

## 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 18<sup>th</sup> 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 18<sup>th</sup> 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;
9. 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
2. 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 I, and ELEG 4192: 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

1. 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;

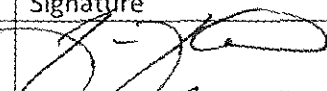
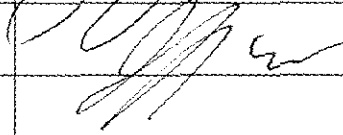
**Arkansas Tech University**  
**REQUEST FOR COURSE DELETION**

RECEIVE

JUN 18 2015

Registrar's Office

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

Title	Signature	Date
Department Head <i>Anthony Caton</i>		6.18.15
Dean		6-18-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammye Wallace</i>	6/19/15
Vice President for Academic Affairs		

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

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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**

RECEIVED

JUN 18 2015

Registrar's Office

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

Title	Signature	Date
Department Head	<i>Anthony Caton</i>	6-18-15
Dean	<i>[Signature]</i>	6-18-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Blauw</i>	6/19/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
TH	4273
If this course is cross-listed, list course subject and number.	Will the cross-listed course be deleted?
N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No
Official Catalog Title:	
Theatre History II: 1564 to 1900	
<b>(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)</b>	
Attach the Course Deletion Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .	
NOTE: This deletion will be effective in the May Mini Term (the last term) of the current catalog year.	



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.

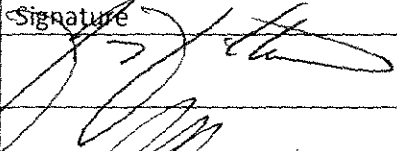
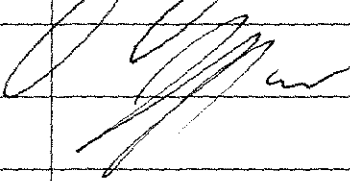
Provide an answer for each question. Your answers are to be typed single spaced.

- 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**

RECEIVED  
JUN 18 2015  
Registrar's Office

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

Title	Signature	Date
Department Head <i>Anthony Caton</i>		6.18.15
Dean		6-18-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Wallace</i>	6/19/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
TH	4313
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No <b>TH 5313</b>	
Official Catalog Title: <b>TH 4313: Theatre History III: 1900 to 1960</b>	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input checked="" type="checkbox"/> Course Description	<input type="checkbox"/> Co-requisite
<input type="checkbox"/> Other	
<b>NOTES:</b> These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

RECEIVED

JUN 18 2015

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

N/A

Registrar's Office

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

Theatre History I: Antiquity to Romanticism

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

THEATRE HISTORY I

New Course Description: A historical survey of the development of drama and theatre from classical Greece to the age of romanticism.

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):

N/A

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

May not be repeated for credit as TH 5313.

Elective

Major

Minor

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

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

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

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.


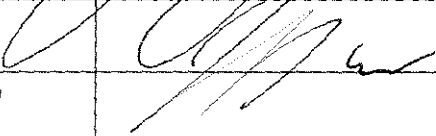
Provide an answer for each question. Your answers are to be typed single spaced.

- 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**

RECEIVED  
JUN 18 2015  
Registrar's Office

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

Title	Signature	Date
Department Head <i>Anthony Carter</i>		6.18.15
Dean		6-18-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Lerauen</i>	6/19/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
TH	4323
Is this course cross-listed with another existing course? If so, list course subject and number.	
<input type="radio"/> Yes <input checked="" type="radio"/> No <span style="margin-left: 20px;">TH 5323</span>	
Official Catalog Title:	
TH 4323: Theatre History IV: 1960 to the Present	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-Listing <input type="checkbox"/> Prerequisite <input type="checkbox"/> Co-requisite <input type="checkbox"/> Grading <input type="checkbox"/> Fee <input type="checkbox"/> Other _____	
<b>NOTES:</b> These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

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JUN 18 2015

Registrar's Office

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

N/A

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-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):

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 add course to program.)

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

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

JUN 18 2015

Registrar's Office

Arkansas Tech University

Course Change

Assessment Form

TN 4623/5323

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- 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.

RECEIVED

JUN 18 2015

Registrar's Office

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

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

Title	Signature	Date
Department Head	<i>Anthony Cotton</i>	6.18.15
Dean	<i>[Signature]</i>	6-18-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jimmy Walker</i>	6/19/15
Vice President for Academic Affairs		

Program Title: Speech For Teacher Licensure	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) 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 <sup>th</sup> 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 & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .	
In the attached matrix, include requested changes in the matrix and include course number and title.	



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Registrar's Office

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

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Total Hours: no change (15 hrs.)	Total Hours: Registrar's Office
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Arkansas Tech University

JUN 18 2015

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.

JUN 18 2015

- f. How does this course fit in the current state of the discipline? 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.
- 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.

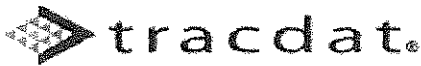
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Registrar's Office

<b>Continuous Improvement Plan</b>
<b>Annual Assessment Cycle</b>
<b>Academic Cycle: Change in Academic Program</b>
<b>Program: Communication with Theatre Option</b>

<b>Program Objectives/Standards (align with mission)</b>	<b>Learning Objectives/ Outcome Assessment</b>	<b>Courses (program core)</b>	<b>Means of Assessment (direct and indirect measures)</b>	<b>Criteria for Success (performance standard)</b>
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)

JUN 18 2015 acaton

Home Assessment Unit Academic Major Plan Course Assessment Plan Results Data Tools Reports 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.

[|Hide Results](#)

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

**Criterion for Success:** 80% of program completers will receive a final grade of excellent (A) above average (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	<a href="#">edit</a>   <a href="#">add Action</a>
5/23/2014	100% of SPH TH major program	1	0	No Further Action	<a href="#">edit</a>   <a href="#">add Action</a>

[Add Result](#)



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Registrar's Office

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

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

Title	Signature	Date
Department Head	<i>Anthony Carter</i>	6.18.15
Dean	<i>[Signature]</i>	6-18-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jimmy Jelauer</i>	6/19/15
Vice President for Academic Affairs		

Program Title: Communication with Theatre Option	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Replace theatre history requirement (TH 4263, TH 4273, TH 4313, or TH 4323) with revised course offerings (TH 4313: Theatre History I: Antiquity to Romanticism or TH 4323: Theatre History II: Late 18 <sup>th</sup> 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.	
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In the attached matrix, include requested changes in the matrix and include course number and title.	

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Registrar's Office

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



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<p>Delete:</p>    <p>Total Hours:</p>	<p>Delete:</p>    <p>Total Hours:</p>
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Arkansas Tech University  
Proposal for Change in Program  
Assessment Form

JUN 18 2015

Registrar's Office

**Our Mission**

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- Registrar's Office
- f. How does this course fit in the current state of the discipline? 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.
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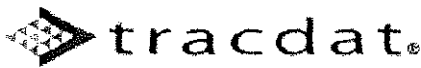
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Registrar's Office

Continuous Improvement Plan
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.



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

JUN 18 2015

Home Assessment Unit Academic Major Plan Course Assessment Plan Results Data Tools Reports 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.

[Hide Results](#)

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

**Criterion for Success:** 80% of program completers will receive a final grade of excellent (A) above average (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	<a href="#">edit</a>   <a href="#">add Action</a>
5/23/2014	100% of SPH TH major program	1	0	No Further Action	<a href="#">edit</a>   <a href="#">add Action</a>

Add Result

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JUN 18 2015

Registrar's Office

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

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

Title	Signature	Date
Department Head <i>Anthony Carter</i>	<i>[Signature]</i>	6-18-15
Dean	<i>[Signature]</i>	6-18-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Wallace</i>	6/19/15
Vice President for Academic Affairs		

Program Title: Minor Theatre	Requested changes will be effective Summer I for next catalog year
<p>Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)            Replace theatre history requirement (TH 4263, TH 4273, TH 4313, or TH 4323) with revised course offerings (TH 4313: Theatre History I: Antiquity to Romanticism or TH 4323: Theatre History II: Late 18<sup>th</sup> Century to the Present)</p>	
<p>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.</p>	
<p>Attach the Change in Program Assessment Form. The form is located on the Assessment &amp; Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a></p>	
<p>If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a>.</p>	
<p>In the attached matrix, include requested changes in the matrix and include course number and title.</p>	

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Minors do not require curriculum matrices. Instead, please replace the listed Theatre History courses with the following: TH 4313: Theatre History I: Antiquity to Romanticism, TH 4323: Theatre History II: Late 18<sup>th</sup> Century to the Present.

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Arkansas Tech University  
Proposal for Change in Program  
Assessment Form

**Our Mission**

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JUN 18 2015

f. How does this course fit in the current state of the discipline? 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.

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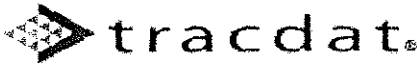
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JUN 18 2015

Registrar's Office

Continuous Improvement Plan
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.



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

JUN 18 2015 acaton

Home Assessment Unit Academic Major Plan Course Assessment Plan Results Data Tools Reports 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.

[|Hide Results](#)

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

**Criterion for Success:** 80% of program completers will receive a final grade of excellent (A) above average (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	<a href="#">edit</a>   <a href="#">add Action</a>
5/23/2014	100% of SPH TH major program	1	0	No Further Action	<a href="#">edit</a>   <a href="#">add Action</a>

Add Result



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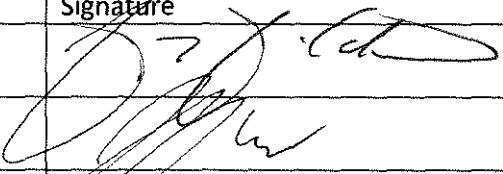
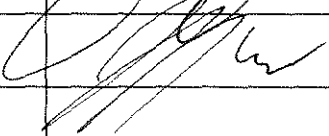

JUN 08 2015

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 Anthony Caton		6.8.15
Dean		6-8-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		6/10/15
Vice President for Academic Affairs		

Program Title: <b>Curriculum in Journalism (Broadcast Option)</b>	Effective Date: <b>Fall 2016</b>
Outline change in program and attach curriculum matrix:  <b>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).</b>	
What impact will the change have on staffing, on other programs and space allocation?  <b>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).</b>	
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. <b>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</b>	

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Communication (AEJMC). See attachment of current undergraduate student assessment measures and the criterions for success. Registrar's Office

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

N/A

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

Fall Start Curriculum Matrix for Catalog

**Curriculum in Journalism (Broadcast Option)**

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

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JUN 08 2015

Registrar's Office

Total Hours:	Total Hours:
Senior Fall Semester	Senior Spring Semester
Add/Change: <b>Add JOUR 4123</b>	Add/Change:
Delete: <b>3 Hours UD elective</b>	Delete:
Total Hours:	Total Hours:


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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**

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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.

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- 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 Office
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 multi-media 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 professions, audiences and the purposes they serve.				higher JUN 08 2015 Registrar's Office

**Assessment Process**

**Assessment Plan Implementation**

Assessment	CPGE Form or Department Method	CPGE System or Department Method	Actual Results Obtained (CPGE Report or Department Method)	Use of Results for Improvement
<b>Course Embedded</b>	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
<b>Indirect and Direct Measures Alignment</b>	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:
A. Student Learning	Course Embedded Student Learning Outcome Assessment
B. Instruction and Curriculum	Course Embedded Student Learning Outcome Assessment
C. Assessment	Evaluate assessment process from Student Learning reports.
D. Program Quality	Evaluate program quality from post-graduate survey and employer satisfaction survey.
E. Budget	Budget requests supported by student learning and program assessment.

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

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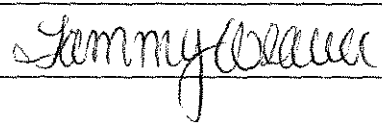
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- \*Program completers will think critically, creatively and independently. (JOUR 4083)
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- \*Program completers will write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve. (JOUR 2143)
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- \*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**

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JUN 08 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 Anthony Caton		6.8.15
Dean		6-8-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		6/10/15
Vice President for Academic Affairs		

Program Title: <b>Curriculum in Journalism (Print Option)</b>	Effective Date: <b>Fall 2016</b>
Outline change in program and attach curriculum matrix:  <b>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).</b>	
What impact will the change have on staffing, on other programs and space allocation?  <b>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).</b>	
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. <b>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</b>	

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**Communication (AEJMC). See attachment of current undergraduate student assessment measures and the criteria for success.**

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

N/A

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

Fall Start Curriculum Matrix for Catalog

**Curriculum in Journalism (Print Option)**

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change: <b>Add JOUR 3133</b></p> <p>Delete: <b>Remove JOUR 3143</b></p>	<p>Junior Spring Semester</p> <p>Add/Change: <b>Add JOUR 3143</b></p> <p>Delete: <b>3 Hours UD elective</b></p>

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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:


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- 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.**



<b>Arkansas Tech University</b>
<b>Continuous Improvement Plan</b>
<b>Annual Assessment Cycle</b>
<b>Academic Cycle: Change in Academic Program</b>
<b>Program: B.A. in Journalism</b>

<b>Program Objectives/Standards (align with mission)</b>	<b>Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)</b>	<b>Courses (program core)</b>	<b>Means of Assessment (direct and indirect measures)</b>	<b>Criteria for Success (performance standard)</b>
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 multi-media 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
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appropriate for the communications professions, audiences and the purposes they serve.				Registrar's Office

**Assessment Process**

**Assessment Plan Implementation**

Assessment	CPGE Form or Department Method	CPGE System or Department Method	Actual Results Obtained (CPGE Report or Department Method)	Use of Results for Improvement
<b>Course Embedded</b>	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
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**Arkansas Tech University  
PROPOSAL FOR CHANGE IN PROGRAM**

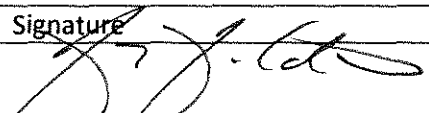
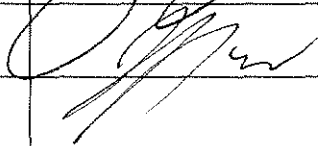
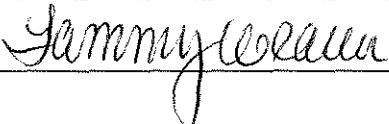
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Registrar's Office

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 Anthony Caton		6.8.15
Dean		6-8-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		6/10/15
Vice President for Academic Affairs		

Program Title: Curriculum in Journalism (PR Option)	Effective Date: Fall 2016
Outline change in program and attach curriculum matrix:	
<p>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).</p>	
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Communication (AEJMC). See attachment of current undergraduate student assessment measures and the criteria for success. Registrar's Office

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

N/A

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

Fall Start Curriculum Matrix for Catalog

**Curriculum in Journalism (Public Relations)**

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

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Total Hours:	Total Hours:
Senior Fall Semester	Senior Spring Semester
Add/Change: <b>Add JOUR 4123</b>	Add/Change:
Delete: <b>3 Hours UD elective</b>	Delete:
Total Hours:	Total Hours:


## Arkansas Tech University

JUN 08 2015

## Proposal for New Program Assessment Form

Registrar's Office

**Our Mission**

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Registrar's Office

**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.**

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JUN 08 2015

Arkansas Tech University	Registrar's Office
Continuous Improvement Plan	
Annual Assessment Cycle	
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Program: B.A. in Journalism	

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appropriate for the communications professions, audiences and the purposes they serve.				higher Registrar's Office

**Assessment Process**

**Assessment Plan Implementation**

Assessment	CPGE Form or Department Method	CPGE System or Department Method	Actual Results Obtained (CPGE Report or Department Method)	Use of Results for Improvement
<b>Course Embedded</b>	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
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Summarize each category from assessment results and conclusions.

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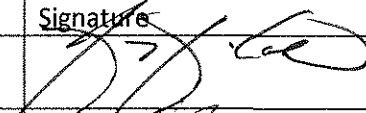

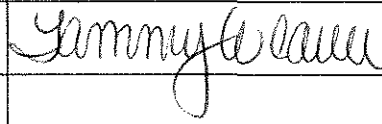
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**Arkansas Tech University**  
**PROPOSAL FOR NEW PROGRAM**

RECEIVED  
 JUN 23 2015  
 Registrar's Office

TO:	Curriculum Committee
FROM (Initiating Department):	Communication & Journalism
DATE SUBMITTED:	June 22, 2015

Title	Signature	Date
Department Head Anthony Caton		6.22.15
Dean Dr. Jeff Woods		6-22-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		6/23/15
Vice President for Academic Affairs		

<b>Program Title:</b> Minor in Social Media	<b>CIP Code:</b> _____
<b>Contact Person:</b> Name: Anthony Caton Institution Name: Arkansas Tech University Address: Russellville, AR. 72801 E-mail Address: acaton@atu.edu Phone Number: 479.964.0890	<b>Proposed Date:</b> Fall 2016

**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**

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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 2023 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.

Registrar's Office

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

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<p>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.) <b>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.)</b></p>	
<p>Curriculum Outline by Semester: <b>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 2023.</b></p> <p style="text-align: right;"><i>2023 pcc</i></p>	
<p>Total number of Semester Hours Required for Graduation: <b>21 Hours</b></p>	<p>Can the program be completed in 8 semesters?  <input checked="" type="radio"/> Yes   <input type="radio"/> No          If not, provide justification.</p>
<p>List New Courses (Please attach New Course Proposals): <b>No new courses will be added to support the Social Media minor.</b></p>	
<p>Identify General Education Courses, Core Courses, and Major Courses: <b>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.</b></p>	
<p>Courses currently offered via distance technology: (moved from above section) <b>JOUR 3173, JOUR 4083, PSY 2023, and SPH 4153.</b></p>	
<p>Program Admission Requirements: <b>2.0 Grade Point Average.</b></p>	
<p>Attach the New Program Assessment Form. The form is located on the Assessment &amp; Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a></p> <p><b>N/A</b></p>	
<p>List the names and credentials of all faculty teaching course in the proposed program.  <b>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</b></p>	

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(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.

Registrar's Office

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

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Description of Resources	Registrar's Office
<b>Current Library and instructional facilities</b> <b>Current instructional facilities of five classrooms and lab (four classrooms in CES building and one in Rothwell Hall; writing lab in CES) will suffice.</b>	
<b>New Resources Required (include costs and acquisition plan):</b> <b>No additional resources warranted.</b>	
<b>New Program Costs (Expenditures for first three years of program operation)</b> <b>Include: No additional costs warranted.</b> <ul style="list-style-type: none"><li>New administrative costs</li><li>New faculty</li><li>New library resources and costs</li><li>New/renovated facilities and costs</li><li>New instructional equipment and costs</li><li>Distance delivery costs</li><li>Other new costs</li></ul>	



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Registrar's Office

**Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM**

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

Department Affected: College of Business	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:  Communication and Journalism requests approval for a proposal for a minor in Social Media.	

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



Stephen Jones

Associate Dean, College of Business

Date: 06/18/2015

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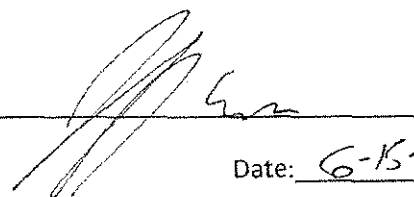
Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM

Registrar's Office

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

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

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



Date: 6-15-15

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? <b>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>
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. <b>Not Applicable.</b>
c. How will the program change impact learning for students enrolled in this program? <b>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.</b>
d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? <b>Students will hone their skills in the practical arena of social media and increase their understanding of legal issues in the discipline.</b>
e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. <b>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.</b>
f. How does this course fit in the current state of the discipline? <b>Institutions such as Morehead State University in Morehead, Kentucky and West Virginia University in Morgantown, West Virginia have created minors in Social Media.</b>
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.**

<b>Arkansas Tech University</b>
<b>Continuous Improvement Plan</b>
<b>Annual Assessment Cycle</b>
<b>Academic Cycle: Change in Academic Program</b>
<b>Program: Social Media Minor</b>

<b>Program Objectives/Standards (align with mission)</b>	<b>Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)</b>	<b>Courses (program core)</b>	<b>Means of Assessment (direct and indirect measures)</b>	<b>Criteria for Success (performance standard)</b>
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 multi-media 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 professions, 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

Assessment Process				
Assessment Plan Implementation				
Assessment	CPGE Form or Department Method	CPGE System or Department Method	Actual Results Obtained (CPGE Report or Department Method)	Use of Results for Improvement
Course Embedded	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
Continuous Improvement Plan				
Summarize each category from assessment results and conclusions.				
Categories of Improvement:		Recommended Changes:		
A. Student Learning		Course Embedded Student Learning Outcome Assessment		
B. Instruction and Curriculum		Course Embedded Student Learning Outcome Assessment		
C. Assessment		Evaluate assessment process from Student Learning reports.		
D. Program Quality		Evaluate program quality from post-graduate survey and employer satisfaction survey.		
E. Budget		Budget requests supported by student learning and program assessment.		

**Student Survey, June 2015**

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Q1 Are you currently enrolled at Arkansas Tech University?

Q2 If you are enrolled at Arkansas Tech, have you declared a major?

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	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		
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

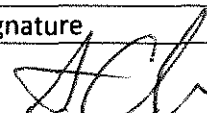


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Registrar's Office

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

TO:	Select Appropriate Committee
FROM (Initiating Department):	<b>Department of Management &amp; Marketing</b>
DATE SUBMITTED:	April 2015

Title	Signature	Date
Department Head: Dr. Stephen Jones (Associate Dean, College of Business)		8/21/15
Dean: Dr. Ed Bashaw (College of Business)		8/21/15
Teacher Education Council (if applicable) N/A		
Graduate Council (if applicable) N/A		
Registrar		8/21/15
Vice President for Academic Affairs		

Program Title: Business Data Analytics (BDA) Major	Requested changes will be effective Summer I for next catalog year <b>August 2016</b>
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)	
<b>(1) Delete two hours of general electives and (2) Add two hours of major electives</b>	
What impact will the change have on staffing, on other programs and space allocation? <b>None</b>	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a> <b>See attached document.</b>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> . <b>No impact on other departments.</b>	
In the attached matrix, include requested changes in the matrix and include course number and title.	



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

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

**Our Mission**

**BSBA - BDA**

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.**

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?

**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.**

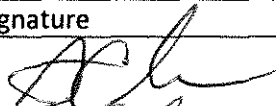


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AUG 21 2015

Registrar's Office

**Arkansas Tech University  
PROPOSAL FOR NEW PROGRAM**

TO:	Select Appropriate Committee
FROM (Initiating Department):	Management & Marketing
DATE SUBMITTED:	April 2015

Title	Signature	Date
Department Head: Dr. Stephen Jones (Associate Dean, College of Business)		8/21/15
Dean: Dr. Ed Bashaw (College of Business)		8/21/15
Teacher Education Council (if applicable) N/A		
Graduate Council (if applicable) N/A		
Registrar		8/21/15
Vice President for Academic Affairs		

Program Title: Business Data Analytics (BDA) Minor	CIP Code: 52.1399
Contact Person: Name: Dr. Efosa Carroll Idemudia Institution Name: College of Business Dept. of Mgmt. & Mkt. Address: Rothwell Hall, Room 448 E-mail Address: <a href="mailto:eidemudia@atu.edu">eidemudia@atu.edu</a> Phone Number: 479-880-4226	Proposed Date: August 2016
<p>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)</p> <p><b>This minor is designed to give non-BDA majors knowledge and skills in data analytics applicable to their own major. Recent advances in technology have made it possible to easily collect large amounts of data. This major allows students to capitalize on this data, perform various data analysis techniques, and create visualizations to communicate the results for making decisions and guiding actions.</b></p>	

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:  
**18**

Can the program be completed in 8 semesters?  
 Yes    No  
 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  
Inuvo  
Northrup Grumman  
Rural Sourcing, Inc.  
Verizon

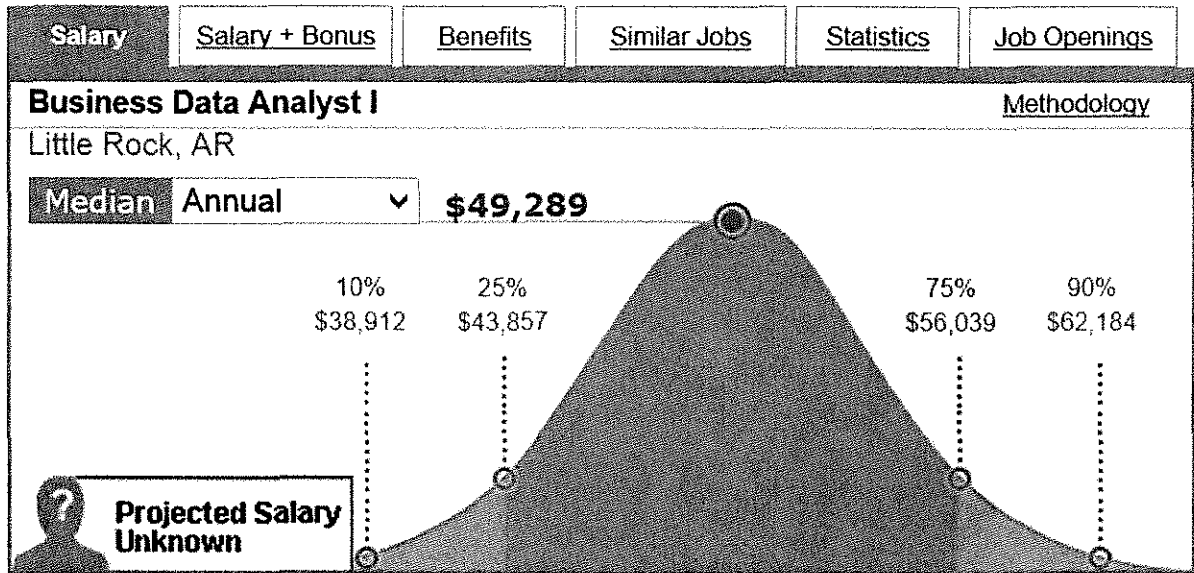
### **Business Data Analyst Salaries**

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

**What**  **Where**

Job Title, Keywords City, State or Zip

[Add Comparison](#)  **Search Job Titles Only** [View Salary](#)

**Average Salary of Jobs with Titles Matching Your Search**

<b>data analyst in Little Rock, AR</b>	<b>\$58,000</b>	
<small>In USD as of Apr 8, 2015</small>	<small>35k</small>	<small>70k</small> <small>105k</small>

### 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](mailto: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  
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Professor of MIS  
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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:	Curriculum Committee
FROM (Initiating Department):	<b>Department of Agriculture</b>
DATE SUBMITTED:	06/15/2015

Title	Signature	Date
Department Head Dr. Malcolm Rainey Jr	<i>Malcolm R Rainey</i>	6-9-15
Dean Dr. William Heofler	<i>Wally Heofler</i>	6-10-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	6/12/15
Vice President for Academic Affairs Dr. A.J. Anglin		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
<b>AGBU</b>	<b>3033</b>	<input type="checkbox"/> Spring <input checked="" type="checkbox"/> <b>Summer I</b>
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
<b>Legal Environment of Agriculture Business</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
<b>Legal Environment of Ag</b>		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
If so, list course subject and number.		
Is this course repeatable for additional earned hours? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many total hours? <input type="text"/>		
Grading: <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other <input type="text"/>		
Mode of Instruction (check appropriate box):		
<input checked="" type="checkbox"/> 01 Lecture	<input type="checkbox"/> 02 Lecture/Laboratory	<input type="checkbox"/> 03 Laboratory only
<input type="checkbox"/> 05 Practice Teaching	<input type="checkbox"/> 06 Internship/Practicum	<input type="checkbox"/> 07 Apprenticeship/Externship
<input type="checkbox"/> 08 Independent Study	<input type="checkbox"/> 09 Readings	<input type="checkbox"/> 10 Special Topics
<input type="checkbox"/> 12 Individual Lessons	<input type="checkbox"/> 13 Applied Instruction	<input type="checkbox"/> 16 Studio Course
<input type="checkbox"/> 17 Dissertation Research	<input type="checkbox"/> 18 Activity Course	<input type="checkbox"/> 19 Seminar <input type="checkbox"/> 98 Other



Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No	How Much?	Select Fee Type
If selected other list fee type: _____		
<input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)		
If course is required by major/minor, how frequently will course be offered?		
Every Fall		
For the proposed course, attach a syllabus in Word format that includes: <b>(Items a. through d. should be entered as they should appear in the catalog)</b>		
<ul style="list-style-type: none"> <li>a. Course subject</li> <li>b. Course number</li> <li>c. Catalog course title</li> <li>d. Catalog description <ul style="list-style-type: none"> <li>1. Arkansas Course Transfer System (ACTS) course number, if applicable</li> <li>2. Cross-listing</li> <li>3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)</li> <li>4. Prerequisites</li> <li>5. Co-requisites</li> <li>6. Description</li> <li>7. Notes (e.g., information not in description such as course may be repeated for credit)</li> <li>8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)</li> <li>9. Fees (e.g., \$36 art fee)</li> </ul> </li> <li>e. Section for Name of instructor, office hours, contact information (telephone, email)</li> <li>f. Text required for course</li> <li>g. Bibliography (supplemental reading list)</li> <li>h. Justification/rationale for the course</li> <li>i. Course objectives</li> <li>j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)</li> <li>k. Assessment methods (include grading policy with specific equivalents for A, B, C)</li> <li>l. Policy on absences, cheating, plagiarism, etc.</li> <li>m. Course content (outline of material to be covered in course).</li> </ul>		
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No		
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? No		
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>		
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .		

**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.

- 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:

		<u>Points earned</u>	<u>Grade</u>
Three (3) Exams	300	450-500	A
Class Assignments	100	400-449	B
Final Project	<u>100</u>	350-399	C
<b>Total Points</b>	<b>500</b>	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

<b>Date</b>	<b>Class</b>	<b>Unit</b>	<b>Topics</b>
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
<b>EXAM 1</b>			
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 <sup>TH</sup> -16 <sup>TH</sup> – 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
<b>EXAM 2</b>			
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
THANKSGIVING BREAK NOV. 25 <sup>TH</sup> -30 <sup>TH</sup> – NO LECTURE THIS WEEK			
11/30/2015	12	Food Law	USDA vs. FDA; Safety, Inspection & Labeling; HACCP; COOL; “Food” Lawsuits
<b>EXAM 3 (DURING FINALS – DEC. 9-15<sup>TH</sup>)</b>			

**Arkansas Tech University**

**Course Addition**

**Assessment Form**

**AGBU 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.

<p>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.</p>
<p>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.</p>
<p>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).</p>

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

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

Department Affected: Business	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments:</p> <p>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.</p> <p>Thank you,</p>	

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):	<b>Department of Agriculture</b>
DATE SUBMITTED:	06/15/2015

Title	Signature	Date
Department Head Dr. Malcolm R. Rainey	<i>Malcolm R Rainey</i>	6-9-15
Dean Dr. Willy Heofler	<i>Willy Heofler</i>	6-10-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	6/12/15
Vice President for Academic Affairs Dr. A.J. Anglin		

Program Title: Agriculture Business, AGBU/Animal Science, AGBU/Horticulture, AGBU/Pre-Vet, AGBU/Public Relations and AGBU/Feed Mill Management	Requested changes will be effective Summer I for next catalog year
<p>Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)</p> <p>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)</p>	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>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.</p>	
<p>Attach the Change in Program Assessment Form. The form is located on the Assessment &amp; Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a></p>	
<p>If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a>.</p>	



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 Fall Semester

Add/Change:

Delete:

Total Hours:

Freshman Spring Semester

Add/Change:

Delete:

Total Hours:

Sophomore Fall Semester

Add/Change: BLAW 2033 Legal Environment of Business  
or AGBU 3033 Legal Environment of Agricultural  
Business **Note: In AGBU/Pre-Vet curriculum BLAW  
2033 offered in spring of sophomore year.**

Delete:

Total Hours: 16

Sophomore Spring Semester

Add/Change:

Delete:

Total Hours:

Junior Fall Semester

Add/Change:

Delete:

Total Hours:

Junior Spring Semester

Add/Change:

Delete:

Total Hours:

Senior Fall Semester

Add/Change:

Delete:

Total Hours:

Senior Spring Semester

Add/Change:

Delete:

Total Hours:

Arkansas Tech University

Course Addition

Assessment Form

AGBU 3033

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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.
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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.
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**Arkansas Tech University  
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Department Head Signature: \_\_\_\_\_



Stephen Jones, Associate Dean, College of Business

Date: 06/08/2015

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

TO:	Curriculum Committee
FROM (Initiating Department):	<b>Electrical Engineering</b>
DATE SUBMITTED:	July 1, 2015

Title	Signature	Date
Department Head	<i>Patricia Buford</i>	7/1/15
Dean	<i>Wally Hoefler</i>	7-17-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>G Wassell</i>	7/20/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) <b>ELEG</b>	Course Number: (e.g., 1003) <b>3000</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
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Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

**Engineering Internship/Research Experience**

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

**ENGR INTERNSHIP/RESEARCH EXPER**

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes  No MCEG 3000

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

Yes  No MCEG 3000

If so, list course subject and number.

Is this course repeatable for additional earned hours?  Yes  No

How many total hours? 0

Grading:  Standard Letter  P/F  Other  

Mode of Instruction (check appropriate box):

<input type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input checked="" type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <span style="float: right;"><input type="radio"/> 98 Other</span>

Does this course require a fee?  Yes  No How Much?   Select Fee Type

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

Elective

Major

Minor

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

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

As Needed

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

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

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? None

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? None

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

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

## 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

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.

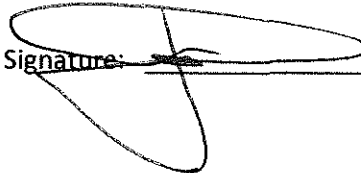
- a. How does this course fit with the university mission? This course will assist students by “nurturing scholastic development, integrity, and professionalism.”
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable
- 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: Mechanical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Drop: MCEG 2013 Statics, MCEG 2023 Engineering 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  <p style="text-align: right;"><i>(curriculum modification; see subsequent proposal)</i></p>	

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



Date: 30 JUN 15

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

TO:	Curriculum Committee
FROM (Initiating Department):	Electrical Engineering
DATE SUBMITTED:	25 Jun 15

Title	Signature	Date
Department Head	<i>Alvin Buford</i>	7/1/15
Dean	<i>Wally Hoefler</i>	7-17-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. Williams</i>	7/20/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) <b>ELEG</b>	Course Number: (e.g., 1003) <b>4191</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
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Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

**Electrical Design Project I**

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

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes  No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number.  Yes  No

Is this course repeatable for additional earned hours?  Yes  No

How many total hours?

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

- |   |   |   |
|---|---|---|
| <input type="radio"/> 01 Lecture                      | <input type="radio"/> 02 Lecture/Laboratory   | <input type="radio"/> 03 Laboratory only                        |
| <input type="radio"/> 05 Practice Teaching            | <input type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship              |
| <input checked="" type="radio"/> 08 Independent Study | <input type="radio"/> 09 Readings             | <input type="radio"/> 10 Special Topics                         |
| <input type="radio"/> 12 Individual Lessons           | <input type="radio"/> 13 Applied Instruction  | <input type="radio"/> 16 Studio Course                          |
| <input type="radio"/> 17 Dissertation                 | <input type="radio"/> 18 Activity Course      | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No		How Much? <input type="text"/>	Select Fee Type <input type="text"/>
If selected other list fee type: <input type="text"/>			
<input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor	
(If major or minor course, you must complete the Request for Program Change form to add course to program.)			
If course is required by major/minor, how frequently will course be offered?			
<input type="text" value="Fall and Spring"/>			
For the proposed course, attach a syllabus in Word format that includes: <b>(Items a. through d. should be entered as they should appear in the catalog)</b>			
<ul style="list-style-type: none"> <li>a. Course subject</li> <li>b. Course number</li> <li>c. Catalog course title</li> <li>d. Catalog description <ul style="list-style-type: none"> <li>1. Arkansas Course Transfer System (ACTS) course number, if applicable</li> <li>2. Cross-listing</li> <li>3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)</li> <li>4. Prerequisites</li> <li>5. Co-requisites</li> <li>6. Description</li> <li>7. Notes (e.g., information not in description such as course may be repeated for credit)</li> <li>8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)</li> <li>9. Fees (e.g., \$36 art fee)</li> </ul> </li> <li>e. Section for Name of instructor, office hours, contact information (telephone, email)</li> <li>f. Text required for course</li> <li>g. Bibliography (supplemental reading list)</li> <li>h. Justification/rationale for the course</li> <li>i. Course objectives</li> <li>j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)</li> <li>k. Assessment methods (include grading policy with specific equivalents for A, B, C) <ul style="list-style-type: none"> <li>l. Policy on absences, cheating, plagiarism, etc.</li> </ul> </li> <li>m. Course content (outline of material to be covered in course).</li> </ul>			
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, smart classroom, or laboratory)? None			
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>			
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .			

## 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, 2<sup>nd</sup> 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	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%      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).

**Arkansas Tech University**

**Course Addition**

**Assessment Form**

ELEG 4191

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does 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?

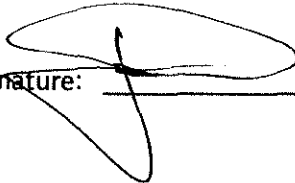
Attainment of course objectives will be evaluated by using the CPGE system and subsequent analysis.
e. What will students demonstrate, represent, or produce to provide evidence of their learning?
Students will produce preliminary designs, proposals, and presentations that demonstrate achievement of student 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 is 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.



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

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

Department Affected: Mechanical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The proposed changes to the Electrical Engineering curriculum regarding ELEG 4191 and ELEG 4192 require the coordination of instructors in a cross-listed (MCEG/ELEG 4202) course. The Mechanical Engineering Department agrees to coordinate with the Electrical Engineering department as required.	

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

Date: 25 Jun 15

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

TO:	Curriculum Committee
FROM (Initiating Department):	Electrical Engineering
DATE SUBMITTED:	25 Jun 15

Title	Signature	Date
Department Head	<i>William Sawyer</i>	7/1/15
Dean	<i>Willy Hoefler</i>	7-12-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Judith</i>	7/20/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) <b>ELEG</b>	Course Number: (e.g., 1003) <b>4192</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
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Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

**Electrical Design Project II**

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

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes  No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number.  Yes  No

Is this course repeatable for additional earned hours?  Yes  No

How many total hours?

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

<input type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input checked="" type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? <input checked="" type="radio"/> Yes <input type="radio"/> No How Much? <input type="text" value="\$50"/> Other
If selected other list fee type: <input type="text" value="Engineering Fee"/>
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor (If major or minor course, you must complete the Request for Program Change form to add course to program.)
If course is required by major/minor, how frequently will course be offered? <input type="text" value="Fall and Spring"/>
For the proposed course, attach a syllabus in Word format that includes: <b>(Items a. through d. should be entered as they should appear in the catalog)</b> a. Course subject b. Course number c. Catalog course title d. Catalog description 1. Arkansas Course Transfer System (ACTS) course number, if applicable 2. Cross-listing 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring) 4. Prerequisites 5. Co-requisites 6. Description 7. Notes (e.g., information not in description such as course may be repeated for credit) 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) 9. Fees (e.g., \$36 art fee) e. Section for Name of instructor, office hours, contact information (telephone, email) f. Text required for course g. Bibliography (supplemental reading list) h. Justification/rationale for the course i. Course objectives j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) k. Assessment methods (include grading policy with specific equivalents for A, B, C) l. Policy on absences, cheating, plagiarism, etc. m. Course content (outline of material to be covered in course).
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? None
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? None
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .

## 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, 2<sup>nd</sup> 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	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%      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).

**Arkansas Tech University**

**Course Addition**

**Assessment Form**

ELEG 4192

**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.
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.

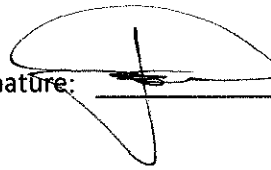
<p>e. What will students demonstrate, represent, or produce to provide evidence of their learning?</p>
<p>Students will produce reports and in most cases fabricate devices or products that demonstrate achievement of student learning outcomes.</p>
<p>f. Provide an example or examples of student learning assessment evidence which supports the addition of this course.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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

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

Department Affected: Mechanical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The proposed changes to the Electrical Engineering curriculum regarding ELEG 4191 and ELEG 4192 require the coordination of instructors in a cross-listed (MCEG/ELEG 4202) course. The Mechanical Engineering Department agrees to coordinate with the Electrical Engineering department as required.	

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



Date: 25 JUN 15



**Arkansas Tech University**  
**REQUEST FOR COURSE DELETION**

TO:	Curriculum Committee
FROM (Initiating Department):	Electrical Engineering
DATE SUBMITTED:	25 Jun 15

Title	Signature	Date
Department Head	<i>William Buford</i>	7/1/15
Dean	<i>Wally Huffer</i>	7-17-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Y. Williams</i>	7/20/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) ELEG	Course Number: (e.g., 1003) 4193
If this course is cross-listed, list course subject and number. _____	Will the cross-listed course be deleted? <input type="radio"/> Yes <input checked="" type="radio"/> No
Official Catalog Title: Electrical Design Project	
<b>(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)</b>	
Attach the Course Deletion Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .	
NOTE: This deletion will be effective in the May Mini Term (the last term) of the current catalog year.	

**Arkansas Tech University**

**Course Deletion**

**Assessment Form**

ELEG 4193

**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"

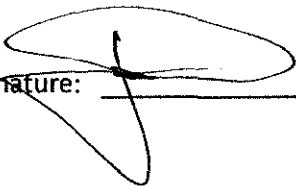
b. Explain the rationale for the course deletion.

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.

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

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

Department Affected: Mechanical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<b>Comments:</b> The proposed changes to the Electrical Engineering curriculum regarding ELEG 4191 and ELEG 4192 require the coordination of instructors in a cross-listed (MCEG/ELEG 4202) course. The Mechanical Engineering Department agrees to coordinate with the Electrical Engineering department as required.	

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

Date: 25 Jan 15

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

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

Title	Signature	Date
Department Head	<i>Arthur Dwyer</i>	7/1/15
Dean	<i>Wally Hoefler</i>	7-17-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. Wallace</i>	7/20/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
<b>ELEG</b>	<b>1012</b>
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No	
Official Catalog Title: <b>Introduction to Electrical Engineering</b>	
Request to change: (check appropriate box):	
<input checked="" type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input checked="" type="checkbox"/> Course Description	<input type="checkbox"/> Co-requisite
<input type="checkbox"/> Other	
<p><b>NOTES:</b> These changes will become effective in the Summer I Term of the new catalog year.          If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.</p>	

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.edu/assessment/>

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

**Arkansas Tech University**

**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).

**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 <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: *Linda Bass*  
Date: 7/16/15

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

TO:	Curriculum Committee
FROM (Initiating Department):	<b>Electrical Engineering</b>
DATE SUBMITTED:	July 1, 2015

Title	Signature	Date
Department Head	<i>William Buford</i>	7/1/15
Dean	<i>Wally Herefter</i>	7-17-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. Wallace</i>	7/20/15
Vice President for Academic Affairs		

Program Title:	Requested changes will be effective Summer I for next catalog year
Electrical Engineering: Traditional Option	
Delete: ELEG 1012 Introduction to Electrical Engineering Add: ELEG 1011 Introduction to Electrical Engineering, TECH 1001 Orientation to the University Delete: MCEG 2013 Statics, MCEG 2023 Engineering Materials and Dynamics MCEG 203 B Add: COMS 2203 Foundations of Computer Programming II, 3 hrs. 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 and space allocation? None	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .	
In the attached matrix, include requested changes in the matrix and include course number and title.	



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

<sup>4</sup>Must have department approval.

**Arkansas Tech University**  
**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.

**Arkansas Tech University**  
**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.

l. 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.

**Arkansas Tech University**  
**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:

<b>ELEG 4191 AND ELEG 4192 COURSE LEARNING OUTCOMES</b>
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										
ELEG 4191 AND ELEG 4192										
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.

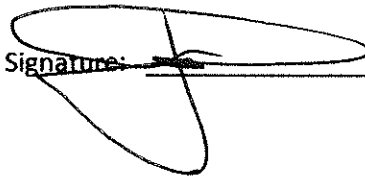


**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

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

Department Affected: Mechanical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Drop: MCEG 2013 Statics, MCEG 2023 Engineering 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: \_\_\_\_\_

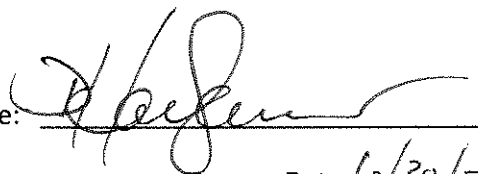


Date: 30 JUN 15

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

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

Department Affected: Computer and Information Science ADD: COMS 2203 Foundation of Computer Prog. II	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:  <i>N/A</i>	

Department Head Signature:   
Date: 6/30/2015

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

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

Department Affected: Math Dept. Add Math Elective to EE Traditional Program	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: 

Date: 7/15/15

**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 <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: *Leatha Bean*  
Date: 7/16/15

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

TO:	Curriculum Committee
FROM (Initiating Department):	<b>Electrical Engineering</b>
DATE SUBMITTED:	July 1, 2015

Title	Signature	Date
Department Head	<i>Antonia Byrd</i>	7/1/15
Dean	<i>Wally Hoefler</i>	7-17-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Ywealla</i>	7/20/15
Vice President for Academic Affairs		

Program Title:	Requested changes will be effective Summer I for next catalog year
Electrical Engineering: Computer Engineering Option	
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 <b>Delete ELEG1012 Add ELEG1011 and TECH 1001</b>	
What impact will the change have on staffing, on other programs and space allocation? None	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

Curriculum Matrix for Catalog  
 Curriculum in Electrical Engineering: Computer Engineering Option  
 (enter title for program changing )

<p>Freshman Fall Semester</p> <p>Add/Change: ELEG 1011 Introduction to Electrical Engineering</p> <p>TECH 1001 Orientation to the University</p> <p>Delete: ELEG 1012 Introduction to Electrical Engineering</p> <p>Total Hours: <b>16</b></p>	<p>Freshman Spring Semester No</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: <b>15</b></p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Delete: Total Hours: <b>16</b></p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: <b>15</b></p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: <b>15</b></p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: <b>15</b></p>
<p>Senior Fall Semester</p> <p>Add/Change: <b>ELEG 4191 Electrical Design Project I</b></p> <p>Delete:</p> <p>Total Hours: <b>15</b></p>	<p>Senior Spring Semester</p> <p>Add/Change: <b>ELEG 4192 Electrical Design Project II</b></p> <p>Delete: <b>ELEG 4193 Electrical Design Project</b></p> <p>Total Hours: <b>13</b></p>

**Arkansas Tech University**  
**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.

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.



**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:

<b>ELEG 4191 AND ELEG 4192 COURSE LEARNING OUTCOMES</b>
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 ELEG 4191 AND ELEG 4192										
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

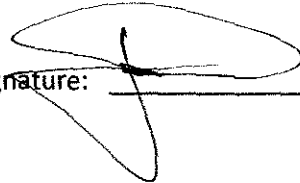
**Criteria for Success:** 90 % of students pass.

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

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

Department Affected: Mechanical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The proposed changes to the Electrical Engineering curriculum regarding ELEG 4191 and ELEG 4192 require the coordination of instructors in a cross-listed (MCEG/ELEG 4202) course. The Mechanical Engineering Department agrees to coordinate with the Electrical Engineering department as required.	

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



Date: 25 Jun 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**


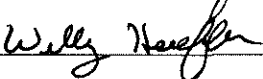

This form must be completed for every department affected by the course change.

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

Department Head Signature: *Linda Bean*  
Date: 7/16/15

**Arkansas Tech University  
PROPOSAL FOR NEW PROGRAM**

TO:	Curriculum Committee
FROM:	Electrical Engineering
DATE SUBMITTED:	July 1, 2015

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

*BSEE - Electrical Engr Biomed Opt*

Program Title: Electrical Engineering – Biomedical Option	CIP Code: 14.1001
Contact Person: Patricia Buford, Ph.D., Associate Dean College of Engineering and Applied Sciences Arkansas Tech University 1811 North Boulder Ave Russellville, AR 72801 pbuford@atu.edu (479) 968-0388	Proposed Date: Fall 2016
<p>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)</p> <p><b>Add a biomedical option to the existing electrical engineering degree.</b> Please see attached curriculum.</p>	
<p>List existing degree programs that support the proposed program: Electrical engineering, Biology and Chemistry.</p>	
<p>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.</p>	

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.

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)  
None

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

<u>Semester</u>	<u>Course Number</u>	<u>Course Name</u>	<u>Credits</u>	<u>Totals</u>
1	<u>ELEG 1011</u>	<u>Introduction to Electrical Engineering</u>	<u>1</u>	
	<u>TECH 1001</u>	<u>Orientation to the University</u>	<u>1</u>	
	<u>CHEM 2124</u>	<u>General Chemistry I</u> †	<u>4</u>	
	<u>CHEM 2020</u>	<u>General Chemistry I Lab</u> †	<u>0</u>	
	<u>ENGL 1013</u>	<u>English Composition I</u> ††	<u>3</u>	
	<u>MATH 2914</u>	<u>Calculus I</u> †	<u>4</u>	
	<u>BIOL 1114</u>	<u>Principles of Biology</u> †	<u>4</u>	<u>17</u>
2	<u>US Hist/Gov</u>	<u>Social Science</u> ††	<u>3</u>	
	<u>ENGL 1023</u>	<u>English Composition II</u> ††	<u>3</u>	
	<u>MATH 2924</u>	<u>Calculus II</u> †	<u>4</u>	
	<u>CHEM 2134</u>	<u>General Chemistry II</u> †	<u>4</u>	
	<u>CHEM 2130</u>	<u>General Chemistry II Lab</u> †	<u>0</u>	
	<u>BIOL 2014</u>	<u>Human Anatomy</u>	<u>4</u>	<u>18</u>
3	<u>ELEG 2103</u>	<u>Electric Circuits I</u>	<u>3</u>	
	<u>CHEM 3254</u>	<u>Fundamentals of Organic Chemistry</u>	<u>4</u>	
	<u>MATH 3243</u>	<u>Differential Equations I</u>	<u>3</u>	
	<u>PHYS 2114</u>	<u>General Physics I</u> †	<u>4</u>	
	<u>PHYS 2000</u>	<u>General Physics Lab I</u> †	<u>0</u>	<u>14</u>
4	<u>ELEG 2113</u>	<u>Electric Circuits II</u>	<u>3</u>	
	<u>ELEG 2111</u>	<u>Electric Circuits Lab</u>	<u>1</u>	
	<u>MATH 2934</u>	<u>Calculus III</u> †	<u>4</u>	
	<u>PHYS 2124</u>	<u>General Physics II</u> †	<u>4</u>	
	<u>PHYS 2010</u>	<u>General Physics Lab II</u> †	<u>0</u>	<u>12</u>
5	<u>ELEG 3103</u>	<u>Electronics I</u>	<u>3</u>	
	<u>COMS 2104</u>	<u>Foundations of Computer Programming I</u>	<u>4</u>	
	<u>SOC 1003</u>	<u>Introductory Sociology</u> †	<u>3</u>	
	<u>PSY 2003</u>	<u>General Psychology</u> †	<u>3</u>	<u>13</u>
6	<u>ELEG 4103</u>	<u>Electronics II</u>	<u>3</u>	
	<u>ELEG 4122</u>	<u>Electrical Systems Lab</u>	<u>2</u>	
	<u>COMS 2203</u>	<u>Foundations of Computer Programming II</u>	<u>3</u>	
	<u>ELEG 3123</u>	<u>Signals and Systems</u>	<u>3</u>	
	<u>ELEG/MATH 3173</u>	<u>Math Methods for Engineers</u>	<u>3</u>	
	<u>ELEG 3143</u>	<u>Electromagnetics</u>	<u>3</u>	<u>17</u>
7	<u>ELEG 4202</u>	<u>Engineering Design</u>	<u>2</u>	
	<u>ELEG 4191</u>	<u>Electrical Design Project I</u>	<u>1</u>	
	<u>ELEG 4143</u>	<u>Communications Systems I</u>	<u>3</u>	
	<u>ELEG 4113</u>	<u>Digital Signal Processing</u>	<u>3</u>	
	<u>ELEG/MCEG 3003</u>	<u>Engineering Modeling &amp; Design</u>	<u>3</u>	
	<u>ELEG 2134</u>	<u>Digital Logic Design</u>	<u>4</u>	
	<u>ELEG 2130</u>	<u>Digital Logic Lab</u>	<u>0</u>	
				<u>16</u>
8	<u>ELEG 3133</u>	<u>Microprocessor System Design</u>	<u>3</u>	
	<u>ELEG 4192</u>	<u>Electrical Design Project II</u>	<u>2</u>	
	<u>ELEG 4303</u>	<u>Control Systems</u>	<u>3</u>	
	<u>BIOL 3074</u>	<u>Human Physiology</u>	<u>4</u>	
	<u>See list</u>	<u>Fine Art/Humanities</u> ††	<u>3</u>	<u>15</u>
	<u>Total</u>		<u>122</u>	

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

- l. 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;
- o. 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.

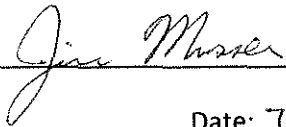
### **Assessment of Student Outcomes**

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 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 <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: 

Date: 7/14/2015

**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 Biological Sciences	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:  <i>We see a need for this new program and we do not see difficulty serving these students.</i>	

Department Head Signature: *Charlie Hays*

Date: 7/15/15



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

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Emergency Management
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Sandy McNeill</i>	6-26-15
Dean	<i>Wally Hoyle</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Y. Weaver</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) <b>EAM</b>	Course Number: (e.g., 1003) <del>3XX3</del> <b>3053</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>Introduction to Ethical and Legal Issues in Emergency Management</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>INTRO ETHICAL &amp; LEGAL ISSUES</b>		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No	How Much?	Select Fee Type
If selected other list fee type: _____		
<input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)		
If course is required by major/minor, how frequently will course be offered?		
Once a year, in the Spring		
For the proposed course, attach a syllabus in Word format that includes: <b>(Items a. through d. should be entered as they should appear in the catalog)</b>		
a. Course subject b. Course number c. Catalog course title d. Catalog description <ol style="list-style-type: none"> <li>1. Arkansas Course Transfer System (ACTS) course number, if applicable</li> <li>2. Cross-listing</li> <li>3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)</li> <li>4. Prerequisites</li> <li>5. Co-requisites</li> <li>6. Description</li> <li>7. Notes (e.g., information not in description such as course may be repeated for credit)</li> <li>8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)</li> <li>9. Fees (e.g., \$36 art fee)</li> </ol> e. Section for Name of instructor, office hours, contact information (telephone, email) f. Text required for course g. Bibliography (supplemental reading list) h. Justification/rationale for the course i. Course objectives j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) k. Assessment methods (include grading policy with specific equivalents for A, B, C) l. Policy on absences, cheating, plagiarism, etc. m. Course content (outline of material to be covered in course).		
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No		
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Classroom with computer, projector, & internet connectivity		
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>		
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .		

# Syllabus

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

**COURSE NUMBER:** EAM ~~4003~~ 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](mailto: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	B
Presentation	200	700-799	70 – 79	C
Essay	300	600-699	60 – 69	D
Final	150	599<	0 – 59	F
<b>Total</b>	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](mailto: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 Appropriate Committee
FROM (Initiating Department):	<b>Department of Emergency Management</b>
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Sandy Smith</i>	6-26-15
Dean	<i>Wally Hoagbe</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. Swann</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) <b>EAM</b>	Course Number: (e.g., 1003) <del>3063</del> <b>3063</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> <b>Summer I</b>
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>Emergency Management Doctrine</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>EM DOCTRINE</b>		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? <input type="text"/>		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other <input type="text"/>		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No	How Much?	Select Fee Type
If selected other list fee type: _____		
<input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)		
If course is required by major/minor, how frequently will course be offered?		
Once a year, in the Fall		
For the proposed course, attach a syllabus in Word format that includes: <b>(Items a. through d. should be entered as they should appear in the catalog)</b>		
a. Course subject b. Course number c. Catalog course title d. Catalog description <ol style="list-style-type: none"> <li>1. Arkansas Course Transfer System (ACTS) course number, if applicable</li> <li>2. Cross-listing</li> <li>3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)</li> <li>4. Prerequisites</li> <li>5. Co-requisites</li> <li>6. Description</li> <li>7. Notes (e.g., information not in description such as course may be repeated for credit)</li> <li>8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)</li> <li>9. Fees (e.g., \$36 art fee)</li> </ol> e. Section for Name of instructor, office hours, contact information (telephone, email) f. Text required for course g. Bibliography (supplemental reading list) h. Justification/rationale for the course i. Course objectives j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) k. Assessment methods (include grading policy with specific equivalents for A, B, C) l. Policy on absences, cheating, plagiarism, etc. m. Course content (outline of material to be covered in course).		
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No		
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Classroom with computer, projector, & internet connectivity		
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>		
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .		

## Course Syllabus

### Emergency Management

**COURSE NUMBER:** EAM - ~~3063~~ 3063

**COURSE TITLE:** Emergency Management Doctrine

**INSTRUCTOR:** Any EM Professor  
Dean Hall Room 107  
479-XXX-XXX  
[aprofessor@atu.edu](mailto:aprofessor@atu.edu)

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

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

### **CATALOG DESCRIPTION:**

Offered Fall only.

\* Prerequisites: EAM 1003 and 1013 or consent of 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* (6<sup>th</sup> 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.

## EAM 3XX3 Syllabus Emergency Management Doctrine I

- 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	B
Essay	150	700-799	70 – 79.9	C
Case Study Presentations	500	600-699	60 – 69.9	D
		< 600	0 – 59.9	F
<b>Total Points</b>	<b>1000</b>	*Please note the late assignment submission policy! <small>(See Course schedule for tentative due dates)</small>		

### 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](mailto:tech.support@atu.edu).

*Updated: June 26, 2015*

Arkansas Tech University

Course Addition

Assessment Form

EAM 3063

**Our Mission**

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

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

3063 EAM ~~3XX3~~ Emergency Management Doctrine 3063

- 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:	Select Appropriate Committee
FROM (Initiating Department):	<b>Department of Emergency Management</b>
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Sandy M Smith</i>	6-26-15
Dean	<i>Wally Hooper</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Shammy Weaver</i>	7/14/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) <b>EAM</b>	Course Number: (e.g., 1003) <del>4003</del> <b>4063</b>	Effective Term: <input type="checkbox"/> Spring <input checked="" type="checkbox"/> <b>Summer I</b>
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
<b>Leadership</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
<b>LEADERSHIP</b>		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Is this course repeatable for additional earned hours? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many total hours? <input style="width: 50px;" type="text"/>		
Grading: <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other <input style="width: 50px;" type="text"/>		
Mode of Instruction (check appropriate box):		
<input checked="" type="checkbox"/> 01 Lecture	<input type="checkbox"/> 02 Lecture/Laboratory	<input type="checkbox"/> 03 Laboratory only
<input type="checkbox"/> 05 Practice Teaching	<input type="checkbox"/> 06 Internship/Practicum	<input type="checkbox"/> 07 Apprenticeship/Externship
<input type="checkbox"/> 08 Independent Study	<input type="checkbox"/> 09 Readings	<input type="checkbox"/> 10 Special Topics
<input type="checkbox"/> 12 Individual Lessons	<input type="checkbox"/> 13 Applied Instruction	<input type="checkbox"/> 16 Studio Course
<input type="checkbox"/> 17 Dissertation	<input type="checkbox"/> 18 Activity Course	<input type="checkbox"/> 19 Seminar <input type="checkbox"/> 98 Other



Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No	How Much? <input type="text"/>	Select Fee Type <input type="text"/>
If selected other list fee type: <input type="text"/>		
<input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Major	<input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)		
If course is required by major/minor, how frequently will course be offered? <input type="text"/>		
<p>For the proposed course, attach a syllabus in Word format that includes: <b>(Items a. through d. should be entered as they should appear in the catalog)</b></p> <p>a. Course subject</p> <p>b. Course number</p> <p>c. Catalog course title</p> <p>d. Catalog description</p> <ol style="list-style-type: none"> <li>1. Arkansas Course Transfer System (ACTS) course number, if applicable</li> <li>2. Cross-listing</li> <li>3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)</li> <li>4. Prerequisites</li> <li>5. Co-requisites</li> <li>6. Description</li> <li>7. Notes (e.g., information not in description such as course may be repeated for credit)</li> <li>8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)</li> <li>9. Fees (e.g., \$36 art fee)</li> </ol> <p>e. Section for Name of instructor, office hours, contact information (telephone, email)</p> <p>f. Text required for course</p> <p>g. Bibliography (supplemental reading list)</p> <p>h. Justification/rationale for the course</p> <p>i. Course objectives</p> <p>j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)</p> <p>k. Assessment methods (include grading policy with specific equivalents for A, B, C)</p> <p>l. Policy on absences, cheating, plagiarism, etc.</p> <p>m. Course content (outline of material to be covered in course).</p>		
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No		
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Classroom with computer, projector, & internet connectivity		
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>		
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .		

## 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](mailto: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* (6<sup>th</sup> 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](http://dspace.mit.edu/bitstream/handle/1721.1/55934/CPL_WP_05_03_DornHendersonMarcus.pdf?sequence=1)

### **JUSTIFICATION:**

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

**COURSE OBJECTIVES:**

Students should be able to:

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

**HOW COURSE MEETS GENERAL EDUCATION REQUIREMENTS:**

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

Communicate effectively  
Think critically  
Develop ethical perspectives

**COURSE ASSESSMENT:**

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

**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](mailto:tech.support@atu.edu).

*Updated: June 26, 2015*

Arkansas Tech University

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 Department):	Department of Emergency Management
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Sandy M Smith</i>	6-26-15
Dean	<i>Wally Hooper</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Krause</i>	7/1/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
<b>EAM</b>	<del>4006</del> 4006	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
<b>Capstone</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
<b>CAPSTONE</b>		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
If so, list course subject and number.		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input checked="" type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other



Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No	How Much?	Select Fee Type
If selected other list fee type: _____		
<input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)		
If course is required by major/minor, how frequently will course be offered?		
Fall, Spring, and Summer		
For the proposed course, attach a syllabus in Word format that includes: <b>(Items a. through d. should be entered as they should appear in the catalog)</b>		
a. Course subject b. Course number c. Catalog course title d. Catalog description <ol style="list-style-type: none"> <li>1. Arkansas Course Transfer System (ACTS) course number, if applicable</li> <li>2. Cross-listing</li> <li>3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)</li> <li>4. Prerequisites</li> <li>5. Co-requisites</li> <li>6. Description</li> <li>7. Notes (e.g., information not in description such as course may be repeated for credit)</li> <li>8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)</li> <li>9. Fees (e.g., \$36 art fee)</li> </ol> e. Section for Name of instructor, office hours, contact information (telephone, email) f. Text required for course g. Bibliography (supplemental reading list) h. Justification/rationale for the course i. Course objectives j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) k. Assessment methods (include grading policy with specific equivalents for A, B, C) l. Policy on absences, cheating, plagiarism, etc. m. Course content (outline of material to be covered in course).		
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No		
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? No.		
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>		
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .		

## Course Syllabus

Department of Emergency Management: Capstone

**COURSE NUMBER:** EAM – ~~4006~~ 4006

**COURSE TITLE:** Capstone

**INSTRUCTOR:** Any EM Professor  
Dean Hall Room 107  
479-XXX-XXX  
[aprofessor@atu.edu](mailto: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.

\* Prerequisites: EAM 1003, 1013, 3003 3013, 3023, <sup>3063</sup> ~~3003~~ (Emergency Management Doctrine), 4003, ~~3003~~ (Introduction to Ethical and Legal Issues in Emergency Management), 4013, and 4033, or consent of department head. <sup>3052</sup>

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* (6<sup>th</sup> 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	B
CEM Essay	100	700-799	70 – 79.9	C
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 submission policy! (See Course schedule for tentative due dates)		
<b>Total Points</b>	<b>1000</b>			

### 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](mailto:tech.support@atu.edu).

*Updated: June 26, 2015*

Arkansas Tech University

Course Addition

Assessment Form

EAM 4206

**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.

4206 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.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Emergency Management
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Sandy Smith</i>	6-26-15
Dean	<i>Wally Hooper</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Blaine</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
<b>EAM</b>	<b>1003</b>
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No 	
Official Catalog Title: <b>Living in a Hazardous Environment</b>	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Course Description
<input type="checkbox"/> Grading	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Other	<input type="checkbox"/> Co-requisite
<input type="checkbox"/> Fee	
<b>NOTES:</b> These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

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

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

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

New Course Description:

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)

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

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

Elective

Major

Minor

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

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

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



**Arkansas Tech University**

**Course Change**

**Assessment Form**

**EAM 1003**

**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.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO:	Select Appropriate Committee
FROM (Initiating Department):	<b>Department of Emergency Management</b>
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Stanley M Smith</i>	6-26-15
Dean	<i>Lesly Huff</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Walker</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
<b>EAM</b>	<b>1013</b>
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No	
Official Catalog Title: <b>Aim and Scope of Emergency Management</b>	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	
<p><b>NOTES:</b> These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.</p>	

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:

Provides a broad overview of Emergency Management in the context of Mitigation, Preparedness, Response, and Recovery. 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 or consent of the department head.

New Co-requisite (list all, as you want them to appear in the catalog):  
EAM 1003 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](http://www.atu.edu/registrar/curriculum_forms.php).

Arkansas Tech University

Course Change

Assessment Form

EAM1013

**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.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Emergency Management
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Sandy M. Smith</i>	6-26-15
Dean	<i>Wally Hough</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammye Weaver</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EAM	3003
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____	
Official Catalog Title: Developing Emergency Management Skills	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	_____
<b>NOTES:</b> These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

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

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

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

New Course Description:

Provides practical and fundamental 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  
(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):

EAM 1003 and 1013 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](http://www.atu.edu/registrar/curriculum_forms.php).

Arkansas Tech University

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.

**Arkansas Tech University  
REQUEST FOR COURSE CHANGE**

TO:	Select Appropriate Committee
FROM (Initiating Department):	<b>Department of Emergency Management</b>
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Sandy M Smith</i>	6-26-15
Dean	<i>Wally Hoefler</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Weaver</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
<b>EAM</b>	<b>3013</b>
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____	
Official Catalog Title: <b>Public Policy Issues in Emergency Management</b>	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	_____
<b>NOTES:</b> These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	



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

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

**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](http://www.atu.edu/registrar/curriculum_forms.php).

**Arkansas Tech University**

**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.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Emergency Management
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Sandy M Smith</i>	6-26-15
Dean	<i>Wally Decker</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Weaver</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EAM	3023
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No	
Official Catalog Title: Principles and Practice of Disaster Planning and Response Operations	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Title
<input checked="" type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input checked="" type="checkbox"/> Course Description	<input type="checkbox"/> Co-requisite
<input type="checkbox"/> Other	
<b>NOTES:</b> These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

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

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

**Principles of Preparedness and Response Operations**

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

**PREPAREDNESS & RESPONSE OPS**

New Course Description:

Examines topics of preparedness and response operations. 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 3003 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](http://www.atu.edu/registrar/curriculum_forms.php).

**Arkansas Tech University**

**Course Change**

**Assessment Form**

**EAM 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.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Emergency Management
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Sandy M. Smith</i>	6-26-15
Dean		
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Weaver</i>	7/3/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
<b>EAM</b>	<b>4003</b>
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____	
Official Catalog Title: <b>Principles and Practice of Disaster Relief and Recovery</b>	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	_____
<b>NOTES:</b> These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

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

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

**Principles of Disaster Relief and Recovery**

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

**DISASTER RELIEF & RECOVERY**

New Course Description:

Studies recovery issues at different phases of 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 3003 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](http://www.atu.edu/registrar/curriculum_forms.php).

**Arkansas Tech University**

**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.



**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Emergency Management
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Wanda M. Smith</i>	6-26-15
Dean	<i>Wally Hofer</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yammy Weaver</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
<b>EAM</b>	<b>4013</b>
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No _____	
Official Catalog Title: <b>Business and Industry Crisis Management</b>	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	_____
<b>NOTES:</b> These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

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

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

**Mitigation and Continuity of Operations**

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

**MITIGATION & CONTINUITY OPS**

New Course Description:

Explores continuity of business and government operations, including risk assessment, hazard analysis, and resumption of operations with an emphasis of disaster mitigation. 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 3003 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](http://www.atu.edu/registrar/curriculum_forms.php).

Arkansas Tech University

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.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Emergency Management
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Sandra N Smith</i>	6-26-15
Dean	<i>W. J. Hooper</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammay Wilson</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EAM	4023
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____	
Official Catalog Title: <b>Information Technology and Emergency Management</b>	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	_____
<b>NOTES:</b> These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

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

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

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

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):

Elective

Major

Minor

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

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

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

Arkansas Tech University

Course Change

Assessment Form

EAM 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.

**Arkansas Tech University**  
**REQUEST FOR COURSE CHANGE**

TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Emergency Management
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Wendy M Smith</i>	6-26-15
Dean	<i>Wally Henfler</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Weaver</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
<b>EAM</b>	<b>4033</b>
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____	
Official Catalog Title: <b>Emergency Management Research Methods/Analysis</b>	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input checked="" type="checkbox"/> Course Description	
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Co-requisite	
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	_____
<b>NOTES:</b> These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	

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

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

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

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](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):	<b>Emergency Management</b>
DATE SUBMITTED:	6/29/2015

Title	Signature	Date
Department Head	<i>Vandy M Smith</i>	6-26-15
Dean	<i>Willy Haeffler</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gummy W. Danner</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
<b>EAM</b>	<b>4043</b>
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____	
Official Catalog Title: <b>Introduction to Legal Issues in Emergency Management</b>	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	_____
<p><b>NOTES:</b> These changes will become effective in the Summer I Term of the new catalog year.          If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.</p>	

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:

Examines a variety of ethical theories and principles foundational to emergency management. A review of specific ethical dilemmas per disaster phase is examined in light of professional ethics, overcoming biases, avoiding discrimination, and developing sensitivity.

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):

Elective

Major

Minor

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

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

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

**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 Appropriate Committee
FROM (Initiating Department):	<b>Emergency Management</b>
DATE SUBMITTED:	6/29/2015

Title	Signature	Date
Department Head	<i>Sandy M Smith</i>	6-26-15
Dean	<i>Wally Hoefler</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Sammy Wall</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
<b>EAM</b>	<b>4083</b>
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____	
Official Catalog Title: <b>Introduction to Legal Issues in Emergency Management</b>	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee
<input type="checkbox"/> Other	_____
<b>NOTES:</b> These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description	

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):

Elective

Major

Minor

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

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

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

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 Appropriate Committee
FROM (Initiating Department):	Department of Emergency Management
DATE SUBMITTED:	06/29/2015

Title	Signature	Date
Department Head	<i>Wendy McEnroe</i>	6-26-15
Dean	<i>Willy Hooper</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy G. Hall</i>	7/13/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
<b>EAM</b>	<b>4106</b>
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No _____	
Official Catalog Title: <b>Practicum/Internship</b>	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input checked="" type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Grading	<input checked="" type="checkbox"/> Fee
<input type="checkbox"/> Other	_____
<b>NOTES:</b> These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.	



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

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

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

EAM 4XX6 Capstone or consent of the department head.

4206

New Co-requisite (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](http://www.atu.edu/registrar/curriculum_forms.php).

**Arkansas Tech University**

**Course Change**

**Assessment Form**

**EAM 4106**

**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	<i>Sandy Smith</i>	6-26-15
Dean	<i>Wally Hooper</i>	6-30-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Weaver</i>	7/13/15
Vice President for Academic Affairs		

Program Title:	Requested changes will be effective Summer I for next catalog year
Emergency Management	
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)	
<ol style="list-style-type: none"> <li>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.</li> <li>2. Require a C or better in required EAM Core courses</li> <li>3. Add EAM Electives: 2033, 3033, 3123, 3143, 3243, 4043, 4053, 4083, 4991-3, Leadership <sup>4063</sup></li> <li>4. Delete Administrative Core</li> <li>5. Delete Interdisciplinary Core</li> <li>6. Require COMS 2003 or equivalent, ENGL 2053 or PS 3023, and Speech* (reduce social/science requirement from 9 hrs to 6 hrs)</li> <li>7. Change electives from 6 hrs to 18 hrs</li> <li>8. Delete EAM 3206</li> </ol> <p>*Speech is to be required as part of the General Education requirements</p>	
MATRIX attached contains only changes	
Catalog description of Program is attached with strike-throughs	

EAM 3063  
EAM 3053  
EAM 4206

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](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 <u>Emergency Management</u> (enter title for program changing )	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Speech</p> <p>Delete:</p> <p>Interdisciplinary Core (3 hrs)</p> <p>Total Hours:16</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>COMS 2003 or equivalent</p> <p>Delete:</p> <p>Interdisciplinary Core (3 hrs)</p> <p>Total Hours:16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>EAM 3003 Developing Emergency Management Skills</p> <p><del>EAM 3003</del> <b>3063</b> Emergency Management Doctrine</p> <p>Delete:</p> <p>Social Sciences (3 hrs)</p> <p>EAM Core (3 hrs)</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>EAM 3013 Public Policy and Politics in Emergency Management</p> <p>EAM 3023 Principles of Preparedness and Response Operations</p> <p><del>EAM 3053</del> <b>3053</b> Introduction to Ethical and Legal Issues in Emergency Management</p> <p>Delete:</p> <p>Administrative Core (3 hrs)</p> <p>Interdisciplinary Core (3 hrs)</p> <p>EAM Core (3 hrs)</p>

	Total Hours:15
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>EAM 4003 Principles of Disaster Relief and Recovery</p> <p>EAM 4013 Mitigation and Continuity of Operations</p> <p>Elective (3 hrs)</p> <p>Delete:</p> <p>Administrative Core (3 hrs)</p> <p>Interdisciplinary Core (3 hrs)</p> <p>EAM Core (3 hrs)</p> <p>Total Hours:15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>EAM Electives (9 hrs)</p> <p>Delete:</p> <p>Administrative Core (3 hrs)</p> <p>Interdisciplinary Core (3 hrs)</p> <p>EAM Core (3 hrs)</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>EAM Electives (6 hrs)</p> <p>Electives (9 hrs)</p> <p>Delete:</p> <p>Administrative Core (3 hrs)</p> <p>EAM Core (6 hrs)</p> <p>Interdisciplinary Core (6 hrs)</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p><del>EAM 4006</del> <sup>4204</sup> Capstone</p> <p>Delete:</p> <p>EAM 3206 Externship</p> <p>Total Hours: 12</p>

**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 2<sup>nd</sup> 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.

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.)



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

<b>Program Objectives/Standards (align with mission)</b>	<b>Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)</b>	<b>Courses (program core)</b>	<b>Means of Assessment (direct and indirect measures)</b>	<b>Criteria for Success (performance standard)</b>
PO1: Management Skills	LO1: Demonstrate professional emergency management skills.	EAM 3003 Developing Emergency Management Skills  EAM 4106 Internship/Practicum	Assignment  Supervisor Evaluation	At least 75% of students will achieve a 70% or higher on this assignment.  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  EAM 3023 Principles of Preparedness and Response Operations	Presentation and Essay  Presentation and Written Assignment	At least 75% of students will achieve a score of 70% or higher on their presentation and essay. 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 Management and the doctrine on which it is based.	EAM 1003 Living in a Hazardous Environment	Assignment	At least 75% of students will pass this assignment.
		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	Assignment	At least 80% of students will achieve a score of 75% on this assignment.
		EAM 3013 Public Policy and 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	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 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.

**Assessment Process**

**Assessment Plan Implementation**

	<b>CPGE Form or Department Method</b>	<b>CPGE System or Department Method</b>	<b>Actual Results Obtained (CPGE Report or Department Method)</b>	<b>Use of Results for Improvement</b>
<b>Course Embedded</b>	EAM 1003 EAM 1013 EAM 3003 EAM 3013 EAM 3023 EAM 3XX3 EAM 3XX3 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
<b>Indirect and Direct Measures Alignment</b>	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
<b>Continuous Improvement Plan</b> <b>Summarize each category from assessment results and conclusions.</b>				
<b>Categories of Improvement:</b>		<b>Recommended Changes:</b>		
A. Student Learning		Course Embedded Student Learning Outcome Assessment		
B. Instruction and Curriculum		Course Embedded Student Learning Outcome Assessment		
C. Assessment		Evaluate assessment process from Student Learning reports.		
D. Program Quality		Evaluate program quality from post-graduate survey and employer satisfaction survey.		
E. Budget		Budget requests supported by student learning and program assessment.		

Department of Emergency Management  
MISSION & CORE COMPETENCIES

DEM Mission:

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

DEM Core Competencies:

1. Management Skills

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

2. Communication Skills

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

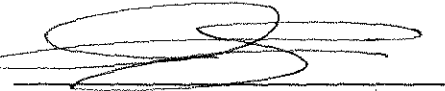
Emergency Management is a discipline of theory and practice – theory informs practice and practice informs theory. Emergency management students: study the discipline's existing body of knowledge; practice emergency management based upon that knowledge; and in turn, contribute to the body of knowledge 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: <i>Professional Studies</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

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



Date: 6/16/2015

**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: BIOS	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program. The BIOS department supports this proposal as we realize that the EAM students need more space in their curriculum for EAM coursework.</p>	

Department Head Signature:

Charlis Hagen

Date: 6-29-15



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

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


Department Affected: Physical Sciences	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The department supports the proposal to remove the Interdisciplinary and Administrative/Professional cores from the Emergency Management degree.	

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

Department Head Signature: 

Date: 6/24/15

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**  
**For Emergency Management Program Change**

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

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

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



Date: 6-17-15

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**  
**For Emergency Management Program Change**

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

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

Department Head Signature: Wendell McLaughlin

Date: 6/15/2015

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

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

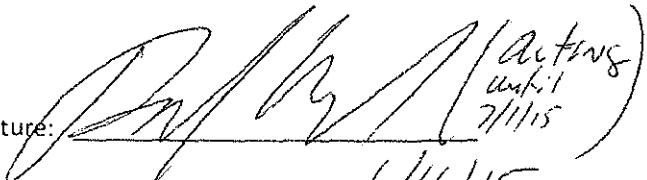
*Maria Buford*

Date: 6/17/15

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**  
**For Emergency Management Program Change**

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

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

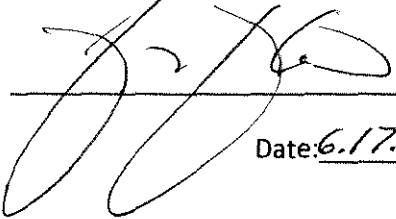
Department Head Signature:  (acting until 7/1/15)  
Date: 6/16/15

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

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

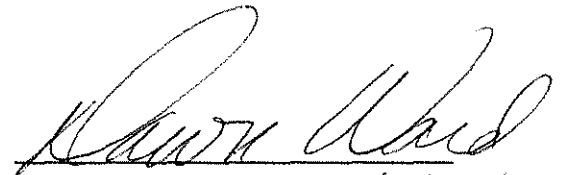
  
Date: 6.17.15

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

Department Head Signature:




Date: 6/17/2015



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

Department Head Signature: 

Stephen C. Jones  
Associate Dean, College of Business

Date: 06/18/2015

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**  
**For Emergency Management Program Change**

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


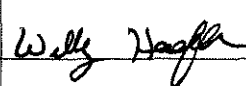

Department Affected:  Nursing	This department XX <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management requests to delete the Interdisciplinary and Administrative/Professional Cores from their degree program.	

Department Head Signature: Rebecca Burris PhD, RN

Date: 6-18-2015

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

TO:	Curriculum Committee
FROM (Initiating Department):	<b>Mechanical Engineering</b>
DATE SUBMITTED:	July 1, 2015

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

Course Subject: (e.g., ACCT, ENGL) <b>MCEG</b>	Course Number: (e.g., 1003) <b>3000</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> <b>Summer I</b>
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Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

**Engineering Internship/Research Experience**

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

**ENGR INTERNSHIP/RESEARCH EXPER**

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes  No **MCEG-3000 ELEG**

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

Yes  No **ELEG 3000**

If so, list course subject and number.

Is this course repeatable for additional earned hours?  Yes  No

How many total hours? 0

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

<input type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input checked="" type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee?  Yes  No

How Much?  Select Fee Type

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

Elective

Major

Minor

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

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

As Needed

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

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

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? None

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? None

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

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

## 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	B	C	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 Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: Patricia Buford  
Date: 7/1/15

**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.

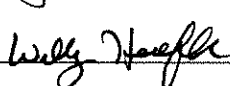
- a. How does this course fit with the university mission? This course will assist students by “nurturing scholastic development, integrity, and professionalism.”
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable
- 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

## REQUEST FOR COURSE ADDITION

TO:	Curriculum Committee
FROM (Initiating Department):	<b>Mechanical Engineering</b>
DATE SUBMITTED:	25 Jun 15

Title	Signature	Date
Department Head		25 JUN 15
Dean		7-17-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/20/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
<b>MCEG</b>	<b>4491</b>	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I

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

**Mechanical Design Project I**

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

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes  No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number.  Yes  No

Is this course repeatable for additional earned hours?  Yes  No

How many total hours?

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

<input type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input checked="" type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No	How Much? <input type="text"/>	Select Fee Type <input type="text"/>
If selected other list fee type: <input type="text"/>		
<input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)		
If course is required by major/minor, how frequently will course be offered?		
<input type="text" value="Fall and Spring"/>		
For the proposed course, attach a syllabus in Word format that includes: <b>(Items a. through d. should be entered as they should appear in the catalog)</b>		
<ul style="list-style-type: none"> <li>a. Course subject</li> <li>b. Course number</li> <li>c. Catalog course title</li> <li>d. Catalog description <ul style="list-style-type: none"> <li>1. Arkansas Course Transfer System (ACTS) course number, if applicable</li> <li>2. Cross-listing</li> <li>3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)</li> <li>4. Prerequisites</li> <li>5. Co-requisites</li> <li>6. Description</li> <li>7. Notes (e.g., information not in description such as course may be repeated for credit)</li> <li>8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)</li> <li>9. Fees (e.g., \$36 art fee)</li> </ul> </li> <li>e. Section for Name of instructor, office hours, contact information (telephone, email)</li> <li>f. Text required for course</li> <li>g. Bibliography (supplemental reading list)</li> <li>h. Justification/rationale for the course</li> <li>i. Course objectives</li> <li>j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)</li> <li>k. Assessment methods (include grading policy with specific equivalents for A, B, C)</li> <li>l. Policy on absences, cheating, plagiarism, etc.</li> <li>m. Course content (outline of material to be covered in course).</li> </ul>		
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, smart classroom, or laboratory)? None		
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>		
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .		

## 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, 2<sup>nd</sup> 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:**

<b>Course</b>	A	B	C	D	E
<b>Program</b>	m1	c1,c2,c3,c4,d1,h1,h2,h3,h4,n1,n2	d1,n1,n2	g1	g2

**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).

**Arkansas Tech University**

**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 is 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**

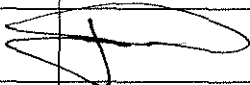

This form must be completed for every department affected by the course change.

Department Affected: Electrical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The proposed changes to the Mechanical Engineering curriculum regarding MCEG 4491 and MCEG 4492 require the coordination of instructors in a cross-listed (MCEG/ELEG 4202) course. The Electrical Engineering Department agrees to coordinate with the Mechanical Engineering department as required.	

Department Head Signature: Patricia Buford  
Date: 7/20/15

## Arkansas Tech University REQUEST FOR COURSE ADDITION

TO:	Curriculum Committee
FROM (Initiating Department):	<b>Mechanical Engineering</b>
DATE SUBMITTED:	25 Jun 15

Title	Signature	Date
Department Head		25 Jun 15
Dean	Wally Hooper	7-17-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/20/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) <b>MCEG</b>	Course Number: (e.g., 1003) <b>4492</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
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Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

**Mechanical Design Project II**

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

Will this course be cross-listed with another existing course? If so, list course subject and number.

Yes  No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?  
If so, list course subject and number.  Yes  No

Is this course repeatable for additional earned hours?  Yes  No

How many total hours?

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

<input type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input checked="" type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other



Does this course require a fee? <input checked="" type="radio"/> Yes <input type="radio"/> No How Much? <input type="text" value="\$50"/> Other
If selected other list fee type: <input type="text" value="Engineering Fee"/>
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)
If course is required by major/minor, how frequently will course be offered?
<input type="text" value="Fall and Spring"/>
For the proposed course, attach a syllabus in Word format that includes: <b>(Items a. through d. should be entered as they should appear in the catalog)</b>
<ul style="list-style-type: none"> <li>a. Course subject</li> <li>b. Course number</li> <li>c. Catalog course title</li> <li>d. Catalog description <ul style="list-style-type: none"> <li>1. Arkansas Course Transfer System (ACTS) course number, if applicable</li> <li>2. Cross-listing</li> <li>3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)</li> <li>4. Prerequisites</li> <li>5. Co-requisites</li> <li>6. Description</li> <li>7. Notes (e.g., information not in description such as course may be repeated for credit)</li> <li>8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)</li> <li>9. Fees (e.g., \$36 art fee)</li> </ul> </li> <li>e. Section for Name of instructor, office hours, contact information (telephone, email)</li> <li>f. Text required for course</li> <li>g. Bibliography (supplemental reading list)</li> <li>h. Justification/rationale for the course</li> <li>i. Course objectives</li> <li>j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)</li> <li>k. Assessment methods (include grading policy with specific equivalents for A, B, C)</li> <li>l. Policy on absences, cheating, plagiarism, etc.</li> <li>m. Course content (outline of material to be covered in course).</li> </ul>
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, smart classroom, or laboratory)? None
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .

## 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, 2<sup>nd</sup> 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:**

<b>Course</b>	A	B	C	D	E
<b>Program</b>	m1	c1,c2,c3,c4,d1,h1,h2,h3,h4,n1,n2	d1,n1,n2	g1	g2

**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).

Arkansas Tech University

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?

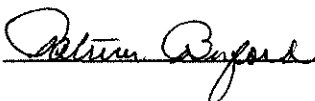
Attainment of course objectives will be evaluated by using the CPGE system and subsequent analysis.

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 is 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: Electrical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The proposed changes to the Mechanical Engineering curriculum regarding MCEG 4491 and MCEG 4492 require the coordination of instructors in a cross-listed (MCEG/ELEG 4202) course. The Electrical Engineering Department agrees to coordinate with the Mechanical Engineering department as required.	

Department Head Signature:   
Date: 7/20/15

**Arkansas Tech University**  
**REQUEST FOR COURSE DELETION**

TO:	Curriculum Committee
FROM (Initiating Department):	Mechanical Engineering
DATE SUBMITTED:	25 Jun 15

Title	Signature	Date
Department Head		25 Jun 15
Dean	Willy Hoefler	7-17-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/20/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) MCEG	Course Number: (e.g., 1003) 4493
If this course is cross-listed, list course subject and number. <input type="text"/>	Will the cross-listed course be deleted? <input type="radio"/> Yes <input checked="" type="radio"/> No
Official Catalog Title: Mechanical Design Project	
<b>(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)</b>	
Attach the Course Deletion Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .	
NOTE: This deletion will be effective in the May Mini Term (the last term) of the current catalog year.	

**Arkansas Tech University**

**Course Deletion**

**Assessment Form**

MCEG 4493

**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"


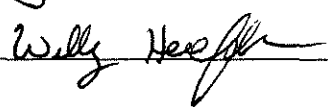

b. Explain the rationale for the course deletion.

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**

TO:	Curriculum Committee
FROM (Initiating Department):	<b>Mechanical Engineering</b>
DATE SUBMITTED:	20 Jul 15

Title	Signature	Date
Department Head		20 JUL 15
Dean		7-17-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/20/15
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	
<b>MCEG</b>	<b>1012</b>	
Is this course cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No <input style="width: 600px; height: 20px;" type="text"/>		
Official Catalog Title: <b>Introduction to Mechanical Engineering</b>		
Request to change: (check appropriate box):		
<input checked="" type="checkbox"/> Course Number	<input type="checkbox"/> Title	<input checked="" type="checkbox"/> Course Description
<input type="checkbox"/> Cross-Listing	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Co-requisite
<input type="checkbox"/> Grading	<input type="checkbox"/> Fee	
<input type="checkbox"/> Other	<input style="width: 600px; height: 20px;" type="text"/>	
<p><b>NOTES:</b> These changes will become effective in the Summer I Term of the new catalog year.          If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.</p>		

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 letters - this will display on the transcript)

no change

New Course Description:

An introductory lecture/lab course to acquaint students with the technical aspects of mechanical engineering and professional responsibility.

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, MATH 1914, or MATH 1203 or consent of 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.edu/assessment/>

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

**Arkansas Tech University**

**Course Change**

**Assessment Form**

MCEG1012

**Our Mission**

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

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

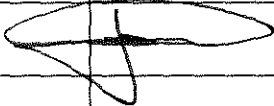
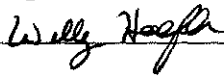

Not applicable

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

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 is very organized and effective.

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

TO:	Curriculum Committee
FROM (Initiating Department):	Mechanical Engineering
DATE SUBMITTED:	20 July 2015

Title	Signature	Date
Department Head		20 JUL 15
Dean		7-17-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/20/15
Vice President for Academic Affairs		

Program Title: Bachelor of Science in Mechanical Engineering (BSME)	Requested changes will be effective Summer I for next catalog year
<p>Outline change in program:</p> <ul style="list-style-type: none"> <li>(1) delete MCEG 4493</li> <li>(2) add MCEG 4491</li> <li>(3) add MCEG 4492</li> <li>(4) delete MCEG 1012</li> <li>(5) add MCEG 1011</li> <li>(6) add TECH 1001</li> </ul>	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>The proposed change involving MCEG 4491 &amp; MCEG 4492</p> <ul style="list-style-type: none"> <li>(1) does not affect the number of hours in the program</li> <li>(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.</li> <li>(3) does not affect faculty load as both courses are independent study. Therefore, these courses do not directly apply to faculty load.</li> <li>(4) does not affect the curriculum of any other department (although it does require some coordination with the Electrical Engineering department).</li> <li>(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.</li> </ul> <p>The proposed change involving MCEG 1011 and TECH 1001</p> <ul style="list-style-type: none"> <li>(1) does not affect the number of hours in the program</li> </ul>	

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

Arkansas Tech University

Proposal for Change in Program

Assessment Form

BSME - MCEG

MCEG 4491  $\frac{1}{2}$  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 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:

<b>MCEG 4491</b>	
<b>COURSE LEARNING OUTCOMES</b>	
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>MCEG 4492</b>	
<b>COURSE LEARNING OUTCOMES</b>	

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	B	C	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.



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

MCEG 1011 & TECH 1001

**Our Mission**

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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 is 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
College Student Personnel	<input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: *Linda Bean*  
Date: 7/16/15

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

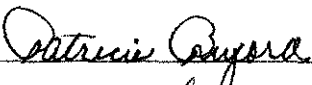
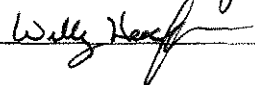
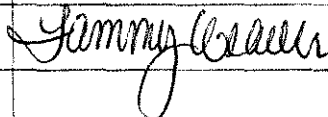
This form must be completed for every department affected by the course change.

Department Affected: Electrical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<b>Comments:</b> The proposed changes to the Mechanical Engineering curriculum regarding MCEG 4491 and MCEG 4492 require the coordination of instructors in a cross-listed (MCEG/ELEG 4202) course. The Electrical Engineering Department agrees to coordinate with the Mechanical Engineering department as required.	

Department Head Signature: Patricia Dwyer  
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		7/27/15
Dean		7-27-15
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/27/15
Vice President for Academic Affairs		

Program Title: Associate of Science in Nuclear Technology	Requested changes will be effective Summer I for next catalog year
<p>Outline change in program:</p> <ol style="list-style-type: none"> <li>1) Delete MCEG 1012: Introduction to Mechanical Engineering or ELEG 1012: Introduction to Electrical Engineering;</li> <li>2) Add MCEG 1011: Introduction to Mechanical Engineering or ELEG 1011: Introduction to Electrical Engineering; and</li> <li>3) Add TECH 1001: Orientation to the University.</li> </ol>	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <ol style="list-style-type: none"> <li>1) Does not affect the number of hours in the program;</li> <li>2) Affects only the College of Education (see attached letter of support); and</li> <li>3) Does not affect staffing or allocation of space.</li> </ol>	
<p>Attach the Change in Program Assessment Form. The form is located on the Assessment &amp; Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a></p>	
<p>If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a>.</p>	

Curriculum Matrix for Catalog  
Associate of Science in Nuclear Technology

<p>Freshman Fall Semester</p> <p>Add: 1) MCEG 1011: Introduction to Mechanical Engineering, or ELEG 1011: Introduction to Electrical Engineering; and 2) TECH 1001: Orientation to the University</p> <p>Delete: MCEG 1012: Introduction to Mechanical Engineering, or ELEG 1012: Introduction to Electrical Engineering;</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Arkansas Tech University  
Proposal for Change in Program  
Assessment Form

ELEG/MCEG 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/ELEG1011

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/ELEG1011

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, <sup>ELEG/</sup>mechanical <sup>electrical</sup> engineering faculty teaching TECH 1001 report that the course is 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.)

*Electrical/*  
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 (<sup>ELEG</sup>MCEG 1012) is being split into two courses (<sup>ELEG</sup>MCEG 1011 and TECH 1001) the assessment plan used in MCEG 1011 will follow the assessment plan of MCEG 1012.

*ELEG*

*ELEG*



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Registrar's Office

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

TO:	Curriculum Committee
FROM (Initiating Department):	Nursing
DATE SUBMITTED:	3/1/15

Title	Signature	Date
Department Head	<i>Rebecca Burris</i>	3-17-15
Dean	<i>J. W. Kotter</i>	2015 Mar 18
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Glenn</i>	3/24/15
Vice President for Academic Affairs		

Program Title: Nursing (BSN)	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) 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 Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www .atu.edu/assessment/</a>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

~~Fall Start~~ Curriculum Matrix for Catalog  
 Curriculum in Fall 15 2016-17

*Nursing* (enter title for program changing) *ESRD*

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: BIOL 3054 or BIOL 2054</p> <p>Delete:</p> <p>Total Hours: no change 16 hours</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

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

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does the program change fit with the university mission? This change will 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: <a href="#">Generic Employer Survey</a> <a href="#">Generic Graduate Survey, 1 yr</a>			

**Learning Objective: Licensure**

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

**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


<b>Means of Assessment</b>			
<b>Assessment Measure</b>	<b>Criterion for Success</b>	<b>Schedule</b>	<b>Active</b>
End Program Survey <b>Assessment Measure Category:</b> 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 <b>Assessment Measure Category:</b> Surveys and Interviews	80% of graduates will rate program satisfaction as extremely satisfied or satisfied on the BSN Graduate Survey.	Yearly	Yes
Employer Survey <b>Assessment Measure Category:</b> 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	This department x supports <input type="checkbox"/> does not support the change.
Comments:  The biology department supports nursing allowing the option of either BIOL 2054 or 3054.	

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



Date: 2-20-15

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MAR 20 2015

Registrar's Office

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

TO:	Curriculum Committee
FROM (Initiating Department):	Nursing
DATE SUBMITTED:	3/1/15

Title	Signature	Date
Department Head	<i>Patricia Burns</i>	3-17-15
Dean	<i>J. W. Rater</i>	2015 Mar 18
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>J. Wallace</i>	3/24/15
Vice President for Academic Affairs		

Program Title: Nursing (LPN to BSN)	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) 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 Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www .atu.edu/assessment/</a>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

~~Fall Start~~ Curriculum Matrix for Catalog  
 Curriculum in Fall 15 2016-17  
 (Nursing LPN to BSN )

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: BIOL 3054 or BIOL 2054</p> <p>Delete:</p> <p>Total Hours: no change 16 hours</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



**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 <input type="checkbox"/> does not support the change.
Comments:  The biology department supports nursing allowing the option of either BIOL 2054 or 3054.	

Department Head Signature: Charli Day

Date: 2-20-15

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MAR 20 2015

Arkansas Tech University

Registrar's Office

PROPOSAL FOR CHANGE IN PROGRAM

TO:	Curriculum Committee
FROM (Initiating Department):	Nursing
DATE SUBMITTED:	3/1/15

Title	Signature	Date
Department Head	<i>Debecca Burris</i>	3-17-15
Dean	<i>Jeff W. Rater</i>	2015 Mark
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Yvonne</i>	3/24/15
Vice President for Academic Affairs		

Program Title: Nursing (RN to BSN)	Requested changes will be effective Summer I for next catalog year
Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) 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 Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www .atu.edu/assessment/</a>	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .	
In the attached matrix, include requested changes in the matrix and include course number and title.	

# 2016-17 Catalog

## Nursing Curriculum for Registered Nurses

(RN to BSN)

### General Education Requirements

English Composition I, II (ENGL 1013, ENGL 1023)<sup>1</sup>  
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<sup>1</sup> (3 hours)  
Fine Arts & Humanities<sup>1</sup> (6 hours)  
U.S. History/Government<sup>1</sup> (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 Agreement<sup>2</sup>

Introduction to Professional Nursing (NUR 2023)  
Nutrition (NUR 2303)  
Nursing Skills<sup>1</sup> (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 RN to BSN*

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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: Program - Course Embedded Measure	Benchmark: ATU RN to BSN students will score 75% or higher on implementation of a planned community project.		Yes
Graduate Survey Assessment Measure Category: Surveys and Interviews	80% of students strongly agree or agree with student learning outcomes #1-5 on graduate survey.	yearly	Yes
End program survey	80% of students strongly agree or agree with student learning outcomes #1-5 on graduate survey.	semester	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			
Assessment Measure	Criterion for Success	Schedule	Active

Means of Assessment			
Assessment Measure	Criterion for Success	Schedule	Active
Formative: Career Maps  Assessment Measure Category: Program - Course Embedded Measure			Yes
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	This department x supports <input type="checkbox"/> does not support the change.
Comments:  The biology department supports nursing allowing the option of either BIOL 2054 or 3054.	

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



Date: 2-20-15