the graduates the better off they will be upon graduation.

There is also a rapid adoption of data analytics in the marketplace, ranging from the obvious applications in pharmaceuticals and risk management, to the less obvious applications in retail sales and city planning. We are in the Information Age and our greatest challenge is our ability (or inability) to consume, coalesce and comprehend the vast amount of data being generated on a daily basis. It is a critical success factor regardless of industry or business discipline. Adding a BDA minor is an absolute must in this day and age.

Thank you for the opportunity to engage in this important discussion and I look forward to visiting Arkansas Tech again in the near future.

Sincerely,

Kyle Hollaway COO / CTO nGage Labs

201 E. Markham #150 Little Rock, AR 72201 Main #501-404-9635

Dr. Kim Troboy Professor of MIS College of Business Arkansas Tech University 106 West O Street Russellville, AR 72801 USA

Dear Dr. Troboy,

Thank you for your recent communication concerning the BDA curriculum changes. I believe that the changes you are recommending are prudent and will benefit the BDA students in the long run. Businesses continue to put increasing levels of focus on data and quantitative analytics for driving everything from resource or supply chain management to marketing. Fewer business decisions are being made on intuition or "gut-feelings" and more on empirical data analysis and modeling.

Increasing the BDA elective requirement from 3 to 9 hours will provide opportunity for the BDA students to get a more robust business foundation. The job market is steadily becoming more competitive and the broader the business acumen of the graduates the better off they will be upon graduation.

There is also a rapid adoption of data analytics in the marketplace, ranging from the obvious applications in pharmaceuticals and risk management, to the less obvious applications in retail sales and city planning. We are in the Information Age and our greatest challenge is our ability (or inability) to consume, coalesce and comprehend the vast amount of data being generated on a daily basis. It is a critical success factor regardless of industry or business discipline. Adding a BDA minor is an absolute must in this day and age.

Thank you for the opportunity to engage in this important discussion and I look forward to visiting Arkansas Tech again in the near future.

Sincerely,

Kyle Hollaway COO / CTO nGage Labs

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO:	Currio	ulum Committee		
FROM (Initiating Departm	ent): De r	partment of Agriculture		
DATE SUBMITTED:	06/	15/2015		
Title		Signature		Date
Department Head Dr. Malcolm Rainey Jr		Malcoln R.	Rainey	\$ -9-15
Dean Dr. William Heofler Teacher Education Counci	l (if applicable)	Malcoln R., Welly Hougher		6-10-15
Graduate Council (if applic	cable)		PAYARAM Ass. ss. ——————————————————————————————	
Registrar Ms. Tammy Weaver		Yamniyee (alle	6/12/15
Vice President for Academ Dr. A.J. Anglin	nic Affairs	J		
ourse Subject: (e.g., ACCT,	ENGL) Course N	lumber: (e.g., 1003)	Effective	e Term:
fficial Catalog Title: (If official Catalog Title)	cial title exceeds 30	characters, indicate Bann	er Title below	')
Legal Environment of Agr	iculture Business	A COLORADA CONTRACTOR AND A COLORADA COLORADA COLORADA COLORADA COLORADA COLORADA COLORADA COLORADA COLORADA C	and the control of th	Proceedings of the second seco
anner Title: (limited to 30 ch	naracters, including s	oaces, capitalize all letters —	this will displa	y on the transcript)
Legal Environment of Ag				
ill this course be cross-list	ed with another ex	isting course? If so, list co	urse subject a	nd number.
Yes • No		Al Charles	. 1	.laa.l . 2
/ill this course be cross-list	·*** \/	* No	aduate or gra	duate catalog?
so, list course subject and	numper.	:		portugue a service con con
s this course repeatable fo	ir additional earned	i hours? Yes * No	How many to	tal hours?
rading: 🌼 Standard Let	tter P,	/F Cothe	er	
lode of Instruction (check	appropriate box):	A STATE OF THE STA		
01 Lecture	© 02 Lecture/Labor	atory 03 Laborato	ory only	
05 Practice Teaching	○ 06 Internship/Pra	cticum ~ 07 Apprenti	iceship/Externshi _l	р
08 Independent Study	09 Readings	10 Special 1	Topics	
12 Individual Lessons	13 Applied Instru	ction 16 Studio C	ourse	
17 Dissertation Research	18 Activity Cours	e 19 Seminar		○ 98 Other

Does this course require a fee?	ି Yes	No	How Much?	Select Fee Type
If selected other list fee type:		t the decision to make any product product of the second product o		A. M.
Elective	✓ Majo	or		Minor
(If major or minor course, you m program.)	ust comp	olete the	Request for Pro	ogram Change form to add course to
If course is required by major/m	inor, how	v frequei	ntly will course	oe offered?
Every Fall				
entered as they should appear in a. Course subject b. Course number c. Catalog course title d. Catalog description 1. Arkansas Course Transfer 2. Cross-listing 3. Offered (e.g., Fall only, Spr. 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information not 8. Contact Hours if different 9. Fees (e.g., \$36 art fee) e. Section for Name of instructof. Text required for course g. Bibliography (supplemental r.h. Justification/rationale for the i. Course objectives j. Description of how course meducation component should General Education Objectives k. Assessment methods (include I. Policy on absences, cheating, m. Course content (outline of material course	System (Aring only. ot in describer, office leading listed in the grading plagiaris aterial to cital resoupment, e	ACTS) co Do not cription s ure (e.g. hours, co thours, co undergr policy w m, etc. be cove rces such tc.? No	urse number, if enter if offer consuch as course me, Lecture three hontact information objectives ourse meets one raduate catalog) with specific equived in course).	nay be repeated for credit) nours, laboratory three hours) on (telephone, email) c (courses included in the general e or more of the objectives contained in evalents for A, B, C) intenance costs, library resources, special
Attach the Course Addition Asse Effectiveness web page at				

LEGAL ENVIRONMENT of AGRICULTURAL BUSINESS AGBU 4993-001 (AGBU 3033) Fall 2015

Instructor:

Walt McCarter

(479) 783-3181 ext. 2219

dmccarter@atu.edu

Meeting time:

Online, weekly

Office hours:

As requested.

Course materials:

All reading materials and assignments shall be provided via

Blackboard. There is no textbook for this class.

I. Course Overview

We'll study state and federal laws affecting agriculture, with an emphasis on Arkansas agricultural laws. Specific topics we will address include:

- The legal system Sources of law, structure of the legislative and judicial branches, court cases, the civil law process, legislation and statutes.
- Civil liability laws Negligence, product and premises liability, other legal duties imposed by civil laws.
- *Property laws* Property rights, property ownership, easements, nuisance law, fence line law, eminent domain.
- Resource, environmental and land use laws Zoning, farmland protection, water law, environmental laws.
- Contract law Common law contracts, Uniform Commercial Code, special agribusiness contracts
- Employment law Human resources/personnel issues, employer liability, federal and state employment laws
- Animal and food laws Animal welfare, animal and food liability, food safety laws.
- Other current issues as determined.

II. Course Objectives

Specific objectives for the class are to:

- Introduce students to federal, state and local legal systems.
- Present students with fundamental legal concepts in substantive areas of law that affect agriculture.

Agricultural Business Law AGBU 4993-001 Fall 2015

- Teach students to recognize legal issues that arise in agricultural and rural settings.
- Encourage students to apply legal principles to agricultural issues and consider potential outcomes and solutions.
- Help students understand remedies available for resolving legal issues.
- Enhance students' abilities to think critically about legal issues.
- Provide students with opportunities to verbally analyze and debate legal issues.
- Engage students in real-life applications of agricultural law.
- Expose students to the role law will play in potential career options.

III. Course Learning Outcomes

At the conclusion of the program, students will be able to:

- 1. Exhibit professional knowledge, skills, and abilities related to agribusiness law.
- 2. Execute core legal concepts in the areas of business organizations, property management, contract administration, human resources/employment law, and related civil and administrative proceedings.
- 3. Utilize critical thinking, problem solving, written and oral communication, and legal research skills specific to agricultural business.

IV. Class Format

This class will be presented as a series of weekly online agribusiness-law lectures. Students will be expected to review each weekly lecture, and then complete an online assignment or series of assignments corresponding with that presentation.

V. Grading and Exams

There will be a total of 500 points available in this class, broken down as follows:

		Points earned	<u>Grade</u>
Three (3) Exams	300	450-500	A
Class Assignments	100	400-449	В
Final Project	<u>100</u>	350-399	С
Total Points	500	300-349	D
		0-299	F

VI. Academic Integrity

Plagiarism and other forms of cheating will not be tolerated. University rules provide severe penalties for academic misconduct, ranging from course failure to dismissal from the University.

VII. Class Schedule

Date	Class	Unit	Topics		
8/31/2015	1	Legal Systems	Class introduction; Civics Review; Sources and Application of Law		
9/7/2015	2	Property	Intro to Property Law; Deeds; Freehold Estates; Adverse Possession; Easements		
9/14/2015	3	Contracts	Elements of Contracts; Performance/Breach of Contract; Ag Contracts		
9/21/2015	4	Torts	Nuisance, Negligence and Other Bad Behaviors; RTF Laws; Livestock Liability; Premises Liability		
			EXAM 1		
9/28/2015	5	Business Organizations	Types of Business Organizations: Sole Proprietorships, Partnerships, Corporations		
10/5/2015	6	Finance	Uniform Commercial Code; Security Interests; Financing Statements; Ag Lenders		
	FALL BREAK OCT. 15 TH -16 TH – NO LECTURE THIS WEEK				
10/19/2015	7	Estate Planning	Wills & Trusts; The Probate Estate; Farm Transition Planning		
10/26/2015	8	Bankruptcy	Bankruptcy Code; Process of Filing; Chapter 12 "Family Farmer" Bankruptcy		
EXAM 2					
11/2/2015	9	Administrative Law	Intro to Admin Procedures; Govt Agencies		
11/9/2015	10	Employment Law	Hiring, Firing, and Documenting Employees; the I-9 Process; Employment Discrimination		
11/16/2015	11	Environmental Law	Government regulations; environmental programs; impact on farming		
7	HANKSGI	VING BREAK NOV.	25 TH -30 TH – NO LECTURE THIS WEEK		
11/30/2015	12	Food Law	USDA vs. FDA; Safety, Inspection & Labeling; HACCP; COOL; "Food" Lawsuits		
EXAM 3 (DURING FINALS – DEC. 9-15 TH)					

Arkansas Tech University

Course Addition

Assessment Form

AGBU S033

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 introduces agribusiness students to core legal concepts related to agricultural business endeavors, from the basics of law and civics, to in-depth principles of property and contract law, business organizations, legal issues in agricultural finance and credit, business succession and estate planning, employment law, and civil and administrative proceedings related to the agriculture industry.
- 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? At the conclusion of the program, students will be able to:
 - 1. Exhibit professional knowledge, skills, and abilities related to agribusiness law.
 - 2. Execute core legal concepts in the areas of business organizations, property management, contract administration, human resources/employment law, and related civil and administrative proceedings.
 - 3. Utilize critical thinking, problem solving, written and oral communication, and legal research skills specific to agricultural business.
- d. What assessment tool or measure will you use to assess student learning? A total of three (3) unit exams administered upon completion of each of the three course units. A final class project incorporating legal concepts learned throughout the semester, along with legal research and writing skills. Regular (weekly) graded course assignments involving legal research, critical problem solving, legal analysis, and application of agribusiness risk management and liability mitigation techniques.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning?
 - 1. Weekly graded assignments require students to research newly learned legal issues and draft a legal/analytical response to hypothetical scenarios.
 - 2. Unit Examinations require students to demonstrate their knowledge of the subject matter in the form of legal essays, short-answer questions, vocabulary questions, etc.

- 3. The Final Class Project requires students to research a legal topic of their choosing (of those covered in this course), find a real-life example of said topic from online or print resources, draft a legal analysis of the real-life occurrence demonstrating their legal rationale and comprehension of the governing law(s), and then transposing those same or similar factual circumstances into a fictitious draft of legal pleadings to test their understanding of civil and/or administrative procedure and legal drafting.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. The Ag advisory board recommended a course in which students would develop the professional knowledge, skills, and abilities related to agribusiness law. Execute core legal concepts in the areas of business organizations, property management, contract administration, human resources/employment law, and related civil and administrative proceedings. Utilize critical thinking, problem solving, written and oral communication, and legal research skills specific to agricultural business. Based on the Advisory Boards recommendations a course was developed (Legal Environment of Agricultural Business) to meet these objectives. It was first offered in the fall of 2011 as a special problems AGBU 4993. The enrollment since it was first introduced in the fall of 2011 has been 30, 24, 37, 30 and 30 respectively. This provides evidence for the addition of this course.
- 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. Agriculture as a business is unique in its organization, contracts and property management issues which indicates a more specific need and understanding for students entering in to the areas of Agriculture Business. Both the University of Arkansas and Arkansas State University offer courses in Agricultural Law in their Agriculture Business and Economics Programs. The corresponding courses for U of A is Agricultural Law I (AGEC 3503) and Arkansas State University is Agricultural Law (AGEC 4033).

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

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

Department Affected: Business	This department ☑ supports ☐ does not support the change.	TO A	
Comments:			
The Department of Agriculture is requesting the addition of course entitled Legal Environment of Agriculture Business (AGBU 3033). It has been offered the last 4 years as a special problems course. We are requesting your support of this course addition.			
Thank you,			
		7	
		w	

Department Head Signature:

Stephen Jones, Associate Dean, College of Business

Date: 06/08/2015

Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Agriculture
DATE SUBMITTED:	06/15/2015

Title	Signature	Date
Department Head		
Dr. Malcolm R. Rainey	Walledom R Rainey	6-9-15
Dean		
Dr. Willy Heofler	Willy Hosefle	6-10-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Jan 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	11011
Ms. Tammy Weaver	Stemmyterauly	6/12/15
Vice President for Academic Affairs		
Dr. A.J. Anglin		VALUE TO COMPANY AND ADDRESS OF THE PARTY AND

rogram Title: Agriculture Business, AGBU/Animal Science,	Requested changes will be
GBU/Horticulture, AGBU/Pre-Vet, AGBU/Public Relations and	effective Summer I for next
GBU/Feed Mill Management	catalog year

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

There will be no change in the program, the proposed class AGBU 3303 Legal Environment of Agricultural Business will be listed as an alternative to BLAW 2033 (AGBU 3303 or BLAW 2033)

What impact will the change have on staffing, on other programs and space allocation? The course has been taught for the last 4 years as a special problems class using an adjunct faculty member. We will continue this practice.

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, AGBU/AS, AGBU/Hort, AGBU/Pre-vet, AGBU/PR and AGBU/Feed Mill Management

Freshman Fail Semester	Freshman Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Sophomore Fall Semester	Sophomore Spring Semester
Add/Change: BLAW 2033 Legal Environment of Business	Add/Change:
or AGBU 3033 Legal Environment of Agricultural Business Note: In AGBU/Pre-Vet curriculum BLAW	
2033 offered in spring of sophomore year.	Delete:
Delete:	
Total Hours: 16	
Total Hours. 10	Total Hours:
Junior Fall Semester	Junior Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Delete.	Delete.
Total Hours:	Total Hours:
Senior Fall Semester	Senior Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:

Arkansas Tech University

Course Addition

Assessment Form

AG64 3033

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 introduces agribusiness students to core legal concepts related to agricultural business endeavors, from the basics of law and civics, to in-depth principles of property and contract law, business organizations, legal issues in agricultural finance and credit, business succession and estate planning, employment law, and civil and administrative proceedings related to the agriculture industry.
- 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? At the conclusion of the program, students will be able to:
 - 1. Exhibit professional knowledge, skills, and abilities related to agribusiness law.
 - 2. Execute core legal concepts in the areas of business organizations, property management, contract administration, human resources/employment law, and related civil and administrative proceedings.
 - 3. Utilize critical thinking, problem solving, written and oral communication, and legal research skills specific to agricultural business.
- d. What assessment tool or measure will you use to assess student learning? A total of three (3) unit exams administered upon completion of each of the three course units. A final class project incorporating legal concepts learned throughout the semester, along with legal research and writing skills. Regular (weekly) graded course assignments involving legal research, critical problem solving, legal analysis, and application of agribusiness risk management and liability mitigation techniques.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning?
 - 1. Weekly graded assignments require students to research newly learned legal issues and draft a legal/analytical response to hypothetical scenarios.
 - 2. Unit Examinations require students to demonstrate their knowledge of the subject matter in the form of legal essays, short-answer questions, vocabulary questions, etc.

- 3. The Final Class Project requires students to research a legal topic of their choosing (of those covered in this course), find a real-life example of said topic from online or print resources, draft a legal analysis of the real-life occurrence demonstrating their legal rationale and comprehension of the governing law(s), and then transposing those same or similar factual circumstances into a fictitious draft of legal pleadings to test their understanding of civil and/or administrative procedure and legal drafting.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. The Ag advisory board recommended a course in which students would develop the professional knowledge, skills, and abilities related to agribusiness law. Execute core legal concepts in the areas of business organizations, property management, contract administration, human resources/employment law, and related civil and administrative proceedings. Utilize critical thinking, problem solving, written and oral communication, and legal research skills specific to agricultural business. Based on the Advisory Boards recommendations a course was developed (Legal Environment of Agricultural Business) to meet these objectives. It was first offered in the fall of 2011 as a special problems AGBU 4993. The enrollment since it was first introduced in the fall of 2011 has been 30, 24, 37, 30 and 30 respectively. This provides evidence for the addition of this course.
- 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. Agriculture as a business is unique in its organization, contracts and property management issues which indicates a more specific need and understanding for students entering in to the areas of Agriculture Business. Both the University of Arkansas and Arkansas State University offer courses in Agricultural Law in their Agriculture Business and Economics Programs. The corresponding courses for U of A is Agricultural Law I (AGEC 3503) and Arkansas State University is Agricultural Law (AGEC 4033).

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

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

This department ⊠ supports the change.	□ does not support
	d Legal Environment of special problems course. We
	⊠ supports the change.

Department Head Signature:

Stephen Jones, Associate Dean, College of Business

Date: 06/08/2015

Arkansas Tech University REQUEST FOR COURSE ADDITION

O:	Curriulum	Curriulum Committee				
ROM (Initiating Department):	Electrica	Electrical Engineering				
DATE SUBMITTED:	July 1, 20)15		,		
Title	S	ignature		Date		
Department Head		$Q_t \cdot \cdot \cdot Q_{t-1}$		-1 1100		
 Dean		Satricia Bujord Willy Hagfler	<u> </u>	7/1/15		
DCU:		Willy Hoefler		7-17-15		
Teacher Education Council (if a	ipplicable)					
Graduate Council (if applicable)		nto the tracks that the tracks that the same tracks the same t			
Registrar		Ywawe		7/20/15		
Vice President for Academic Af				7,000		
Course Subject: (e.g., ACCT, EN	IGL) Course Nu	ımber: (e.g., 1003)	Effect	ive Term:		
ELEG	3000	And the second control of the second control				
Official Catalog Title: (If official	title exceeds 30	characters, indicate Ba	nner Title be	elow)		
Engineering Internship/Rese	arch Experience		<u></u>			
Banner Title: (limited to 30 chara	acters, including s	paces, capitalize all letters	s — this will di	isplay on the transcript)		
ENGR INTERNSHIP/RESEARCH	I EXPER	arediamentria nitrata vois vai vai sis isti vait vais tälma vaita vai vait vait vait vait vait vai	and the second section of the section of t			
Will this course be cross-listed	with another ex	isting course? If so, list	course subje	ct and number.		
● Yes ← No MCEG 3000						
Will this course be cross-listed			rgraduate or	graduate catalog?		
If so, list course subject and nu	ımber. 🏵 Yes	○ No MCEG 3000				
Is this course repeatable for a	dditional earned	l hours? ⊂ Yes	How many hours?	total 0		
Grading: C Standard Letter	☞ P/	F C Oth	ner	ACCIDITATION TO THE ACCIDITATION OF THE ACCIDI		
Mode of Instruction (check app	propriate box):					
C 01 Lecture	← 02 Lecture/Lab	oratory C 03 Labo	oratory only			
C 05 Practice Teaching	06 Internship/I	Practicum 🦰 07 Appr	renticeship/Ex	xternship		
C 08 Independent Study	○ 09 Readings	← 10 Specential	cial Topics			
C 12 Individual Lessons	C 13 Applied Ins	truction C 16 Stud	lio Course			

If selected other list fe	e type:	
▽ Elective	☐ Major	Minor
(If major or minor cour program.)	se, you must complete the	Request for Program Change form to add course to
If course is required by	major/minor, how frequer	ntly will course be offered?
As Needed		
entered as they should a. Course subject b. Course number c. Catalog course title d. Catalog description 1. Arkansas Course 2. Cross-listing 3. Offered (e.g., Fal 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., infor 8. Contact Hours if 9. Fees (e.g., \$36 ar e. Section for Name of f. Text required for co g. Bibliography (supple h. Justification/rational i. Course objectives j. Description of how education compone General Education (k. Assessment method l. Policy on absences, m. Course content (out	Transfer System (ACTS) con lonly, Spring only. Do not mation not in description s different than lecture (e.g., t fee) instructor, office hours, course emental reading list) alle for the course course meets general educant should show how the course include grading policy with cheating, plagiarism, etc.	enter if offer course fall and spring) such as course may be repeated for credit) , Lecture three hours, laboratory three hours) ontact information (telephone, email) ation objectives (courses included in the general ourse meets one or more of the objectives contained in aduate catalog) of the specific equivalents for A, B, C)
•	nce learning equipment, etc	· ·
Will this course require	e a special classroom (comp	outer lab, smart classroom, or laboratory)? None
	ition Assessment Form. The at http://www.atu.edu/as	e form is located on the Assessment & Institutional
must be attached. The	•	artmental Support Form for each affected department riculum forms web page at

DEPARTMENT OF ELECTRICAL ENGINEERING

1. Course Number and Name:

ELEG/MCEG 3000

Engineering Internship/Research Experience

2. Credits and Contact Hours:

0 Credits

0 Contact Hours

3. Instructor:

Faculty Name Office Location Office Hours

4. Textbook:

None

5. Course Information:

a. Course (catalog) Description:

A minimum of six weeks of supervised on-the-job training with a university research program, engineering firm, manufacturer, municipality, or company employing engineers. A written report is required within one week of internship completion. Students will also present their internship experience to an engineering class or at a student engineering RSO meeting.

b. Prerequisite: (60)

A minimum of sixty hours applicable toward the ATU Electrical/Mechanical engineering program requirements with a minimum 3.5 GPA; and acceptance in an Engineering Internship or Research Experience for Undergraduates Program.

c. Corequisite:

None

d. Course Designation:

Elective enrichment course, part of the College of Distinction requirements.

6. Course Goals:

a. Course learning outcomes / expected performance criteria:

The successful student should be able to:

- 1. Demonstrate an ability to apply knowledge of mathematics, science, and engineering. A1, A2, A3
- 2. Work in a team environment D1
- 3. Communicate effectively orally G1
- 4. Communicate effectively by writing G2
- 5. Use techniques, skills, and engineering tools K1, K2, K3

b. Student outcomes related to the course:

a	b	c	d	e	f	g	h	i	j	k
S			S			S				S

$$S-Strong$$

$$S-Strong$$
 $M-Medium$ $W-Weak$

7. Assessment

Pass/Fail

Students will submit a report within one week of the internship/research experience. Additionally, student will prepare a presentation describing their experience for an engineering Registered Student Organization or engineering class.

8. Attendance

Regular attendance is required. Specific policies set by internship/research supervisor. Students will submit a report within one week of the internship/research experience. Additionally, student will prepare a presentation describing their experience for an engineering Registered Student Organization or engineering class.

9. Topics covered:

- a. Assimilation in an engineering/research environment
- **b.** Designing/Researching in a realistic environment.
- c. Other topics required by the internship/research supervisor

10. Justification/Rational for the course:

Students will enrich their undergraduate engineering experience as part of their participation in the College of Distinction Program. This course is the enrichment course to fulfill the College of Distinction course requirements.

11. ACTS Course Number: N/A

12. Offered: Summers as needed.

13. Fees: None

14. Description of how course meets general education requirements: N/A

15. Policy on absences, cheating, plagiarism, etc: Determined by the engineering or research supervisor at the site of the experience.

Arkansas Tech University

Course Addition

ELEG/MCEG 3000

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 will assist students by "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?

The successful student should be able to:

- 1. An ability to apply knowledge of mathematics, science, and engineering. A1, A2, A3
- 2. Work in a team environment D1
- 3. Communicate effectively orally G1
- 4. Communicate effectively by writing G2
- 5. Use techniques, skills, and engineering tools K1, K2, K3
- d. What assessment tool or measure will you use to assess student learning? Rubrics for presentations and reports.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will write a report of their experience and a presentation to a class or RSO.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. This course is in response to the mandate for College of Distinction 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.
 - Although internships and research experiences are encouraged by the department this is a documented enrichment course for the College of Distinction Program.

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department
Mechanical Engineering	☑ supports ☐ does not support
	the change.
Comments: Drop: MCEG 2013 Statics, MCEG 2023 E	ngineering Materials, MCEG 2033 Dynamics
Drop ELEG 4193 Electrical Design Project, Add ELEG	4191 Electrical Design Project I
Add ELEG 4192 Electrical Design Project II Add ELEG	/MCEG 3000 Engineering Internship/Research
Experience	
	(corriculum modification)
	(Corriculum modification) see subsequent proposal)

Department Head Signature

Date: <u>30 Jun 15</u>

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO:	Curriulu	Curriulum Committee			
FROM (Initiating Department):	Electri	ical Engineeri	ng		
DATE SUBMITTED:	25 Jun	15			
Title		Signature		Date	
Department Head		atrin	Queen	7/1/15	
Dean		, , ,	Hoefler	7/1/15	
Teacher Education Council (if applicable)	Willy	Heegar	7-17-13	
Graduate Council (if applica	ble)				
Registrar		Ywi	llle	7/20/15	
Vice President for Academic	Affairs				
Course Subject: (e.g., ACCT,	ENGL) Course	Number: (e.g	., 1003)	Effective Term:	
ELEG	4191			C Spring	
Official Catalog Title: (If of	cial title exceeds	30 character	s, indicate Banner	Title below)	
Electrical Design Project I	Landania de la compansión	- Anna Carlos Ca			
Banner Title: (limited to 30 ch	naracters, includin	g spaces, capit	alize all letters — thi	is will display on the transcript)	
NACI AL 2			-24		
Will this course be cross-list ☐ Yes	ed with another	existing cour	se? IT SO, list cours	e subject and number.	
				от вышений на потом от потом	
Will this course be cross-list	ed with a course	currently no	t in the undergrad	uate or graduate catalog?	
If so, list course subject and	number.	s 🙉 No			
Is this course repeatable fo		ned hours?	Yes Ro How	many total s?	
Grading: • Standard Let	ter C	P/F	○ Other		
Mode of Instruction (check	appropriate box):			
C 01 Lecture	C 02 Lecture/L	aboratory	C 03 Laboratory	onlv onlv	
05 Practice Teaching	C 06 Internshi	p/Practicum	C 07 Apprentice	eship/Externship	
© 08 Independent Study	€ 09 Readings	3	C 10 Special To	pics	
C 12 Individual Lessons	C 13 Applied I	nstruction	C 16 Studio Cou	irse	
C 17 Dissertation	C 18 Activity Co	ourse	🤼 19 Seminar	98 Other	

Does this course require a fee	? ○ Yes	How Much?		Select Fee Type
If selected other list fee type:				
Γ Elective	☑ Major		Minor	
(If major or minor course, you program.)	must complete th	e Request for Pi	rogram Ch	ange form to add course to
If course is required by major/	minor, how frequ	ently will course	be offere	d?
Fall and Spring		***************************************		
For the proposed course, attacentered as they should appear a. Course subject b. Course number c. Catalog course title d. Catalog description	r in the catalog)			
1. Arkansas Course Transfe	er System (ACTS) c	ourse number, i	f applicabl	e
 Cross-listing Offered (e.g., Fall only, S Prerequisites Co-requisites Description Notes (e.g., information Contact Hours if differer Fees (e.g., \$36 art fee) 	not in description	such as course	may be rej	peated for credit)
e. Section for Name of instruc	ctor office hours	contact informat	tion (talan	hone email)
f. Text required for course	.tor, ornice riours, t	Contact informa-	tion (telep	none, emany
g. Bibliography (supplementa	l reading list)			
h. Justification/rationale for t	- ,			1
i. Course objectives				An annual section of the section of
 j. Description of how course education component show General Education Objective. k. Assessment methods (included). l. Policy on absences, cheating 	uld show how the divestisted in undergodes grading policy to the second	course meets on graduate catalog	ne or more g)	of the objectives contained in
m. Course content (outline of		ered in course).		
Will this course require any sp special software, distance lear			aintenance	e costs, library resources,
Will this course require a spec	ial classroom (com	puter lab, smar	t classroor	m, or laboratory)? None
Attach the Course Addition As	sessment Form. T	he form is locat	ed on the	Assessment & Institutional
Effectiveness web page at http	o://www.atu.edu/	assessment/		
If this course will affect other must be attached. The form is http://www.atu.edu/registrar	s located on the Cu	ırriculum forms		for each affected department at

DEPARTMENT OF ELECTRICAL ENGINEERING

1. Course Number and Name:

ELEG 4191

Electrical Design Project I

2. Credits and Contact Hours:

1 hour credit

1 contact hour/week

3. Instructor:

Dr. Patricia Buford

4. Textbook:

Yousef Haik, Engineering Design Process, Cengage Learning Engineering, 2nd Edition ISBN: 0495668141 (Reference)

5. Course Information:

a. Course (catalog) Description:

First of a two part sequence of courses to complete an independent or group project in electrical engineering design. Emphasis will be placed on designing an electrical system or subsystem with due regard for: Safety, environmental concerns, reliability, longevity, ease of manufacture, maintainability, and cost effectiveness. A written and oral report are required.

b. Corequisite:

MCEG/ELEG 4202 : Engineering Design

c. Course Designation:

Required

6. Course Goals:

a. Course learning outcomes / expected performance criteria:

The successful student should be able to:

- 1. Design within realistic constraints B1, C1, C2, C3, C4
- 2. Design in a team environment D1, G1
- 3. Identify, formulate and solve engineering problems E1, E2, E3
- 4. Communicate effectively orally G1
- 5. Use techniques, skills, and engineering tools K1, K2, K3

b. Student outcomes related to the course:

a	b	С	d	e	f	g	h	i	j	k
M	M	S	S	S	W	S	W	W	W	S

S-Strong M-Medium W-Weak

7. Assessment

90%-100% A 80%-89% B

70%-79%	C
60%-69%	D
0%-59%	F

8. Attendance

Regular attendance is required. Specific policies set by instructor.

9. Topics covered:

No new topics covered since this is the capstone course building on all of the previous engineering courses in the curriculum.

10. Justification/Rational for the course:

Required by accreditor (ABET).

Course Addition

Assessment Form

ELEG 4191

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 objective of the proposed course addition is to better facilitate mentorship in the capstone (senior design) 2-course sequence by formalizing faculty involvement during proposal development in the first course (ELEG 4202). Thus, nurturing scholastic development.

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

ABET: "Students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints"

- c. Provide up to three student learning outcomes students will achieve after completing this course?
- 1. Students will demonstrate the ability to apply knowledge of mathematics, sciences, and engineering principles as evidenced from their proposal.
- 2. Students will demonstrate the ability to complete a preliminary design for a system, component, or process to meet a desired need including recognition of applicable codes and standards, economic and social impacts as evidenced in their proposal.
- 3. Students will demonstrate the ability to identify, formulate, and solve an engineering problem as evidenced in their final proposal.
- 4. Students will give an adequate final oral presentation of their preliminary design to faculty and/or students.
- 5. Students will give an adequate final written proposal to the faculty in charge of the class.
- d. What assessment tool or measure will you use to assess student learning?

Attainment of course objectives will be evaluated by using the CPGE system and subsequent analysis.

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

Students will produce preliminary designs, proposals, and presentations that demonstrate achievement of student learning outcomes.

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

Focus groups that began in the fall of 2013 provided evidence that mechanical engineering students had issues with senior design. Results from the four total focus groups: Fall 13, Spring 14, Fall 14, Spring 15 found that students provided consistent recommendations for change including increase the amount of time to develop project, improve project organization, and increase engagement by faculty mentors. Additionally end of course evaluations in ELEG 4202-Engineering Design indicated that students did not understand the distinction between that course content and the following ELEG 4193-Electrical Design Project.

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.

The "major design experience" of which this course in a part of is required by ABET. So, every engineering program accredited by ABET has a similar course. As described in above, this course addition and the related course addition for ELEG 4192 replace an existing course ELEG 4193 in the Electrical Engineering Program.

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

Department Affected:	This department
Mechanical Engineering	☑ supports ☐ does not support
	the change.
Comments:	
The proposed changes to the Electrical Engineering require the coordination of instructors in a cross-list Engineering Department agrees to coordinate with	ed (MCEG/ELEG 4202) course. The Mechanical

Department Head Signature:

Date: 25 Jun 15

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO:	Curriulu	ım Committee					
FROM (Initiating Department):	rical Engineering						
DATE SUBMITTED:	25 Jun	ın 15					
Title		Signature		Date			
Department Head		Ontran	Butan	7/1/15			
Dean		Wille)	Sofen Deller	7/1/15			
Teacher Education Council	(if applicable)	8					
Graduate Council (if applica	ible)						
Registrar		Ywla	U ()	7/20/15			
Vice President for Academi	c Affairs						
Course Subject: (e.g., ACCT,		Number: (e.g		ctive Term:			
ELEG	4192		<u> </u>	Spring • Summer I			
Official Catalog Title: (If offi	cial title exceeds	30 characters	, indicate Banner Title	below)			
Electrical Design Project II							
Banner Title: (limited to 30 c	haracters, includin	g spaces, capita	ılize all letters — this wil	I display on the transcript)			
Will this course be cross-lis	ted with another	evicting cour	e2 If so, list course su	hiect and number			
C Yes • No	ted with another	existing cour	se: II 30, list course su	bject and number.			
		MANAGARAN AND AND AND AND AND AND AND AND AND A	ugi qaqi ngilingilindi mililindi Mililindi Mililindi Mililindi Adalaysiya qalaliydi mililindi Mililindi Mililindi Adalaysiya qaqla	na pirapitan 1934 - Parish Mada Garagan har			
Will this course be cross-lis	ted with a course	currently no	in the undergraduate	or graduate catalog?			
If so, list course subject and	l number. 「Ye	s 🏵 No 🗍					
Is this course repeatable fo		ned hours?	Yes No How mar hours?	ny total			
Grading: © Standard Let	ter C	P/F	Other				
Mode of Instruction (check	appropriate box):					
C 01 Lecture	C 02 Lecture/L	.a bora tory	C 03 Laboratory only	,			
© 05 Practice Teaching	C 06 Internshi	ip/Practicum	C 07 Apprenticeship	/Externship			
© 08 Independent Study	C 09 Readings	3	C 10 Special Topics				
12 Individual Lessons	C 13 Applied (Instruction	C 16 Studio Course				
C 17 Dissertation	C 18 Activity C	ourse	C 19 Seminar	C 98 Other			

Does this course require a fee?	€ Yes ← No	How Muc	h? \$50	Other	
If selected other list fee type:	Engineering Fe	e			
☐ Elective	☑ Major		Minor		
(If major or minor course, you m program.)	ust complete th	e Request f	or Program Ch	hange form to	add course to
If course is required by major/m	inor, how frequ	ently will co	urse be offere	ed?	
Fall and Spring					
For the proposed course, attach entered as they should appear i a. Course subject b. Course number c. Catalog course title d. Catalog description 1. Arkansas Course Transfer 2. Cross-listing 3. Offered (e.g., Fall only, Spi 4. Prerequisites 5. Co-requisites	in the catalog) System (ACTS) c	ourse numb	per, if applicab	ole	ugn a. snouia be
6. Description 7. Notes (e.g., information notes) 8. Contact Hours if different 9. Fees (e.g., \$36 art fee) e. Section for Name of instructor f. Text required for course g. Bibliography (supplemental red) h. Justification/rationale for the i. Course objectives j. Description of how course me	than lecture (e.gor, office hours, office hours, office hours, office hours, office hourse	g., Lecture t	hree hours, la	boratory three	e hours)
j. Description of how course me education component should General Education Objectives	show how the	course mee	ts one or more		
k. Assessment methods (include	e grading policy	with specifi		for A, B, C)	
I. Policy on absences, cheating, m. Course content (outline of m	-		rse).		
Will this course require any spec special software, distance learni			al maintenand	ce costs, librar	y resources,
Will this course require a special	classroom (con	nputer lab, s	mart classroo	m, or laborate	ory)? None
Attach the Course Addition Asse Effectiveness web page at http://				: Assessment &	द्रे Institutional
If this course will affect other demust be attached. The form is least to http://www.atu.edu/registrar/c	ocated on the Cu	urriculum fo	* -		ected department

DEPARTMENT OF ELECTRICAL ENGINEERING

1. Course Number and Name:

ELEG 4192

Electrical Design Project II

2. Credits and Contact Hours:

2 hour credit

2 contact hour/week

3. Instructor:

Dr. Patricia Buford

4. Textbook:

Yousef Haik, *Engineering Design Process*, Cengage Learning Engineering, 2nd Edition ISBN: 0495668141 (Reference)

5. Course Information:

a. Course (catalog) Description:

First of a two part sequence of courses to complete an independent or group project in electrical engineering design. Emphasis will be placed on designing an electrical system or subsystem with due regard for: Safety, environmental concerns, reliability, longevity, ease of manufacture, maintainability, and cost effectiveness. A written and oral report are required.

b. Corequisite:

MCEG/ELEG 4202 : Engineering Design

c. Course Designation:

Required

6. Course Goals:

a. Course learning outcomes / expected performance criteria:

The successful student should be able to:

- 1. Design within realistic constraints B1, C1, C2, C3, C4
- 2. Design in a team environment D1, G1
- 3. Identify, formulate and solve engineering problems E1, E2, E3
- 4. Communicate effectively orally G1
- 5. Use techniques, skills, and engineering tools K1, K2, K3

b. Student outcomes related to the course:

			·	·			····	r		
a	b	c	d	e	f	g	h	i	j	k
M	M	S	S	S	W	S	W	W	W	S

$$S-Strong$$
 $M-Medium$ $W-Weak$

7. Assessment

90%-100%	Α
80%-89%	В

70%-79%	C
60%-69%	D
0%-59%	F

8. Attendance

Regular attendance is required. Specific policies set by instructor.

9. Topics covered:

No new topics covered since this is the capstone course building on all of the previous engineering courses in the curriculum.

10. Justification/Rational for the course:

Required by accreditor (ABET).

Course Addition

Assessment Form

ELEG4192

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 objective of the proposed course addition is to better facilitate mentorship in the capstone (senior design) 2-course sequence by formalizing faculty involvement during proposal development in the first course (ELEG 4202). Thus, nurturing scholastic development.

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

ABET: "Students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints"

- c. Provide up to three student learning outcomes students will achieve after completing this course?
- 1. Students will demonstrate the ability to apply knowledge of mathematics, sciences, and engineering principles as evidenced from their final report.
- Students will demonstrate the ability to design a system, component, or process to meet a
 desired need including recognition of applicable codes and standards, economic and social
 impacts as evidenced in their final report.
- 3. Students will demonstrate the ability to identify, formulate, and solve an engineering problem as evidenced in their final report.
- 4. Students will give an adequate final oral presentation of their design to faculty and/or students.
- 5. Students will give an adequate final written report to the faculty in charge of the class. What assessment tool or measure will you use to assess student learning?
- d. What assessment tool or measure will you use to assess student learning?

Attainment of course objectives will be evaluated by using the CPGE system and subsequent analysis.

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

Students will produce reports and in most cases fabricate devices or products that demonstrate achievement of student learning outcomes.

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

Focus groups that began in the fall of 2013 provided evidence that mechanical engineering students had issues with senior design. Results from the four total focus groups: Fall 13, Spring 14, Fall 14, Spring 15 found that students provided consistent recommendations for change including increase the amount of time to develop project, improve project organization, and increase engagement by faculty mentors. Additionally end of course evaluations in ELEG 4202-Engineering Design indicated that students did not understand the distinction between that course content and the following ELEG 4193-Electrical Design Project.

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.

The "major design experience" of which this course in a part of is required by ABET. So, every engineering program accredited by ABET has a similar course. As described in above, this course addition and the related course addition for ELEG 4191 replace an existing course ELEG 4193 in the Electrical Engineering Program.

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

Department Affected:	This department
Mechanical Engineering	☑ supports ☐ does not support
	the change.
Comments:	
The proposed changes to the Electrical Engineering require the coordination of instructors in a cross-list Engineering Department agrees to coordinate with t	red (MCEG/ELEG 4202) course. The Mechanical

Department Head Signature:

Date: 25 30 15

Arkansas Tech University REQUEST FOR COURSE DELETION

TO:	Curriul	Curriulum Committee				
FROM (Initiating Department):	Electrical Engineering					
DATE SUBMITTED:	25 Ju	n 15				
Title		Signature		Date		
Department Head		Onto Co	3. 1 4 4 4	7/1/15		
Dean		Challes He	elle.	7/1/15		
Teacher Education Council (if appl	icable)	June 1				
Graduate Council (if applicable)						
Registrar		ywear	<u> </u>	7/20/15		
Vice President for Academic Affair	rs .			.,,		
Course Subject: (e.g., ACCT, ENGL))		Course Number: (e	e.g., 1003)		
ELEG	Control		4193			
If this course is cross-listed, list co	urse subje	ct and number.	Will the cross-liste deleted? ○ Yes ⓒ No	d course be		
Official Catalog Title:						
Electrical Design Project						
(NOTE: If major or minor course, delete course from program.)	you must (complete the Re	quest for Program Ch	nange form to		
Attach the Course Deletion Assess Effectiveness web page at http://w			cated on the Assessm	ent & Institutional		
If this course will affect other department must be attached. The http://www.atu.edu/registrar/cur	ne form is l	located on the Cu	• •			
NOTE: This deletion will be effecti	ve in the N	May Mini Term (tl	ne last term) of the cu	ırrent catalog year.		

Course Deletion

Assessment Form

ELEG4193

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.

ABET: "Students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints"

b. Explain the rationale for the course deletion.

The current course (ELEG 4193-Electrical Design Project) is being replaced by two courses (ELEG 4191-Electrical Design Project I and ELEG 4192-Electrical Design Project II). The proposed changes will satisfy the mandate above.

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

Department Affected:	This department
Mechanical Engineering	☑ supports ☐ does not support
	the change.
Comments:	
The proposed changes to the Electrical Engineering of require the coordination of instructors in a cross-list Engineering Department agrees to coordinate with the second	ed (MCEG/ELEG 4202) course. The Mechanical

Department Head Signature:

Date: 25 500 15

Arkansas Tech University REQUEST FOR COURSE CHANGE

TO:	Curriculum	Curriculum Committee					
FROM (Initiating Department):	Electrical	Electrical Engineering					
DATE SUBMITTED:	July 1, 20	15	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				
Title		Signature		Date			
Department Head		attrice Que	Jacob	7/1/15			
Dean		Willy Herefile	<i>)</i>	7-17-15			
Teacher Education Council (if app	olicable)	way 1990					
Graduate Council (if applicable)			T,				
Registrar		Thelana		1/20/15			
Vice President for Academic Affa	irs			110 7.0			
Course Subject: (e.g., ACCT, ENGI	<u>L)</u>	Course Number:	(e.g., 1003)	_			
ELEG		1012					
Is this course cross-listed with an	other existing o	ourse? If so, list cour	se subject and nui	mber.			
← Yes ← No			·	····			
Official Catalog Title:		and chair a specific of the appropriate and a specific or	ناد بارد در د	<u> </u>			
Introduction to Electrical Engin							
Request to change: (check appro	priate box):						
	☐ Title		▼ Course Descr	ption			
Cross-Listing	▼ Prerequisi	te	Co-requisite				
☐ Grading	☐ Fee						
Other			ر در در در بای داده داده شیبان بر _{در} و داده در باید باید باید باید داده داده در باید باید باید باید باید باید در در در در در در داده داده در				
NOTES: These changes will become If this course is cross-listed of other courses, a Course	ed, a prerequisi	te/co-requisite, or in	cluded in the cour	se description			

courses.

New Course Number: (e.g., 1003)
1011
New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)
Introduction to Electrical Engineering
Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)
Intro Electrical Engineering
New Course Description: An introductory lecture/lab course to acquaint students with the fundamental techniques in the field of electrical engineering. Topics include technical aspects of electrical engineering including an introduction to computational techniques/software, basic introduction to computer-aided drafting (CAD), an introduction to programming, and basic circuit prototyping.
New Cross List:
Adding Cross-Listing Changing Cross-Listing Deleting Cross-Listing
If adding or changing cross-listing, indicate course subject and number (detail the difference in undergraduate and graduate course below, if appropriate)
New Prerequisite (list all, as you want them to appear in the catalog): Prerequisites: Math ACTE score of 24 or higher, or a grade of C or higher in MATH 1113, or MATH
1914, or MATH 1203 or consent of the instructor.
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.egu/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 Change

ELEG 1012 Introduction to Electrical Engineering to

ELEG 1011 Introduction to Electrical Engineering + TECH 1001

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. Not Applicable
- b. Provide an example or examples of student learning assessment evidence which supports the course change. This course change is to add a math prerequisite (Math ATCE score of 24 or higher, or a grade of C or higher in MATH 1113, or MATH 1914, or MATH 1203). One of the engineering tools used heavily in our curriculum is a software package called Matlab. Matlab is a computational tool that will perform complex calculations and display data plots. This course change proposal would allow us to introduce the Matlab tool to students during their first semester. Although we will only be using some of the most basic functionality of the software, students will need to have a solid foundation in math at least to the college algebra level in order to be successful. In addition to exposing our students to Matlab their first semester we also intend to teach them some fundamental concepts in computer-aided drafting (CAD) using AutoCad which is used heavily in industry and the student will need a good comprehension of geometry to be successful.

Students will now be required to take TECH 1001 in addition to ELEG 1011. Since ELEG 1101 will meet as a lab, students will have more time for in-class projects. One of the indirect assessment measure used by the EE department is the student course evaluations. Student comments on class climate include: "less orientation stuff and more engineering" (201520; "Must we spend so much time on Tech Orientation material? I understand it is required, but I feel as if some of the worksheets were quite silly." (201470); "more hands on" (201320); "building more circuits" (201270).

Splitting ELEG 1012 Introduction to Electrical Engineering into ELEG 1011 Introduction to Electrical Engineering

&

TECH 1001 Orientation to the University

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

Department Affected:	This department supports □ does not sup	port
College Student Personnel	the change.	
Comments:		

Department Head Signature: Send Bess Date: 7/16/15

Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

то:	Curriculum Committee
FROM (Initiating Department):	Electrical Engineering
DATE SUBMITTED:	July 1, 2015

Title	Signature	Date
Department Head	altura Budard	7/1/15
Dean	Willy Herefler	7-17-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Ywanu	7/20/15
Vice President for Academic Affairs		

Program Title:	Requested changes will be
Electrical Engineering: Traditional Option	effective Summer I for next
1	catalog year
Delete: ELEG 1012 Introduction to Electrical Engineering	
Add: ELEG 1011 Introduction to Electrical Engineering, TECH 1001 C	Drientation to the University
Delete: MCEG 2013 Statics, MCEG 2023 Engineering Materials and	Dynamics MCEG 203
Delete: MCEG 2013 Statics, MCEG 2023 Engineering Materials and Add: COMS 2203 Foundations of Computer Programming II, 3 hrs. 7	Technical Elective and 3 hrs. Math
Elective	
Delete: ELEG 4193 Electrical Design Project	
Add: ELEG 4191 Electrical Design Project I and ELEG 4192 Electrical	Design Project II
What impact will the change have on staffing, on other programs a	nd space allocation?
None	
Attach the Change in Program Assessment Form. The form is located	ed on the Assessment & Institutional
Effectiveness web page at http://www.atu.edu/assessment/	
If this course will affect other departments, a Departmental Suppor	rt Form for each affected
department must be attached. The form is located on the Curriculu	um 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.

Curriculum Ma	trix for Catalog			
Curriculum in <u>Electrical Engineeri</u>				
(enter title for program changing)				
Freshman Fall Semester	n Fall Semester Freshman Spring Semester No			
Add/Change: Fine Arts & Humanitites ^{1,T} Add/Change:				
ELEG 1011 Introduction to Electrical Engineering	Delete:			
TECH 1001 Orientation to the University	Total Hours: 15			
Delete: ELEG 1012 Introduction to Electrical Engineering				
Total Hours: 16				
Sophomore Fall Semester	Sophomore Spring Semester			
Add/Change:	Add/Change:			
COMS 2203 Foundations of Computer Programming II ELEG/MATH 3173 Math Methods for Engineers				
Delete: MCEG 2023 Engineering Materials				
Total Hours: 16	Delete: Fine Arts & Humanitites ^{1,T}			
	Total Hours: 15			
Junior Fall Semester	Junior Spring Semester			
Add/Change: Technical Elective ³	Add/Change: MATH Elective ⁴			
Delete: MCEG 2013 Statics	U.S. History/Government ^{1,T}			
Total Hours: 15	Delete: MCEG 2033 Dynamics			
	ELEG/MATH 3173 Math Methods for Engineers			
	Total Hours: 15			
Senior Fall Semester	Senior Spring Semester			
Add/Change: ELEG 4191 Electrical Design Project I	Add/Change: ELEG 4192 Electrical Design Project II			
Delete: U.S. History/Government ^{1,T}	Delete: ELEG 4193 Electrical Design Project			
	Total Hours: 13			
Total Hours: 15				

⁴Must have department approval.

Proposal for Change in Program

Deleting ELEG 1012 Introduction to Electrical Engineering

Adding ELEG 1011 Introduction to Electrical Engineering and TECH 1001

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?

"Dedicated to nurturing scholastic development, integrity, and professionalism" implies giving our freshmen students the best possible start to their course work.

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

Not applicable.

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

 The proposed program changes improve the students' ability to dedicate lab time to the project based learning rather than sharing the time for TECH 1001 topics.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?

Students learning of content for both distinct areas: basic electrical engineering and orientation to the university should be increased.

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

This change allows students transferring to EE from other programs and those others who have already taken TECH 1001 more time to commit to the electrical engineering topics rather than repeating topics of the orientation class.

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.

N/A

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.)

The Electrical Engineering (EE) Department uses the CPGE system to collect and analyze data to verify attainment of course objectives and student learning outcomes for all required EE courses. The program changes would affect many of those embedded courses outcomes and their embedded associated ABET student outcomes. For more information see the 2013-14 EE Assessment Report in TracDat.

Proposal for Change in Program

Deleting MCEG 2013, 2023, 2033

Adding Math Elective, COMS 2203, Technical Elective

Electrical Engineering

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.

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

"Dedicated to nurturing scholastic development, integrity, and professionalism" implies the ability of our students to be prepared to take the licensing exams for their profession. The objective of the proposed program change is to better comply with the Engineering Accreditation Commission of ABET program Criteria for Electrical Engineering and the recently revised National Council of Examiners for Engineering and Surveying Fundamentals of Engineering Exam for Electrical Engineers.

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

ABET: "The curriculum for programs containing the modifier "electrical" in the title must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics."

The proposed program change will improve compliance with the above mandate.

NCEES: Electrical students are no longer tested on Mechanical Engineering Courses as part of the licensing requirement.

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

The proposed program changes improve the students' ability to pass the first licensing exam,

Fundamentals of Engineering Exam.

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

Students willing to sit for the licensing exam should have improved pass rates.

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

The Fundamentals of Engineering (FE) Exam was significantly changed for Electrical Engineers beginning spring, 2014. At that time, students indicated in course evaluations that time spent in Mechanical Engineering classes would be better spent applied to more Mathematics, Computer and Science topics on the FE Exam.

m. 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.

As Electrical Engineering topics and depth of topics expands at an ever increasing rate, it is important that we prepare them to maximize their efforts to become as proficient as possible in their field.

n. 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.)

The Electrical Engineering (EE) Department uses the CPGE system to collect and analyze data to verify attainment of course objectives and student learning outcomes for all required EE courses. The program changes would affect many of those embedded courses outcomes and their embedded associated ABET student outcomes. For more information see the 2013-14 EE Assessment Report in TracDat.

.

Proposal for Change in Program

ELEG 4193 Electrical Design →

ELEG 4191 Electrical Design Project I & ELEG 4192 Electrical Design Project II

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.

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

The objective of the proposed program change is to better facilitate mentorship in the capstone (senior design) 2-course sequence by formalizing faculty involvement during proposal development in the first course (ELEG 4202). Thus, nurturing scholastic development.

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

ABET: "Students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints"

The proposed program change will satisfy the above mandate.

- q. How will the program change impact learning for students enrolled in this program? The proposed program change will formalize faculty involvement in proposal development for senior design projects. Adding ELEG 4191, which will be a corequisite requirement for ELEG 4202, will provide project mentors a means to provide feedback to students through assessments culminating in a course grade in ELEG 4191. As a prerequisite requirement to ELEG 4192, failure to develop a good proposal in ELEG 4191 will prevent students from prematurely starting the design portion of their project.
- r. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?

Students will produce preliminary designs, proposals, final designs, final reports, and presentations that demonstrate achievement of student learning outcomes.

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

Focus groups that began in the fall of 2013 provided evidence that electrical engineering students had issues with senior design. Results from the four total focus groups: Fall 13, Spring 14, Fall 14, Spring 15 found that students provided consistent recommendations for change including increasing senior project budget, increase the amount of time to develop project, improve project organization, and increase engagement by faculty mentors. Additionally end of course evaluations in ELEG 4202 Engineering Design indicated that students did not understand the distinction between that course content and the following ELEG 4193 Electrical Design Project.

Formalizing the involvement of mentors will provide more structure, making the process feel more organized, and more appropriately recognize the efforts of mentors so that they feel more obligated to be active in the process.

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

The proposed program change does not change the content of the curriculum, which represents the current state of the discipline. It only presents the content more effectively.

u. 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.)

The Electrical Engineering Department uses the CPGE system to collect and analyze data to verify attainment of course objectives, and student outcomes. Since one course (ELEG 4193) is being split into two courses (ELEG 4191 and ELEG 4192) the assessment plan used in ELEG 4191 and ELEG 4192 will follow the assessment plan used for the course they replace, ELEG 4193. However, the following course objectives for both courses are shown below:

ELEG 4191 AND ELEG 4192 COURSE LEARNING OUTCOMES

The successful student should be able to:

- 1. Design within realistic constraints B1, C1, C2, C3, C4
- 2. Design in a team environment D1, G1
- 3. Identify, formulate and solve engineering problems E1, E2, E3
- 4. Communicate effectively orally G1
- 5. Use techniques, skills, and engineering tools K1, K2, K3

The course learning outcomes for both courses are related to Lower-Level ABET Learning Outcomes as shown below:

ABET STUDENT OUTCOMES RELATED TO THE COURSE										
			I	ELEG 41	191 AND	ELEG 4	192			
a	b	c	d	e	f	g	h	i	j	k
M	M	S	S	S	W	S	W	W	W	S

S – Strong M – Medium

W – Weak

The current scale used by the CPGE system to report assessments and the criterion for success are:

Current Scale: Pass/Fail

Criteria for Success: 90 % of students pass.

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

Department Affected:	This department
Mechanical Engineering	☑ supports ☐ does not support
	the change.
Comments: Drop: MCEG 2013 Statics, MCEG 2023 E	ngineering Materials, MCEG 2033 Dynamics
Drop ELEG 4193 Electrical Design Project, Add ELEG	4191 Electrical Design Project I
Add ELEG 4192 Electrical Design Project II Add ELEG	/MCEG 3000 Engineering Internship/Research
Experience	

Department Head Signature

Date: **30JW15**

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

Department Affected:	This department	
Computer and Information Science	🔀 supports	□ does not support
ADD: COMS 2203 Foundation of Computer Prog. II	the change.	
Comments:		
NA		

Department Head Signature:

Date:<u>6/30/</u>70/5

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

Department Affected: Math Dept.	This department	
Add Math Elective to EE Traditional Program	🗷 supports	☐ does not support
	the change.	
Comments:		

Splitting ELEG 1012 Introduction to Electrical Engineering into ELEG 1011 Introduction to Electrical Engineering

TECH 1001 Orientation to the University

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

Department Affected: College Student Personnel	This department supports □ does not support the change.
Comments:	

Department Head Signature: Sender Bess.

Date: 7/16/15

Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

то:	Curriculum Committee	
FROM (Initiating Department):	Electrical Engineering	
DATE SUBMITTED:	July 1, 2015	

Title	Signature	Date
Department Head	Patricia Buyara	7/1/15
Dean	Walle Hoefen	2-17-15
Teacher Education Council (if applicable)	0	
Graduate Council (if applicable)		
Registrar	Yweath	7/20/15
Vice President for Academic Affairs		

Program Title:	Requested changes will be		
Electrical Engineering: Computer Engineering Option	effective Summer I for next		
	catalog year		
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and			
(2) add three hours of approved major electives)			
Split ELEG 4193 Electrical Design Project into ELEG 4191 Electrical Design Project I and ELEG 4192			
Electrical Design Project II thus extending the design experience into two semesters			
Delete Elegioia Add Electoll and Tech 1001			
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	de course number and title.		

Curriculum Matrix for Catalog Curriculum in Electrical Engineering: Computer Engineering Option (enter title for program changing) Freshman Fall Semester Freshman Spring Semester No Add/Change: ELEG 1011 Introduction to Electrical Add/Change: Engineering Delete: **TECH 1001 Orientation to the University** Total Hours: 15 Delete: ELEG 1012 Introduction to Electrical Engineering Total Hours: 16 Sophomore Fall Semester Sophomore Spring Semester Add/Change: Add/Change: Delete: Delete: Delete: Total Hours: 16 Total Hours: 15 Junior Fall Semester Junior Spring Semester Add/Change: Add/Change: Delete: Delete: Total Hours: 15 Total Hours: 15 Senior Fall Semester Senior Spring Semester Add/Change: ELEG 4191 Electrical Design Project I Add/Change: ELEG 4192 Electrical Design Project II Delete: ELEG 4193 Electrical Design Project Delete: Total Hours: 15 Total Hours: 13

Proposal for Change in Program

EE Computer Option Introduction to Electrical Engineering

Deleting ELEG 1012 Introduction to Electrical Engineering

Adding ELEG 1011 Introduction to Electrical Engineering and TECH 1001

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?
- "Dedicated to nurturing scholastic development, integrity, and professionalism" implies giving our freshmen students the best possible start to their course work.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not applicable.

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

The proposed program changes improve the students' ability to dedicate lab time to the project based learning rather than sharing the time for TECH 1001 topics.

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

Students learning of content for both distinct areas: basic electrical engineering and orientation to the university should be increased.

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

This change allows students transferring to EE from other programs and those others who have already taken TECH 1001 more time to commit to the electrical engineering topics rather than repeating topics of the orientation class.

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.

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.)

The Electrical Engineering (EE) Department uses the CPGE system to collect and analyze data to verify attainment of course objectives and student learning outcomes for all required EE courses. The program changes would affect many of those embedded courses outcomes and their embedded associated ABET student outcomes. For more information see the 2013-14 EE Assessment Report in TracDat.

Arkansas Tech University

Proposal for Change in Program

EE Computer Option Senior Design

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.

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

The objective of the proposed program change is to better facilitate mentorship in the capstone (senior design) 2-course sequence by formalizing faculty involvement during proposal development in the first course (ELEG 4202) thus, nurturing scholastic development.

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

ABET: "Students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints"

The proposed program change will satisfy the above mandate.

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

The proposed program change will formalize faculty involvement in proposal development for senior design projects. Adding ELEG 4191, which will be a co-requisite requirement for ELEG 4202, will provide project mentors a means to provide feedback to students through assessments culminating in a course grade in ELEG 4191. As a prerequisite requirement to ELEG 4192, failure to develop a good proposal in ELEG 4191 will prevent students from prematurely starting the design portion of their project.

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

Students will produce preliminary designs, proposals, final designs, final reports, and presentations that demonstrate achievement of student learning outcomes.

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

Focus groups that began in the fall of 2013 provided evidence that electrical engineering students had issues with senior design. Results from the four total focus groups: Fall 13, Spring 14, Fall 14, Spring 15 found that students provided consistent recommendations for change including increasing senior project budget, increase the amount of time to develop project, improve project organization, and increase engagement by faculty mentors. Additionally end of course evaluations in ELEG 4202 Engineering Design indicated that students did not understand the distinction between that course content and the following ELEG 4193 Electrical Design Project.

Formalizing the involvement of mentors will provide more structure, making the process feel more organized, and more appropriately recognize the efforts of mentors so that they feel more obligated to be active in the process.

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

The proposed program change does not change the content of the curriculum, which represents the current state of the discipline. It only presents the content more effectively.

n. 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.)

The Electrical Engineering Department uses the CPGE system to collect and analyze data to verify attainment of course objectives and student outcomes. Since one course (ELEG 4193) is being split into two courses (ELEG 4191 and ELEG 4192) the assessment plan used in ELEG 4191 and ELEG 4192 will follow the assessment plan used for the course they replace, ELEG 4193. However, the following course objectives for both courses are shown below:

ELEG 4191 AND ELEG 4192 COURSE LEARNING OUTCOMES

The successful student should be able to:

- 1. Design within realistic constraints B1, C1, C2, C3, C4
- 2. Design in a team environment D1, G1
- 3. Identify, formulate and solve engineering problems E1, E2, E3
- 4. Communicate effectively orally G1
- 5. Use techniques, skills, and engineering tools K1, K2, K3

The course learning outcomes for both courses are related to Lower-Level ABET Learning Outcomes as shown below:

		AB	ET STUD	ENT OUT	COMES I	RELATED	TO THE	OURSE		
	ELEG 4191 AND ELEG 4192									
a	a b c d e f g h i j k									
M	M	S	S	S	W	S	W	W	W	S

S-Strong M-Medium

The current scale used by the CPGE system to report assessments and the criterion for success are:

W - Weak

Current Scale: Pass/Fail

Criteria for Success: 90 % of students pass.

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department
Mechanical Engineering	☑ supports ☐ does not support
	the change.
Comments:	
The proposed changes to the Electrical Engineering require the coordination of instructors in a cross-lis Engineering Department agrees to coordinate with	ted (MCEG/ELEG 4202) course. The Mechanical

Department Head Signature:

Date: 25 5m 15

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

Splitting ELEG 1012 Introduction to Electrical Engineering into ELEG 1011 Introduction to Electrical Engineering

&

TECH 1001 Orientation to the University

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

Department Affected: College Student Personnel	This department supports the change.	☐ does not support
Comments:		

Department Head Signature: Sende Besson Date: 7/16/15

Arkansas Tech University PROPOSAL FOR NEW PROGRAM

	Curriculum Committee			
	Electrical Engineering			
July	1, 2015			
		7-15-15		
Z	well Harefor	7-15-15		
	8 0			
e)				
	I arauer	7/20/15		
Affairs				
cal Engr K	Biomed opt			
	CIP Code:			
iomedical Option	14.1001			
	Proposed Date: Fall 2016			
ost, faculty resource rmation) he existing electrica m. that support the pr	es, library resources, facilities an	•		
	applicable) e) Affairs iomedical Option ate Dean oplied Sciences general description ost, faculty resource rmation) he existing electrics m.	Signature Auturn Bryan applicable) e) CIP Code: iomedical Option Proposed Date: rate Dean oplied Sciences General description of program with overview of any ost, faculty resources, library resources, facilities and rmation) he existing electrical engineering degree. m. that support the proposed program:		

availability, corporate demands, and employment/wage projections). Focus mostly on state needs.

As an attachment, include letters of support from organizations and businesses that can speak to number of job vacancies, whether the degree will provide opportunities for job advancement, increase in wages based on additional education, etc.)

The Bureau of Labor Statistics projected a 27% increase (19,400 to 24,600) in the number of biomedical engineers required over the decade from 2012-2022 compared to a 11% increase in all occupations and a 9% increase for all engineers. The average salary was \$86,960 in May 2012 compared to \$86,200 for all engineering disciplines. [Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition, Biomedical Engineers,* on the Internet at

http://www.bls.gov/ooh/architecture-and-engineering/biomedical-engineers.htm (visited June 23, 2015).]

Curriculum Outline by Semester See attached curriculum.

See attached carried and

Total number of Semester Hours Required for Graduation:

122 (Students applying to a post graduated medical degree program will be advised to take 137 hours.)

Can the program be completed in 8 semesters?

Yes (Either the 122 hours or the extended 137 hour program. See attached curriculum.)

No. If not, provide justification.

List New Courses (Please attach New Course Proposals): None

Identify General Education Courses, Core Courses, and Major Courses: See attached curriculum.

Courses currently offered via distance technology: (moved from above section)

Program Admission Requirements:

The admissions requirement for the electrical engineering degree with biomedical option will be the same as the current requirement for existing electrical engineering programs.

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

List the names and credentials of all faculty teaching courses in the proposed program. The faculty will include the university faculty in the Colleges of Natural and Health Sciences, Engineering and Applied Sciences, and Arts and Humanities who may be assigned to teach courses listed in the proposed curriculum.

Total number of faculty required (existing and new) No additional faculty required unless program has significant growth.

For new faculty members include expected credentials/experience and hire date None.

For proposed graduate programs attach curricula vitae for the faculty teaching the program The proposed is an undergraduate program.

Description of Resources

Only the existing classroom and laboratory facilities that are currently in use will be required for the new program.

Current Library and instructional facilities

The existing library and instructional facilities are adequate for the proposed program.

New Resources Required (include costs and acquisition plan):

No additional resources are required.

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

It is projected that the program will attract 6 or less new students for the first year and grow to 10 or less new students by year three.

New administrative costs - no new administrative costs.

New faculty - no new faculty.

New library resources and costs – no new library resources or costs.

New/renovated facilities and costs – no new or renovated facilities required.

New instructional equipment and costs – no new instructional equipment or costs.

Distance delivery costs – no distance learning projected for this program.

Other new costs – no other new costs are anticipated.

Curriculum Outline Bachelor of Science in Electrical Engineering – Biomedical Option

Semester	Course Number	Course Name	<u>Credits</u>	<u>Totals</u>
1	ELEG 1011 TECH 1001 CHEM 2124 CHEM 2020 ENGL 1013 MATH 2914 BIOL 1114	Introduction to Electrical Engineering Orientation to the University General Chemistry I General Chemistry I Lab English Composition I Calculus I Principles of Biology	1 1 4 0 3 4 4	<u>17</u>
2	US Hist/Gov ENGL 1023 MATH 2924 CHEM 2134 CHEM 2130 BIOL 2014	Social Science English Composition II Calculus II General Chemistry II General Chemistry II Lab Human Anatomy	3 3 4 4 0 4	<u></u> 18
3	ELEG 2103 CHEM 3254 MATH 3243 PHYS 2114 PHYS 2000	Electric Circuits I Fundamentals of Organic Chemistry Differential Equations I General Physics I General Physics Lab I	3 4 3 4 0	
4	ELEG 2113 ELEG 2111 MATH 2934 PHYS 2124 PHYS 2010	Electric Circuits II Electric Circuits Lab Calculus III General Physics II General Physics Lab II	3 1 4 4 0	<u>14</u>
5	ELEG 3103 COMS 2104 SOC 1003 PSY 2003	Electronics I Foundations of Computer Programming I Introductory Sociology General Psychology	3 4 3 3	<u>12</u>
6	ELEG 4103 ELEG 4122 COMS 2203 ELEG 3123 ELEG/MATH 3173 ELEG 3143	Electronics II Electrical Systems Lab Foundations of Computer Programming II Signals and Systems Math Methods for Engineers Electromagnetics	31 21 31 31 31 31 31 31 31 31	<u>13</u>
7	ELEG 4202 ELEG 4191 ELEG 4143 ELEG 4113 ELEG/MCEG 3003 ELEG 2134 ELEG 2130	Engineering Design Electrical Design Project I Communications Systems I Digital Signal Processing Engineering Modeling & Design Digital Logic Design Digital Logic Lab	2 1 3 3 3 4 0	<u>17</u>
8	ELEG 3133 ELEG 4192 ELEG 4303 BIOL 3074 See list	Microprocessor System Design Electrical Design Project II Control Systems Human Physiology Fine Art/Humanities	3 2 3 4 3	<u>15</u>
	<u>Total</u>			122

*The following courses are not required for EE with Biomedical option degree; however, they are recommended for application to an advanced medical degree program.

<u>Semester</u>	Course Number	Course Name	<u>Credits</u>	<u>Totals</u>
3	BIOL 3034	Genetics*	4	
4	CHEM 3264	Mechanistic Organic Chemistry*	4	
5	CHEM 3344	Principles of Biochemistry*	4	
8	BIOL 4033	Cell Biology*	3	
				15

a. Total semester hours required for option/concentration/emphasis:

<u>Course</u> <u>Number</u>	Course Name	Credits	<u>Totals</u>
BIOL 1114 BIOL 2014 CHEM 3254 CHEM 2134 BIOL 3074	Principles of Biology Human Anatomy Fundamentals of Organic Chemistry General Chemistry II Human Physiology	4 4 4 4 4	
			20

20

Arkansas Tech University

Proposal for New Program Assessment Form

Our Mission

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

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

- a. How does this proposal for the new program fit with the university mission? The biomedical option within the electrical engineering degree program will allow graduates to pursue a career in the biomedical engineering discipline or pursue a graduate degree in biomedical engineering. With an additional 15 course credit hours beyond the 122 required for the degree, the graduates will be eligible to apply to a post graduate medical degree program.
- b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable.

Not applicable.

- c. How will this new program enhance learning for students enrolled in the program? The biomedical option will equip the engineering graduates with the essential knowledge necessary to contribute to the biomedical engineering discipline, apply for graduate study in biomedical engineering or apply to a post graduate medical degree program.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?
- Graduates will have acquired the skills and knowledge necessary to obtain employment in the electrical engineering field, biomedical engineering field, pursue graduate study in biomedical engineering, or, with an additional 15 credit hours, apply to a post graduate medical degree program.
- e. Provide an example or examples of assessment evidence which supports adding this new program.

The Bureau of Labor Statistics has projected a 27% increase for biomedical engineers over the decade from 2012 to 2022 compared to a 11% increase in all occupations and a 9% increase for all engineers. [Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Biomedical Engineers, on the Internet at http://www.bls.gov/ooh/architecture-and-engineering/biomedical-engineers.htm (visited June

23, 2015).]

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 program provide comparative examples from regional educational institutions.

There are two biomedical engineering programs in the state, University of Arkansas at Fayetteville and Harding University. Currently, neither one of these programs are accredited at the bachelor's degree level by ABET Engineering Accreditation Commission. The University of Arkansas does have an ABET accredited master's degree in biomedical engineering which would require a student to complete both the bachelor's as well as the master's degree programs to become eligible for registration as a professional engineer.

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.) Please see following pages.

Assessment Plan

Program Educational Objectives (who our graduates will be five years into their careers)

Engineers who graduate from Arkansas Tech University with a BSEE degree Biomedical Option will be:

- 1. Intellectuals with a commitment to ethics, social and environmental responsibility, and lifelong learning.
- 2. Team Players communicating, planning, coordinating, and managing projects and personnel with efficiency and effectiveness.
- 3. Problem Solvers learning new concepts, techniques, skills, and tools to aid in analyzing and designing electrical and biomedical engineering systems.
- 4. Professionals trained and competent in the fundamentals of engineering science, applied mathematics, laboratory practice, and principles of electrical and biomedical engineering.

Assessed by employer surveys and reviewed by Industry Advisory Board

Student Outcomes (Qualities of Graduates of the Program)

In order to meet the mission and program educational objectives, the Electrical Engineering Department at Arkansas Tech University established the following list of attributes as goals for its graduating students.

Students graduating from the Electrical Engineering Program should have:

- a. an ability to apply knowledge of mathematics, science, and engineering.
- b. an ability to design and conduct experiments, as well as to analyze and interpret data.
- c. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- d. an ability to function on multidisciplinary teams.
- e. an ability to identify, formulate, and solve engineering problems.
- f. an understanding of professional and ethical responsibility.
- g. an ability to communicate effectively.
- h. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
- i. a recognition of the need for, and an ability to engage in life-long learning.
- j. a knowledge of contemporary issues.
- k. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Graduates of the Biomedical Option will also have:

- I. knowledge of both breadth and depth across the range of electrical engineering topics;
- m. an understanding of biology, chemistry and physiology;
- n. the capability to apply advanced mathematics (including differential equations and statistics) science, and engineering to solve problems at the interface of engineering and biology;
- the ability to make measurements on and interpret data from living systems, addressing the problems associated with the interaction between living and non-living materials and systems.

Assessment of Student Outcomes

All ELEG courses in the curriculum are assessed by the CPGE system each time the course is offered. Each course has approximately 5 course outcomes which are mapped to ABET student outcomes. The criteria for success is that graduates will pass (>60%) 90% of the measures for each ABET a – k student outcome. In addition to those direct measures of student there are is a senior exit interview and focus groups to assess students' perception of outcome achievement. For more information, please refer to the 2013-14 EE Annual Assessment Report in TracDat.

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

Proposed Option: BSEE: Biomedical Option

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

Department Affected: Department of Physical Sciences	This department Exupports the change.	☐ does not support
Comments:		
	Department Head Signature:	Jin Musser
		Date: 7/14/70

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

Proposed Option: BSEE: Biomedical Option

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

Department Affected:	This department
Department of Biological Sciences	⊠ supports □ does not support
	the change.
Comments:	
We see a need for this ne difficulty serving these sha	in progam and we do not see ents.

Department Head Signature: Charlis Jogan

Date: 7/15/15

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO:	Select A	Appropriate Committee				
FROM (Initiating Departm	ment): Depar	partment of Emergency Management				
DATE SUBMITTED:	06/29,	/2015				
Title		Signature		Date		
Department Head		Modu M8r	(iH)	6-26-13	 5	
Dean		Will Hoofe		6-30-15		
Teacher Education Counc	cil (if applicable)	was ray		16301		
Graduate Council (if appl	icable)					
Registrar		Gwaner		7/13/15		
Vice President for Acade	mic Affairs	O minus				
ourse Subject: (e.g., ACCT	, ENGL) Course Nur	mber: (e.g., 1003)	Effective	Term:		
EAM	3XX3—	3053	⊂ Spring	Summer I		
Official Catalog Title: (If off	icial title exceeds 30 cl	naracters, indicate Banne	r Title below)			
Introduction to Ethical ar	nd Legal Issues in Emer	gency Management				
anner Title: (limited to 30 c	haracters, including space	ces, capitalize all letters — t	his will display	on the transcript)		
INTRO ETHICAL & LEGAL I	SSUES					
Vill this course be cross-lis	ted with another exist	ing course? If so, list cour	se subject an	d number.		
Yes • No						
Vill this course be cross-lis	رمان مانس	شي د درين بي بر داده به دريو دريو دريو دريو دريو دريو دريو دريو	duate or grad	uate catalog?	}	
so, list course subject and	a number.	as a		glosse-the section of the three sections of	A/	
ls this course repeatable f	or additional earned h	ours? 🧠 Yes 🤏 No H	ow many tota	al hours?		
Grading: 🧪 🖲 Standard Le	tter C P/F	C Other	Andreas have been a second and	alanteen tillenga sen kännyydisten oppropriet och sen en e		
Mode of Instruction (check	appropriate box):		THE RESERVE THE PROPERTY OF TH			
• 01 Lecture	○ 02 Lecture/Labora	tory 🖰 03 La borato	ry only			
05 Practice Teaching	○ 06 Internship/Pra	cticum 🦰 07 Apprentic	ceship/Externs	hip		
08 Independent Study	← 09 Readings	🤼 10 Special T	opics			
12 Individual Lessons	← 13 Applied Instru	ction 🎁 16 Studio Co	ourse			
17 Dissertation	18 Activity Course	🧖 19 Seminar	ą	∼ 98 Other		

Does this course require a fee?	^ Yes	í• No	How Much?	Select Fee Type
If selected other list fee type:	garagaig termings (2 object 1, res marishmentings) o	aka gayaha'y gayan iyo ya tankiya ta'a a Gormaniy da	reflection for the section of the se	water and the state of the stat
Elective	▽ Majo	or	1	Minor
(If major or minor course, you m program.)	ust comp	olete the	Request for Pro	ogram Change form to add course to
If course is required by major/mi	nor, hov	v frequer	ntly will course	be offered?
Once a year, in the Spring				
entered as they should appear in a. Course subject b. Course number			d format that ir	ncludes: (Items a. through d. should be
c. Catalog course title d. Catalog description				
1. Arkansas Course Transfer S	system (ACTS) coi	urse number, if	applicable
2. Cross-listing	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
3. Offered (e.g., Fall only, Spr	ing only.	Do not	enter if offer co	ourse fall and spring)
4. Prerequisites				
5. Co-requisites				
6. Description				
1		-		nay be repeated for credit) hours, laboratory three hours)
9. Fees (e.g., \$36 art fee) e. Section for Name of instructo	r office	haure ca	untact informati	ion Italanhona, amaill
f. Text required for course	i, office i	nours, co	mtact miormati	оп (спернопе, етап)
g. Bibliography (supplemental re	eading lis	st)		
h. Justification/rationale for the	_	,		
i. Course objectives				
j. Description of how course me	ets gene	eral educ	ation objectives	s (courses included in the general
education component should General Education Objectives				e or more of the objectives contained in
k. Assessment methods (include	grading	policy w	ith specific equ	ivalents for A, B, C)
I. Policy on absences, cheating,	plagiaris	m, etc.		
m. Course content (outline of ma	iterial to	be cover	red in course).	
			n as unusual ma	intenance costs, library resources, special
software, distance learning equip				
Will this course require a special computer, projector, & internet			outer lab, smart	classroom, or laboratory)? Classroom with
Attach the Course Addition Asse	ssment F	orm. Th	e form is locate	d on the Assessment & Institutional
Effectiveness web page at http:/	/www.at	tu.edu/as	ssessment/	
If this course will affect other de	partmen	ts, a Dep	artmental Supp	oort Form for each affected department
must be attached. The form is long the http://www.atu.edu/registrar/co	cated or	n the Cur	riculum forms v	•

Syllabus

Department of Emergency Management: Introduction to Ethical and Legal Issues in Emergency Management

COURSE NUMBER: EAM 4XX3 3053

COURSE TITLE: Introduction to Ethical and Legal Issues in Emergency Management

INSTRUCTOR: Ethics Legal Expert

Dean Hall Room 110 Russellville, AR 72801 Office: 479-356-2092 elexpert@atu.edu

COURSE TIME: T/R 11:00-12:20

OFFICE HOURS: M: 9:30-11:30am; 1:30-4:00pm

W: 8:30-11:30am F: 9:00-10:30am

CATALOG DESCRIPTION:

Offered in Spring only.

Prerequisites: EAM 1003 and 1013 or consent of the department head.

Explores ethical and legal issues in emergency management.

TEXT REQUIRED FOR COURSE:

There is no required text for this course.

SUPPLEMENTAL READINGS AND RESEARCH

Throughout the course there will be readings assigned from provided material as well as from the Internet. It is expected that students will take the initiative to do their own research and find appropriate peer-reviewed materials for class discussions.

JUSTIFICATION/RATIONALE FOR THE COURSE:

Emergency managers interact with people during some of their most vulnerable times, which can lead to a number of ethical dilemmas and legal challenges. This course explores ethical and legal issues in emergency management and provides students with a foundation for making sound decisions regarding ethical and legal issues.

COURSE OBJECTIVES/LEARNING GOALS:

By the end of this course students will:

- Differentiate various ethical principles and theories.
- Discuss legal principles pertinent to local emergency management.
- Identify ethical and social contexts within emergency management.
- Demonstrate coordination skills within legal contexts.

- Explain how different backgrounds (social, cultural, and educational) can impact one's perspective of ethical and legal issues.
- Make informed reasoned decisions that address ethical and legal issues while planning, preparing, and mitigating for disasters, responding to disasters, and recovering from disasters.
- Value the importance of ethical and legal reasoning and practices within emergency management.

HOW COURSE MEETS GENERAL EDUCATION REQUIREMENTS:

This course addresses the following Arkansas Tech University general education requirements:

- Communicate effectively
- Think critically
- Develop ethical perspectives

COURSE ASSESSMENT

Evaluation

Assignments	Points	Values	Percent	Grade
Class Participation	100	900-1000	90 – 100	A
Assignments & Quizzes	250	800-899	80 - 89	В
Presentation	200	700-799	70 – 79	C
Essay	300	600-699	60 - 69	D
Final	150	599<	0 - 59	F
Total	1000			

Grammar and Punctuation

Effective communication is a critical part of emergency management. In order to convey important ideas and information effectively in writing, it is important to use complete sentences, proper grammar and correct punctuation. Proper written communication will be considered in addition to the substantive content of all assignments and BlackBoard postings.

COURSE CONTENT:

Subject to Change

The course content and schedule are subject to change should the instructor determine such change would better meet the students' educational needs.

Unit Topics

- I. The Ethical & Legal World of Emergency Management
- II. Ethical Principles and Theories
- III. Legal Principles
- IV. Cocreation of Ethical & Legal Perspectives
- V. Disaster Case Studies

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

E-Mail Correspondence

In all e-mails to the instructor, in the "Subject Line," list the course number and, if applicable, the name or number of the assignment.

Also, be sure that your name is somewhere on the email and on any attachments.

Assignment Completion

Students must complete their assignments within the timeframe specified by the instructor. Unless otherwise specified by the instructor, assignments are due on the date shown on the Anticipated Assignment Schedule.

Late Assignments

Students must complete their assignment within the timeframe specified by the instructor; unless arrangements have been made with the instructor PRIOR to the due date; assignments **must** be received by the due date and time. No late assignments will be accepted unless prior arrangements have been made.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, a student fails to complete and turn in assignments and/or fails to respond to the instructor's emails, the student will be referred to the Tech Early Warning Program. If the student is unresponsive to further attempts at contact by the instructor, the student will be dropped from the course by the instructor with an "F" for excessive absences or non-performance.

Campus Policy for Withdrawing

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 with passing) or "WF" (withdrawn with failing) and has extended the period for withdrawing with just a "W" until almost the end of the semester.

Academic Misconduct

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

University and department policies will be followed in handling academic misconduct (i.e., inappropriate behavior in oral or written communications with faculty, staff and other students).

A student will be notified when his or her conduct is inappropriate. If the student does not respond to the notification and/or the inappropriate conduct continues, the student will be removed from the classroom. If the student subsequently engages in misconduct, the student will be removed from the course. If the student continues to engage in misconduct, he or she will be removed from the program entirely; and the professor may begin university procedures for removal from the university.

Please note - in egregious cases of misconduct, such as verbal or written abuse or threats, the student may immediately be removed from the classroom, from the course, and from the program entirely. In such cases, the professor may begin university procedures for removal from the university.

Academic Dishonesty

University and Department policies will be followed in handling academic dishonesty (i.e., all cheating including plagiarism).

If a student engages in academic dishonesty, the student will receive an automatic F for the assignment. If the student subsequently engages in academic dishonesty, the student will receive an F in the course. If the student continues to engage in any academic dishonesty, he or she will be removed from the program entirely.

In addition, any student who aids another student in academic dishonesty (e.g., provides, answers, a paper or 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 copying & pasting in any assignment unless it is minimal (e.g., an important quote) and proper credit is given.

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

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 26, 2015

Arkansas Tech University

Course Addition

Assessment Form

EAM 3053

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.

3053 EAM 3XX3 Introduction to Ethical and Legal Issues in Emergency Management

- a. How does this course fit with the university mission? EAM 3XX3 Introduction to Ethical and Legal Issues in Emergency Management will provide students the opportunity to enhance their "scholastic development" and "Integrity" so that their "professionalism" as emergency managers will reflect the student's ability to think critically about ethical and legal issues.
- 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) Make informed reasoned decisions that address ethical and legal issues while planning, preparing, and mitigating for disasters, responding to disasters, and recovering from disasters. (2) Explain how different backgrounds (social, cultural, and educational) can impact one's perspective of ethical and legal issues. (3) Value the importance of ethical and legal reasoning and practices within emergency management.
- d. What assessment tool or measure will you use to assess student learning? Assignments, essay, presentation, and final exam.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will write an essay regarding the importance of ethical and legal reasoning and practices within emergency management and how different backgrounds can impact one's perspective of ethical and legal issues.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Students have shared during their internship presentations their difficulty with recognizing any ethical or legal issues during their internship experience or during their college career. It has become apparent to the department faculty that our students need a required course to engage with the various ethical and legal issues emergency managers continually confront.
- 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. Several EM

baccalaureate programs require an ethics and/or legal course within their program. ASU-Jonesboro offers DPEM 3553 Ethic and the Law in DPEM which examines law and ethical dilemmas in disaster preparedness and emergency management.

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO:	Select	Select Appropriate Committee					
FROM (Initiating Departm	nent): Dep	partment of Emergency Management					
DATE SUBMITTED:	06/2	29/2015	AND THE PROPERTY OF THE PROPER				
Title		Signature		Date			
Department Head		Sandy M	8m40	6-26-15			
Dean		Wardy M.		6-30-K			
Teacher Education Counc	il (if applicable)	Willy lagge	-	6-30-1			
Graduate Council (if appli	cable)						
Registrar		Hwaller		1/13/15			
Vice President for Acader	nic Affairs			1,000	***************************************		
ourse Subject: (e.g., ACCT, EAM	rse Subject: (e.g., ACCT, ENGL) Course Number: (e.g., 1003) [Effective]						
official Catalog Title: (If offi		sharacters indicate Ban		• Summer I			
Emergency Management	landa pataban tahunga ilimah katasa principana interneturan pentengan di termina ang katang katang			والمستقبة			
anner Title: (limited to 30 c		paces, capitalize all letters -	– this will display	on the transcript)			
EM DOCTRINE		garagan kanggan dan kanggan dan kanggan kanggan kanggan dan kanggan dan kanggan kanggan kanggan kanggan kangga	himagagalinining, mininggotine, armino				
Vill this course be cross-lis	ted with another ex	isting course? If so, list co	ourse subject an	d number.			
Yes 🏵 No							
Vill this course be cross-lis	/** V	<u>ئىيمىنىچىسىنىتىنىدىنىدىنىدىنىدىنىيىسىنىيىسىسىنىسى</u>	raduate or grad	luate catalog?			
so, list course subject and		ę		gricolocius y a delicitado a referenciario entre consecuente de consecuente de consecuente de consecuente de c			
ls this course repeatable f	or additional earned	l hours? 🥤 Yes 🤏 No	How many tot	al hours?			
Grading: 🦸 Standard Le	tter C P	/F COth	ner	المام برا الا المام ((الا الا المام بأن الا العام بالمام المام بالمام المام بالمام بالمام بالمام بالمام بالم			
Mode of Instruction (check	appropriate box):	independent of the second seco	و هورستان پرونوب سانه وی سینه به این موسانه این بود به این موسانه این برونوا به این این این این این این این ای	**************************************	1		
01 Lecture	○ 02 Lecture/Labo	oratory © 03 Labora	atory only				
05 Practice Teaching	C 06 Internship/f	Practicum © 07 Appre	ntices hip/Externs	hip			
08 Independent Study	○ 09 Readings	ै 10 Specia	al Topics				
12 Individual Lessons	13 Applied Inst	truction 🦰 16 Studio	Course				
17 Dissertation	€ 18 Activity Cour	re (19 Semin	a r	98 Other			

Does this course require a fee?	⊂ Yes 🍜 No	How Much?		Select Fee Type	
If selected other list fee type:		talance ya Alban di Andreka iliya kakale manaza kalenda na ji kalenda wa Andreka na ji padi	inidan terferinasja.		
☐ Elective	✓ Major	ř	Minor		
(If major or minor course, you mu program.)	ist complete the	Request for Pro	ogram Chan	ge form to add course to	
If course is required by major/mir	nor, how frequer	ntly will course b	be offered?		
Once a year, in the Fall	e por la filia de la companya de la	Paragraph Charles <u>and the Artifician States and Artifician (Artifician States</u>	and a second	erinen in visita antitus in militaren en eta internet erinen eta en	
For the proposed course, attach a entered as they should appear in a. Course subject b. Course number c. Catalog course title d. Catalog description 1. Arkansas Course Transfer St. 2. Cross-listing 3. Offered (e.g., Fall only, Sprid 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information not 8. Contact Hours if different they. Fees (e.g., \$36 art fee) e. Section for Name of instructor f. Text required for course g. Bibliography (supplemental re	ystem (ACTS) con ng only. Do not t in description s han lecture (e.g.,	urse number, if enter if offer co uch as course m Lecture three h	applicable urse fall an nay be repe nours, labor	d spring) ated for credit) ratory three hours)	
h. Justification/rationale for the o	course				
 i. Course objectives j. Description of how course mededucation component should a General Education Objectives k. Assessment methods (include l. Policy on absences, cheating, pm. Course content (outline of mathematical) 	show how the co listed in undergr grading policy w plagiarism, etc.	ourse meets one aduate catalog) ith specific equi	or more of	f the objectives contained in	n
Will this course require any special software, distance learning equip Will this course require a special computer, projector, & internet computer.	ment, etc.? No classroom (comp				
Attach the Course Addition Asses	sment Form. Th	e form is locate	d on the As	sessment & Institutional	
Effectiveness web page at http://]
If this course will affect other dep must be attached. The form is loo http://www.atu.edu/registrar/cu	cated on the Cur	riculum forms v		•	t

Course Syllabus

Emergency Management

COURSE NUMBER: EAM - 3XXX 3063

COURSE TITLE: Emergency Management Doctrine

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.

.

釆

Prerequisites: EAM 1003 and 1013 or consent of the department head.

Provides a basic understanding of doctrine associated with comprehensive emergency management. 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. The documents and issues studied in this course will prepare students for a comprehensive all-hazards approach to emergency management. Thus contributing to the National Emergency Management Goal which 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.

COURSE OBJECTIVES:

Students should be able to:

 Explain the history and fundamental elements of emergency management doctrine.

- Analyze the formation and application of emergency management doctrine.
- Determine gaps within emergency management doctrine.
- Evaluate emergency management doctrine utilizing case studies.
- Develop an understanding of the core principles of emergency management and how they define emergency management practice.
- Understand Comprehensive Emergency Management and the doctrine on which it is based.

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	В
Essay	150	700-799	70 – 79.9	С
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 tentutive 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 CEM and associated doctrine & gaps
- VI. Case Studies

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.

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 26, 2015

Arkansas Tech University

Course Addition

Assessment Form

FAM 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.

3663 EAM 3XX3 Emergency Management Doctrine 2063

- a. How does this course fit with the university mission? EAM 3XX3 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 fundamental elements of emergency management doctrine. (2) Understand Comprehensive Emergency Management and the doctrine on which it is based. (3) Analyze the formation of emergency management doctrine.
- d. What assessment tool or measure will you use to assess student learning? Pre-course and end-of-course tests; Assignment; Presentation; Essay.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Demonstrate improved knowledge of foundational emergency management doctrine by comparing the student's pre-course and end-of-course tests. Students will produce presentations that demonstrate knowledge of emergency management core principles, including Comprehensive Emergency Management, and emergency management doctrine.
- 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 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:	Sele	Select Appropriate Committee					
FROM (Initiating Departr	nent): De	Department of Emergency Management					
DATE SUBMITTED:	06	06/29/2015					
Title		Signature	2		Date		
Department Head		Sai	ndy M 81	will	6.26-15		
Dean		7. 200	. Handle		6-30-15		
Teacher Education Counc	il (if applicable)				6 35 3		
Graduate Council (if appli	icable)						
Registrar		dyam	Mylorally		1/14/5		
Vice President for Acader	mic Affairs		J				
ourse Subject: (e.g., ACCT	, ENGL) Course	Number: (e. 4063	g., 1003)	Effective © Spring	Term: Summer I		
fficial Catalog Title: (If off	icial title exceeds 3	0 characters	s, indicate Banner T	itle below)			
Leadership							
anner Title: (limited to 30 c	haracters, including	spaces, capita	alize all letters — this	will display	on the transcript)		
// Il this course be cross-lis Yes No // No // Il this course be cross-lis so, list course subject and s this course repeatable for	ted with a course of Yes	currently not	t in the undergradu	ate or grad	duate catalog?		
rading: ® Standard Le	tter C	P/F	Other		escolonini del minera su minera su montre su di consenza del minera del minera del minera del minera del miner		
lode of Instruction (check	appropriate box):						
01 Lecture 02 Lecture/Laboratory 03 Laboratory only							
05 Practice Teaching © 06 Internship/Practicum © 07 Apprenticeship/Externship							
08 Independent Study	€ 09 Readings		↑ 10 Special Top	oics			
12 Individual Lessons	12 Individual Lessons C 13 Applied Instruction C 16 Studio Course						
17 Discertation	C 18 Activity Co.	Irco	C 19 Saminar C 98 Other				

Does this course require a fee?	ি Yes	No	How Much?	Select Fee Type			
If selected other list fee type:		and desired to the state of the	annang in distinct of a many first in the distinct of the same of the distinct of	and reversible.			
K Elective	€ Majo	r	[N	Ainor			
(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/m	inor, how	/ frequen	ntly will course b	e offered?			
entered as they should appear is a. Course subject b. Course number c. Catalog course title d. Catalog description 1. Arkansas Course Transfer 2. Cross-listing 3. Offered (e.g., Fall only, Spid. 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information notes (e.g., information notes (e.g., \$36 art fee) e. Section for Name of instructors. Text required for course g. Bibliography (supplemental rh. Justification/rationale for the ii. Course objectives	System (A ring only. ot in desc than lection, office leading lise course	ACTS) cou Do not a cription s ure (e.g., hours, co	urse number, if a enter if offer cou uch as course m Lecture three h	ay be repeated for credit) ours, laboratory three hours) on (telephone, email)			
	I show ho s listed in e grading plagiaris	w the co undergraph policy w m, etc.	ourse meets one aduate catalog) ith specific equiv	(courses included in the general or more of the objectives contained in valents for A, B, C)			
software, distance learning equi	pment, e I classroo	tc.? No m (comp		ntenance costs, library resources, special classroom, or laboratory)? Classroom with			
Effectiveness web page at http://	<u>//www.at</u>	u.edu/as	ssessment/	on the Assessment & Institutional			
must be attached. The form is http://www.atu.edu/registrar/c	ocated or	the Cur	riculum forms w	-			

Course Syllabus

Emergency 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:

Offered Spring only.

Prerequisites: EAM 1003 and 1013 or consent of the department head.

Provides a basic introduction to leadership by emphasizing planning for a potential disaster and coordination during a crisis.

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. (2015). Introduction to leadership: Concepts and practice (3rd 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	В	
Assignments	150	700-799	70 – 79.9	С	
Moral Ability Map	100	600-699	60 – 69.9	D	
Quizzes	100	< 600	0 – 59.9	F	
Leadership Paper	350	Flease note the	ate assignment s	abmission policy!	
Total Points	1000	her Course schulule for touralive due dates			

COURSE CONTENT:

Subject to Change

The course content is subject to change should the instructor determine such change would better meet the students' 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).

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 26, 2015

Course Addition for EAM 4XX3 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 EAM 4XX3 Leadership 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 an essay.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will write an essay 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.

Nine different BS Emergency Management programs offer a Leadership course with the University of North Texas requiring EADP 3080 Leadership and Organizational Behavior as part of their major's curriculum.

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO:	Select	Appropriate Committee		
FROM (Initiating Departr	Initiating Department): Department of Emergency Management			
DATE SUBMITTED:	06/2	9/2015		
Title		Signature		Date
Department Head		Sandy M 8	mil)	le-26-15
Dean	, 1984 - 1994 - 1994 - 1994 - 1994 - 1994 - 1994 - 1994 - 1994 - 1994 - 1994 - 1994 - 1994 - 1994 - 1994 - 199	Sandy M &		6-30-15
Teacher Education Counc	il (if applicable)	Way Hayle	**************************************	
Graduate Council (if appli	cable)			
Registrar	(Tammy blace	100	7/4/15
Vice President for Acader	nic Affairs	0	<u> </u>	
ourse Subject: (e.g., ACCT	, ENGL) Course Nu	umber: (e.g., 1003)	Effective T	1
EAM	- 4XX6-	4806		• Summer I
	icial title exceeds 30	characters, indicate Banne	r Title below)	agari ikari kad pangeron kananangan ji ing ikari kari kadaga aki katai iran ing akinda katai indika
Capstone				
and the second section of the section of	haracters, including sp	aces, capitalize all letters — ti	his will display o	on the transcript)
CAPSTONE	tad with another evi	sting course? If so, list cour	ro cubiact and	humbar
Yes • No		Stillig Course: II 30, 115t Cour	se subject and	Hamber.
,	ted with a course cu	rently not in the undergrad	duate or gradu	ate catalog?
so, list course subject and	Str. 14	garanti mananti	ning production and the specific production of t	adomentico, inico tras acciones a despressoration forme a descriptivito abunque friedrico;
•		hours? C Yes 6 No H	ow many total	hours?
rading: • Standard Le			gi minate di imate da cario est	
Node of Instruction (check	appropriate box):		3	
01 Lecture	C 02 Lecture/Labo	ratory C 03 Laborato	rv oniv	
05 Practice Teaching	© 06 Internship/Pr		ceship/Externsh	ìp }
[™] 08 Independent Study	© 09 Readings	← 10 Special T		
12 Individual Lessons	13 Applied Insti	ruction — 🦵 16 Studio Co	ourse	
17 Dissertation	 18 Activity Cours 	e C 19 Seminar	~	98 Other

Does this course require a fee?	🖰 Yes	No	How Much?	Select Fee Type
If selected other list fee type:	A CARLO DE CONTRA DE CONTR	ويوري مواجعوريون معمداً الرواي ويواجون الإنام		ata Januara
F Elective	₩ Majo	or		Minor
(If major or minor course, you m program.)	ust comp	olete the	Request for Pro	ogram Change form to add course to
If course is required by major/mi	nor, how	r frequer	ntly will course I	oe offered?
Fall, Spring, and Summer				
entered as they should appear in a. Course subject b. Course number c. Catalog course title d. Catalog description 1. Arkansas Course Transfer S. 2. Cross-listing 3. Offered (e.g., Fall only, Spr. 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information not 8. Contact Hours if different 9. Fees (e.g., \$36 art fee) e. Section for Name of instructo f. Text required for course g. Bibliography (supplemental ref. Justification/rationale for the i. Course objectives j. Description of how course me education component should General Education Objectives k. Assessment methods (include I. Policy on absences, cheating, m. Course content (outline of material street in the course course in the course course in the course content (outline of material street in the course course	of the cate of the	Do not cription sure (e.g., hours, count of the cover of	urse number, if enter if offer contact as course in the enter information objectives meets one aduate catalog) with specific equived in course).	nay be repeated for credit) nours, laboratory three hours) on (telephone, email) s (courses included in the general e or more of the objectives contained in
software, distance learning equi			i as unusuai ma	intenance costs, norally resources, special
Will this course require a special			outer lab, smart	classroom, or laboratory)? No.
			·	d on the Assessment & Institutional
Effectiveness web page at http:/	/www.at	ːu.edu/a	ssessment/	
If this course will affect other de must be attached. The form is lo http://www.atu.edu/registrar/co	cated or	n the Cur	riculum forms v	oort Form for each affected department web page at

Course Syllabus

Department of Emergency Management: Capstone

COURSE NUMBER: EAM - 426 4206

COURSE TITLE: Capstone

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:

Offered Fall, Spring, and Summer. 3663

Prerequisites: EAM 1003, 1013, 3003 3013, 3023, 3223 (Emergency Management Doctrine), 4003, 3223 (Introduction to Ethical and Legal Issues in Emergency Management), 4013, and 4033, or consent of department head. 7 305 2

Provides the opportunity to synthesize knowledge of previous undergraduate coursework and to link service learning experience to future goals. Required for major.

REQUIRED TEXTS:

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

As this is a culminating emergency management course it is encouraged that students will utilize texts required for EM courses.

SUPPLEMENTAL READINGS:

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

JUSTIFICATION:

Capstone is required as a co-requisite or pre-requisite to Internship for completion of a Bachelor of Science degree in Emergency Management from Arkansas Tech University. Both the Internship and Capstone experience make Tech's EM degree unique and comprehensive by giving students hands-on, real-world experience outside of the classroom. Such experience is critical for anyone entering a career in the field of emergency management.

COURSE OBJECTIVES:

Students should be able to:

- Apply emergency management theories through service.
- Synthesize previous coursework with service learning experience.
- Develop a visual representation of coursework, trainings and certifications, service learning experience, and future goals.
- Demonstrate coordination skills within legal and political contexts.

- Identify ethical and social contexts within emergency management.
- Understand Comprehensive Emergency Management and the doctrine on which it is based.

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
Service Learning Journals	300	800-899	80 - 89.9	В
CEM Essay	100	700-799	70 - 79.9	С
Legal and Political Essay	100	600-699	60 – 69.9	D
Ethical and Social Essay	100	< 600	0 - 59.9	F
Portfolio	300	†Please note the	late assignment s	obmission policy!
Total Points	1000		a hisebula lite tamb	

COURSE CONTENT:

Unit Topics

- I. Service Learning Experiences and Training Opportunities
- II. Developing the Professional YOU
- III. Review: CEM & EM Doctrine
- IV. Review: Legal, Political, and Policy Development
- V. Review: Ethical, Social, and Cultural Contexts of EM
- VI. Portfolio

Training and Service Learning Documentation

Documentation must be maintained by the student for all training and service learning hours. A minimum of 100 hours of training and service learning must be completed and documented with a maximum of only 10 FEMA Independent Study Course hours; thereby a minimum of 90 hours are service learning hours and only 10 FEMA IS course hours. Students are responsible for maintaining their own documentation for their training activities and service learning experiences. The EM Department will not keep track of this information.

For every activity, the student must have documentation with an authorized signature, which reflects the name and date of the activity and the number of hours the student participated.

If certificates, sign-in sheets, or other documentation are sent to the EM Department, students will be notified so they may pick up the documents, or they may be emailed to the students OneTech account.

If an official document is not be provided, it is the student's responsibility to create one by obtaining an authorized signature on a document that reflects the name and date of the activity and the number of hours the student participated. An official form is located on blackboard under course documents.

It is imperative for the student to keep a log of all activities and hours, so if a document is not received or is misplaced, the student will be able to provide the necessary information to obtain proper documentation.

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.

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.

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.

Be punctual and professional for any training activity either on or off campus and for all service learning opportunities. Remember, you are representing Arkansas Tech University and the Department of Emergency Management.

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 26, 2015*

Course Addition

Assessment Form

EAM 4006

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.

4204 EAM 4XX6 Capstone 4206

- a. How does this course fit with the university mission? EAM 4XX6 Capstone will provide students the opportunity to synthesize knowledge gained throughout their baccalaureate course work and link it with service learning experiences so that their "scholastic development" is nurtured while strengthening the student's 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? (1) Apply emergency management theories through service. (2) Demonstrate coordination skills within legal and political contexts. (3) Identify ethical and social contexts within emergency management.
- d. What assessment tool or measure will you use to assess student learning? Service learning journals, essays, portfolio.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will write essays addressing the department's core competencies and will produce a portfolio of trainings, certifications, service learning experiences, and course objectives.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. EAM 3206 Externship has been a required Practical Applications course for EM majors; however, student feedback has been that students desired more service-learning opportunities. EAM 4XX6 Capstone will replace EAM 3206 providing students with service learning opportunities in addition to EM trainings.
- 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.
 The FEMA Higher Education Program has encouraged institutions to develop capstone experiences in addition to internship experiences for baccalaureate students. Therefore, this course will address this request from FEMA.

TO:	Select Appropriate Committee		
FROM (Initiating Department):	Department of Emergency Management		
DATE SUBMITTED:	06/29/2015		
		N	
Title		Signature	Date
Department Head		Landy M. Shit	6-26-15
Dean		Willy Hoofle	6-30-15
Teacher Education Council (if appl	licable)		
Graduate Council (if applicable)	and the state of t		
Registrar	S	Tammy Claum	7/13/15
Vice President for Academic Affair	rs		
Course Subject: (e.g., ACCT, ENGL	1	Course Number: (e.g., 1003)	
EAM	!	1003	neuvili
Is this course cross-listed with and	other existing	course? If so, list course subject and n	umber.
gi kaya ngunadan dan jugan pili selata yangka di Silika da wa Judan kara kara di Silika kara di Jugan di Kababan kara da kara di Silika kara kara da kara da Silika kara kara da kara da Silika kara kara da kara da Silika kara da Kara d	and the second s	tracionille en au filiante dat de en à l'atracteur plus plus de la leur cope à distribute à population de la propertie d'appearance per partie de la cope de la company de la cope de la co	in income
Official Catalog Title:	Android State of Wing and a second or Serve (In a Android State)		
Living in a Hazardous Environm	ent		
Request to change: (check approp	oriate box):		
Course Number	Title	Course Descr	iption
Cross-Listing	Prerequisi	te Co-requisite	
「 Grading	Fee		
Other	_{res} ampagaganita i indontrib an met a _{(re} ampanantemente _{en l} e _{ren} ambassemente d	rk datu pambin serinijingkanonini julyy ya mperumentenintoh qambanama iliyakuluk mujamadha dibinka qoya dan iribbing qaya umrabadhi	orangan penangan menandarah penangan penandan Miserbang Berap dan pendahan Sering
If this course is cross-listed, a	a prerequisite/c	Summer I Term of the new catalog year. co-requisite, or included in the course des submitted to address all changes in relate	

New Course Number: (e.g., 1003)
State of the production of the original and the control of the con
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 transcrip
New Course Description:
nen daalaa basanpaani
Overview of emergency management systems with analyses of the causes, characteristics, nature and
effects of natural and technological hazards. Required for major.
New Cross List:
Adding Cross-Listing Changing Cross-Listing Deleting Cross-Listing
If adding or changing cross-listing, indicate course subject and number
(detail the difference in undergraduate and graduate course below, if appropriate)
(detail the difference in undergraduate and graduate course below, if appropriate)
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):
New Co-requisite (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):
New Co-requisite (list all, as you want them to appear in the catalog): Elective Major Minor
☐ Elective ☐ Minor
☐ Elective ☐ Minor (If major or minor course, you must complete the Request for Program Change form to add course to
☐ Elective ☐ Minor
☐ Elective ☐ Minor (If major or minor course, you must complete the Request for Program Change form to add course to program.)
Elective X 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
☐ Elective ☐ Minor (If major or minor course, you must complete the Request for Program Change form to add course to program.)
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/
Elective X 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
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
Elective X 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

Course Change

Assessment Form

EAMIDOS

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.

Not Applicable.

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

EAM 1003 description course change is for streamlining all required course descriptions and for consistency across the program.

ТО:	Select Appropriate Committee		
FROM (Initiating Department):	Department of Emergency Management		
DATE SUBMITTED:	06/29/2	2015	
Title		Signature	Date
Department Head		Landy M Smith	6-26-15
Dean		Toule Hardy	6-30.5
Teacher Education Council (if appli	cable)		
Graduate Council (if applicable)			
Registrar		Jamny Cauce	7/13/15
Vice President for Academic Affairs	•		
Company () ACCT ENCLY		1 Course Number (co. 1003)	
Course Subject: (e.g., ACCT, ENGL) EAM		Course Number: (e.g., 1003)	md
·	ther existing	g course? If so, list course subject and no	ımher
C Yes • No	mer existing	s course: 11 30, list course subject und in	anaber.
والمراقبة والمرا		والمها والمنطقة والموادات المناسب والمناسبين والمناسبين والمناسبين والمناسبة	anaja, er
Official Catalog Title:	·		
Aim and Scope of Emergency Mai	nagement	والمنافقة والمنا	والمعارضة والمعارضة والمرابطة وأرابطة والمرابطة والمرابطة والمرابطة والمرابطة والمرابطة والمرابطة والمرابطة
Request to change: (check appropr	riate box):		***************************************
Course Number	Title		ption
Cross-Listing	✓ Prerequi	site Co-requisite	
T Grading	Fee		
Other		ata pinkung indiri. Antining pelelungan ming ledik antinin ora didaring halip bilan katuman pelebah, belanggi jin langan manjur	ىدىكىيىنىڭ ئەرىكىيىنىڭ ئايىلىدىلىنىڭ ئايىلىنىڭ ئايىلىنىڭ ئايىلىنىڭ ئايىلىنىڭ ئايىلىنىڭ ئايىلىنىڭ ئايىلىنىڭ ئاي ئايىلىنىڭ ئايىلىنىڭ
If this course is cross-listed, a	prerequisite,	e Summer I Term of the new catalog year. /co-requisite, or included in the course desc e submitted to address all changes in related	

New Course Number: (e.g., 1003)	
New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title be	low)
	į
Demon Title ///wind to 20 observation industrial engage contesting all features which will structure	a dha dan a a saisadh
Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display or	1 the transcript)
No. Comp. Description	
New Course Description:	\ :
Provides a broad overview of Emergency Management in the context of Mitigation, Prep	paredness,
Response, and Recovery. Required for major.	
New Cross List:	
Adding Cross-Listing Changing Cross-Listing Deleting Cross-L	isting
If adding or changing cross-listing, indicate course subject and number	i
(detail the difference in undergraduate and graduate course below, if appropriate)	,
New Prerequisite (list all, as you want them to appear in the catalog): EAM 1003 or consent of the department head.	
LAW 1003 of Consent of the department nead.	
New Co-requisite (list all, as you want them to appear in the catalog):	
EAM 1003 or consent of the department head.	
produce and produc	
Elective Major Minor	
(If major or minor course, you must complete the Request for Program Change form to a program.)	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 affect	
department must be attached. The form is located on the Curriculum forms web page a	
http://www.atu.edu/registrar/curriculum forms.php.	

Course Change

Assessment Form

EAMIOI3

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.

Not Applicable.

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

EAM 1013 description course change is for streamlining all required course descriptions and for consistency across the program.

TO:	Select Appropriate Committee		
FROM (Initiating Department):	Departr		
DATE SUBMITTED:	06/29/2	015	angan dan mengangan mengan dan me
Title		Signature	Date
Department Head		Lardy Marcill	6-26-15
Dean		was Juffer	6-30-7
Teacher Education Council (if appl	licable)	0.0	
Graduate Council (if applicable)			
Registrar		Jammy Cerauce	7/13/15
Vice President for Academic Affair	`\$	O	
Course Subject: (e.g., ACCT, ENGL))	Course Number: (e.g., 1003)	uisa-
EAM		3003	
	other existing	course? If so, list course subject and r	number.
Yes No No principal facility and and an order for the principal facility of the principal facility and an order for the principal facility of the pr	والمحارفين فالمعاول فالمراقب أواريا والمحارفين المحارفين والمحارفين والمحارفين والمحارفين والمحارفين	والمساورة والمعاونة المعاونة والمعاونة والمعاو	orden liktoriaksinge
Official Catalog Title:			
Developing Emergency Manager	ment Skills	rome permanenten arromoniqui en aria, demonêre qui janu que qui que de la une desprimente de primeira de la desprimente del desprimente de la desprimente del desprimente de la desprimente del desprimente del desprimente de la desprimente del desprimente de la desprimente de la desprimente del del del del desprimente del del del del del del del del del de	Ametariam manjajinuu aareental (pattiilina) Virilin tii takanaji itusettiin Moinigustivuustivu
Request to change: (check approp	oriate box):		
Course Number	Title		ription
Cross-Listing	✓ Prerequis	ite 🔽 Co-requisite	
☐ Grading	Fee		
Other [ki katuraki kemisiri katuru i katurungi Para anga ir menyu melalandang ining kemis katuraki kemilin katuraki menjanakan kemis mengalankan katura mendan kemis mengalankan kemis menjan	foregamellen i gal mende, jah himanin mengilah mendengah ngan dengan dan pelakujurah ngan kelang melang melang
If this course is cross-listed, a	prerequisite/	Summer I Term of the new catalog year. co-requisite, or included in the course des submitted to address all changes in relate	

New Course Number: (e.g., 1003)		
New Official Catalog Title: (If office	cial title exceeds 30 characters, indic	cate Banner Title below)
Acceptance of the Control of the Con		
Banner Title: (limited to 30 characte	ers, including spaces, capitalize all lette	rs - this will display on the transcript)
general de linia trans (i, a di _{ser} e i, a de genera), cira e, ref a diseir riving la fraça libration la fraça libration en	والمواقع والمواقع والمعاولة والمواقع والمعاولة	n di ningang nanggan n
New Course Description:		
Provides practical and fundament	tal skills for individuals entering the	emergency management
profession. Required for major.		
New Cross List:		
Adding Cross-Listing	Changing Cross-Listing	Deleting Cross-Listing
If adding or changing cross-listing	, indicate course subject and number	er ^o
(detail the difference in undergra	duate and graduate course below, i	f appropriate)
New Prerequisite (list all, as you v	want them to appear in the catalog)	
EAM 1003 and 1013 or consent o	f the department head.	
New Co-requisite (list all, as you v	want them to appear in the catalog)	•
EAM 1003 and 1013 or consent o		
Nayoo ha I		
Elective	Major	Minor
(If major or minor course, you mile program.)	ust complete the Request for Progra	m Change form to add course to
	sment Form. The form is located or	n the Assessment & Institutional
Effectiveness web page at http://	<u>/www.atu.edu/assessment/</u>	
<u>-</u>	partments, a Departmental Support	
•	he form is located on the Curriculur	n forms web page at
http://www.atu.edu/registrar/cu	mneumm mms.pnp.	

Course Change

Assessment Form

EAM 3003

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.

Not Applicable.

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

EAM 3003 description course change is for streamlining all required courses' descriptions and for consistency in course descriptions across the program. Pre-and co-requisite change is for consistency in advising and to insure a streamlined process.

TO:	Select App	propriate Committee		
FROM (Initiating Department):	Department of Emergency Management			
DATE SUBMITTED:	06/29/20	015		
	<u> </u>			
Title	<u> </u>	Signature	Date	
Department Head			626-15	
Dean		Willy Months	6-30-15	
Teacher Education Council (if applie	cable)	8		
Graduate Council (if applicable)				
Registrar		Jammy Weaver	7/13/15	
Vice President for Academic Affairs	·	0		
		To N 1 (1000)		
Course Subject: (e.g., ACCT, ENGL)		Course Number: (e.g., 1003)	nion	
Same Same				
This course cross-listed with another	mer existing	course: If so, list course subject and in	umber.	
	a villiga in itaan in daa ja maa ayaa dhoonna in indayaa	والمنافضة والمراجع والم	engani.	
Official Catalog Titley				
Official Catalog Title: Public Policy Issues in Emergency	Managemer	inaci, dia atima, dia inaci na pininganinganingan ang inaci na pinaci na pin	taning sa pangangan pangangan pangangan pangan tanangan pangan pandan pandan pandan sa sa banda bang ber	
rable rolley issues in Emergency	Managemen	•		
Request to change: (check appropr	riate box):			
Course Number	▼ Title	Course Descri	ption	
Cross-Listing	Prerequis	ite Co-requisite		
Grading	T Fee			
Other	i, radingu, 864 ng ngulidi kugaberana ngu faliki ya kirindaga ribanga n	nga, di hay kung biringiya na Johannadawa tara kutalina qayanaya xan qi chusadida qayang dilaga, bilinda manadidding qirma misida tara ashdasiyin qad	likakan giden maga, mimengari den iliya mindungkan dalapan, finograp felolomingan beniterrebir 1	
_		Summer I Term of the new catalog year.		
I .		co-requisite, or included in the course desc submitted to address all changes in related		
courses.	ange must be	annutted to address at Chankes in telated		

New Course Number: (e.g., 1003)						
New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)						
Public Policy and Politics in Emergency Management						
Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)						
PUBLIC POLICY & POLITICS-EM						
New Course Description:						
Analyzes the role of public policy and politics within emergency management. Required for major.						
New Cross List:						
Adding Cross-Listing Changing Cross-Listing Deleting Cross-Listing						
If adding or changing cross-listing, indicate course subject and number						
(detail the difference in undergraduate and graduate course below, if appropriate)						
New Prerequisite (list all, as you want them to appear in the catalog):						
EAM 1003 and 1013 or consent of the department head.						
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.						

Course Change

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.

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

Not Applicable.

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

The title change for EAM 3013 is to more accurately reflect the course curriculum and to highlight the importance of politics within emergency management. The EAM 3013 description course change is for streamlining all required courses' descriptions and for consistency in course descriptions across the program. Prerequisite change is for consistency in advising and to insure a streamlined process.

R	EQUEST FO	R COURSE CHANGE	
TO:	Select Appropriate Committee		
FROM (Initiating Department):	Department of Emergency Management		
DATE SUBMITTED:	06/29/2015		
Title		Signature	Date
Department Head		Sandy MSMIHO	6.26.15
Dean		Wardy MSMCHO Wily Doefen	6-30-15
Teacher Education Council (if app	licable)		
Graduate Council (if applicable)	والمستقدية		
Registrar		Lammy wearen	7/13/15
Vice President for Academic Affai	rs		
Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	
EAM		3023	
Is this course cross-listed with and Yes • No	other existing	course? If so, list course subject and nu	mber.
Official Catalog Title:			, and the state of
Principles and Practice of Disaste	er Planning an	d Response Operations	سيور والمراب بين الأربون الرياض المرابط المرابط المرابط المرابط والمرابط والمرابط والمرابط والمرابط والمرابط و
Request to change: (check approp	oriate box):		
Course Number	▼ Title	Course Descri	ription
Cross-Listing		ite Co-requisite	
Grading	Fee		
Other	والمراجعة والمساورة	والمراورة والمرا	, referencias de l'économie en réconstitution de l'économie en compart de l'économie de l'économie de l'économi
_		the Summer I Term of the new catalog	•
n this course is cross-liste	a, a prereguis	site/co-requisite, or included in the cou	rse description

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

New Course Number: (e.g., 1003)		
New Official Catalog Title: (If offic	ial title exceeds 30 characters, indic	cate Banner Title below)
Principles of Preparedness and	Response Operations	
Ranner Title: /limited to 20 characte	ers, including spaces, capitalize all lette	rs - this will display on the transcript)
PREPAREDNESS & RESPONSE OP	وي المنافق المنافق المنافق المنافق المنافق المنافق المنافق المنافق المنافقة	rs - this will display on the transcripty
New Course Description:		
The state of the s		
	and response operations. Required	for major.
New Cross List:		
Adding Cross-Listing	Changing Cross-Listing	Deleting Cross-Listing
	, indicate course subject and numb	
(detail the difference in undergrad	duate and graduate course below, i	if appropriate)
New Prerequisite (list all, as you v	vant them to appear in the catalog)	:
EAM 1003, 1013, and 3003 or con	sent of the department head.	
Now Co-requisite /list all as you w	vant them to appear in the catalog)	agentalysemogenisis, entropy and a general supplication of the state o
New Co-requisite (list all, as you w	rant them to appear in the catalogy	•
Elective	₩ Major	Minor
(If major or minor course, you mu	ist complete the Request for Progra	m Change form to add course to
program.)		
Attach the Course Addition Asses	sment Form. The form is located or	n the Assessment & Institutional
Effectiveness web page at http://		The resession of motivational
	partments, a Departmental Support	
http://www.atu.edu/registrar/cu	he form is located on the Curriculur rriculum forms.php.	n ionns web page at
	and the second s	

Course Change

Assessment Form

FAM 3023

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.

Not Applicable.

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

The title change for EAM 3023 is to more accurately reflect the course curriculum and to highlight the importance of both preparedness and response operations within emergency management. The EAM 3023 description course change is for streamlining all required courses' descriptions and for consistency in course descriptions across the program. Prerequisite change is for consistency in advising and to insure a streamlined process.

то:	Select Appropriate Committee			
FROM (Initiating Department):	Department of Emergency Management			
DATE SUBMITTED:	06/29/2015			
	L			
Title		Signature	Date	
Department Head		Sardy M8MHO	lo-26-15	
Dean		<u> </u>		
Teacher Education Council (if applic	able)			
Graduate Council (if applicable)				
Registrar		Sammyweave	71/3/15	
Vice President for Academic Affairs		Ú .		
Course Subjects (a. a. ACCT ENGL)		Course Number / 2 = 1003		
Course Subject: (e.g., ACCT, ENGL) EAM		Course Number: (e.g., 1003) 4003		
<u> </u>	ner existing	course? If so, list course subject and nu	mber.	
← Yes ← No	J			
graphysistin nysiiinseggan nysintimus oli missa päännye täinin kuninnye tämä yhtäinyöt masittäinin taimaan tään oli kuni Tään oli kuninnye tään oli kuninnye tään oli kuninnye tämä yhtäänyöt masittäinin taimaan tään oli kuninnye tään	والمعاقب والمستهدية والمستهامة والمواقعة والمستوارسية والماري والمستوارسة والمراوية والمستوار المستوار	مها المراقب ال		
Official Catalog Title:	 			
Principles and Practice of Disaster	Relief and R	ecovery	on control to the state of the	
Request to change: (check appropri	ate box):			
Course Number	Title		otion	
Cross-Listing	Prerequisite Co-requisit		<u> </u>	
Grading	Fee			
Other		ricigialista apitales a comincia de filosofo felocia e relata de relata de mino de recursión de la minor de filosofo felocia d	The state of the s	
If this course is cross-listed, a p	rerequisite/c	Summer I Term of the new catalog year. co-requisite, or included in the course described to address all changes in related	iption	

Course Change

Assessment Form

EAM 4003

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.

Not Applicable.

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

The title change for EAM 4003 is to more accurately reflect the course curriculum. The EAM 4003 description course change is for streamlining all required courses' descriptions and for consistency in course descriptions across the program. Prerequisite change is for consistency in advising and to insure a streamlined process.

TO:	Select App	propriate Committee	
FROM (Initiating Department):	Department of Emergency Management		
DATE SUBMITTED:	06/29/20	06/29/2015	
Title		Signature	Date
Department Head		Sandy N. Snuto	6-26-15
Dean		Wardy N. SNUHO	6-3015
Teacher Education Council (if appli	cable)	0 1	
Graduate Council (if applicable)			
Registrar		Janny Wlave	7/13/15
Vice President for Academic Affairs	\$	J	
C C L: . / ACCT TNCI		10	
Course Subject: (e.g., ACCT, ENGL) EAM		Course Number: (e.g., 1003) 4013	-
Is this course cross-listed with another	ther existing	course? If so, list course subject and nu	ımber.
Par Yes No	on mining points were surely and the state of the second	a kalifur wall the of the second second is decreased to the second secon	riunga
Official Catalog Title:		والمساور وال	
Business and Industry Crisis Man	agement		
Request to change: (check appropr	riate box):		**************************************
Course Number	▼ Title	Course Descri	ption
Cross-Listing	Prerequisi	requisite Co-requisite	
☐ Grading	Fee		
Other		ikang Palaniah ngapaniang barah mi maka mi mana mi Pamaniang biran ingga karangang karangang karangang barang manang pidal mang ngapang manang	gardiga-strikensegi, gadinpadiga-diga-strigagi berdiningan biberilirek semenu
		Summer I Term of the new catalog year. co-requisite, or included in the course described.	ription

New Course Number: (e.g., 1003)		
New Official Catalog Title: (If officia	of title exceeds 30 characters, in	dicate Banner Title below)
Mitigation and Continuity of Ope	rations	erson from the second control of the second
gay and interest in the contract of the contra	s, including spaces, capitalize all let	ters - this will display on the transcript)
MITIGATION & CONTINUITY OPS		
New Course Description:		
Explores continuity of business and analysis, and resumption of operat	•	- 1
New Cross List:	Yearne and	yeelikki
Adding Cross-Listing	Changing Cross-Listing	Deleting Cross-Listing
If adding or changing cross-listing, i	indicate course subject and num	nber
(detail the difference in undergrade	uate and graduate course below	, if appropriate)
New Prerequisite (list all, as you wa	ant them to appear in the catalo	φ).
EAM 1003, 1013, and 3003 or cons		61.
New Co-requisite (list all, as you wa	ant them to appear in the catalo	g):
Elective	☑ Major	Minor
(If major or minor course, you mus	t complete the Request for Prog	gram Change form to add course to
program.)		
Attach the Course Addition Assessr	nent Form. The form is located	on the Assessment & Institutional
Effectiveness web page at http://w		on the Assessment & institutional
If this course will affect other depa		
department must be attached. The http://www.atu.edu/registrar/curr		um forms web page at
	maniferentia de la como de la com	

Course Change

Assessment Form

EAM 4013

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.

Not Applicable.

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

The title change for EAM 4013 is to more accurately reflect the course curriculum and highlight the importance of mitigation within the context of continuity within emergency management. The EAM 4013 description course change is for streamlining all required courses' descriptions and for consistency in course descriptions across the program. Prerequisite change is for insuring all beginning courses are completed, consistency in advising, and to insure a streamlined process.

то:	Select Appropriate Committee			
FROM (Initiating Department):	Department of Emergency Management			
DATE SUBMITTED:	06/29/2015			
Title		Signature	Date	
Department Head			6-26-15	
Dean		Sardia N Snort	6-20-15	
Teacher Education Council (if appli	cable)			
Graduate Council (if applicable)				
Registrar		Sammy Wlaccu	7/13/15	
Vice President for Academic Affairs	5	J		
Course Subject: (e.g., ACCT, ENGL)		Course Number: (e.g., 1003)		
EAM		4023		
Is this course cross-listed with anot	ther existing	course? If so, list course subject and nu	mber.	
↑ Yes 🍜 No				
	APP Service According to the control of the control		A40-	
Official Catalog Title:				
Information Technology and Eme	ergency Mana	ngement	- A transference for the great section was being required by section by the great section by the great section by	
Request to change: (check appropr	riate box):			
Course Number	☐ Title ☐ Course D		escription	
Cross-Listing	Prerequisi	te Co-requisite	Co-requisite	
Grading Grading	Fee			
Other	e de distribution, di estimation speciale e e si conseque e e estimatica di estimation di estimation di estimation di estimatica	apagi jahin magai dan malga malakan hadi da maga ta Talakin pata hanna na mala imban dagai mana kati da maga d	akan minintan ana atau minintan mangan dari dari dari dari dari dari dari dari	
If this course is cross-listed, a	prerequisite/c	Summer I Term of the new catalog year. o-requisite, or included in the course descr submitted to address all changes in related	•	

New Course Number: (e.g., 1003)				
New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)				
Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)				
New Course Description:				
Introduces location-based computer technology emphasizing geographic information systems (GIS) as it applies to emergency management. Required for major.				
New Cross List:				
Adding Cross-Listing Changing Cross-Listing Deleting Cross-Listing				
If adding or changing cross-listing, indicate course subject and number				
(detail the difference in undergraduate and graduate course below, if appropriate)				
New Prerequisite (list all, as you want them to appear in the catalog):				
EAM 1003 and 1013 or consent of the department head.				
New Co-requisite (list all, as you want them to appear in the catalog):				
wew 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.				

Course Change

Assessment Form

EAN 4023

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.

Not Applicable.

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

The EAM 4023 description course change is for streamlining all required courses' descriptions and for consistency in course descriptions across the program. Prerequisite change is for consistency in advising and to insure a streamlined process.

TO:	Select Ap	propriate Committee	
FROM (Initiating Department):	Department of Emergency Management		
DATE SUBMITTED:	06/29/2015		
Title		Signature	Date
Department Head		Sardy M Snito	6-26-15
Dean		Welly Heafter	6-30-15
Teacher Education Council (if appl	icable)		
Graduate Council (if applicable)			
Registrar	and the state of t	Janny Waleu	7/13/15
Vice President for Academic Affair	S		
Course Subject: (e.g., ACCT, ENGL) EAM		Course Number: (e.g., 1003)	
	ther existing	g course? If so, list course subject and nu	mber.
⊂ Yes . No		, ,	
راید جداده در در در این در در این در	_{re} metebolijās, _{sas} 1644, leiptiga Američan japtīgs mārijapa <u>di</u> šelešenijas (<u>sā</u>	والمهامية والمرافق والم	rahayy.
Official Catalog Title:			
Emergency Management Resear	ch Methods,	/Analysis	ente viennelle gigg Vinterausige, innelle aus innelle aus aus the the term i man 1994 in vienne de provincie a
Request to change: (check approp	riate box):		
Course Number	Title		otion
Cross-Listing	✓ Prerequisite Co-requisite		
Grading	Fee		
Other		inter klainerten sing forde unsug fresslusers kennis speel international in film dischiption makesprinens international international production of the dischiption o	htekatiliselder sinnilansig terk lättinssysteksensins. It en vänskapyet tenkina "1994-tenk"
		Summer I Term of the new catalog year. /co-requisite, or included in the course descr	

New Course Number: (e.g., 1003)
New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)
Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)
New Course Description:
Covers basic research to be utilized for decision-making and policy development in emergency management. Required for major. New Cross List:
Adding Cross-Listing Changing Cross-Listing Deleting Cross-Listing
If adding or changing cross-listing, indicate course subject and number (detail the difference in undergraduate and graduate course below, if appropriate)
New Prerequisite (list all, as you want them to appear in the catalog): EAM 1003, 1013, and ENGL 2053 or consent of the department head.
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

Assessment Form

EAM 4033

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.

Not Applicable.

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

The EAM 4033 description course change is for streamlining all required courses' descriptions and for consistency in course descriptions across the program. The prerequisite change is for consistency in advising and to insure a streamlined process.

Arkansas Tech University REQUEST FOR COURSE CHANGE

TO:	Select Appropriate Committee		
FROM (Initiating Department):	Emergency Management		
DATE SUBMITTED:	6/29/201	6/29/2015	
<u></u>			
Title		Signature	Date
Department Head		Sandy M Snith	4-26-15
Dean		Wandy M STUHL	6.30.15
Teacher Education Council (if app	licable)		
Graduate Council (if applicable)			
Registrar		Jammy Weller	7/13/15
Vice President for Academic Affai	rs	- J	
Course Cubinets (a a ACCT ENCL		Course Number (o = 1003)	
Course Subject: (e.g., ACCT, ENGL	.]	Course Number: (e.g., 1003) 4043	ينيس
<u> </u>	ather evicting	course? If so, list course subject and r	umbor
Yes • No	other existing	course: If so, list course subject and i	iumber.
	i, meinigant kansin diri kaina merikai juriski kasis, priiri kasagariiri madagari	Altan jalikan jalikan ja ja maja ja manun ma Manun jalikan jalikan ja ja maja ja manun	magnificated of the annual,
Official Catalog Title:			
Introduction to Legal Issues in	Emergency Ma	anagement	والمساورة والمعاونية و
Request to change: (check approp	oriate box):		
Course Number	☐ Title	Course Descr	ription
Cross-Listing		ite Co-requisite	
「 Grading	☐ Fee		
Other	ر در		energy and the control of the contro
NOTES: These changes will become effective		Term of the new catalog year. , or included in the course description—of other co	nirsec a Course Change
must be submitted to address all changes in re		, or medical in the coarse description of other co	January a course change

New Course Number: (e.g., 10	03)	
New Official Catalog Title: (If o	official title exceeds 30 characters, in	ndicate Banner Title below)
y dipolahikan dikan dikan dikan dipolahikan dipolahikan dipolahikan dikan dikan dikan dikan dikan dipolahikan dikan dika	etingen denga primany halisi menjajarah lingerah king perlimi pendendi pelambajan kanjambaja bedir dan majah berasar melasa denga pendenga meland	ніна з інностью навості по на ніч на дінесь нічні здінеські і пінеські под
Banner Title: (limited to 30 char	acters, including spaces, capitalize all le	etters - this will display on the transcript)
		and the state of t
New Course Description:		
	heories and principles foundational nmas per disaster phase is examined	
overcoming biases, avoiding d	iscrimination, and developing sensit	_ ,
New Cross List:	Chanaina Cuara Listina	man Malatina Consortistina
Adding Cross-Listing	Changing Cross-Listing	Deleting Cross-Listing
	ing, indicate course subject and nur	i
(detail the difference in under	graduate and graduate course belov	w, п арргорпаte)
3052 1	3	
Now Proroguisite /list of as us	ou want them to appear in the catal	0.7).
-	stroduction to Ethical and Legal Issu	· · · · · · · · · · · · · · · · · · ·
consent of the department he	ad.	
New Co-requisite (list all, as yo	ou want them to appear in the catal	og):
▽ Elective	Major	厂 Minor
(If major or minor course, you program.)	must complete the Request for Pro	gram Change form to add course to
		d on the Assessment & Institutional
Effectiveness web page at		

Arkansas Tech University

Course Change

Assessment Form

EAM 4043

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.

Not Applicable.

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

The EAM 4043 description course change is for streamlining all required courses' descriptions and for consistency in course descriptions across the program. The prerequisite change is for consistency in advising and to insure a streamlined process.

Arkansas Tech University REQUEST FOR COURSE CHANGE

TO:	Select Ap	Select Appropriate Committee		
FROM (Initiating Department):	Emerge	Emergency Management		
DATE SUBMITTED:	6/29/20	6/29/2015		
Title		Signature	Date	
Department Head		Sandy M Snift	6-26-15	
Dean		Willy Hoefler	6-30-15	
Teacher Education Council (if app	licable)	7		
Graduate Council (if applicable)	***************************************			
Registrar		Jammy Weally	7/13/15	
Vice President for Academic Affai	rs			
C. I. A. C. ENCL		6.003		
Course Subject: (e.g., ACCT, ENGL	-)	Course Number: (e.g., 1003) 4083		
<u> </u>	nther existing	g course? If so, list course subject and nu	mhar	
Yes • No	Dener Chisting	g course: It so, list course subject and ha	moer.	
general de la grande quant son a company de la company de	ageministrative in interest of the contract of		njihang	
Official Catalog Title:				
Introduction to Legal Issues in	Emergency M	anagement	орожный дока англия друговическую дока поста меженения по простоя на простоя на простоя на простоя на простоя	
Request to change: (check appropriate to change)	oriate box):			
Course Number	▼ Title	Course Descrip	otion	
Cross-Listing	Prerequi	site Co-requisite		
☐ Grading	Fee			
Other	يهاسه أوروري المكام الأواري والمامل والمواري والمامل والمامل والمامل والمامل والمامل والمامل والمامل والمامل وا	illahakidi dipuntungan na persanjan menga manya mbanjangamat nga kidi puntuh madi dang sebang sa benasa dinasa dimbang masa dakidan dana d	i generalani, delaktimishing gjenesani juk lema manerkenikenna eteoloju e ettem mari	
-		n the Summer I Term of the new catalog		
If this course is cross-liste	ed, a prerequ	isite/co-requisite, or included in the cou	rse description	

New Course Number: (e.g., 1003)
New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)
Legal Issues in Emergency Management
Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)
LEGAL ISSUES IN EM
New Course Description: Provides an in-depth study of legal issues in each phase of emergency management and addresses interaction between the government, private, and volunteer sectors from a legal perspective.
New Cross List:
Adding Cross-Listing Changing Cross-Listing Deleting Cross-Listing
If adding or changing cross-listing, indicate course subject and number (detail the difference in undergraduate and graduate course below, if appropriate)
3053
New Prerequisite (list all, as you want them to appear in the catalog): EAM 1003, 1013, and 3XX3 (Introduction to Ethical and Legal Issues in Emergency Management) or consent of the department head.
New Co-requisite (list all, as you want them to appear in the catalog):
(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

Assessment Form

EAM 4083

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.

Not Applicable.

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

The title change for EAM 4083 is to accurately reflect the nature of the course as this is not an introductory course; the description course change is for streamlining all required courses' descriptions and for consistency in course descriptions across the program. The prerequisite change is for consistency in advising and to insure a streamlined process.

Arkansas Tech University REQUEST FOR COURSE CHANGE

TO:	Select Ap	Select Appropriate Committee		
FROM (Initiating Department):	Depart	Department of Emergency Management		
DATE SUBMITTED:	06/29/2	06/29/2015		
Title	**************************************	Signature	Date	
Department Head	ور الفرادية المراجعة		6.26.15	
Dean		Willy Hoefen	6-30-15	
Teacher Education Council (if ap	plicable)	8		
Graduate Council (if applicable)				
Registrar	aga da agaga maplada gaga maplada 1988 kinga kata pilikan ga kata palaban ga kata palaban ga kata palaban ga g	Jammy Galler	7/13/15	
Vice President for Academic Aff	airs			
Course Subject: (e.g., ACCT, ENG	<u> </u>	Course Number: (e.g., 1003)	······································	
EAM		4106		
Yes • No	nomer existing	g course? If so, list course subject and n	umber.	
Tes * NO	aan dhaanii maadda aan iyaa ee dhaa ayaa iyaa iira dhaa aan dhaa dhaanayda adda aa aan aan dhaa aa	galakan kalanda kanga kanga kanga kanga sambahan da dan salamban kanga kanda kanda dan dan dan dan dan dan dan	nataliset (saai	
Official Catalog Title:	والمالة			
Practicum/Internship	and the second		erackers and the second se	
Request to change: (check appr	opriate box):		ر مورد المام المام والمام المام والمام المام والمام والمام والمام والمام والمام والمام والمام والمام والمام وا	
Course Number	▼ Title		iption	
Cross-Listing	Prerequ	isite		
☐ Grading	₩ Fee			
Other	ىيىنىدىنىدىن ئىلىرىدىن ئىلىرىدىن ئىلىرىدىن ئىلىرىدىن ئىلىرىدىن ئىلىرىدىن ئىلىرىدىن ئىلىرىدىن ئىلىرىدىن ئىلىرىد ئىلىرىدىن ئىلىرىدىن	والمراقبة والمرا	المراجعة المراجعة والمراجعة المراجعة المراجعة المراجعة المراجعة المراجعة المراجعة المراجعة المراجعة المراجعة ا	
If this course is cross-listed	i, a prerequisite	e Summer I Term of the new catalog year. e/co-requisite, or included in the course des- e submitted to address all changes in relate		

courses.

New Course Number: (e.g., 1003)
New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)
Internship/Practicum
Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)
INTERNSHIP/PRACTICUM
New Course Description:
Provides practical experience in the emergency management field and applies emergency management theory to actual problems in a non-classroom situation. A minimum of 400 hours of relevant work experience must be completed in an approved internship site OR for those currently working in an emergency management related position, a practicum with a minimum of 150 hours must be completed. The student will work with an advisor to have a site approved by the internship coordinator prior to course enrollment. Required for major. \$100 supervisor travel fee required. New Cross List:
Adding Cross-Listing Changing Cross-Listing Deleting Cross-Listing
If adding or changing cross-listing, indicate course subject and number (detail the difference in undergraduate and graduate course below, if appropriate)
4206
New Prefequisite (list all, as you want them to appear in the catalog):
EAM 4XX6 Capstone or consent of the department head. リカン
New Correquisite (list all, as you want them to appear in the catalog): EAM 4XX6 Capstone or consent of the department head.
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

Assessment Form

EAM 4100

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.

Not Applicable.

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

The title change for EAM 4106 is to clearly distinguish this course from the graduate practicum course. The course description change is for clarification between an internship and a practicum and for streamlining all required courses' descriptions across the program. The prerequisite change is for consistency in advising and to insure a streamlined process.

Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Emergency Management
DATE SUBMITTED:	6-29-15

Title	Signature	Date
Department Head	Gender N. Snith	6-26-15
Dean	Willy Hooff	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Sammiywallu	7/13/15
Vice President for Academic Affairs	The state of the s	

Program Title:	Requested changes will be
Emergency Management	effective Summer I for next
	catalog year

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

1. Modify EAM Core: (1) delete 2033, 3033, 3123, 3143, 3243, 4043, 4053, 4083, 4991-3; (2) add Emergency Management Doctrine, Introduction to Ethical and Legal issues in Emergency Management, and Capstone; and 3) 15 hrs EAM Electives.

- 2. Require a C or better in required EAM Core courses
- 3. Add EAM Electives: 2033, 3033, 3123, 3143, 3243, 4043, 4053, 4083, 4991-3, Leadership
- 4. Delete Administrative Core
- 5. Delete Interdisciplinary Core
- 6. Require COMS 2003 or equivalent, ENGL 2053 or PS 3023, and Speech* (reduce Social Science 7. Change electives from 6 hrs to 18 hrs

 7. Delete EAM 3206

 1. Change electives from 6 hrs to 18 hrs

 1. Delete EAM 3206

9 DELEKE EAM 3000

*Speech is to be required as part of the General Education requirements

MATRIX attached contains only changes

Catalog description of Program is attached with strike-throughs

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 need to continue 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.

	atrix for Catalog
Curriculum in Emergency Management	rogram changing)
Freshman Fall Semester	Freshman Spring Semester
Add/Change:	Add/Change:
Speech	COMS 2003 or equivalent
Delete:	Delete:
Interdisciplinary Core (3 hrs)	Interdisciplinary Core (3 hrs)
Total Hours:16	Total Hours:16
Sophomore Fall Semester	Sophomore Spring Semester
Add/Change:	Add/Change:
EAM 3003 Developing Emergency Management Skills 3068 EAM 3003 Developing Emergency Management Doctrine	EAM 3013 Public Policy and Politics in Emergency Management
Delete:	EAM 3023 Principles of Preparedness and Response Operations
Social Sciences (3 hrs)	3053 EAM 3XXX Introduction to Ethical and Legal Issues in
EAM Core (3 hrs)	Emergency Management
	Delete:
	Administrative Core (3 hrs)
Total Hours: 16	Interdisciplinary Core (3 hrs)
	EAM Core (3 hrs)

	Tatal Hayra 15
	Total Hours:15
Junior Fall Semester	Junior Spring Semester
Add/Change:	Add/Change:
EAM 4003Principles of Disaster Relief and Recovery	EAM Electives (9 hrs)
EAM 4013 Mitigation and Continuity of Operations	
Elective (3 hrs)	Delete:
Delete:	Administrative Core (3 hrs)
Administrative Core (3 hrs)	Interdisciplinary Core (3 hrs)
Interdisciplinary Core (3 hrs)	EAM Core (3 hrs)
EAM Core (3 hrs)	
Total Hours:15	Total Hours: 15
Senior Fall Semester	Senior Spring Semester
Add/Change:	Add/Change:
EAM Electives (6 hrs)	EAM 4XX6 Capstone
Electives (9 hrs)	Delete:
Delete:	EAM 3206 Externship
Administrative Core (3 hrs)	
EAM Core (6 hrs)	
Interdisciplinary Core (6 hrs)	
Total Hours: 15	Total Hours: 12

Arkansas Tech University

Proposal for Change in Program

Assessment Form

EAM

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 currently requires only 42 EAM credit hours with just 24 EAM required credit hours specified. The proposed program change will require 60 EAM credit hours and 45 EAM required 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, the Council for Accreditation of Emergency Management Education (formerly the 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 required 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 consideration of social aspects of emergency management, including social vulnerability reduction.

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

Students earning a Bachelor of Science in Emergency Management, with this revised curriculum, will be able to demonstrate competency in these 8 areas: 1) Management Skills; 2) Communication Skills; 3) Leadership & Decision Making Skills; 4) Technical Skills, Systems, & Standards; 5) Understanding of Comprehensive Emergency Management; 6) Coordination Skills within Legal & Political Contexts; 7) Understanding of Ethical & Social Contexts; and 8) Understanding of Emergency Management Theory, Practical Application, and Research.

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

Students who complete EAM 4106 are reporting in senior presentations and senior exit interviews that they are unable to fulfill all aspects of their internship or were unable to apply for internships which required certain skill sets. The faculty reviewed EAM 4106 assessment data and determined that students are performing at an acceptable level, but the number of hours students are transferring in and the program limitations which exist are putting our students at a disadvantage in internships and the workforce. The specified required courses with the program presently do not include core competencies #1, #3, #5, #6 and #7. The student data for EAM 4106 revealed that 73% of our majors are transferring hours from other colleges and universities, 27% of the majors are transferring in 36 plus hours, and 11% of majors are transferring in 71 plus hours. We evaluated the program limitations and determined that students are not being provided all eight core competencies within the specified required courses as strongly encouraged by the FEMA EMI Higher Education Program. After extensive review of the program limitations and realizing that over 70% of our majors are transferring in hours which do not include the missing core competencies, we determined that program and transfer limitations inhibit students from obtaining all of the necessary skill sets for internship and preparation for continued education and employment. All eight core competencies are vital to the profession and field of Emergency Management as determined by the Council for Accreditation in Emergency Management Education (formerly the Foundation for Higher Education Accreditation).

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.

Arkansas Tech University's Emergency Management program was the 2nd program in the nation and the first academic department in the nation created solely to address the needs of the emergency management field. Thus, ATU's DEM has been a leader in the Emergency Management Higher Education field and many of the nation's EM programs are patterned after our program; therefore many EM programs have courses with similar titles to ATU's DEM. However, there is precedence from a number of baccalaureate programs with an emergency management focus to include required courses in ethics and legal issues.

Office of Assessment and Institutional Effectiveness (2014)

Additionally, most all programs integrate emergency management doctrine and policy into their required courses.

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: Ch	nange 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: Demonstrate professional emergency management skills.	EAM 3003 Developing Emergency Management Skills	Assignment	At least 75% of students will achieve a 70% or higher on this assignment.
		EAM 4106 Internship/Practicum	Supervisor Evaluation	At least 85% of students will achieve a score of 75% or higher on their supervisor evaluation.
PO2: Communication Skills	LO2: Communicate effectively both orally and in writing.	EAM 1013 Aim and Scope of Emergency Management	Presentation and Essay	At least 75% of students will achieve a score of 70% or higher on their presentation and essay.
		EAM 3023 Principles of Preparedness and Response Operations	Presentation and Written Assignment	At least 80% of students will achieve a 80% score on writing mechanics on this assignment

		EAM 4033 Emergency Management Research Methods and Analysis	Presentation and Written Assignment	and at least 80% of students will achieve a 80% score on presentation skills. At least 80% of students will achieve a score of 80% or higher on their oral presentation skills and written assignment.
PO3: Leadership & Decision Making Skills	LO3: Lead, analyze, and make informed reasoned decisions.	EAM3XX3 Introduction to Ethical and Legal Issues in Emergency Management	Exam	At least 75% of students will achieve a 70% or higher on this short answer question.
		EAM 4106 Internship/Practicum	Final Presentation	At least 85% of students will achieve a score of 75% or higher on this section of the presentation rubric.
PO4: Technical Skills, Systems & Standards	LO4: Utilize technical skills for addressing emergency management situations.	EAM 4023 Information Technology and Emergency Management	Project	At least 75% of students will achieve a passing score on their project.
		EAM 4106 Internship/Practicum	Final Presentation	At least 85% of students will achieve a score of 75% or higher on this section of

				the presentation rubric.
PO5: Understanding of Comprehensive Emergency Management	LO5: Understand Comprehensive Emergency	EAM 1003 Living in a Hazardous Environment	Assignment	At least 75% of students will pass this assignment.
	Management and the doctrine on which it is based.	EAM 3xx3 EM Doctrine	Assignment	At least 80% of students will achieve a score of 75% on this assignment.
PO6: Coordination Skills within Legal & Political Contexts	LO6: Demonstrate coordination skills within legal and political contexts.	EAM 3XX3 Introduction to Ethical and Legal Issues in Emergency Management EAM 3013 Public Policy and	Assignment	At least 80% of students will achieve a score of 75% on this assignment.
		Politics in Emergency Management	Assignment	At least 80% of students will achieve a score of 75% on this assignment.
		EAM 4XX6 Capstone	Essay	At least 85% of students will achieve a score of 75% or higher on this essay.
PO7: Understanding of Ethical & Social Contexts	LO7: Identify ethical and social contexts within emergency management.	EAM 3XX3 Introduction to Ethical and Legal Issues in Emergency Management EAM 4003	Assignment	At least 80% of students will achieve a score of 75% on this assignment.

		Principles of Disaster Relief and Recovery EAM 4XX6 Capstone	Assignment	At least 80% of students will achieve a score of 75% on this assignment. At least 85% of students will achieve a passing score on this essay.
PO8: Understanding of Theory, Practical Application and Research	LO8: Understand emergency management theory, practical application, and research	EAM 4013 Mitigation and Continuity of Operations	Assignment	At least 80% of students will achieve a score of 75% on this assignment
		EAM 4033 Emergency Management Research Methods and Analysis	Assignment	At least 80% of students will achieve a score of 75% on this assignment
		EAM 4106 Internship/Practicum	Final Presentation	At least 85% of students will achieve a score of 75% or higher on these sections of the presentation rubric.
		sessment Process		

Assessment Process

Assessment Plan Implementation

	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	EAM 1003 EAM 1013 EAM 3003 EAM 3013 EAM 3023 EAM 3XX3 EAM 4003 EAM 4003 EAM 4013 EAM 4033 EAM 4XX6 EAM 4106	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 by email or mail	Analyze survey results	Program and curriculum changes	
Su		intinuous Improvemen egory from assessment		ons.	
Categories of Impr	ovement:	Perommended Chang	Tac:		
A. Student Le		 	Recommended Changes: Course Embedded Student Learning Outcome Assessment		
B. Instruction and Curriculum		Course Embedded Student Learning Outcome Assessment			
		Evaluate assessment process from Student Learning reports.			
D. Program Q	uality	Evaluate program quality from post-graduate survey and employer satisfaction survey.			
E. Budget		Budget requests supported by student learning and program assessment.			

<u>Department of Emergency Management</u> 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 upmost 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. Understanding of 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 Skills 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. Understanding of 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. Understanding of Emergency Management 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: Professional Studies	This department Supports the change.	□ does not support
Comments:		

Department Head Signature:

Date: 6/16/2015

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

Department Affected: BIOS	This department ☑ supports ☐ does not support
	the change.
Comments:	
The Department of Emergency Management reques	ts to delete the Interdisciplinary and
Administrative/Professional Cores from their degree proposal as we realize that the EAM students need r	• •

Department Head Signature: Narlis Hogen

Date: 6-29-15

Arkansas Tech University DEPARTM ENTAL SUPPORT FORM

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

Department Affected: Physical Sciences	This department Supports the change.	☐ does not support
Comments:		
The department supports the proposal to remove to cores from the Emergency Management degree.	he Interdisciplinary	and Administrative/Professional
Department He	ead Sonature:	In Muses

Date: 6/24/2015

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: Mathematics	This department ■ supports □ does not support the change.	
Comments:		
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.		

Department Head Signature:

Date: 6/24/15

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

Department Affected:	This department	
English and World Languages	X supports	
	the change.	
Comments:		
The Department of Emergency Management requests to delete the Interdisciplinary and		
Administrative/Professional Cores from their degree program.		

Department Head Signature: Cerl Mulker

Date:6-17-15

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

Department Affected:	This department
Health and Physical Education	☐ supports ☐ does not support
	the change.
Comments:	
The Department of Emergency Management reques	ts to delete the Interdisciplinary and
Administrative/Professional Cores from their degree	program.

Department Head Signature: Mary tas Halayald.

Date: 4/15/2015

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

Department Affected:	This department
ELECTRICAL ENGINEERING	☐ supports ☐ does not support the change.
Comments:	
The Department of Emergency Management reque Administrative/Professional Cores from their degree	· · · · · · · · · · · · · · · · · · ·
Administrative/Floressional Cores noin their degree	e program.
Department	Head Signature: Mulion Boford
	Date: <u>6/17//5</u>

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

Department Affected:	This department
DI	Supports □ does not support
Behavioral CI	ences the change.
Comments:	
The Department of Emergency Manage	ment requests to delete the Interdisciplinary and
Administrative/Professional Cores from	their degree program.

Department Head Signature:

Date: 6/16/15

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

Department Affected:	This department ☐ supports ☐ does not support the change.
Comments: The Department of Emergency Manageme Administrative/Professional Cores from th	ent requests to delete the Interdisciplinary and neir degree program.

Department Head Signature:

Date:6.17.15

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

Department Affected: ART	This department ☐ supports ☐ does not support the change.			
Comments: The Department of Emergency Management reques	its to delete the Interdisciplinary and			
Administrative/Professional Cores from their degree program.				

Department Head Signature: Man Mars Date: 6/17/2015

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

This department ☑ supports ☐ does not support				
the change.				
The Department of Emergency Management requests to delete the Interdisciplinary and				
Administrative/Professional Cores from their degree program.				

Department Head Signature:

Stephen C. Jones

Associate Dean, College of Business

Date: 06/18/2015

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

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

Department Head Signature: Pelocoa Bunes Php. RND

Date: 6-18-2015

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO:	Curriul	Curriulum Committee			
FROM (Initiating Department)	: Mech	Mechanical Engineering			
DATE SUBMITTED:	July 1	, 2015			
Title		Signature			Date
Department Head	\leq				170015
Dean		(1).04)	laske		7-17-15
Teacher Education Council	(if applicable)	1	V	······································	
Graduate Council (if applica	able)			***************************************	
Registrar		Ywe	alle		7/20/15
Vice President for Academ	ic Affairs		***************************************		
Course Subject: (e.g., ACCT	, ENGL) Course	Number: (e.g	., 1003)	Effectiv	ve Term:
MCEG	3000	TO A TOWN OF THE PROPERTY OF T	Contract to the second	Spri Spr	ng 🍜 Summer I
Official Catalog Title: (If off	icial title exceeds	30 characters	s, indicate Bann	er Title be	low)
Engineering Internship/R	esearch Experien	ice			
Banner Title: (limited to 30 c	characters, includir	ng spaces, capita	alize all letters —	this will dis	play on the transcript)
ENGR INTERNSHIP/RESEA	ARCH EXPER				
Will this course be cross-lis	ited with another	r existing cours	se? If so, list cou	ırse subjec	t and number.
● Yes ○ No MCEG-30	000 ELEG	**************************************	<u> </u>		
Will this course be cross-lis	ted with a course	e currently not	in the undergr	aduate or	graduate catalog?
If so, list course subject and	d number. 🍜 Ye	es CNo l	LEG 3000		
Is this course repeatable f		ned hours?	Yes [®] No ho	ow many t ours?	otal 0
Grading: C Standard Le	tter 🍜	P/F	C Other		ennem men en gemeille de hall de sie de en
Mode of Instruction (check	appropriate box	():			
C 01 Lecture	C 02 Lecture/	La bora tory	C 03 Laborat	orvaniv	
© 05 Practice Teaching	● 06 Internsh	ip/Practicum	C 07 Apprent	tices hip/Ext	ternship
C 08 Independent Study	○ 09 Reading	s	⊂ 10 Special	Topics	
C 12 Individual Lessons	C 13 Applied	Instruction	C 16 Studio	Course	
17 Dissertation	18 Activity (Course	🤼 19 Semina	r	C 98 Other
Does this course require a	fee? C Yes @	No How M	uch?	Select	Fee Type

If selected other list fee type:		ikin mineriin edine dine edine e	ilianii impiracy appy agricolorina de	
▼ Elective	☐ Major		Minor	
(If major or minor course, you i program.)	must complete th	he Request for	Program Change f	orm to add course to
If course is required by major/r	ninor, how frequ	ently will cour	se be offered?	
As Needed				
For the proposed course, attacentered as they should appear a. Course subject b. Course number c. Catalog course title d. Catalog description 1. Arkansas Course Transfe 2. Cross-listing 3. Offered (e.g., Fall only, Sp 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information of the second for Name of instructions) 8. Contact Hours if differen 9. Fees (e.g., \$36 art fee) e. Section for Name of instructions of the second for course g. Bibliography (supplemental of the second for	r in the catalog) r System (ACTS) of pring only. Do not in description than lecture (e.g. tor, office hours, reading list)	course numbe ot enter if offe n such as cours g., Lecture thr	r, if applicable r course fall and sp se may be repeated se hours, laborator	oring) d for credit) ry three hours)
j. Description of how course n education component shoul General Education Objective k. Assessment methods (include l. Policy on absences, cheating m. Course content (outline of n	ld show how the es listed in under de grading policy g, plagiarism, etc.	course meets graduate cata with specific of	one or more of the og) equivalents for A, B	e objectives contained in
Will this course require any spe special software, distance learn			maintenance costs	s, library resources,
Will this course require a speci-	al classroom (con	mputer lab, sm	art classroom, or la	aboratory)? None
Attach the Course Addition Ass Effectiveness web page at atto			ated on the Assess	ment & Institutional
If this course will affect other d must be attached. The form is http://www.atu.edu/registrar/	located on the C	urriculum forn	· ·	ch affected department

DEPARTMENT OF ELECTRICAL ENGINEERING

1. Course Number and Name:

ELEG/MCEG 3000

Engineering Internship/Research Experience

2. Credits and Contact Hours:

0 Credits

0 Contact Hours

3. Instructor:

Faculty Name
Office Location
Office Hours

4. Textbook:

None

5. Course Information:

a. Course (catalog) Description:

A minimum of six weeks of supervised on-the-job training with a university research program, engineering firm, manufacturer, municipality, or company employing engineers. A written report is required within one week of internship completion. Students will also present their internship experience to an engineering class or at a student engineering RSO meeting.

b. Prerequisite:

A minimum of sixty hours applicable toward the ATU Electrical/Mechanical engineering program requirements with a minimum 3.5 GPA; and acceptance in an Engineering Internship or Research Experience for Undergraduates Program.

c. Corequisite:

None

d. Course Designation:

Elective enrichment course, part of the College of Distinction requirements.

6. Course Goals:

a. Course learning outcomes / expected performance criteria:

The successful student should be able to:

- 1. Demonstrate an ability to apply knowledge of mathematics, science, and engineering. A1, A2, A3
- 2. Work in a team environment D1
- 3. Communicate effectively orally G1
- 4. Communicate effectively by writing G2
- 5. Use techniques, skills, and engineering tools K1, K2, K3

b. Student outcomes related to the course:

A	В	С	D	E
a1, a2, a3	g1	g2	d	k1, k2, k3

7. Assessment

Pass/Fail

Students will submit a report within one week of the internship/research experience. Additionally, student will prepare a presentation describing their experience for an engineering Registered Student Organization or engineering class.

8. Attendance

Regular attendance is required. Specific policies set by internship/research supervisor. Students will submit a report within one week of the internship/research experience. Additionally, student will prepare a presentation describing their experience for an engineering Registered Student Organization or engineering class.

9. Topics covered:

- **a.** Assimilation in an engineering/research environment
- **b.** Designing/Researching in a realistic environment.
- c. Other topics required by the internship/research supervisor

10. Justification/Rational for the course:

Students will enrich their undergraduate engineering experience as part of their participation in the College of Distinction Program. This course is the enrichment course to fulfill the College of Distinction course requirements.

11. ACTS Course Number: N/A

12. Offered: Summers as needed.

13. Fees: None

14. Description of how course meets general education requirements: N/A

15. Policy on absences, cheating, plagiarism, etc: Determined by the engineering or research supervisor at the site of the experience.

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

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

Department Affected: Electrical Engine	ering	This department supports		not support	
		the change.	— 0003	not support	
Comments:					
0	anartmant Ha	and Signatura: (Christ	
D.	epartment ne	au signature.	musica .	Date: 7/1/	
				Date: 7/ / /	区

Course Addition

ELEG/MCEG 3000

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 will assist students by "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?

The successful student should be able to:

- 1. An ability to apply knowledge of mathematics, science, and engineering. A1, A2, A3
- 2. Work in a team environment D1
- 3. Communicate effectively orally G1
- 4. Communicate effectively by writing G2
- 5. Use techniques, skills, and engineering tools K1, K2, K3
- d. What assessment tool or measure will you use to assess student learning? Rubrics for presentations and reports.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will write a report of their experience and a presentation to a class or RSO.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. This course is in response to the mandate for College of Distinction 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.
 - Although internships and research experiences are encouraged by the department this is a documented enrichment course for the College of Distinction Program.

Arkansas Tech University REQUEST FOR COURSE ADDITION

то:	Curriulum Comm	nittee	
FROM (Initiating Department)	: Mechanical Eng	gineering	
DATE SUBMITTED:	25 Jun 15		
Title	Signatu	re	Date
Department Head			25 5000 15
Dean	1.00	N. ofte	7-17-15
Teacher Education Council	(if applicable)	- Hory	17-17-13
Graduate Council (if application	able)		111111111111111111111111111111111111111
Registrar	711	I Alle	7100/15
Vice President for Academ		201100	IIIIII
Course Subject: (e.g., ACCT	, ENGL) Course Number:	: (e.g., 1003) Effe	ective Term:
MCEG	4491		Spring • Summer I
Official Catalog Title: (If off	icial title exceeds 30 chara	cters, indicate Banner Title	e below)
Mechanical Design Project	t I		
Banner Title: (limited to 30 c	haracters, including spaces,	capitalize all letters — this wil	ll display on the transcript)
Will this course be cross-lis	ted with another existing	course? If so, list course su	bject and number.
Will this course be cross-lis			or graduate catalog?
If so, list course subject and	d number. 🤼 Yes 🕟 No		
Is this course repeatable f	or additional earned hour	s? C Yes	ny total
Grading: © Standard Le	tter C P/F	○ Other	
Mode of Instruction (check	appropriate box):	The second secon	
C 01 Lecture	C 02 Lecture/Laboratory	C 03 Laboratory only	V
C 05 Practice Teaching	C 06 Internship/Practicu	um C 07 Apprenticeship	o/Externship
© 08 Independent Study	C 09 Readings	C 10 Special Topics	TO STATE OF THE ST
C 12 Individual Lessons	13 Applied Instruction	1 C 16 Studio Course	
← 17 Dissertation	C 18 Activity Course	19 Seminar	€ 98 Other

Does this course require a fee?	○ Yes	No No	How Much?		Select Fee Type
If selected other list fee type:					
☐ Elective	☑ Majo	or		Minor	
(If major or minor course, you r program.)	must com	plete th	e Request for P	rogram C	hange form to add course to
If course is required by major/n	ninor, ho	w freque	ently will course	e be offer	ed?
Fall and Spring		-			WARE AND THE CONTROL OF THE PARTY OF THE PARTY OF THE WAS INCOME AND THE PARTY OF T
For the proposed course, attack	n a syllab	us in Wo	ord format that	includes:	(Items a. through d. should be
entered as they should appear	in the ca	atalog)			
a. Course subject					
b. Course number					
c. Catalog course title					
d. Catalog description	. C 4	(ACTC) -	t	:£!!!	h-1
Arkansas Course Transfer Constitution	System	(AC15) C	ourse number,	іт арріісаі	oie
2. Cross-listing 3. Offered (e.g., Fall only, Sp	ring only	/ Do no	t enter if offer (rnurca fal	l and spring)
4. Prerequisites	ning Om	y. DO 110	Center ii oner t	course rai	rana spinigi
5. Co-requisites					
6. Description					
7. Notes (e.g., information r	not in de	scription	such as course	may be r	epeated for credit)
8. Contact Hours if different	than led	ture (e.g	g., Lecture three	e hours, la	aboratory three hours)
9. Fees (e.g., \$36 art fee)					
e. Section for Name of instruct	or, office	hours, e	contact informa	ition (tele	phone, email)
f. Text required for course	1. 1				
g. Bibliography (supplemental		ist)			
h. Justification/rationale for thi. Course objectives	e course				
j. Description of how course m	seets ger	neral edu	ration objectiv	es (cours	es included in the general
r ,	-		-	•	re of the objectives contained in
General Education Objective					
k. Assessment methods (include	le gradin	g policy	with specific eq	uivalents	for A, B, C)
I. Policy on absences, cheating	g, plagiar	ism, etc.			
m. Course content (outline of n	naterial t	o be cov	ered in course)	•	
Will this course require any spe	cial reso	urces su	ch as unusual m	naintenan	ice costs. library resources.
special software, distance learn					,,
Will this course require a specia	al classro	om (con	nputer lab, sma	rt classro	om, or laboratory)? None
			·1 £		
Attach the Course Addition Ass				ted on the	e Assessment & Institutional
Effectiveness web page at					

DEPARTMENT OF MECHANICAL ENGINEERING

1. Course Number and Name:

MCEG 4491

Mechanical Design Project I

2. Credits and Contact Hours:

1 hour credit

1 contact hour/week

3. Instructor:

Dr. James Steuber

4. Textbook:

Yousef Haik, *Engineering Design Process*, Cengage Learning Engineering, 2nd Edition ISBN: 0495668141 (Reference)

5. Course Information:

a. Course (catalog) Description:

First of a two part sequence of courses to complete an independent or group project in mechanical engineering design. Where appropriate, a team approach will be employed. Emphasis will be placed on designing a mechanical system or sub-system with due regard for: safety, environmental concerns, reliability, longevity, ease of manufacturing, maintainability, and cost effectiveness. Both a written and oral report are required.

b. Prerequisites/Corequisites:

MCEG/ELEG 4202 (corequisite).

c. Course Designation:

Required

6. Course Goals:

a. Course learning outcomes / expected performance criteria:

- A. Students will demonstrate the ability to apply knowledge of mathematics, sciences, and engineering principles as evidenced from their proposal.
- **B.** Students will demonstrate the ability to complete a preliminary design for a system, component, or process to meet a desired need including recognition of applicable codes and standards, economic and social impacts as evidenced in their proposal.
- C. Students will demonstrate the ability to identify, formulate, and solve an engineering problem as evidenced in their final proposal.
- **D.** Students will give an adequate final oral presentation of their preliminary design to faculty and/or students.
- **E.** Students will give an adequate final written proposal to the faculty in charge of the class.

b. Student outcomes related to the course:

Course	A	В	С	D	E
Program	m1	c1,c2,c3,c4,d1,h1,h2,h3,h4,n1,n2	d1,n1,n2	gl	g2

7. Assessment

90%-100%	A
80%-89%	В
70%-79%	C
60%-69%	D
0%-59%	F

8. Attendance

Regular attendance is required. Specific policies set by instructor.

9. Topics covered:

No new topics covered since this is the capstone course building on all of the previous engineering courses in the curriculum.

10. Justification/Rational for the course:

Required by accreditor (ABET).

Course Addition

Assessment Form

MCEG 4491

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 objective of the proposed course addition is to better facilitate mentorship in the capstone (senior design) 2-course sequence by formalizing faculty involvement during proposal development in the first course (MCEG 4202). Thus, nurturing scholastic development.

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

ABET: "Students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints"

- c. Provide up to three student learning outcomes students will achieve after completing this course?
- 1. Students will demonstrate the ability to apply knowledge of mathematics, sciences, and engineering principles as evidenced from their proposal.
- 2. Students will demonstrate the ability to complete a preliminary design for a system, component, or process to meet a desired need including recognition of applicable codes and standards, economic and social impacts as evidenced in their proposal.
- 3. Students will demonstrate the ability to identify, formulate, and solve an engineering problem as evidenced in their final proposal.
- 4. Students will give an adequate final oral presentation of their preliminary design to faculty and/or students.
- 5. Students will give an adequate final written proposal to the faculty in charge of the class.
- d. What assessment tool or measure will you use to assess student learning?

Attainment of course objectives will be evaluated by using the CPGE system and subsequent analysis.

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

Students will produce preliminary designs, proposals, and presentations that demonstrate achievement of student learning outcomes.

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

Focus groups that began in the fall of 2013 provided evidence that mechanical engineering students had issues with senior design. Results from the four total focus groups: Fall 13, Spring 14, Fall 14, Spring 15 found that students provided consistent recommendations for change including increase the amount of time to develop project, improve project organization, and increase engagement by faculty mentors. Additionally end of course evaluations in MCEG 4202-Engineering Design indicated that students did not understand the distinction between that course content and the following MCEG 4493-Mechanical Design Project.

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.

The "major design experience" of which this course in a part of is required by ABET. So, every engineering program accredited by ABET has a similar course. As described in above, this course addition and the related course addition for MCEG 4492 replace an existing course MCEG 4493 in the Mechanical Engineering Program.

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department
Electrical Engineering	☑ supports ☐ does not support
<u> </u>	the change.
Comments:	
The proposed changes to the Mechanical Engineerin	g curriculum regarding MCEG 4491 and MCEG 4492
require the coordination of instructors in a cross-list	ed (MCEG/ELEG 4202) course. The Electrical
Engineering Department agrees to coordinate with t	he Mechanical Engineering department as required.
	_
Denartment He	ead Signature: Datricia Byssa
Department no	ad Signature. Success Sugar
	Date: 7/20/19

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO:	Curriulum	Committee				
FROM (Initiating Department):	Mechani	Mechanical Engineering				
DATE SUBMITTED:	25 Jun 15	A	May 100-100			
Title	Si	gnature		Date		
Department Head	4	+		25 Jun 15		
Dean	3	IN II II BA		7-17-15		
Teacher Education Council (i	f applicable)	Dity Hage		71/-15		
Graduate Council (if applicat	ole)					
Registrar		I Willie		7/20/15		
Vice President for Academic			Taken and the second	7.00(1)		
Course Subject: (e.g., ACCT,	ENGL) Course Nu	mber: (e.g., 1003)	Effect	ive Term:		
MCEG	4492		← Spr	ring • Summer I		
Official Catalog Title: (If offic	ial title exceeds 30	characters, indicate	e Banner Title b	elow)		
Mechanical Design Project	11			Andreas and the second		
Banner Title: (limited to 30 ch	aracters, including sp	oaces, capitalize all let	tters — this will d	isplay on the transcript)		
	·					
Will this course be cross-liste	ed with another ex	isting course? If so,	list course subje	ect and number.		
○ Yes • No			***************************************	MONTH (mm.) and an explain institute		
Will this course be cross-liste	ad with a course cu	irrently not in the i	indergraduate o	r graduate catalog?		
If so, list course subject and	/~ V		nuci gi addate oi	graduate catalog:		
_	number.		How many	total		
Is this course repeatable fo	r additional earned	I hours? 🤄 Yes 🤏	No hours?			
Grading:	er CP/F	: <u> </u>	Other	And the state of t		
Mode of Instruction (check a	appropriate box):					
C 01 Lecture	C 02 Lecture/Labo	oratory C 03	Laboratory only			
© 05 Practice Teaching	C 06 Internship/F	Practicum 6 07	Apprenticeship/E	xternship		
 ◆ 08 Independent Study 	€ 09 Readings	1 0:	Special Topics			
12 Individual Lessons	13 Applied Inst	ruction C 16	Studio Course			
C 17 Dissertation	○ 18 Activity Cour	se C 19	Seminar	C 98 Other		

Does this course require a fee?	Yes C No How M	uch? \$50	Other		
If selected other list fee type:	Engineering Fee	Control of the Contro			
Γ΄ Elective	▼ Major	☐ Minor			
(If major or minor course, you m program.)	ust complete the Reques	t for Program Ch	nange form to add course to		
If course is required by major/m	nor, how frequently will	course be offere	ed?		
Fall and Spring					
General Education Objectives	ystem (ACTS) course nur ng only. Do not enter if t in description such as o han lecture (e.g., Lecture r, office hours, contact in ading list) course ets general education ob show how the course me listed in undergraduate	offer course fall course may be restricted to the formation (telepo) ojectives (course eets one or more catalog)	ole and spring) epeated for credit) boratory three hours) ohone, email) es included in the general e of the objectives contained in		
k. Assessment methods (includel. Policy on absences, cheating,		inc equivalents	101 A, B, C)		
m. Course content (outline of m		ourse).			
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? None					
Will this course require a special	classroom (computer lab	o, smart classroo	m, or laboratory)? None		
Attach the Course Addition Asse Effectiveness web page at http:/			Assessment & Institutional		
If this course will affect other demust be attached. The form is least the http://www.atu.edu/registrar/c	cated on the Curriculum				

DEPARTMENT OF MECHANICAL ENGINEERING

1. Course Number and Name:

MCEG 4492

Mechanical Design Project II

2. Credits and Contact Hours:

2 hours credit

2 contact hours/week

3. Instructor:

Dr. James Steuber

4. Textbook:

Yousef Haik, *Engineering Design Process*, Cengage Learning Engineering, 2nd Edition ISBN: 0495668141 (Reference)

5. Course Information:

a. Course (catalog) Description:

Second of a two part sequence of courses to complete an independent or group project in mechanical engineering design. Where appropriate, a team approach will be employed. Emphasis will be placed on designing a mechanical system or sub-system with due regard for: safety, environmental concerns, reliability, longevity, ease of manufacturing, maintainability, and cost effectiveness. Both a written and oral report are required.

b. Prerequisites:

MCEG 3003, MCEG/ELEG 4202, MCEG 4491, senior standing and consent of instructor.

c. Course Designation:

Required

6. Course Goals:

a. Course learning outcomes / expected performance criteria:

- **A.** Students will demonstrate the ability to apply knowledge of mathematics, sciences, and engineering principles as evidenced from their final report.
- **B.** Students will demonstrate the ability to design a system, component, or process to meet a desired need including recognition of applicable codes and standards, economic and social impacts as evidenced in their final report.
- C. Students will demonstrate the ability to identify, formulate, and solve an engineering problem as evidenced in their final report.
- **D.** Students will give an adequate final oral presentation of their design to faculty and/or students.
- E. Students will give an adequate final written report to the faculty in charge of the class.

b. Student outcomes related to the course:

Course	A	В	C	D	E
Program	m1	c1,c2,c3,c4,d1,h1,h2,h3,h4,n1,n2	d1,n1,n2	g1	g2

7. Assessment

90%-100%	Α
80%-89%	В
70%-79%	C
60%-69%	D
0%-59%	F

8. Attendance

Regular attendance is required. Specific policies set by instructor.

9. Topics covered:

No new topics covered since this is the capstone course building on all of the previous engineering courses in the curriculum.

10. Justification/Rational for the course:

Required by accreditor (ABET).

Course Addition

Assessment Form

MCEG 4492

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 objective of the proposed course addition is to better facilitate mentorship in the capstone (senior design) 2-course sequence by formalizing faculty involvement during proposal development in the first course (MCEG 4202). Thus, nurturing scholastic development.

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

ABET: "Students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints"

- c. Provide up to three student learning outcomes students will achieve after completing this course?
- 1. Students will demonstrate the ability to apply knowledge of mathematics, sciences, and engineering principles as evidenced from their final report.
- 2. Students will demonstrate the ability to design a system, component, or process to meet a desired need including recognition of applicable codes and standards, economic and social impacts as evidenced in their final report.
- 3. Students will demonstrate the ability to identify, formulate, and solve an engineering problem as evidenced in their final report.
- 4. Students will give an adequate final oral presentation of their design to faculty and/or students.
- 5. Students will give an adequate final written report to the faculty in charge of the class. What assessment tool or measure will you use to assess student learning?
- d. What assessment tool or measure will you use to assess student learning?

Attainment of course objectives will be evaluated by using the CPGE system and subsequent analysis.

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

Students will produce reports, engineering drawings, and in most cases fabricate products that demonstrate achievement of student learning outcomes.

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

Focus groups that began in the fall of 2013 provided evidence that mechanical engineering students had issues with senior design. Results from the four total focus groups: Fall 13, Spring 14, Fall 14, Spring 15 found that students provided consistent recommendations for change including increase the amount of time to develop project, improve project organization, and increase engagement by faculty mentors. Additionally end of course evaluations in MCEG 4202-Engineering Design indicated that students did not understand the distinction between that course content and the following MCEG 4493-Mechanical Design Project.

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.

The "major design experience" of which this course in a part of is required by ABET. So, every engineering program accredited by ABET has a similar course. As described in above, this course addition and the related course addition for MCEG 4491 replace an existing course MCEG 4493 in the Mechanical Engineering Program.

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department
Electrical Engineering	☑ supports ☐ does not support
	the change.
Comments:	
The proposed changes to the Mechanical Engineerin require the coordination of instructors in a cross-list Engineering Department agrees to coordinate with t	ed (MCEG/ELEG 4202) course. The Electrical
Department Ho	ead Signature: Solium Baford Date: 7/20/15

Arkansas Tech University REQUEST FOR COURSE DELETION

то:	Curriulu	um Committee	And Prop	4470
FROM (Initiating Department):	Mech	Mechanical Engineering		
DATE SUBMITTED:	25 Jur	ı 1 5		
Title		Signature		Date
Department Head		+	>	25 Jan 12
Dean		Willy He	oafler	7-17-15
Teacher Education Council (if appl	licable)			
Graduate Council (if applicable)				
Registrar		YWILL	L	1/20/15
Vice President for Academic Affair	rs		**************************************	Annual Manager Control
Course Subject: (e.g., ACCT, ENGL))	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	Course Number: (e.g., 1003)
MCEG			4493	
If this course is cross-listed, list co	urse subjec	ct and number.	Will the cross-listed deleted? ○ Yes	ed course be
Official Catalog Title:		- 107		
Mechanical Design Project				1
(NOTE: If major or minor course, delete course from program.)	you must o	complete the Rec	quest for Program C	hange form to
Attach the Course Deletion Assess Effectiveness web page at http://w			cated on the Assessn	nent & Institutional
If this course will affect other dep department must be attached. The http://www.atu.edu/registrar/cui	he form is l	ocated on the Cu		
NOTE: This deletion will be effecti	ive in the M	1ay Mini Term (th	ne last term) of the c	urrent catalog vear.

Course Deletion

Assessment Form

MCEG4493

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.

ABET: "Students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints"

b. Explain the rationale for the course deletion.

The current course (MCEG 4493-Mechanical Design Project) is being replaced by two courses (MCEG 4491-Mechanical Design Project I and MCEG 4492-Mechanical Design Project II). The proposed changes will satisfy the mandate above.

Arkansas Tech University REQUEST FOR COURSE CHANGE

то:	Curriculum Committee			
FROM (Initiating Department):	Mechanical Engineering			
DATE SUBMITTED:	20 Jul 15			
Title		Signature		Date
Department Head	4	+	1	207015
Dean		Willy Herefor		7-17-15
Teacher Education Council (if applic	able)			
Graduate Council (if applicable)				
Registrar		9 Wlaur		7/20/15
Vice President for Academic Affairs		2000000		
Course Subject: (e.g., ACCT, ENGL)		Course Number: (e.g	., 1003)	
MCEG		1012		
Is this course cross-listed with anoth C Yes No	ner existing co	ourser if so, list course :	subject and nun	nber.
AND		in and the state of the state o	Marie Carlos de la companya de la c	<u>.</u>
Official Catalog Title:				
Introduction to Mechanical Engin	eering			
Request to change: (check appropri	ate box):	With the time to t		
▽ Course Number	Title	₽	Course Descript	ion
Cross-Listing	▼ Prerequisite	e 	Co-requisite	
☐ Grading	Fee			
Other	denning of a management of the contract of the		CHARLES AND THE CONTRACTOR OF	Tarchellening oppopulation history with the property of the second section of the section of th
NOTES: These changes will become If this course is cross-listed, of other courses, a Course (courses.	, a prerequisit	e/co-requisite, or inclu	ded in the cours	se description

New Course Number: (e.g., 1003)				
1011				
New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)				
no change				
Banner Title: (limited to 30 characters	, including spaces, capitalize all lette	rs - this will display on the transcript)		
no change				
New Course Description: An introductory lecture/lab course to engineering and professional respon		ical aspects of mechanical		
New Cross List:				
Adding Cross-Listing	Changing Cross-Listing	Deleting Cross-Listing		
If adding or changing cross-listing, in (detail the difference in undergradu	-	· · · · · · · · · · · · · · · · · · ·		
New Prerequisite (list all, as you wa Prerequisites: MATH ACTE score of or MATH 1203 or consent of instruc	24 or higher, or a grade of C or hi			
New Co-requisite (list all, as you wa	nt them to appear in the catalog)	:		
T 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://ww	ww.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 Change

Assessment Form

MCEG1012

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.

Not applicable

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

Student Evaluation comments in MCEG 1012 indicate the effectiveness of hand-on learning in that course. In addition, mechanical engineering faculty teaching TECH 1001 report that the course if very organized and effective.

Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

TO:		С	urriculum Commit	tee	
FROM (Initiating Department):	Mechanica	Engi	neering		
DATE SUBMITTED:	20 July 201	5			
Title		Signat	ture		Date
Department Head		-			200015
Dean		ل لسلا	e Hoope		7-17-15
Teacher Education Council (if appli	cable)	(8		
Graduate Council (if applicable)					
Registrar		90	ier aller		7/20/15
Vice President for Academic Affairs	5			and the sales of the sales	
Program Title: Bachelor of Science in Mechanical Engineering (BSME) Requested changes will be effective Summer I for next catalog year				ummer I for next	
Outline change in program: (1) delete MCEG 4493 (2) add MCEG 4491 (3) add MCEG 4492 (4) delete MCEG 1012 (5) add MCEG 1011 (6) add TECH 1001					
What impact will the change have on staffing, on other programs and space allocation? The proposed change involving MCEG 4491 & MCEG 4492 (1) does not affect the number of hours in the program (2) does change the number of hours taken in the last two semesters from 14 and 16 to 15 and 15 hours. This may be more convenient for students with financial aid requirements. (3) does not affect faculty load as both courses are independent study. Therefore, these courses do not directly apply to faculty load. (4) does not affect the curriculum of any other department (although it does require some coordination with the Electrical Engineering department). (5) does not affect the allocation of space. Since 4491 and 4492 are independent study, we don't typically schedule a classroom for these courses. The proposed change involving MCEG 1011 and TECH 1001 (1) does not affect the number of hours in the program					

- (2) affects only the College of Professional Studies and Community Outreach (see attached letter of support).
- (3) does not affect staffing or allocation of space.

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.

Curriculum Matrix for Catalog			
Curriculum in Bachelor of Science in Mechanical Engineering (BSME)			
Freshman Fall Semester	Freshman Spring Semester		
Add/Change: (1) MCEG 1011-Introduction to Mechanical Engineering (2) TECH 1001-Orientation to	Add/Change: none		
the University	Delete: none		
Delete: MCEG 1012-Introduction to Mechanical Engineering	Total Hours: no change		
Total Hours: no change			
Sophomore Fall Semester	Sophomore Spring Semester		
Add/Change: none	Add/Change: none		
Delete: none	Delete: none		
Total Hours: no change	Total Hours: no change		
Junior Fall Semester	Junior Spring Semester		
Add/Change: none	Add/Change: none		
Delete: none	Delete: none		
Total Hours: no change	Total Hours: no change		
Senior Fall Semester	Senior Spring Semester		
Add/Change: MCEG 4491-Mechanical Design Project I	Add/Change: MCEG 4492-Mechanical Design Project II		
Delete: none	Delete: MCEG 4493-Mechanical Design Project		
Total Hours: 15	Total Hours: 15		
<u> </u>			

Proposal for Change in Program

Assessment Form

BSME - MCEG

MORA 4491 & MORG 4492

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 objective of the proposed program change is to better facilitate mentorship in the capstone (senior design) 2-course sequence by formalizing faculty involvement during proposal development in the first course (MCEG 4202). Thus, nurturing 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.

ABET: "Students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints"

The proposed program change will satisfy the above mandate.

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

The proposed program change will formalize faculty involvement in proposal development for senior design projects. Adding MCEG 4491, which will be a corequisite requirement for MCEG 4202, will provide project mentors a means to provide feedback to students through assessments culminating in a course grade in MCEG 4491. As a prerequisite requirement to MCEG 4492, failure to develop a good proposal in MCEG 4491 will prevent students from prematurely starting the design portion of their project.

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

Students will produce preliminary designs, proposals, final designs, final reports, and presentations that demonstrate achievement of student learning outcomes.

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

Senior exit surveys and focus groups have routinely identified the senior design sequence as a weakness in the program. Specifically, they describe the process as "unorganized" (201470 ME forum) and suggest that some mentors are not "engaged and active" (201470 ME forum). In addition, the most recent senior exit surveys identified senior design as a weakness - 7% in Fall of 2014 and 10% in Spring 2015.

Formalizing the involvement of mentors will provide more structure, making the process feel more organized, and more appropriately recognize the efforts of mentors so that they feel more obligated to be active in the process.

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

The proposed program change does not change the content of the curriculum, which represents the current state of the discipline. It only presents the content more effectively.

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.)

The Mechanical Engineering Department uses the CPGE system to collect and analyze data to verify attainment of course objectives, student learning outcomes, and program objectives. Since one course (MCEG 4493) is being split into two courses (MCEG 4491 and MCEG 4492) the assessment plan used in MCEG 4491 and MCEG 4492 will follow the assessment plan used for the course they replace MCEG 4493. However, the following course objectives have been identified for each course being added to the program:

MCEG 4491

COURSE LEARNING OUTCOMES

- A. Students will demonstrate the ability to apply knowledge of mathematics, sciences, and engineering principles as evidenced from their proposal.
- B. Students will demonstrate the ability to complete a preliminary design for a system, component, or process to meet a desired need including recognition of applicable codes and standards, economic and social impacts as evidenced in their proposal.
- C. Students will demonstrate the ability to identify, formulate, and solve an engineering problem as evidenced in their final proposal.
- D. Students will give an adequate final oral presentation of their preliminary design to faculty and/or students.
- E. Students will give an adequate final written proposal to the faculty in charge of the class.

MCEG 4492 Course Learning Outcomes

- A. Students will demonstrate the ability to apply knowledge of mathematics, sciences, and engineering principles as evidenced from their final report.
- B. Students will demonstrate the ability to design a system, component, or process to meet a desired need including recognition of applicable codes and standards, economic and social impacts as evidenced in their final report.
- C. Students will demonstrate the ability to identify, formulate, and solve an engineering problem as evidenced in their final report.
- D. Students will give an adequate final oral presentation of their design to faculty and/or students.
- E. Students will give an adequate final written report to the faculty in charge of the class.

The course learning outcomes for both courses are related to Lower-Level ABET Learning Outcomes as shown below:

ABET STUDENT OUTCOMES RELATED TO THE COURSE LEARNING OUTCOMES MCEG 4491 AND MCEG 4492					
Course Learning Outcome	A	В	С	D	E
ABET learning outcome	m1	c1,c2,c3,c4,d1,h1,h2,h3,h4,n1,n2	d1,n1,n2	g1	g2

The current scale used by the CPGE system to report assessments and the criterion for success are:

Current Scale: Exemplary Satisfactory Unsatisfactory

Criteria for Success: 70 % of students will score Satisfactory or better.

Proposal for Change in Program

Assessment Form

MOEG 1011 & TECH 1001

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 objective of the proposed program change is to better facilitate integration of students into the university through inclusion of TECH 1001 while providing a more hands on learning experience in MCEG 1011.

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

Not applicable

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

The proposed program change will better enable students to transition to college by including the successful TECH 1001 course in the program. Learning will also be improved through an increase in hands on learning in MCEG 1011.

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

Students will perform analysis, conduct experiments, and build and test designs that demonstrate achievement of student learning outcomes.

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

Student Evaluation comments in MCEG 1012 indicate the effectiveness of hand-on learning in that course. In addition, mechanical engineering faculty teaching TECH 1001 report that the course if very organized and effective.

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

The proposed program change does not change the content of the curriculum, which represents the current state of the discipline. It only presents the content more effectively.

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.)

The Mechanical Engineering Department uses the CPGE system to collect and analyze data to verify attainment of course objectives, student learning outcomes, and program objectives. Since one course (MCEG 1012) is being split into two courses (MCEG 1011 and TECH 1001) the assessment plan used in MCEG 1011 will follow the assessment plan of MCEG 1012.

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

Splitting MCEG 1012 Introduction to Mechanical Engineering into MCEG 1011 Introduction to Mechanical Engineering

TECH 1001 Orientation to the University

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

Department Affected:	This department	
	supports	☐ does not support
College Student Personnel	the change.	
Comments:		

Department Head Signature: Lunda: Blass
Date: 7/16/15

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department
Electrical Engineering	☑ supports ☐ does not support
	the change.
Comments:	
The proposed changes to the Mechanical Engineerin require the coordination of instructors in a cross-list Engineering Department agrees to coordinate with t	
Department He	ead Signature: Natrica Oysur Date: 7/20/15

Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

	TO:	Select Appropriate Committee
-	FROM (Initiating Department):	Mechanical Engineering
	DATE SUBMITTED:	July 23, 2015

Title	Signature	Date
Department Head	Gatrecia Conjora	7/27/15
Dean	Will Herch	7-27-15
Teacher Education Council (if applicable)	31	
Graduate Council (if applicable)		
Registrar	Jamny Coracler	7/27/15
Vice President for Academic Affairs	U	

Program Title:	Requested changes will be
Associate of Science in Nuclear Technology	effective Summer I for next
3,	catalog year

Outline change in program:

- 1) Delete MCEG 1012: Introduction to Mechanical Engineering or ELEG 1012: Introduction to Electrical Engineering;
- 2) Add MCEG 1011: Introduction to Mechanical Engineering or ELEG 1011: Introduction to Electrical Engineering; and
- 3) Add TECH 1001: Orientation to the University.

What impact will the change have on staffing, on other programs and space allocation?

- 1) Does not affect the number of hours in the program;
- 2) Affects only the College of Education (see attached letter of support); and
- 3) Does not affect staffing or allocation of space.

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.

Curriculum Matrix for Catalog			
Associate of Science	in Nuclear Technology		
Freshman Fall Semester	Freshman Spring Semester		
Add: 1) MCEG 1011: Introduction to Mechanical Engineering, or ELEG 1011: Introduction to Electrical Engineering; and 2) TECH 1001: Orientation to the	Add/Change:		
University			
,	Delete:		
Delete: MCEG 1012: Introduction to Mechanical			
Engineering, or ELEG 1012: Introduction to Electrical			
Engineering;	Total Hours:		
Total Hours: 16			
Sophomore Fall Semester	Sophomore Spring Semester		
Add/Change:	Add/Change:		
Delete:	Delete:		
Total Hours:	Total Hours:		
Junior Fall Semester	Junior Spring Semester		
Add/Change:	Add/Change:		
Delete:	Delete:		
Total Hours:	Total Hours:		
Senior Fall Semester	Senior Spring Semester		
Add/Change:	Add/Change:		
Delete:	Delete:		
Total Hours:	Total Hours:		
Total Hours.	Total Hours,		

Proposal for Change in Program

Assessment Form

ELEG/MEG 1011 & TECH 1001

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 objective of the proposed program change is to better facilitate integration of students into the university through inclusion of TECH 1001 while providing a more hands on learning experience in MCEG 1011 ELEGIOI

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

Not applicable

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

The proposed program change will better enable students to transition to college by including the successful TECH 1001 course in the program. Learning will also be improved through an increase in hands on learning in MCEG 1011/ELEG 1011

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

Students will perform analysis, conduct experiments, and build and test designs that demonstrate achievement of student learning outcomes.

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

Student Evaluation comments in MCEG 1012 indicate the effectiveness of hand-on learning in that course. In addition, mechanical engineering faculty teaching TECH 1001 report that the course if very organized and effective.

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

The proposed program change does not change the content of the curriculum, which represents the current state of the discipline. It only presents the content more effectively.

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.)

The Mechanical Engineering Department uses the CPGE system to collect and analyze data to verify attainment of course objectives, student learning outcomes, and program objectives. Since one course (MCEG 1012) is being split into two courses (MCEG 1011 and TECH 1001) the assessment plan used in MCEG 1011 will follow the assessment plan of MCEG 1012.

ELEG FREG

Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

Registrar's Office

TO:	Curriulum	n Committee		TTTTT
FROM (Initiating Department):	Nursing			
DATE SUBMITTED:	3/1/15		······································	
Title	······································	Signature		Date
Department Head		Pelicoa Buri),	3-17-15
Dean		Pelicoa Burris	n	3-17-15 2015 Mar 18
Teacher Education Council (if app	licable)			·
Graduate Council (if applicable)	***************************************			
Registrar		Ywlauer	***************************************	3/24/15
Vice President for Academic Affai	rs			
Program Title:			Requested c	hanges will be
Nursing (BSN)			effective Summer I for next	
Outline change in program: (e.g., l	_	· ·	te three hours	of elective and
(2) add three hours of approved m	_		r mierobiolom:	The never
Add the option of either BIOL 3054 or the new BIOL 2054 as an option for microbiology. The new course has an emphasis of microbiology in healthcare.				
What impact will the change have	_	• - •		
No impact on nursing department, biology department has initiated this change and is working on balancing the offering of the micro courses				
Attach the Change in Program Ass			the Assessmer	nt & Institutional
Effectiveness web page at http://v	www .atu.ec	du/assessment/		
If this course will affect other department must be attached. The		- •		
http://www.atu.edu/registrar/cur			ms wen hake	αι

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

Curriculum in Fall 15 2016 -	m Matrix for Catalog			
(Oursing (entertitle for program changing) (CSV)				
Freshman Fall Semester	Freshman Spring Semester			
Add/Change:	Add/Change:			
Delete:	Delete:			
Total Hours:	Total Hours:			
Sophomore Fall Semester	Sophomore Spring Semester			
Add/Change: BIOL 3054 or BIOL 2054	Add/Change:			
Delete:	Delete:			
Total Hours: no change 16 hours	Total Hours:			
Junior Fall Semester	Junior Spring Semester			
Add/Change:	Add/Change:			
Delete:	Delete:			
Total Hours:	Total Hours:			
Senior Fall Semester	Senior Spring Semester			
Add/Change:	Add/Change:			
Delete:	Delete:			
Total Hours:	Total Hours:			

Arkansas Tech University

Proposal for Change in Program

Assessment Form

Our Mission

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

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

- a. How does the program change fit with the university mission? This change will offer an appropriate foundation in knowledge of microbiology to students of nursing and other health-related fields.
- b. If this change in the program 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 1. Educational Program, number 3.b under "course content" specifies that education programs leading to nursing licensure include...c. Microbiology
- c. How will the program change impact learning for students enrolled in this program? Enhance microbiology for health-related fields
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? National Nursing Boards and departmental exit exam include aspects of microbiology.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Student's microbiology background will allow an enhanced understanding of pharmacotherapeutics and disease states.
- 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. Many other state universities offer a 2000 level microbiology course, many of which are health-care focused.
- 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.)

Assessment Plan Arkansas Tech University Major-NH-NURS-Nursing (BSN)

Major-NH-NURS-Nursing (BSN)

Learning Objective: Employment

Graduates who seek employment are employed within 9 months following graduation.

Learning Objective Type: Learning Objective

Start Date: 08/18/2005

Learning Objective Status: Active

	Means of Assessment	
Assessment Measure	Criterion for Success Schedule	Active
Graduate & Employer Survey Student Self-report	Benchmark: > 80% of BSN graduates who seek employment will be employed within 9 months following graduation.	Yes
Assessment Measure Category: Surveys and Interviews		
Related Documents: Generic Employer Survey Generic Graduate Survey, 1 yr		

Learning Objective: Liscensure

Graduates will attain the knowledge and skills for minimal safe nursing practice

Learning Objective Type: Learning Objective Start Date: 08/01/2007 Learning Objective Status: Active

Means of Assessment	
Assessment Measure Criterion for Success Schedule	Active
Program NCLEX-RN pass rate is greater or equal to the National NCLEX-RN pass rate.	Yes

Learning Objective: Graduation/Retention/Attrition

The Nursing Department will track upper division rates of graduation, retention and attrition.

Learning Objective Type: Learning Objective Start Date: 06/15/2012

Learning Objective Status: Active

02/25/2015 9:29 AM

Generated by TrucDat a product of Nuventive.

Page 1 of 2

Learning Objective: Graduate and Employer Satisfaction

Graduates and Employers will rate the ATU Nursing Program positively.

Learning Objective Type: Learning Objective

Start Date: 06/15/2012 Learning Objective Status: Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
End Program Survey Assessment Measure Category: Surveys and Interviews	80% of students will rate program satisfaction as extremely satisfied or satisfied on the BSN End Program Evaluation.	Fall and Spring	Yes
BSN Graduate Survey Assessment Measure Category: Surveys and Interviews	80% of graduates will rate program satisfaction as extremely satisfied or satisfied on the BSN Graduate Survey.	Yearly	Yes
Employer Survey Assessment Measure Category: Surveys and Interviews	80% of employers will rate ATU nursing graduates as well or better prepared as graduates of other nursing programs.	Yearly	Yes

02/25/2015 9:29 AM

Generated by TracDat a product of Nuventive.

Page 2 of 2

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

This department

Date: 2-20-15

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

Department Affected: Biology

	x supports	□ does not support
	the change.	
Comments:		
The biology department supports nursing allowing th	ne option of either	BIOL 2054 or 3054.
	1	Marlil
Denartment He	and Signature:	NUW LOK-

Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

Curriulum Committee

TO:

Registrar's Office

FROM (Initiating Department):	Nursing			
DATE SUBMITTED:	3/1/15			
		**************************************	***************************************	
Title	S	Signature		Date
Department Head		Retrosa Bur	100	3-17-15
Dean		Petroga Bur Jeff W. Raj	tur	3-17-15 2015Mart8
Teacher Education Council (if applic	able)	V		
Graduate Council (if applicable)				
Registrar	<u> </u>	4 colalle		3/24/15
Vice President for Academic Affairs				
				<u></u>
Program Title:	**************************************		Requested cl	nanges will be
Nursing (LPN to BSN)			effective Summer I for next catalog year	
Outline change in program: (e.g., list (2) add three hours of approved ma		program such as (1) dele	te three hours	of elective and
Add the option of either BIOL 3054		OL 2054 as an option for	r microhiology	The new
course has an emphasis of microbio		-		
What impact will the change have o	_	· -		
No impact on nursing department, balancing the offering of the micro		tment has initiated this	change and is v	working on
Attach the Change in Program Asses	sment Form.	The form is located on	the Assessmer	nt & Institutional
Effectiveness web page at http://wv	<u>/ww.atu.edu</u>	assessment/		
If this course will affect other depart		• •		
department must be attached. The http://www.atu.edu/registrar/currid			ms web page a	IT
TILLP.//www.alu.edu/registrar/curric	<u>uiuiii 101MS.</u>	hin.		ì

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

Fall Start Curriculum Matrix for Catalog		
Curriculum in Fall 45 2016 -		
(Nursing L	PN to BSN)	
Freshman Fall Semester	Freshman Spring Semester	
Add/Change:	Add/Change:	
Delete:	Delete:	
Total Hours:	Total Hours:	
Sophomore Fall Semester	Sophomore Spring Semester	
Add/Change: BIOL 3054 or BIOL 2054	Add/Change:	
Delete:	Delete:	
Total Hours: no change 16 hours	Total Hours:	
Junior Fall Semester	Junior Spring Semester	
Add/Change:	Add/Change:	
Delete:	Delete:	
Total Hours:	Total Hours:	
Senior Fall Semester	Senior Spring Semester	
Add/Change:	Add/Change:	
Delete:	Delete:	
Total Hours:	Total Hours:	

Arkansas Tech University

Proposal for Change in Program

Assessment Form

Our Mission

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

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

- a. How does the program change fit with the university mission? This change will offer an appropriate foundation in knowledge of microbiology to students of nursing and other health-related fields.
- b. If this change in the program 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 1. Educational Program, number 3.b under "course content" specifies that education programs leading to nursing licensure include...c. Microbiology
- c. How will the program change impact learning for students enrolled in this program? Enhance microbiology for health-related fields
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? National Nursing Boards and departmental exit exam include aspects of microbiology.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Student's microbiology background will allow an enhanced understanding of pharmacotherapeutics and disease states.
- 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. Many other state universities offer a 2000 level microbiology course, many of which are health-care focused.
- 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 DEPARTMENTAL SUPPORT FORM

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

Department Affected: Biology	This department
	x supports
	the change.
Comments:	
The biology department supports nursing allowing the	ne option of either BIOL 2054 or 3054.
Department He	ead Signature: Marki Dayun
	Date: 2-20-15

Arkansas Tech University PROPOSAL FOR CHANGE IN PROGRAM

Registrar's Office

то:	Curriulun	n Committee		
FROM (Initiating Department):	Nursing	8		
DATE SUBMITTED:	3/1/15	uman kakaman manan kahali kumin uman manan m		
	Ц		***************************************	***************************************
Title		Signature		Date
Department Head		Delreca Buri	Ö	3-17-15
Dean		Jeffer Rot	un	3-17-15 205 Merk
Teacher Education Council (if applic	able)		·	
Graduate Council (if applicable)				
Registrar		Yw eau		3124115
Vice President for Academic Affairs				
Program Title:			Requested ch	anges will be
Nursing (RN to BSN)		effective Summer I for nex catalog year		
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Add the option of either BIOL 3054 or the new BIOL 2054 as an option for microbiology. The new course has an emphasis of microbiology in healthcare.				
What impact will the change have on staffing, on other programs and space allocation? No impact on nursing department, biology department has initiated this change and is working on balancing the offering of the micro courses.				
Attach the Change in Program Asses	sment Fori	m. The form is located on t	the Assessmen	t & Institutional
Effectiveness web page at http://wv	vw .atu.ed	u/assessment/		
If this course will affect other depart department must be attached. The	form is loc	ated on the Curriculum for		
http://www.atu.edu/registrar/curric	culum forn	<u>ns.pnp.</u>	estil	
In the attached matrix, include requ	ested chan	ges in the matrix and inclu	de course num	ber and title.

2016-17 Catalog

Nursing Curriculum for Registered Nurses

(RN TO 85W)

General Education Requirements

English Composition I, II (ENGL 1013, ENGL 1023)¹

College Algebra (MATH 1113 or higher level MATH course)

Science with Lab (4 hours)

Human Anatomy (BIOL 2014) or Human Anatomy & Physiology I (BIOL 2404)

General Psychology (PSY 2003)

Introductory Sociology (SOC 1003)

Social Sciences (3 hours)

Fine Arts & Humanities¹ (6 hours)

U.S. History/Government¹ (3 hours)

Additional Nursing Major Requirements

Microbiology (BIOL 3054) or Microbiology for Health Sciences (BIOL 2054)

Human Physiology (BIOL 3074) or Anatomy & Physiology II (BIOL 2414)

Lifespan Developmental Psychology (PSY 3813)

Health Assessment (NUR 3303)

Applied Pathophysiology (NUR 3803/BIOL 3803)

Arkansas State Articulation Agreement²

Introduction to Professional Nursing (NUR 2023)

Nutrition (NUR 2303)

Nursing Skills¹ (NUR 3103)

Theories and Concepts in Nursing I (NUR 3204)

Care of the Older Adult (NUR 3213)

Pharmacology I (NUR 3402)

Practicum in Nursing I - Nursing the Individual Client (NUR 3404)

Nursing Skills II (NUR 3513)

Theories and Concepts in Nursing II (NUR 3606)

Pharmacology II (NUR 3802)

Practicum in Nursing II - Nursing the Family (NUR 3805)

Arkansas Tech University

Proposal for Change in Program

Assessment Form

Nursing RNto BSN

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 change will offer an appropriate foundation in knowledge of microbiology to students of nursing and other health-related fields.
- b. If this change in the program 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 1. Educational Program, number 3.b under "course content" specifies that education programs leading to nursing licensure include...c. Microbiology
- c. How will the program change impact learning for students enrolled in this program? Enhance microbiology for health-related fields
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Learning will be measured within the course itself by the biology department, but this knowledge can add to understanding of microbiology in relation to nursing and healthcare.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Student's microbiology background will allow an enhanced understanding of pharmacotherapeutics and disease states.
- 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. Many other state universities offer a 2000 level microbiology course, many of which are health-care focused.
- 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.)

Assessment Plan Arkansas Tech University Major-NH-NURS-Nursing (RN to BSN)

Major-NH-NURS-Nursing (RN to BSN)

Learning Objective: Critical Thinking

Graduates will utilize critical thinking, defined as the purposeful, reasoned analysis used for solving a problem, making an inference, or arriving at a decision applied to patient care, in the care of aggregate populations.

Learning Objective Type: Learning Objective Start Date: 08/15/2006 Learning Objective Status: Active

Means of Assessment		
Assessment Measure	Criterion for Success Schedule	Active
Community Projects will be submitted by each student. Assessment Measure Category:	Benchmark: ATU RN to BSN students will score 75% or higher on implementation of a planned community project.	Yes
Program - Course Embedded Measure	planted community project.	
Graduate Survey	80% of students strongly agree or agree with yearly student learning outcomes #1-5 on graduate	Yes
Assessment Measure Category: Surveys and interviews	student learning outcomes #1-5 on graduate survey.	
End program survey	80% of students strongly agree or agree with semester student learning outcomes #1-5 on graduate survey.	Yes

Learning Objective: Graduation/Retention/Attrition

The Nursing Department will track RN-BSN upper division rates of graduation, retention and attrition.

Learning Objective Type: Learning Objective Start Date: 06/15/2012 Learning Objective Status: Active

Learning Objective: Continuing Education

Graduates will utilize theory base from courses to demonstrate a commitment to life-long learning.

Learning Objective Type: Learning Objective Start Date: 08/15/2006 Learning Objective Status: Active

Means of Assessment
TAXABOSTICAL
Assessment Measure Criterion for Success Schedule Active

02/25/2015 9:28 AM

Generated by TracDat a product of Nuventive.

Page 1 of 2

Means of Assessment				
Assessment Measure	Criterion for Success Schedule	Active		
Formative: Career Maps		Yes		
Assessment Measure Category: Program - Course Embedded Measure				
Summative: Graduate Surveys Assessment Measure Category: Surveys and Interviews	Benchmark: 75% of ATU RN to BSN graduates will currently be enrolled or plan to enroll in graduate studies within 5 years of graduation. Analysis of Arkansas State Board of Nursing report on enrollment: 5 year graduate survey.	Yes		

Learning Objective: Graduate and Employer Satisfaction

Graduates and Employers will rate the ATU Nursing Program positively.

Learning Objective Type: Learning Objective

Start Date: 06/15/2012 Learning Objective Status: Active

Means of Assessment				
Assessment Measure	Criterion for Success	Schedule	Active	
RN-BSN End Program Survey Assessment Measure Category: Surveys and Interviews	80% of students will rate program satisfaction as extremely satisfied or satisfied on the RN-BSN End Program Evaluation.	Fall and Spring	Yes	
RN-BSN Graduate Survey Assessment Measure Category: Surveys and Interviews	80% of graduates will rate program satisfaction as extremely satisfied or satisfied on the RN-BSN Graduate Survey.	Yearly	Yes	
Employer Survey Assessment Measure Category: Surveys and Interviews	80% of employers will rate ATU nursing graduates as well or better prepared as graduates of other nursing programs.	Yearly	Yes	

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

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

Department Affected: Biology	Inis department
	x supports
	the change.
Comments:	
The biology department supports nursing allowing	g the option of either BIOL 2054 or 3054.
	A
	Head Signature: Mark Day
Department	: Head Signature:

Date: <u>2-20-15</u>