

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

I. Call to Order

II. New Business

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

2014-15 Curriculum Committee members are:

Newly Elected for 2 Year Term:

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

Completing Last Year of 2 Year Term:

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

Katie Frazier SGA members (ex officio)

Saul Pennington SGA members (ex officio)

B. Curricular Items

I. College of Arts and Humanities

A. Department of Behavioral Sciences

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

B. Department of History and Political Science

1. Add GEOG 3403, GIS II – Planning Applications, to the course descriptions;
2. Modify the Curriculum in History as follows: a) delete three hours of Elective; and b) add three hours of 3000-4000 level Geography Electives; and
3. Add the Curriculum in Anthropology and Geography.

II. College of Engineering and Applied Sciences

A. Department of Parks, Recreation, and Hospitality Administration

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

III. Announcements – Meeting Dates/Locations

IV. Adjournment

Arkansas Tech University  
Curriculum Committee Minutes

The Curriculum Committee met on Monday, August 25, 2014, at noon in Williamson Dining Room. The following are members of the committee:

Dr. Stan Lombardo (AH 2 year term)	Dr. Nina Goza (BA 1 year term)
Dr. Michael Benefield (BA 2 year term)	Dr. Mac Rainey (EAS 1 year term)
Dr. J. J. Mayo (ED 2 year term)	Dr. Shellie Hanna (ED 1 year term)
Dr. Cathi McMahan (EAS 2 year term)	Dr. Jackie Bowman (NH 1 year term)
Dr. Cathy Baker (NH 2 year term)	Dr. Jeremy Schwehm (PS 1 year term)
Ms. Jennifer Saxton (PS 2 year term)	Ms. Tammy Weaver (ex officio)
Dr. Stephanie Pepper (at large; 1 year term)	Ms. Katie Frazier SGA members (ex officio)
Dr. Diane Gleason (AH 1 year term)	Mr. Saul Pennington SGA members (ex officio)

Dr. Sherman Alexander represented Dr. Goza who is on medical leave. Dr. Schwehm and Mr. Pennington were absent. The following guests were present to answer questions regarding curriculum proposals: Dr. Peter Dykema, Dr. Joshua Lockyear, Dr. Joseph Swain, Dr. Jeff Woods, and Dr. Rebecca Wiewel. Ms. Brandi Tripp, Ms. Brittany Martin, and Ms. Alexis Scrimshire from the Registrar's Office were present.

Dr. Rainey called the meeting to order and asked for volunteers or nominations for the chair elect and secretary positions. Motion by Ms. Weaver, seconded by Dr. Lombardo, to elect Jennifer Saxton to the chair elect position. Motion approved. Dr. Hanna volunteered to serve as secretary.

OLD BUSINESS: No old business

NEW BUSINESS:

I. Curriculum Proposals

College of Arts and Humanities

A. Department of Behavioral Sciences

Motion by Dr. Lombardo, seconded by Dr. Gleason to approve the following proposals:

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

Motion approved.

B. Department of History and Political Science

Motion by Dr. Benefield, seconded by Ms. Saxton, to approve the following proposals:

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

Motion approved.

Bachelor of Arts in  
Cultural and Geospatial  
Studies

College of Engineering and Applied Sciences

A. Department of Parks, Recreation, and Hospitality Administration

Motion by Dr. Lombardo, seconded by Dr. Mayo, to approve the following proposals:

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

Motion approved.

- II. Announced the next meeting would be on Tuesday, September 23, at 3 p.m. in RPL 325.

Meeting adjourned at 12:39 p.m.

Tammy Weaver, Recording Secretary



**AGENDA**  
**FACULTY SENATE**  
**Tuesday, September 9, 2014**  
**3:00 p.m., Pendergraft 325**

- I. Call to Order
  - A. Approval of the minutes of the August 26, 2014, meeting
  
- II. New Business
  - A. Curricular items (see attached)
  - B. Online course evaluations
  - C. Phased retirement policy
  
- III. Old Business
  - A. Update on faculty webpages
  - B. Update on recreational facilities
  
- IV. Open Forum
  
- V. Announcements and Information Items
  
- VI. Adjournment

Minutes of  
THE FACULTY SENATE  
OF  
ARKANSAS TECH UNIVERSITY

The Faculty Senate met Tuesday, September 9, 2014, at 3:00 p.m. in Room 325 of the Ross Pendergraft Library and Technology Center. The following members were present:

Dr. Glen Bishop	Dr. Timothy Leggett
Dr. Carey Bosold	Dr. Kevin Mason
Dr. Marcel Finan	Dr. Johnette Moody
Dr. Marc Fusaro	Dr. Jason Patton
Mr. Ken Futterer	Dr. Michael Rogers
Mr. Neal Harrington	Dr. Rebecca Shopfner
Dr. Annette Holeyfield	Dr. Jack Tucci
Dr. Sean Huss	Dr. Dana Ward
Dr. Chris Kellner	Dr. David Ward

Dr. Molly Brant, Dr. Linda Kondrick, and Dr. Deborah Wilson were absent.  
Dr. John Watson, Dr. Jeff Woods, Dr. Joshua Lockyer, Dr. Joseph Swain,  
Mr. Wyatt Watson and Ms. Pat Chronister were visitors.

CALL TO ORDER

President Ward called the meeting to order and asked for a motion in regard to the minutes of the August 26, 2014, meeting.

APPROVAL OF  
MINUTES

Motion by Dr. Bishop, seconded by Dr. Kellner, to approve the minutes as distributed.  
Motion carried.

NEW BUSINESS:  
CURRICULAR  
ITEMS

President Ward asked the Senate to consider the curricular proposals by department, rather than voting to approve as a block.

Motion by Dr. Bishop, seconded by Mr. Futterer, to approve the following curricular proposals from the Department of Behavioral Sciences:

Department of Behavioral Sciences

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

Following the motion, Dr. Patton expressed concern over the change in the math requirement from College Algebra to College Math. He stated he was aware of the state law that now permits this change in curriculum requirements, but he did not agree with the trend of departments replacing College Algebra with College Math, and felt College Algebra should be a minimum requirement. Dr. Bishop responded that the Recreation and Park Administration program uses College Math as the general education math requirement, and he was very pleased with the outcome. He stated the course uses practical applications and true life uses for math, rather than strictly formulas and memorization. Dr. Patton agreed

that the course content was relevant and useful, but he did not feel it should replace College Algebra. Dr. Finan responded students pursuing the science areas need College Algebra, but for non-science majors, College Math was appropriate. Dr. Huss informed the Senate that the Behavioral Sciences faculty were involved in the decision and were originally reluctant to make the change. He stated, through a collaborative discussion with faculty in the Math department, the Behavioral Sciences faculty were able to present which math concepts were vital for their students to succeed in statistics, and the Math faculty were able to demonstrate the skills students would gain in College Math. Dr. Huss reported that the Behavioral Sciences faculty became convinced College Math was the more appropriate prerequisite for their general majors, but noted the students who plan to pursue advanced degrees will be directed to a higher level math course.

President Ward recognized Dr. John Watson, Vice President for Academic Affairs, and invited him to address the Senate. Dr. Watson reiterated that College Algebra has a place in the STEM areas, but stated courses that promote math literacy and quantitative thinking are more applicable to other academic majors. Mr. Futterer expressed satisfaction that both departments had done their due diligence, and called for the question.

Motion carried.

Motion by Mr. Futterer, seconded by Dr. Mason, to approve the following curricular proposals from the Department of History and Political Science:

#### Department of History and Political Science

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

President Ward noted the change to the name for the Cultural and Geospatial Studies degree, which was originally titled Anthropology and Geography. Dr. Jeff Woods, Dean of the College of Arts and Humanities, explained the program was renamed after it was determined the original name could cause confusion, but also because the department wanted to emphasize the inclusion of a GIS component in the program.

Motion carried.

Motion by Dr. Mason, seconded by Dr. Huss, to approve the following curricular proposals from the Department of Parks, Recreation, and Hospitality Administration:

#### Department of Parks, Recreation, and Hospitality Administration

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

## Motion carried.

ONLINE COURSE  
EVALUATIONS

President Ward recognized Mr. Wyatt Watson, Director of Institutional Research, and invited him to address the Senate regarding online course evaluations. Mr. Watson reported, for the spring 2014 semester, the Department of Math and the College of Engineering and Applied Sciences piloted fully online course evaluations for all courses which were selected to be evaluated. He stated in the spring 2013 semester while using paper evaluations, the participation rate was 70%, and the spring 2014 semester participation rate was 56% with fully online evaluations. Additionally, he noted the rate of substantive comments was 53%, once null or duplicate responses were removed. Mr. Watson reported the Deans and Department Heads had agreed to extend the pilot campus wide for the fall 2014 semester, and he invited comments and concerns from the senators.

Dr. Rogers asked for the rate of substantive comments in the spring 2013 semester. Mr. Watson responded he does not collect that data for paper evaluations, as approximately 35,000 sheets were distributed for spring 2013. He mentioned Dr. Patricia Buford, Associate Dean for Engineering, believed there were not only more comments from students, but the comments were of better quality and more value. Dr. Kellner inquired as to the window of time students are given for participation. Mr. Watson stated, for online evaluations, the evaluation opens once a course is 80% complete and closes when a course is 93% complete, which for a typical fall course allows approximately two weeks. Mr. Harrington questioned if a student who no longer attends the course but had not dropped the course would be able to complete an evaluation. Mr. Watson responded the students who are dropped with an "FE" for excessive absences prior to the evaluation opening date will not receive the evaluation, but students who have not dropped the course or received a grade of "FE" will receive the evaluation.

Mr. Watson stated Institutional Research would continue to send faculty a summary sheet for the fall and spring term, with all courses and comments on a single page. Dr. Fusaro noted the online course evaluation results are combined and display all responses and comments together by course, rather than being able to see the specific comments attached to an individual set of numeric ratings, which can at times provide perspective for the comments. Dr. Patton asked if the evaluations would be accessible on mobile devices. Mr. Watson answered the evaluations should be accessible from most smartphones.

Mr. Watson thanked the Senate and excused himself from the meeting.

PHASED  
RETIREMENT  
POLICY

Dr. Mason distributed a phased retirement policy from the University of Central Arkansas Board of Trustees which was implemented last year for the Senate's consideration. He stated his interpretation of the policy implied a positive impact for both the faculty members and the administration. He explained when older, tenured faculty members are undecided regarding retirement, but then decide at the end of an academic year not to return the following fall, it can create a hardship for the department to find a replacement on such short notice. Dr. Mason stated the phased retirement policy enables the university to better gauge and prepare for when faculty will be retiring by allowing faculty to voluntarily sign a phased retirement agreement, up to five years prior to retirement. He then described the benefit to the faculty member as reduced expectations for service and scholarship, allowing the faculty member to solely teach. Dr. Moody asked if she could present this to her department for feedback and continue a discussion at the next meeting. President Ward agreed, asking the senators to discuss this within their departments, and determine if there is sufficient interest to form a subcommittee to proceed.

OLD BUSINESS:  
FACULTY  
WEBPAGES

Dr. Fusaro reported the personalized faculty webpages, which were temporarily unavailable, are once again accessible at <http://faculty.atu.edu>. He stated all faculty members who have a webpage on this server were emailed instructions for adding the mandatory disclaimer to each webpage as a footer. Dr. Finan mentioned the disclaimer verbiage was lengthy and

asked if he could instead link to the disclaimer rather than fully displaying it on his webpage. He also mentioned the link to his personalized webpage on his departmental faculty page directs the visitor to a general listing of faculty webpages, rather than directly to his webpage. Dr. Fusaro responded he believed that was due in part to the disclaimer being displayed on the general listing of faculty webpages. Dr. Finan requested that he either be allowed to link directly to his faculty webpage and add the disclaimer verbiage, or continue to link to the general listing of faculty webpages, but not be required to display the disclaimer again on his own webpage. Dr. Fusaro stated he would submit Dr. Finan's requests to the subcommittee.

#### RECREATIONAL FACILITIES

Dr. Holeyfield reported the campus recreation subcommittee had toured the Hull building facilities, including the swimming pool area. She stated the subcommittee was in agreement that the facilities were lacking and the pool was beyond repair. Dr. Finan suggested the university instead build a new recreation facility. Mr. Harrington noted the limited hours Tech Fit is open for general use and reported he is no longer able to access the football stadium stands for running. Dr. Holeyfield responded that Tech Fit is an academic classroom and lab, serving as a simulated fitness facility for students, and was not built with the intention of serving as a campus recreational facility. Dr. Rogers stated a recreational facility that includes a swimming pool is not only a resource for the campus and community, but is also a recruitment tool to make an impression on prospective students. Dr. Holeyfield emphasized the strain that has been placed on the Hull building by having it serve as a facility for academics, the community, student services, and athletics simultaneously.

Dr. Finan asked Dr. Watson if it would be feasible to hire students during the winter break to allow Hull to remain at least partially open between semesters. Dr. Watson believed it would be possible and stated he was investigating additional recreational opportunities for students on weekends. Dr. Watson also mentioned the Student Government Association (SGA) had expressed an interest in pursuing a recreational facility, and even mentioned promoting a student fee to help fund it. Dr. Rogers encouraged the Senate to take advantage of the opportunity to work with the SGA, emphasizing the student voice would have as much or more weight than the voice of the faculty.

Motion by Mr. Futterer, seconded by Dr. Rogers, to charge the subcommittee with identifying long and short term goals for campus recreation.

President Ward asked the senators to survey their departments and send a list of goals and priorities to Dr. Moody to compile. Dr. Moody mentioned she had been asked to assist with the formation of the Staff Senate, and felt input from that body would be necessary as well.

Motion carried.

Dr. Watson thanked the Senate and excused himself from the meeting.

#### OPEN FORUM

President Ward announced Dr. Ivan Still, the Senate appointment to the Assessment Committee, had resigned from that committee. President Ward recommended Dr. Huss be appointed in the place of Dr. Still.

Motion by Mr. Futterer, seconded by Dr. Mason, to accept the appointment of Dr. Huss to the Assessment Committee. Motion carried.

Dr. Kellner stated he and Dr. Huss had been tasked to investigate the proportion of ATU students requiring remediation, based on a Senate discussion in the spring. He stated they were willing to perform an analysis to track students receiving remediation to determine how many of those students persist through graduation, but he was uncertain how receptive the administration would be to such an analysis. Dr. Kellner stated if he was confident the administration would use the resulting information, he and Dr. Huss would be willing to

invest time into a more in-depth analysis. Dr. Tucci encouraged Dr. Kellner and Dr. Huss to demonstrate to the administration areas in which the remediated students show improvement and areas in which those students do not improve.

Dr. Kellner suggested the Senate petition Dr. Bowen to consider the Faculty Handbook changes voted on and approved by the faculty in 2012. He reminded the senators the changes included restricting Senate membership to tenured faculty when feasible and eliminating the administrative appointments to the Senate. President Ward stated he and Dr. Lovely had visited with Dr. Bowen on these issues, but he felt the Senate should specifically ask her to address the changes. Dr. Kellner stated he would draft a statement to present to the senators at the October meeting.

Dr. Rogers asked if the Senate still had an interest in transitioning to an Honor Code University, noting the subcommittee had exhausted its resources and the next step would likely be for the Vice President for Academic Affairs or University President to take action. He also reminded the senators that a subcommittee at one time was revising the chronology of the promotion and tenure procedure in the Faculty Handbook, but no action had been taken for two years. Mr. Futterer expressed support for the Honor Code University, and asked that be placed back on the agenda. Dr. Rogers stated he would recirculate the work from the subcommittee. Mr. Futterer offered to rewrite the promotion and tenure chronology this term and present a draft to the Senate once completed.

Dr. Kellner described the current online course catalog matrix format as very difficult to use for both students and faculty. The Senate was informed this complaint was brought to Academic Affairs from the Deans and Department Heads over the summer, and Academic Affairs was in the process of reformatting the catalog to not only eliminate the current matrix format, but to also add course titles to the curricula. It was also noted, with the amount of reformatting necessary, the changes may not be reflected until the 2016-17 course catalog. Dr. Kellner expressed satisfaction the issue was being addressed, and did not want to pursue it any further.

#### ANNOUNCEMENTS/ INFORMATION ITEMS

Mr. Harrington distributed the 2014 exhibition schedule for the Norman Art Gallery.

Dr. Bishop announced the Hospitality program will once again be offering the weekly dinners during the fall semester, with reservations being accepted.

Dr. Bosold announced the Nursing Department would be conducting a “closed pod” drill on Friday at Tucker Coliseum. She explained that in the event of an act of bioterrorism, Arkansas Tech University would be a site that would dispense medicine and treatment, with priority given to students, faculty, staff and their families.

Dr. Rogers announced Constitution Day is September 17 and asked for student and faculty volunteers to participate in a public reading of the constitution at noon in the Doc Bryan courtyard.

Dr. Fusaro announced when the second quarter numbers for the ATU Business Index are released, Russellville will be the city showing the largest growth.

President Ward informed the Senate that the on-campus Counseling Center was a good resource toward which faculty can refer students.

#### ADJOURNMENT

The meeting adjourned at 4:31 p.m.

Respectfully submitted,



David W. Ward, Ph.D., President



Johnette Moody, DBA, Secretary

I. College of Arts and Humanities

A. Department of Behavioral Sciences

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

B. Department of History and Political Science

1. Add GEOG 3403, GIS II – Planning Applications, to the course descriptions;
2. Modify the Curriculum in History as follows: a) delete three hours of Elective; and b) add three hours of 3000-4000 level Geography Electives; and

3. Add the Curriculum in ~~Anthropology and Geography~~. *Cultural and Geospatial Studies.*

*has to have ADHE approval*

II. College of Engineering and Applied Sciences

A. Department of Parks, Recreation, and Hospitality Administration

1. Modify the Curriculum in Recreation and Park Administration Therapeutic Recreation Emphasis as follows: delete three hours of approved electives; add RP 3023, Camp Administration; delete Footnote 2 and change Footnote 3 to Footnote 2;
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## Pat Chronister

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**From:** Jana Crouch  
**Sent:** August 28, 2014 10:47 AM  
**To:** David Ward; Glen Bishop; Carey Bosold; Molly Brant; Dana Ward; Deborah Wilson; Marcel Finan; Annette Holeyfield; Jack Tucci; Chris Kellner; Linda Kondrick; Timothy Leggett; Marc Fusaro; Kevin Mason; Johnette Moody; Jason Patton; Rebecca Shopfner; mrogers6; Sean Huss; Ken Futterer; Neal Harrington; Pat Chronister  
**Subject:** Faculty Senate Agenda  
**Attachments:** Agenda for Sept 9 2014.doc

Senators,

Please see the attached agenda for the upcoming meeting on September 9 at 3:00pm in Pendergraft 325. Please add this meeting to your calendars and let Dr. Ward and I know if you will be unable to attend.

I apologize that the minutes are not yet ready to distribute. You will receive an additional email, prior to the September meeting, with the draft of the minutes from August.

Thank you!

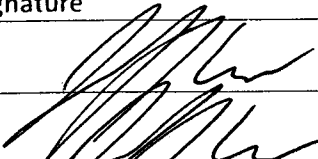
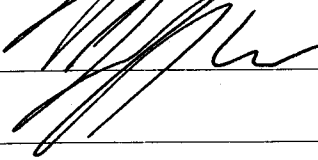

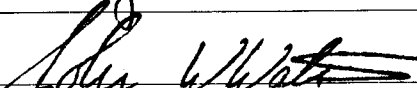
Jana Crouch  
Director of Academic Services  
Academic Affairs  
Administration 200  
479-880-4186 Office  
479-968-0644 Fax



**ARKANSAS TECH  
UNIVERSITY**

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

App CC 8/25/14  
App FS 9/9/14

TO:	Curriculum Committee	
FROM (Initiating Department):	Behavioral Sciences	
DATE SUBMITTED:	July 1, 2014	
Title	Signature	Date
Department Head		7/2/14
Dean		7/2/14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		7/25/14
Vice President for Academic Affairs		9/10/14

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

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

Elective

Major

Minor

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

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

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

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

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

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

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

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

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

# ✓ Cultural Resource Management

✓ ANTH2833-M01

Meeting time and place

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

~Thomas F. King

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

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

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

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

## ✓ Catalog Description

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

## Course Rationale

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

## Student Learning Objectives

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

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

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

## Assessment

Grades will be based on the following:

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

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

## Exams

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

## Assignments

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

## Semester Project

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

## Participation

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

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

### **Inclement Weather**

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

### **Special Needs**

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

### **Academic Honesty**

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

### **Other Information**

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

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

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

### **Course Schedule**

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

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

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

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

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

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

- Davis, Hester A.  
1990 *Training and Using Volunteers in Archeology: A Case Study from Arkansas*. Archeological Assistance Program, Technical Brief No. 9. National Park Service, Washington, DC.  
Available online at: <http://www.cr.nps.gov/archeology/pubs/techBr/tch9.htm>.
- Derry, Linda, and Maureen Malloy  
2003 *Archaeologists and Local Communities: Partners in Exploring the Past*. Society for American Archaeology, Washington, D.C.
- Dongoske, Kurt E., Mark Aldenderfer, and Karen Doehner (editors)  
2000 *Working Together: Native Americans and Archaeologists*. Society for American Archaeology, Washington, D.C.
- Hardesty, Donald, and Barbara J. Little  
2009 *Assessing Site Significance: A Guide for Archaeologists and Historians*. AltaMira Press, Lanham, Maryland.
- Hutt, Sherry  
1999 *Heritage Resource Law: Protecting the Archaeological and Cultural Environment*. Wiley and Sons, New York.
- Jameson, John H. (editor)  
1997 *Presenting Archaeology to the Public: Digging for Truths*. AltaMira Press, Walnut Creek, California.
- King, Thomas F.  
2002 *Thinking about Cultural Resource Management: Essays from the Edge*. AltaMira Press, Walnut Creek, California.  
2003 *Places that Count: Traditional Cultural Properties in Cultural Resource Management*. AltaMira Press, Walnut Creek, California.
- Little, Barbara J. (editor)  
2002 *Public Benefits of Archaeology*. University Press of Florida, Gainesville.
- McManamon, Francis P., and Alf Hatton (editors)  
1999 *Cultural Resource Management in Contemporary Society*. Routledge, New York.



Arkansas Tech University

Course Addition

Assessment Form

ANTH 2833

**Our Mission**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*ANTH 4443. Cultural Resource Management I*

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

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

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

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

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

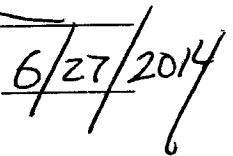
This form must be completed for every department affected by the course change.

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

Department Head Signature:



Date:



APPEL 8/25/14  
 APPEALS 9/9/14

RECEIVED  
 MAY 29 2014

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

Registrar's Office

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

Title	Signature	Date
Department Head	<i>[Signature]</i> <i>On behalf of BEHAV</i>	5-29-14
Dean	<i>[Signature]</i>	5-29-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	6/11/14
Vice President for Academic Affairs	<i>[Signature]</i>	9/10/14

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

MAY 29 2014

Registrar's Office

New Course Number: (e.g., 1003)  
\_\_\_\_\_New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)  
\_\_\_\_\_Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)  
\_\_\_\_\_New Course Description:  
\_\_\_\_\_

New Cross List:

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

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

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

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

New Co-requisite (list all, as you want them to appear in the catalog):  
\_\_\_\_\_ Elective Major Minor

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

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

**Arkansas Tech University**

**Course Change**

**Assessment Form**

Psy/Soc 2053

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- Provide an answer for each question. Your answers are to be typed single spaced.
- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
  - b. Provide an example or examples of student learning assessment evidence which supports the course change. Data gathered in Institutional Research indicates that for first time degree seeking students from 2007/8 to 2010/11, 77.9% were successful in MATH 1003 while 68.8% were successful in MATH 1113. Students who took the remedial course MATH 0903 were also about 10% more successful in MATH 1003 than they were in MATH 1113. Math department analyses of preparation for statistics indicate that MATH 1003, with an emphasis on applied skills and with a specific introductory section on statistics, would be better preparation for higher level statistics courses.

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

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

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

Department Head Signature: *Juan Lopez*

Date: 5/14/14



app CC 8/25/14 RECEIVED  
 app FS 9/9/14 MAY 29 2014  
 Catalog 10/22/14 Registrar's Office

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

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

Title	Signature	Date
Department Head	<i>[Signature]</i> <sup>On behalf of Dept. Dept.</sup>	5-29-14
Dean	<i>[Signature]</i>	5/29/14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	6/11/14
Vice President for Academic Affairs	<i>[Signature]</i>	9/10/14

Program Title: Curriculum in Psychology Curriculum in Rehabilitation Science Curriculum in Sociology Curriculum in Criminal Justice	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)	
Change the mathematics requirement (Math 1113 or Higher) to <b>Mathematics</b> <sup>1,T</sup> (Math 1003, Math 1113 or Higher)	
What impact will the change have on staffing, on other programs and space allocation? Given the large number of students in these programs, it may require more sections of Math 1003.	
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>	

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

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

MAY 29 2014

Registrar's Office

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

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

MAY 29 2014

Registrar's Office

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

RECEIVED

MAY 29 2014

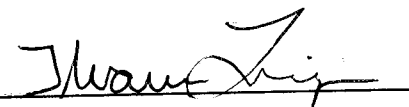
Registrar's Office

**Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM**

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

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

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



Date: 5/14/14

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

app CC 8/25/14  
app FS 9/9/14

TO:	Curriculum Committee	
FROM (Initiating Department):	History and Political Science	
DATE SUBMITTED:	July 1, 2014	
Title	Signature	Date
Department Head	<i>Peter Dykeman</i>	7-1-14
Dean	<i>[Signature]</i>	7-2-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Gammy Wallace</i>	7/25/14
Vice President for Academic Affairs	<i>John White</i>	9/10/14

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

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

Elective

Major

Minor

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

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

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

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

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

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

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

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

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

additional use for this program.

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

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



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

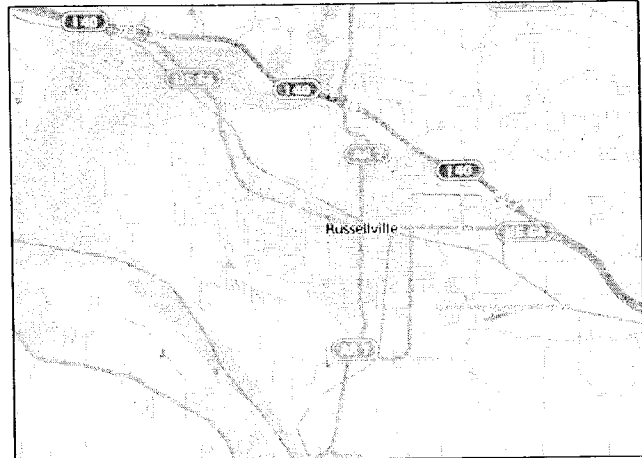
Instructor: Dr. Joseph Swain  
Office Phone: 479-880-4287  
Email: [jswain@atu.edu](mailto:jswain@atu.edu)

Office Hours: TBA  
Office: Witherspoon 244A

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

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

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



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

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

**Course Objectives:**

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

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

**Assessment:**

10% = Participation

20% = Lab Tutorials

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

30% = Final Project Maps/Write-Up

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

**Assignments:**

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

**Attendance:**

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

**Academic Misconduct:**

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

**Students with Disabilities:**

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

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

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

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

**Course Schedule:**

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Week 1

Chapter 1-6

Review/Coordinate Systems

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

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

Course Addition

Assessment Form

GEOG 3403

**Our Mission**

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

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

- a. How does this course fit with the university mission?  
Geographic Information Systems is a core area of Geography and – provided the program is approved – will serve as a key component for a combined Bachelor of Arts in Anthropology and Geography. Please see degree proposal for a more comprehensive statement of support for the university mission. GEOG 3403 specifically addresses scholastic development in expansion of innovative programs.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- c. Provide up to three student learning outcomes students will achieve after completing this course?  
Course Learning Objectives:  
1. Students will learn advanced capabilities of GIS, including raster analysis, editing, and geoprocessing using GIS software on a desktop PC.  
2. Students will use GIS to solve practical spatial problems that mirror the technical challenges commonly faced by career GIS professionals in the typical planning department.  
3. Students will analyze human-environment relationships during the planning process, including related impact of settlement on the natural environment, urban land-use, and regional socio-economic differentiation.
- d. What assessment tool or measure will you use to assess student learning?  
Students will complete lab-tutorials, four case-study projects, and an end-of-semester planning report. Please see answer "e" for further details.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning?  
Students will be responsible for completing chapter lab tutorials for 20% of the course grade.  
Students will complete four mini-projects in response to a specified planning case study. These projects will focus on Urban Land Use Analysis, Transportation and Utility Networks, Land-Parcel Input & Editing, and Zoning Application Generation and Review.

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

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

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

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

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

GEOG 3303 – GEOGRAPHIC INFORMATION SYSTEMS

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

GEOG 3309 – GIS IN PRACTICE: ENVIRONMENTAL APPLICATIONS

GEOS 3023 – Introduction to Cartography

GEOS 3543 – Geospatial Applications and Information Science

GEOS 3553 – Spatial Analysis Using ArcGIS

GEOS 3593 – Introduction to Geodatabases

GEOS 440V – Internship in GIS & Cartography

GEOS 4523 – Computer Mapping

GEOS 4553 – Introduction to Raster GIS

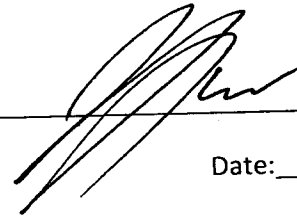
It is clear from comparative analysis that Arkansas Tech University does not currently have the personnel or resources to compete with UCA's GIS certification program or The University of Arkansas Geosciences program to produce specialized Geospatial Analysts. Instead, we have a unique opportunity to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

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

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

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

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



Date: 6-27-14

app CC 8/25/14  
 app FS 9/9/14  
 Catalog 10/22/14

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

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

Title	Signature	Date
Department Head	<i>Peter J. Dykeman</i>	7-1-14
Dean	<i>[Signature]</i>	7-2-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jammy Wallace</i>	7/25/14
Vice President for Academic Affairs	<i>John White</i>	9/10/14

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



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

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

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

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

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

**Our Mission**

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

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

- a. How does the program change fit with the university mission?  
The proposed change to the requirements for the degree in history reflects the University's dedication "to nurturing scholastic development" of its students (ATU Mission Statement). The addition of the upper-division geography course will enhance the students' "historical reasoning and knowledge of the past" by expanding their "understanding of the development of human society and culture, as well as the interrelationships between causation and change" (B.A. History Assessment Plan).
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NOT APPLICABLE
- c. How will the program change impact learning for students enrolled in this program?  
The change will impact students by replacing three (3) hours of elective credit with three hours of upper-division geography credit. The addition of the upper-division geography credit will expand the students' understanding of history by improving their grasp of human culture and society through the application of geographic literacy.
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?  
While enrolled in HIST 4963: Senior Seminar, students will complete a history content exam, as well as an independent research project, both of which will draw upon their historical knowledge and their geographic literacy. These projects will also reflect their understanding of changes in culture and society over time as they relate to specific geographic locations.
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program.  
Students in department courses are unable to adequately identify on a map the location of important historical events. History professors unanimously agree this is a widespread weakness in the curriculum. Moreover, forty-five percent of students in sample American History courses scored a D or below on final-exam map identifications. Thirty-five percent failed that portion of the exam altogether. These items specifically target locations where the United States had been directly involved in important military or political intervention

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

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

## History B.A. – Assessment Plan

### Objective 1, Content:

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

#### Assessment Measures – Objective 1:

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

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### Objective 2, Skills – Methodology:

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

#### Assessment Measures – Objective 2:

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

---

### Objective 3, Skills – Analysis:

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

#### Assessment Measures – Objective 3:

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

Objective 4, Skills – Communication:

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

Assessment Measures – Objective 4:

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

Objective 5, Skills – Thesis:

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

Assessment Measures – Objective 5:

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

Objective 6, Skills – Research:

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

Assessment Measures – Objective 6:

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

Objective 7, Skills – Citation:

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

Assessment Measures – Objective 7:

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

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Objective 8, Application:

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

Assessment Measures – Objective 8:

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

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Objective 9, Attitudinal:

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

Assessment Measures – Objective 9:

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

# memo

app CC 8/25/14  
app FS 9/9/14

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

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

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

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

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**Arkansas Tech University  
PROPOSAL FOR NEW PROGRAM**

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

Title	Signature	Date
Department Head	<i>Peter Dyer</i>	7-1-14
Dean	<i>[Signature]</i>	7-7-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	7/25/14
Vice President for Academic Affairs	<i>[Signature]</i>	9/10/14

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

**Arkansas Tech University  
PROPOSAL FOR NEW PROGRAM**

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

Title	Signature	Date
Department Head	<i>Peter Daykin</i>	7-1-14
Dean	<i>[Signature]</i>	7-7-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	7/25/14
Vice President for Academic Affairs		

Program Title: Bachelor of Arts in Anthropology and Geography	CIP Code: 45.0799
Contact Person: Dr. Joseph Swain Assistant Professor of Geography Department of History and Political Science Arkansas Tech University 407 West Q Street, Witherspoon Suite 255 Russellville, AR 72801 jswain@atu.edu 479-880-4287	Proposed Date: 8/18/2015 (Fall 2015)

**Program Summary:**  
Faculty in Geography and Anthropology believe there is an excellent opportunity for collaboration to provide a new combined *Bachelor of Arts in Anthropology and Geography*. With a focus on cultural resources management and geographic analysis within a regional context, this proposed degree will allow students to successfully analyze spatial and cultural

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

**Proposed Catalog Description**  
**Bachelor of Arts in Anthropology and Geography**  
**Cultural and Geospatial Studies**

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

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

Majors in this program are also required to take six hours of beginning language courses or obtain the appropriate waiver for high school language study.

**Course Additions**

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

**Proposed Cost**

This program requires no additional resources not already in use.

**Faculty Resources**

No additional faculty will be required for this degree.

**Library Resources**

No additional library resources will be required for this degree.

**Facilities and Equipment**

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

# Amended

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

## Proposed Catalog Description Bachelor of Arts in Anthropology and Geography

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

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### Proposed Cost

This program requires no additional resources not already in use.

### Faculty Resources

No additional faculty will be required for this degree.

### Library Resources

No additional library resources will be required for this degree.

### Facilities and Equipment

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

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

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

**Need for the Program:**

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

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

**Letters**

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

**Surveys**

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

**Verbal Confirmation, Letter in Route**

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

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

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

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

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

Source: O\*NET Jobs Database

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

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

# AMENDED

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

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

## Curriculum Outline by Semester

### Cultural and Geospatial Studies

Curriculum in Anthropology and Geography					
Degree Completion Plan Beginning in Fall Semester					
Freshman			Sophomore		
Fall	Spring		Fall	Spring	
ENGL 1013	3	ENGL 1023	3	PHIL 2003*	3
MATH 1003	3	Lab Science	4	Fine Arts/Humanities	3
HIST 1903*	3	GEOG 2013	3	ANTH 2003	3
TECH 1001	1	Elective	6	HIST 2203	3
ANTH 1213	3		Elective Beg Lang I	3	Beg Lang II
Elective	2				
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>16</b>	<b>Total Hours</b>	<b>15</b>

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

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

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



# Amended

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

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

## Curriculum Outline by Semester

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

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

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

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

# AMENDED

## Cultural and Geospatial Studies

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

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

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

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

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

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

List New Courses (Please attach New Course Proposals):

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

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

General Education Courses Specified for this Program:

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

Major Courses:

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

(ANTH 3403 – Ethnographic Methods and ANTH 3243 – Seminar in Anthropology  
 OR

GEOG 3403 – GIS II: Planning Applications and GEOG 4983 – Geography Seminar)

Amended

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

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

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

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

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

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

List New Courses (Please attach New Course Proposals):

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

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

General Education Courses Specified for this Program:

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

Major Courses:

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

(ANTH 3403 – Ethnographic Methods and ANTH 3243 – Seminar in Anthropology

OR

GEOG 3403 – GIS II: Planning Applications and GEOG 4983 – Geography Seminar)

# AMENDED

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

Twenty-One

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

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

Program Admission Requirements: Same as admission requirements to university.

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

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

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

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

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

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

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

Total number of faculty required (existing and new)

Five existing faculty required; no new faculty needed.

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

N/A

Amended

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

Twenty-one

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

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

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

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

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

Total number of faculty required (existing and new)

Five existing faculty required; no new faculty needed.

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

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

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

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

Program Admission Requirements: Same as admission requirements to university.

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

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

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

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

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

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

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

Total number of faculty required (existing and new)

Five existing faculty required; no new faculty needed.

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

N/A

**Description of Resources**

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

**Current Library and instructional facilities**

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

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

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

Include:

New administrative costs: N/A

New faculty: N/A

New library resources and costs: N/A

New/renovated facilities and costs: N/A

New instructional equipment and costs: N/A

Distance delivery costs: N/A

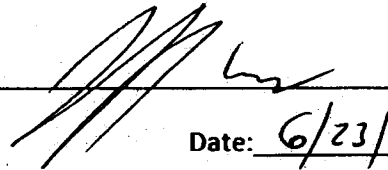
Other new costs: N/A

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

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

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

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



Date: 6/23/14





The Department of  
**Arkansas  
Heritage**

Mike Beebe  
Governor

Martha Miller  
Director

Arkansas Arts Council

Arkansas Natural Heritage  
Commission

Delta Cultural Center

Historic Arkansas Museum

Mosaic Templars  
Cultural Center

Old State House Museum



**Arkansas Historic  
Preservation Program**

323 Center Street, Suite 1500

Little Rock, AR 72201

(501) 324-9880

fax: (501) 324-9184

tdd: (501) 324-9811

e-mail:

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

website:

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

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June 2, 2014

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

Dear Dr. Woods,

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

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

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

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

Sincerely,

Frances "Missy" McSwain

Director, Arkansas Historic Preservation Program  
Deputy State Historic Preservation Officer



# ARKANSAS ARCHEOLOGICAL SURVEY

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

May 16, 2014

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

Dear Professor Swain,

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

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

#### Research Stations:

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

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

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

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

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

Sincerely,



George Sabo III

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



College of Humanities & Social Sciences  
Department of Geography & Anthropology

June 6, 2014

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

Dear Dr. Woods,

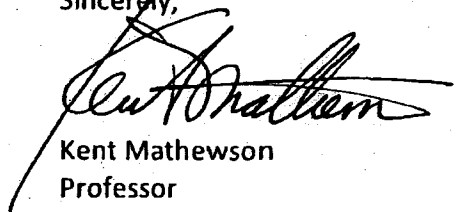
I am writing in support of Dr. Joseph Swain's proposed Bachelor of Arts degree in Anthropology and Geography. As you know, the current academic climate requires clear demonstration of both student and employer demand for any new program of study. The burden of this necessary requirement – while important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

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

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

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

Sincerely,



Kent Mathewson  
Professor



June 3, 2014

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

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

Dear Dr. Swain,

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

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

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

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

Sincerely,

A handwritten signature in cursive script that reads "Bill Eaton".

Bill Eaton, Mayor  
City of Russellville

BE/caw



June 12, 2014

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

Re: Support for Bachelor of Arts in Anthropology and Geography

Dear Dr. Swain,

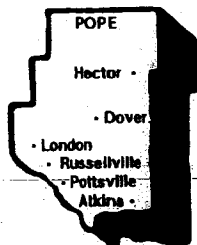
As a prospective employer I would like to express my support for the New Program Degree Proposal to the Arkansas Department of Higher Education to create a *Bachelor of Arts in Anthropology and Geography* at Arkansas Tech University. I believe this type of degree program would produce graduates with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

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

Sincerely,



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



## JIM ED GIBSON

Pope County Judge

100 West Main Street

Russellville, Arkansas 72801

Phone: 479-968-7487

Fax: 479-967-6874

June 4, 2014

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

Dear Doctor Swain:

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

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

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

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

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

Yours very truly,

Jim Ed Gibson  
Pope County Judge





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

06/18/2014

To whom it may concern,

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

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

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

Sincerely,

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

## Joseph Swain

---

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

Dear Dr. Swain,

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

With best wishes, I remain,

Sincerely,

Bill Worthen

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

## Employer Needs Survey Form

Date: 21 May 2014

Institution: Arkansas Tech University

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

Proposed Degree Program: Bachelor of Arts in Anthropology and Geography

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

Employer PLANNING DEPARTMENT CITY OF LITTLE ROCK Type of company GOVERNMENT  
 Contact Person WALTER MALONE Position Title PLANNING TECHNICAL PLANNING MANAGER  
 Email \_\_\_\_\_ Telephone number 501-371-4790

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

(provide name of employee & email)

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

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

15. How will this proposed degree program benefit your local community, the state, region or nation?  
GIVE SOURCE OF LOCAL EMPLOYEE (POSITION)

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

## Employer Needs Survey Form

Date: 21 May 2014

Institution: Arkansas Tech University

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

Proposed Degree Program: Bachelor of Arts in Anthropology and Geography

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

Employer: City of Bentonville Type of company: Municipal Government  
 Contact Person: T Ray Galloway Position Title: Community & Economic Dev Director  
 Email: tgalloway@bentonvillear.com Telephone number: 479-271-3126

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

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

15. How will this proposed degree program benefit your local community, the state, region or nation?  
Provide an in-state source of educated / degreed, qualified individuals.
16. Provide any additional comments about the proposed degree program.  
Let us know how we can assist with the program.

## Joseph Swain

---

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

### Response Details

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

### Geo Coding

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

### Employer:

Southeast Arkansas Regional Planning

### Type of company:

Metropolitan Planning Organization - Nonprofit

### Contact Person:

Larry Reynolds

### Position Title:

Executive Director

### Email Address:

[larryreynolds@cablelynx.com](mailto:larryreynolds@cablelynx.com)

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

Unable to due to organizational structure and bylaws.

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

Yes, online preferred.

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

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

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

Unsure of time constraints.

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

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

## Joseph Swain

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

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### Response Details

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

### Geo Coding

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

### Employer:

Central Arkansas Transit Authority

### Type of company:

Public Transit

### Contact Person:

Josh Crawford

### Position Title:

Human Resources Manager

### Email Address:

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



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

3

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

No

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

Any of those would be helpful for working adults.

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

Internship could be possible

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

Possibly

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

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

**Joseph Swain**

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

**Response Details**

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

**Geo Coding**

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

**Employer:**

Metroplan

**Type of company:**

Council of governments

**Contact Person:**

Jim McKenzie

**Position Title:**

Executive director

**Email Address:**

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

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

Any other skills needed:

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

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

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

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

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

## Joseph Swain

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

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### Response Details

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

### Geo Coding

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

### Employer:

Urban Planning Associates, Inc.

### Type of company:

Urban Planning Consultancy

### Contact Person:

James Walden, AICP

### Position Title:

President

### Email Address:

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

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

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

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

Internships

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

Yes

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

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

Any other skills needed:

## Joseph Swain

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

### Response Details

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

### Geo Coding

Employer:

Washington County, AR Planning Department

Type of company:

Local Government

Contact Person:

Juliel Richey

Position Title:

Planning Director

Email Address:

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

Phone Number:

4794441724

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

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

yes

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

internship might be possible depending on details

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

possibly- depending on time requirements

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

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

Any other skills needed:

## Joseph Swain

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

### Response Details

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

### Geo Coding

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

### Employer:

Arkansas State Highway and Transportation Department

### Type of company:

Government

### Contact Person:

Carla Edwards

### Position Title:

Personnel Staff Coordinator

### E mail Address:

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



unknown

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

No

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

online

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

possible internship

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

Not at this time

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

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

## Joseph Swain

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

### Response Details

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

### Geo Coding

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

### Employer:

Arkansas Highway & Transportation Department

### Type of company:

Highway planning and construction

### Contact Person:

Diana Wilks

### Position Title:

Section Head, Cultural Resources

### Email Address:

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

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

No

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

Yes, online.

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

Possibly intern.

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

Yes

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

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

## Joseph Swain

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

### Response Details

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

### Geo Coding

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

### Employer:

Arkansas State Highway and Transp. Department - Environmental

### Type of company:

Transportation Infrastructure

### Contact Person:

Robert A. Fuhler

### Position Title:

Environmental GIS Section Head

### Email Address:

Robert.Fuhler@Arkansashighways.com

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

Approximately 5 - 10.

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

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

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

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

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

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

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

Yes

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

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

## Joseph Swain

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

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### Response Details

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

### Geo Coding

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

### Employer:

Arkansas Geographic Information Office

### Type of company:

State Government Agency

### Contact Person:

Shelby Johnson

### Position Title:

State Geographic Information Officer

### Email Address:

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

NA

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

NA

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

Not at this time.

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

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

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

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

Arkansas Tech University

Proposal for New Program Assessment Form

**Our Mission**

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

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

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

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

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

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



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

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

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

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

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

ADHE's list of approved programs indicate that a BA in Anthropology is offered at The University of Arkansas Fayetteville and the University of Arkansas at Little Rock. This list also confirms a BA in Geography at The University of Central Arkansas and the University of Arkansas Fayetteville. No college in Arkansas provides a combined BA in Anthropology and Geography. The following universities offer a combined anthropology/geography degree:

- California Polytechnic State University, San Luis Obispo, California
- Towson University, Towson, MD
- The University of Aberdeen, Scotland, UK
- The University of Southern Maine, Portland, ME

Office of Assessment and Institutional Effectiveness (2014)

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

The following universities feature combined anthropology and geography departments:

Clarion University, Clarion, PA  
Indiana State University, Terre Haute, IN  
Kennesaw State University, Kennesaw, GA  
Louisiana State University, Baton Rouge, LA  
Pierce College, Woodland Hills, CA  
The University of Nebraska, Lincoln, NE  
The University of Wisconsin-Eau Claire

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

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

Office of Assessment and Institutional Effectiveness (2014)

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

The following universities feature combined anthropology and geography departments:

Clarion University, Clarion, PA  
Indiana State University, Terre Haute, IN  
Kennesaw State University, Kennesaw, GA  
Louisiana State University, Baton Rouge, LA  
Pierce College, Woodland Hills, CA  
The University of Nebraska, Lincoln, NE  
The University of Wisconsin-Eau Claire

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

app CC 8/25/14  
 app FS 9/9/14  
 Catalog 10/22/14

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

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

Title	Signature	Date
Department Head	Cathi McMahon	6/27/14
Dean	Wally Hoyle	6-28-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	Stacy	8/15/14
Vice President for Academic Affairs	John W. Waters	9/10/14

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

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

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



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

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



app CC 8/25/14  
 app FS 9/9/14  
 catalog 10/22/14

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

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

Title	Signature	Date
Department Head	Catlin McMahan	6/27/14
Dean	Willy Hoefler	6-28-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	George	8/15/14
Vice President for Academic Affairs	John White	9/10/14

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

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

Fall Start Curriculum Matrix for Catalog Curriculum in <u>Recreation Administration Emphasis Changing to Sport Recreation Management Emphasis</u> (enter title for program changing )	
Freshman Fall Semester: No change from Recreation Administration  Add/Change:  Delete:  Total Hours:	Freshman Spring Semester: : No change from Recreation Administration  Add/Change:  Delete:  Total Hours:
Sophomore Fall Semester  Add/Change: Fine Arts & Humanities  Delete: Approved Elective  Total Hours:	Sophomore Spring Semester  Add/Change: Fine Arts & Humanities  Delete: Approved Elective  Total Hours:
Junior Fall Semester  Add/Change: RP 3763  Delete: Fine Arts & Humanities  Total Hours:	Junior Spring Semester  Add/Change: RP 3793  Delete: Fine Arts & Humanities  Total Hours:
Senior Fall Semester  Add/Change: Approved Elective  Delete: PE 4103  Total Hours:	Senior Spring Semester:  Add/Change: RP 4753  Delete: Approved Elective (3 hour)  Total Hours:

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

**Our Mission**

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

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

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

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

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

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

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

**General Education**

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

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

Students who earn degrees at ATU will be able to:

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

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

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

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

## Recreation & Park Accreditation

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

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

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

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

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

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

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

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

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

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

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

### **The Professional Core**

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

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

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

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



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

**Table 1**

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

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

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

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

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

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

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

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

Certified Park and Recreation Professionals (CPRP)

Certified Therapeutic Recreation Specialist (CTRS)

Certified Playground Safety Inspector (CPSI)

Certified Interpretive Guide (CIG)

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

RP 1011 Sport Hunting: Arkansas Hunter Education

RP 1021 Boating Education: Arkansas Boating Safety

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

S-190 Introduction to Fire Behavior;

S-110 Wildland Fire Suppression Orientation;

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

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

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

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

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



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

I. Call to Order and Approval of Minutes

II. New Business

A. Curricular Items

I. College of Arts and Humanities

A. Department of Art

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

B. Department of English and World Languages

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

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

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

## II. College of Engineering and Applied Sciences

### A. Department of Agriculture

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

### B. Department of Emergency Management

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

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

### III. College of Natural and Health Sciences

#### A. Department of Biological Sciences

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

#### B. Department of Physical Sciences

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

Arkansas Tech University  
Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, September 23, 2014, at 3 p.m. in RPL 325. The following are members of the committee:

Dr. Stan Lombardo (AH 2 year term)	Dr. Nina Goza (BA 1 year term)
Dr. Michael Benefield (BA 2 year term)	Dr. Mac Rainey (EAS 1 year term)
Dr. J. J. Mayo (ED 2 year term)	Dr. Shellie Hanna (ED 1 year term)
Dr. Cathi McMahan (EAS 2 year term)	Dr. Jackie Bowman (NH 1 year term)
Dr. Cathy Baker (NH 2 year term)	Dr. Jeremy Schwehm (PS 1 year term)
Ms. Jennifer Saxton (PS 2 year term)	Ms. Tammy Weaver (ex officio)
Dr. Stephanie Pepper (at large; 1 year term)	Ms. Katie Frazier SGA members (ex officio)
Dr. Diane Gleason (AH 1 year term)	Mr. Saul Pennington SGA members (ex officio)

Dr. Sherman Alexander represented Dr. Goza who is on medical leave. Dr. Schwehm, Dr. Baker, Ms. Frazier, and Mr. Pennington were absent. The following guests were present to answer questions regarding curriculum proposals: Dr. Charlie Gagen, Dr. James Musser, Dr. Eric Lovely, Dr. Dawn Ward, Dr. Carl Brucker, Ms. Beth Gray, and Ms. Jamie Earls. Ms. Brandi Tripp, Ms. Brittany Martin, and Ms. Alexis Scrimshire from the Registrar's Office were present.

Dr. Rainey called the meeting to order and asked for approval of minutes. Motion by Dr. Lombardo, seconded by Ms. Saxton, to approve the minutes.

OLD BUSINESS: No old business

NEW BUSINESS:

Curriculum Proposals

Motion by Dr. Bowman, seconded by Dr. Lombardo, to amend the order of the agenda to allow the proposals from the College of Natural and Health Sciences be moved to the first item of consideration. Motion approved.

I. College of Natural and Health Sciences

A. Department of Biological Sciences

Motion by Dr. Gleason, seconded by Dr. Lombardo, to consider all proposals from the Department of Biological Sciences. Motion approved.

Motion by Dr. Hanna, seconded by Ms. Saxton, to approve the following proposals. Motion failed. Motion by Dr. Gleason, seconded by Dr. Lombardo to approve all proposals from the Department of Biological Sciences and proposal for PHSC 1004 from the Department of Physical Sciences because it is cross-listed with BIOL 1004. Motion approved.

1. Add BIOL 2054, Microbiology for Health Sciences, to the course descriptions;

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

B. Department of Physical Sciences

Motion by Dr. Bowman, seconded by Dr. Lombardo, to approve proposal number 2.  
Motion approved.

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

II. College of Arts and Humanities

A. Department of Art

Motion by Dr. Bowman, seconded by Dr. Lombardo, to consider all proposals from the Department of Art. Motion approved.

Motion by Dr. Bowman, seconded by Dr. Lombardo, to approved the following proposals. Motion approved.

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

6. Modify the Curriculum in Graphic Design as follows: delete TECH 1001, Orientation to the University; add ART 1001, Introduction to Art; add ART 3001, Sophomore Review; and delete one hour of elective.

B. Department of English and World Languages

Motion by Dr. Bowman, seconded by Dr. Gleason, to consider all proposals from the Department of English and World Languages. Motion approved.

Motion by Dr. Lombardo, seconded by Dr. Hanna, to approved the following proposals. Motion approved.

1. Add ENGL 3183, Studies in Television, to the course descriptions;
2. Modify the Curriculum in World Languages (BA Degree with Concentration in Spanish) as follows: a. Replace SPAN 3143, Study Abroad or SPAN 3163, Community Internship Experience, SPAN 4003, Oral Communication, and SPAN 4203, Short Story, with 9 hours of upper division Spanish electives; b. delete the requirement to take the Oral Proficiency Interview (OPI); and c. delete Footnote 5 requiring the OPI;
3. Modify the Curriculum in Foreign Language with Concentration in Spanish for Teacher Licensure as follows: Replace SPAN 3143, Study Abroad or SPAN 3163, Community Internship Experience, and SPAN 4203, Short Story, with 6 hours of upper division Spanish electives;
4. Modify the Minor in Film Studies as follows: add ENGL 3183, Studies in Television, to the list of courses that may be used to complete the required 18 hours.

III. College of Engineering and Applied Sciences

A. Department of Agriculture

Motion by Ms. Saxton, seconded by Dr. Bowman, to consider all proposals from the Department of Agriculture. Motion approved.

Motion by Dr. Benefield, seconded by Dr. Lombardo, to approved the following proposals. Motion approved.

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

Electives; and b) add AGBU 4793, Senior Seminar in Agriculture Business; Note the options total hours will be 122 hours.

B. Department of Emergency Management

Motion by Dr. Hanna, seconded by Dr. Gleason, to consider all proposals from the Department of Emergency Management. Motion approved.

Motion by Ms. Saxton, seconded by Dr. McMahan, to approved the following proposals. Motion approved.

1. Add EAM 3063, Emergency Management Doctrine I, to the course descriptions;
2. Add EAM 3073, Emergency Management Doctrine II, to the course descriptions;
3. Add EAM 4063, Leadership, to the course descriptions;
4. Add EAM 4073, EM Project Development and Management, to the course descriptions;
5. Modify the course description for EAM 3206, Externship, as outlined in the proposal; and
6. Modify the Curriculum in Emergency Management as follows:
  - a) delete the following courses:
    - EAM 2033, Citizen/Family/Community Disaster Preparedness Education;
    - EAM 3003, Developing Emergency Management Skills;
    - EAM 3013, Public Policy Issues in Emergency Management;
    - EAM 3023, Principles and Practice of Disaster Planning and Response Operations;
    - EAM 3123, Public Information Skills for Emergency Managers;
    - EAM 3143, The Economics of Disaster;
    - EAM 3243, Introduction to Terrorism and Anti-Terrorism;
    - EAM 4003, Principles and Practice of Disaster Relief and Recovery;
    - EAM 4053, Community Management of Hazardous Materials; and
    - EAM 4991,4992,4993, Special Problems and Topics;
  - b) add EAM 3063, Emergency Management Doctrine I; EAM 3073, Emergency Management Doctrine II; EAM 4063, Leadership; EAM 4073, EM Project Development and Management; and 12 hours of EAM elective;
  - c) require a C or better in the following required EAM Core Courses:
    - EAM 1003, Living in a Hazardous Environment;
    - EAM 1013, Aim and Scope of Emergency Management;
    - EAM 3033, The Social Dimension of Disaster;
    - EAM 3063, Emergency Management Doctrine I;
    - EAM 3073, Emergency Management Doctrine II;
    - EAM 3206, Externship;
    - EAM 4013, Business and Industry Crisis Management;
    - EAM 4023, Information Technology and Emergency Management;
    - EAM 4033, Emergency Management Research Methods/Analysis;

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EAM 4043, Disaster and Emergency Management Ethics;  
EAM 4063, Leadership;  
EAM 4073, EM Project Development and Management;  
EAM 4083, Introduction to Legal Issues in Emergency Management; and  
EAM 4106, Practicum/Internship;  
d) delete the Administrative Core;  
e) delete the Interdisciplinary Core;  
f) require COMS 2003, Microcomputer Applications; ENGL 2053, Technical Writing; and any general education speech;  
g) change elective from 6 hours to 18 hours;  
h) delete footnotes 2, 3, and 4;  
i) add footnote 2 See EAM Electives; and  
j) modify catalog introduction.

**ANNOUNCEMENTS:**

The Curriculum Committee will not meet again until the 2015 spring term. Items of discussion will include the role of the General Education Committee and ideas for improving the curriculum forms.

Meeting adjourned at 4:00 p.m.

Tammy Weaver, Recording Secretary

**AGENDA**  
**FACULTY SENATE**  
**Tuesday, October 14, 2014**  
**3:00 p.m., Pendergraft 325**

- I. Call to Order
  - A. Approval of the minutes of the September 9, 2014, meeting
  
- II. New Business
  - A. Curricular items (see attached)
  - B. University website
  - C. Report from Adjunct Support Committee
  - D. Faculty Senate meeting location
  
- III. Old Business
  - A. Update on faculty webpages
  - B. Report from campus recreation subcommittee
  - C. Phased retirement policy
  - D. Changes to the Faculty Senate membership/Letter from Dr. Kellner
  - E. Honor Code University
  - F. University promotion and tenure procedure/Faculty Handbook
  
- IV. Open Forum
  
- V. Announcements and Information Items
  
- VI. Adjournment

Minutes of  
THE FACULTY SENATE  
OF  
ARKANSAS TECH UNIVERSITY

The Faculty Senate met Tuesday, October 14, 2014, at 3:00 p.m. in Room 325 of the Ross Pendergraft Library and Technology Center. The following members were present:

Dr. Molly Brant	Dr. Johnette Moody
Dr. Marcel Finan	Dr. Jason Patton
Dr. Marc Fusaro	Dr. Michael Rogers
Mr. Ken Futterer	Dr. Rebecca Shopfner
Dr. Annette Holeyfield	Dr. Jack Tucci
Dr. Sean Huss	Dr. Dana Ward
Dr. Chris Kellner	Dr. David Ward
Dr. Timothy Leggett	Dr. Deborah Wilson

Dr. Glen Bishop, Dr. Carey Bosold, Mr. Neal Harrington, Dr. Linda Kondrick and Dr. Kevin Mason were absent. Dr. Robin Bowen, Dr. John Watson, Mr. Michael Stoker, Dr. Sandra Smith, Dr. James Musser, Dr. Malcolm Rainey, Dr. J.J. Mayo, Dr. Dawn Ward, Dr. Carl Brucker, Dr. Charles Gagen, Dr. Melinda Wilkins, Ms. Cheryl Chaney, Dr. Eric Lovely, Dr. Jeff Robertson and Ms. Pat Chronister were visitors.

CALL TO ORDER

President Ward called the meeting to order and asked for a motion in regard to the minutes of the September 9, 2014, meeting.

APPROVAL OF  
MINUTES

Motion by Mr. Futterer, seconded by Dr. Rogers, to approve the minutes as distributed.  
Motion carried.

NEW BUSINESS:  
CURRICULAR  
ITEMS

President Ward asked the Senate to consider the curricular proposals by department, rather than voting to approve the proposals as a block.

Motion by Dr. Kellner, seconded by Dr. Huss, to approve the following curricular proposals from the Department of Art:

Department of Art

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

Motion carried.

Motion by Dr. Wilson, seconded by Dr. Moody, to approve the following curricular proposals from the Department of English and World Languages:

Department of English and World Languages

1. Add ENGL 3183, Studies in Television, to the course descriptions;
2. Modify the Curriculum in World Languages (BA Degree with Concentration in Spanish) as follows: a. Replace SPAN 3143, Study Abroad or SPAN 3163, Community Internship Experience, SPAN 4003, Oral Communication, and SPAN 4203, Short Story, with 9 hours of upper division Spanish electives; b. delete the requirement to take the Oral Proficiency Interview (OPI); and c. delete Footnote 5 requiring the OPI;
3. Modify the Curriculum in Foreign Language with Concentration in Spanish for Teacher Licensure as follows: Replace SPAN 3143, Study Abroad or SPAN 3163, Community Internship Experience, and SPAN 4203, Short Story, with 6 hours of upper division Spanish electives;
4. Modify the Minor in Film Studies as follows: add ENGL 3183, Studies in Television, to the list of courses that may be used to complete the required 18 hours.

Following the motion, Dr. Kellner questioned the rationale for the addition of ENGL 3183, Studies in Television, stating student interest and instructor availability did not seem to be a sufficient justification for adding a course. Dr. Wilson responded, in addition to student interest, film studies have expanded in recent years to include the study of television. Dr. Kellner expressed the preference for that rationale to be included in the written justification.

Motion by Dr. Kellner, seconded by Dr. Patton, to table the approval of items 1 and 4 of the English and World Languages proposal, pending additional justification. Motion failed.

President Ward then called for the question in regard to the original motion to approve the department's proposals.

Motion to approve carried.

President Ward then asked for a motion in regard to the Agriculture proposals.

Motion by Dr. Huss, seconded by Mr. Futterer, to approve the following curricular proposals from the Department of Agriculture:

Department of Agriculture

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

Motion carried.

Motion by Dr. Moody, seconded by Dr. Rogers, to table the curricular proposals from the Department of Emergency Management until the November meeting.

Motion to table carried.

Motion by Dr. Kellner, seconded by Dr. Finan, to approve the following curricular proposals from the College of Natural and Health Sciences:

College of Natural and Health Sciences

A. Department of Biological Sciences

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

B. Department of Physical Sciences

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

President Ward recognized Dr. Malcolm Rainey, Chair of the Curriculum Committee and Dr. J.J. Mayo, Chair of the General Education Committee and invited them to address the Senate on these proposals. Dr. Rainey reported the Curriculum Committee had concerns that the prerequisite changes included in the proposals would affect a large number of students, particularly incoming freshmen, but noted the proposals were ultimately approved by the committee. Dr. Mayo stated the General Education Committee felt the proposals needed further explanation by a representative, and having none present, the committee voted to not recommend the proposals for approval. He mentioned the General Education Committee had also been presented with evidence that students with an ACT score of 19 or higher on the reading portion are not more likely to pass the courses in question. Dr. Rainey stated the Curriculum Committee approved the proposals without knowledge of that evidence.

Continuing discussion centered on the impact this prerequisite could have on students who frequently use these Biological and Physical Science courses to satisfy general education requirements, with a counterpoint that high school students enrolling in the concurrent sections of these courses are required to have a score of 19 or higher on the science portion of the ACT. Dr. John Watson, Vice President for Academic Affairs, stated, in general, ACT scores are not accurate predictors for success, noting high school GPA is a better indicator. Dr. Charles Gagen, Chair, Department of Biological Sciences, encouraged the Senate to consider the prerequisites separately from the remaining sections of the proposals which did not appear to raise any concerns.

Dr. Kellner withdrew his previous motion to approve the proposals.

Motion by Dr. Rogers, seconded by Dr. Kellner, to approve the following portions of the curricular proposals from the College of Natural and Health Sciences:

A. Department of Biological Sciences

1. Add BIOL 2054, Microbiology for Health Sciences, to the course descriptions;
4. Modify the Curriculum in Health Information Management as follows: delete ACCT 2003, Accounting Principles I, and add 3 hours of elective.

B. Department of Physical Sciences

2. Add the Curriculum in Mathematics and Physics Education.

Motion to approve carried.

Motion by Dr. Rogers, seconded by Dr. Kellner, to table the discussion of the following portions of the curricular proposals from the College of Natural and Health Sciences until the November meeting:

- A. Department of Biological Sciences
  - 2. Add the Prerequisite: Score of 19 or higher on the reading portion of the enhanced ACT or completion of ENGL 1013, Composition I, to BIOL 1004, Principles of Environmental Science;
  - 3. Add the Prerequisite: Score of 19 or higher on the reading portion of the enhanced ACT or completion of ENGL 1013, Composition I, to BIOL 1014, Introduction to Biological Science.
- B. Department of Physical Sciences
  - 1. Add the Prerequisite: Score of 19 or higher on the reading portion of the enhanced ACT or completion of ENGL 1013, Composition I, to PHSC 1004, Principles of Environmental Science.

Motion to table carried.

FACULTY  
WEBPAGES/  
UNIVERSITY  
WEBSITE

Dr. Fusaro distributed a list of proposed changes to the faculty webpages (Attachment A), which were currently under review by the ad hoc committee and asked the senators for any additions they may have. Mr. Michael Stoker, Director of Web Strategies and Operations, noted some of the proposed changes would need to be addressed within the Banner system and others would be addressed after the new website design was implemented. Dr. Rogers reported one of his colleagues expressed concern that the new web policy requires a photo on the departmental faculty webpage. Mr. Stoker stated the faculty would have the ability to opt-out and will not have a photo posted if it is against their will.

Mr. Stoker then gave a presentation on the new design for the university website. He stated the coming year will bring many changes to the look and feel of the website, but the functionality will not change. He mentioned one emphasis for this redesign was to tailor the language on the website to be more relevant to an external audience. Dr. Patton questioned if a slow internet connection would have difficulty loading the high definition photo backgrounds in the new design, stating many students and faculty members live in areas without access to high speed internet. Mr. Stoker stated he would address that concern. The Senate provided positive feedback on the appearance and design of the new website.

ADJUNCT SUPPORT  
COMMITTEE

President Ward invited Mr. Stoker to address the Senate on behalf of the Adjunct Support Committee. Mr. Stoker distributed a list of goals developed by the committee (Attachment B) and requested guidance from the Senate. President Ward noted in order for the Faculty Senate to add an adjunct representative as a voting member, it would have to go before the full faculty body for a vote to change the bylaws of the Senate in the Faculty Handbook, then through the administrative approval process. Dr. Rogers encouraged the Senate to approach Dr. Bowen and Dr. Watson with this proposal to discuss the feasibility and any issues with the language prior to sending it for a faculty vote. Dr. Holeyfield reminded the senators that Dr. Kellner had drafted a letter to the President, requesting reconsideration of the changes to the Senate membership previously voted upon by the faculty. She noted those changes included the addition of tenure, which would in effect exclude adjunct faculty. Suggestions were offered such as the addition of an adjunct delegate or an adjunct ex officio member, or to have a regular faculty senator who is elected by the adjunct faculty. Dr. Rogers suggested restoring the existing subcommittee to collaborate with the administration, which included himself and Dr. Huss. President Ward asked for any volunteers to be added to the subcommittee. Mr. Futterer volunteered.

SENATE MEETING  
LOCATION

President Ward stated the Senate appeared to be outgrowing the current meeting location, particularly when guests are present. He asked for any objections to finding a larger location for the meetings.

Motion by Mr. Futterer, seconded by Dr. Huss, to leave the Faculty Senate meeting location to the discretion of the Senate President. Motion carried.

Dr. Kellner requested the agenda be amended to allow the drafted letter for Dr. Bowen to be discussed as the next item of business.

Motion by Mr. Futterer, seconded by Dr. Rogers, to amend the agenda to move item D to the first item of Old Business. Motion carried.

OLD BUSINESS:  
SENATE  
MEMBERSHIP/  
DRAFTED LETTER

President Ward asked if there were any motions in regard to the letter drafted by Dr. Kellner to Dr. Bowen requesting reconsideration of the changes to the Senate membership.

Motion by Mr. Futterer, seconded by Dr. Huss, to accept the letter drafted by Dr. Kellner.

Discussion following the motion centered on the timing for submitting a request to the administration for reconsideration of the items voted upon by the faculty at large. Dr. Huss asked if the Senate would prefer the subcommittee collaborating with the administration to present the letter to Dr. Bowen, or if the letter should instead be submitted prior to that meeting. Dr. Rogers recommended the subcommittee present the letter to Dr. Bowen for discussion. Mr. Futterer asked President Ward if Dr. Bowen was resistant to the changes when he previously discussed this with her. President Ward stated, in general, she seemed hesitant to disenfranchise any faculty from the Senate, but she was not presented with all of the data at that time. Dr. Kellner noted the concerns prompting the original faculty vote to change the membership may no longer exist under the new administration, but could resurface in the future.

Motion by Dr. Rogers, seconded by Dr. Huss, to table any action on the letter until the November meeting.

Dr. Rogers recommended the senators return to their departments to determine if the faculty have an interest in pursuing this issue further.

Motion carried.

REPORT ON  
CAMPUS  
RECREATION

Dr. Holeyfield reported the improvements to campus recreation continue to be a work in progress. She stated a committee appointed by the Executive Council had been tasked with increasing facility usage on campus and she had also taken Dr. Bowen on a tour of the Hull building. She asked for the campus recreation subcommittee to remain intact as she was optimistic there was much they would be able to accomplish.

PHASED  
RETIREMENT  
POLICY

Dr. Fusaro circulated suggestions received from the faculty in the College of Business regarding a phased retirement policy, such as removing any research or service requirements for faculty opting into the policy. Dr. Rogers reported faculty he spoke with were largely positive but wanted further detail.

Motion by Mr. Futterer, seconded by Dr. Rogers, to send the example of a phased retirement policy to the administration for consideration due to faculty interest. Motion carried.

HONOR CODE

Dr. Rogers redistributed the Honor Code document developed during the 2013-14 academic year and asked the Senate if they would like to recommend and forward this to the administration prior to the beginning of the strategic planning process.

Motion by Mr. Futterer, seconded by Dr. Huss, to leave this discussion on the agenda, and forward to the administration in the spring. Motion carried.

PROMOTION AND TENURE Mr. Futterer did not have anything to report.

OPEN FORUM The senators did not have any items of discussion for open forum.

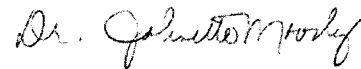
ANNOUNCEMENTS/  
INFORMATION ITEMS Dr. Moody announced the Staff Senate membership had been finalized and the first meeting would be held on Wednesday, October 15.

ADJOURNMENT The meeting adjourned at 4:55 p.m.

Respectfully submitted,



David W. Ward, Ph.D., President



Johnette Moody, DBA, Secretary



Attachment A

Ad Hoc Committee on Faculty Web Pages

List of Proposed Changes

Faculty listing on the departmental pages

This page currently contains contact information, educational background, and courses taught. We would like to see a category for our professional lives. This could be something as simple as “area of specialty” which is generic enough to include research interests, dissertation topic, just the topics that underlie the advanced courses taught, or other areas as requested by the faculty member. I know this info has to come from Banner, but there must be some way to get it done.

Status: Any changes/additions to Banner profiles would have to go thru Academic Affairs and OIS.

The link to “faculty.atu.edu” is buried in the contact information. The link should be in a more prominent position. This link is more than just directory information.

Status: Our global template/formatting for the Tech web will be changing pretty soon which may resolve this issues. Will readdress issue after this global change.

Link from departmental page to faculty space

When a user clicks the link he is taken, not to the faculty member’s web page, but to faculty.atu.edu which has the disclaimer and a list of faculty members with web space. From there the user must find the name of the faculty member and click again. Rather than this two step procedure change the link to go directly to the faculty member’s web space with a pop-up disclaimer that lets the user know that they are leaving University space and that the University is not responsible for content on this space.

Status: Our global template/formatting for the Tech web will be changing pretty soon which may resolve this issues. Will readdress issue after this global change.

faculty.atu.edu page

Divide the faculty list by college or department.

Status: Our global template/formatting for the Tech web will be changing pretty soon which may resolve this issues. Will readdress issue after this global change.

Attachment B

## **Committee on Adjunct Support - Report**

### **Mission**

The mission of the Committee on Adjunct Support is to promote professional equity, teaching excellence, collegial cooperation, and active participation in the shared governance of the university.

**Goal 1 - Adjunct faculty are informed and involved in the shared governance of the university**

- **Objective - Representation by an adjunct who is a voting member of the Faculty Senate**
  - **Action 1 - Change Faculty Senate constitution to include election of adjunct senator by Committee on Adjunct Support \***
  - **Action 2 - Change committee listing in faculty handbook to reflect changes in member terms (2 year) and committee composition \*\***

**Goal 2 - Adjunct faculty are informed and involved in the departmental decision-making process**

- **Objective 1 - Adjunct faculty are active contributors to their departments**
  - **Action 1 - Add adjunct faculty to departmental listings on web sites**

**Goal 3 - Adjunct faculty are prepared to provide students with quality educational experiences**

- **Objective 1 – Adjunct faculty are provided with access to computers, licensed software and office space**
  - **Action 1 - Virtual desktop solution provided by Office of Information Systems**
- **Objective 2 – Adjunct faculty are provided with opportunities for professional development**
  - **Action 1 – Creation of an adjunct orientation program**
  - **Action 2 – Creation of an adjunct resources web page**

**Goal 4 - Adjunct faculty earn equitable rewards for service**

*\* Proposed changes to faculty handbook*

**Section III – Committee on Adjunct Support**

**Membership** - Four full-time faculty members appointed by the Faculty Senate and four adjunct instructors elected by the adjunct faculty (visiting lecturers) to serve a two year term.

**Function** - To provide support to adjunct faculty and to enhance the standing of such on faculty on campus. An elected committee member will serve as a senator on the Faculty Senate.

*\*\* Proposed changes to Faculty Senate Constitution*

**ARTICLE II: MEMBERSHIP AND TERMS OF OFFICE**

**Section 1.a.: Elective Membership** - One Senator shall be elected by each of the Colleges of the University upon obtaining a minimum of fifteen full-time faculty members. A College shall be eligible for one additional Senator for each twenty full-time faculty members or additional portion thereof. A College entitled to multiple Senators may elect no more than two from any one department. Any College or independent Academic Unit that has less than fifteen full-time faculty members will be combined into a Supernumerary voting block operating under the above delineated rules.

**Section 1.b.: Elective Adjunct Membership** - One Senator shall be elected by the members of the Adjunct Support Committee to represent adjunct faculty on the Faculty Senate.

Total Adjunct Count for Fall 2014  
Broken Down by Number of Credit Hours Taught  
(includes on and off schedule for fall 2014)

Department	Credit Hours Taught						Total
	1-3	4-6	7-9	10-11	12	13+	
Art	1	2	1				4
Behavioral Sciences	3	2	2		1		8
Communication/Journalism		1	3				4
English/World Languages	4	5	8		8	1	26
History/Political Science	4	3	1				8
Music	2	1		1			4
Accounting/Economics	2	2					4
Management/Marketing*	2	1					3
College Student Personnel	2						2
Curriculum/Instruction	1	1	6				8
Health/Physical Education	1	2	2				5
Agriculture	2						2
Computer/Information Science	3	2					5
Electrical Engineering							0
Emergency Management	2		1				3
Mechanical Engineering	1						1
Parks/Recreation/Hospitality*	9						9
Biological Sciences	1	2	1		1		5
Mathematics	1	2	1				4
Nursing		2	2	1	2		7
Physical Sciences	3				1		4
Professional Studies	3	3	3				9
Center for Leadership/Learning	4						4
<b>Totals</b>	<b>51</b>	<b>31</b>	<b>31</b>	<b>2</b>	<b>13</b>	<b>1</b>	<b>129</b>

Note: adjuncts are defined as those individuals whose only employment with ATU is as adjunct faculty.

Staff teaching classes as overloads are not counted in these totals.

Also does not include high school concurrent adjuncts as they are not university employees.

\*Management/Marketing has an additional 4th adjunct who is also teaching in Curriculum/Instruction. This individual is counting as a C&I adjunct for headcount purposes since she is teaching 5 hours for C&I and only 3 hours for Mgmt/Mkt.

\*Parks/Recreation/Hospitality has an additional 10th adjunct who is also teaching for the Ozark Campus. This individual is counting as an Ozark adjunct for headcount purposes since he is teaching 9 hours for Ozark and only 1 hour for Parks/Rec/Hospitality.

Teacher Ed Council  
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appr 9/11/14 JW

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Arkansas Tech University  
REQUEST FOR COURSE DELETION

CC appr 9/23/14 JW  
Registrar's Office

FS appr 10/4/14 PIC  
RECEIVED

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Art Department

SEP 10 2013

DATE SUBMITTED:

Registrar's Office

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head	<i>[Signature]</i>	9/6/13
Dean	<i>[Signature]</i>	9-9-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/10/13
Vice President for Academic Affairs	<i>[Signature]</i>	10/15/14

Course Subject: ART	Course Number: 4701
Cross-listed with Subject: If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Special Methods in Art	
Effective Term: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer I <del>FALL 2015</del> 201540	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Please provide rationale for the request including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.	
Course is being replaced with a departmental requirement – Sophomore Review. Content of the course is	

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

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

See support form from Education

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

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

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

Department Head Signature: *David Bell*

Date: *9-6-13*

Teacher Ed Council  
APR 9/11/14 YW RECEIVED

CC app 9/23/14 YW SEP 06 2013

Arkansas Tech University  
REQUEST FOR COURSE ADDITION

Registrar's Office  
FS app 10/14/14 per  
RECEIVED

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: Art Department

SEP 10 2013

DATE SUBMITTED:

Registrar's Office

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>[Signature]</i>	9/6/13
Dean	<i>[Signature]</i>	9-9-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/10/13
Vice President for Academic Affairs	<i>[Signature]</i>	10/15/14

Course Subject: ART	Course Number: 1001
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Introduction to Art	
Mode of Instruction: (check appropriate box) <input checked="" type="checkbox"/> 01_Lecture/ <input type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Term: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer I 201540 <del>FALL 2015</del>	If course is required by major/minor, how frequently will course be offered? Every fall semester
Is this course repeatable for additional earned hours? Y / N How many times?	
Does this course require a fee? yes	How much? \$12 Type of fee? materials



<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.	
Prerequisites:	Co-requisites:
Course Description (as you want it to appear in the catalog):  The course provides university orientation and a general introduction to the arts program. Various topics that review career options, curriculum, studio concentrations, opportunities and program requirements are covered to help incoming art students prepare for their specific program of study in Fine Arts, Graphic Design and Art Education.	
Grading <input checked="" type="checkbox"/> Standard Letter <input type="checkbox"/> P/F <input type="checkbox"/> Other (If other, please specify below)	
For the proposed course, attach a syllabus that includes: <ol style="list-style-type: none"> <li>Course subject, number and title</li> <li>Course description as to appear in catalog</li> <li>Course goals and/or objectives</li> <li>Course outline</li> <li>Methods of student performance assessment and evaluation</li> <li>Course bibliography, reading list, and /or listing of other instructional media</li> </ol>	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.	
How does this proposal support the University Mission or University Strategic Planning Goals?  This course is specifically targeted to improve student performance that directly relate to the University's Mission of nurturing scholastic development, integrity, and professionalism.	
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.  Through assessment measures we have identified a need for an introductory course in art to provide a set of criteria and instruction that would help students improve their sophomore review, exhibit and participate in the departmental opportunities, identify career goals and prepare artist's materials. To further support the creation of this course is the need to establish a support system for incoming freshman that introduces them to art department requirements, milestones and faculty. With the expansion of the advising center the department sees the need for this course to help students to	

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

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

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

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

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

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

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Department of Art	
DATE SUBMITTED:	06/23/2014	
Title	Signature	Date
Department Head		
Dean		
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) <b>ART</b>	Course Number: (e.g., 1003) <b>1001</b>	Effective Term: <input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>Introduction to Art</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>Introduction to Art</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 Research	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other
Does this course require a fee? <input checked="" type="radio"/> Yes <input type="radio"/> No How Much? <b>\$12</b> Art		

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

Elective

Major

Minor

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

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

Every Fall semester - once a year

**Syllabus attached**

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

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

**No**

**Assessment attached**

**Does not affect other departments**

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**ART 1001 Introduction to Art**

**Instructor: Dr. Dawn Ward**

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

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

Registrar's Office

**CATALOGUE DESCRIPTION:**

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

**TEXT: none**

Fee \$12

**COURSE DESCRIPTION:**

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

**COURSE OBJECTIVES:**

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

**COURSE CONTENT:**

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

**COURSE OUTLINE:**

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

**EVALUATION:**

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

**Grading Scale:**

A = 90 - 100 %

B= 80-89%

C=70-79%

D=60-69%

F =below 59%

**ATTENDANCE:**

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

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

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

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

**Plagiarism and Cheating:**

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

**DISABILITY SERVICES:**

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

**Arkansas Tech University**

**Course Addition ART 1001 Introduction to Art**

**Assessment Form**

**Our Mission**

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

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

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

Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: David Bell

Date: 9-6-13



Teacher Ed Council  
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 FS appl 10/14/14 per  
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Arkansas Tech University  
 REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)  
 FROM: Art Department  
 DATE SUBMITTED:

SEP 10 2013  
 Registrar's Office

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Department Head	<i>[Signature]</i>	9/6/13
Dean	<i>[Signature]</i>	9-9-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/10/13
Vice President for Academic Affairs	<i>[Signature]</i>	10/15/14

Course Subjects: ART	Course Number: 3001
Cross-listed with Subject:	Course Number:
Official Title (Limited to 30 characters including spaces): Sophomore Review	
Mode of Instruction: (check appropriate box) <input type="checkbox"/> 01_Lecture/ <input checked="" type="checkbox"/> 02_Lecture/Laboratory/ <input type="checkbox"/> 03_Laboratory only/ <input type="checkbox"/> 05_Practice Teaching/ <input type="checkbox"/> 06_Internship/Practicum/ <input type="checkbox"/> 08_Independent Study/ <input type="checkbox"/> 10_Special Topics/ <input type="checkbox"/> 12_Individual Lessons/ <input type="checkbox"/> 13_Applied Instruction/ <input type="checkbox"/> 16_Studio Course/ <input type="checkbox"/> 17_Dissertation Research/ <input type="checkbox"/> 18_Activity Course/ <input type="checkbox"/> 98_Other	
Effective Term: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer I <del>FALL 2015</del> 201540	If course is required by major/minor, how frequently will course be offered?  Every spring and fall semester
Is this course repeatable for additional earned hours? Y / <u>N</u> How many times?	
Does this course require a fee? yes	How much? \$12 Type of fee? materials

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Registrar's Office

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

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

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

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

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

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

TO:	Select Appropriate Committee	
FROM (Initiating Department):	Department of Art	
DATE SUBMITTED:	06/23/2014	
Title	Signature	Date
Department Head		
Dean		
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) <b>ART</b>	Course Number: (e.g., 1003) <b>3001</b>	Effective Term: <input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>Sophomore Review</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>Sophomore Review</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 type="radio"/> Standard Letter <input type="radio"/> P/F <input checked="" type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation Research	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other
Does this course require a fee? <input checked="" type="radio"/> Yes <input type="radio"/> No How Much? <b>\$12</b> Art		

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

Elective

Major

Minor

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

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

Every semester - twice a year

**Syllabus attached**

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

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

**No**

**Assessment attached**

**Does not affect other departments**

## ART 3001 Sophomore Review

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SEP 06 2013

Instructor: Dr. Dawn Ward

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

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

Registrar's Office

### CATALOGUE DESCRIPTION:

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

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

TEXT: none Fee \$12

### COURSE DESCRIPTION:

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

### COURSE OBJECTIVES:

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

### COURSE CONTENT:

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

### COURSE OUTLINE:

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

### EVALUATION:

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

Grading Scale:

A = 90 - 100 %

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

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SEP 06 2013  
Registrar's Office

**ATTENDANCE:**

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

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

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

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

**Plagiarism and Cheating:**

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

**DISABILITY SERVICES:**

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

**Arkansas Tech University**

**Course Addition – ART 3001 Sophomore Review**

**Assessment Form**

**Our Mission**

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

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

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



RECEIVED

SEP 06 2013

Registrar's Office

Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM

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

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

Department Head Signature: David Bell

Date: 9-6-13

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

Teacher Ed Council  
 appx 9/11/14 JW  
 CC appx 9/23/14 JW  
 FS appx 10/14/14 JW  
 Catalog 10-27-14 KR

TO: Curriculum Committee or Graduate Council (as appropriate)  
 FROM: Art Department  
 DATE SUBMITTED:

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

Title	Signature	Date
Department Head	<i>[Signature]</i>	10/14/13
Dean	<i>H. M. T.</i>	10-15-13
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>[Signature]</i>	10/15/13
Vice President for Academic Affairs	<i>[Signature]</i>	10/15/14

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

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

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

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

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

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

Curriculum and Instruction form attached

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

Fall Start Curriculum Matrix for Catalog  
Curriculum in Art Education

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

Total Program Hours - 120

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

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

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

Department Head Signature: David Bell

Date: 9-9-2013

**Arkansas Tech University**  
**Proposal for Change in Program**  
**Fine Art & Graphic Design & Art Education**  
**Assessment Form**

**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? **This course is specifically targeted to improve student performance that directly relate to the University's Mission of nurturing scholastic development, integrity, and professionalism.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not applicable**
- c. How will the program change impact learning for students enrolled in this program? **Through assessment measures we have identified a need for an introductory course in art to provide a set of criteria and instruction that would help students 1. Improve their art vocabulary 2. Exhibit and participate in the departmental opportunities, 3. Identify career goals and prepare artist's materials.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? **Students will demonstrate: a basic understanding of the vocabulary of art for their sophomore review, the ability to discuss, identify and prepare artist's materials to exhibit their work, develop and prepare artist's statements and to identify art careers.**
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Sophomore review assessments have also indicated a lack of skills appropriate to their fields of study including: writing an artist's statement, caring for and presenting their work, use of art vocabulary and understanding of expectations of upper division course work and senior exhibitions. These are the content areas that this course will provide to improve student success. These program changes address recent findings from Senior Exit survey's that indicate that student's would like preparation for Sophomore Review and their Portfolio classes to be introduced earlier in the curriculum.**
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **University of**

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

**g.**

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

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

**Course Assessment Plan**

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

**Rubric for ART 1001 Introduction to Art**

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

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

### Rubric for ART 3001 Sophomore Review

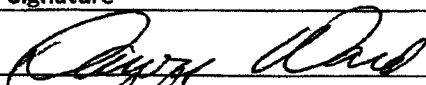

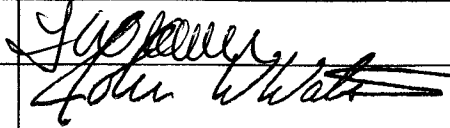
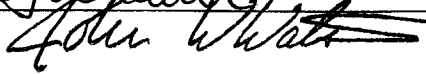
Course Objectives	90-100%	80-90%	70-80%	C or below Fails the course
<b>Demonstrated knowledge of design vocabulary.</b>	The student demonstrates a strong knowledge of key design vocabulary for sophomore review exam.	The student demonstrates an average knowledge of key design vocabulary for sophomore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



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

CC APR 9/23/14 JW  
 FS app 10/14/14 pm  
 Catalog 10-27-14 KR

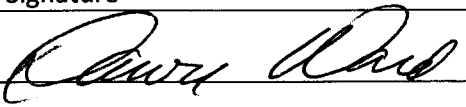
TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Art
DATE SUBMITTED:	06/23/2014

Title	Signature	Date
Department Head		6/24/14
Dean		9/12/14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		9/12/14
Vice President for Academic Affairs		10/15/14

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

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

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

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

Program Title:	Requested changes will be effective Summer I for next catalog year
Fine Art	
Outline change in program:	
Modification to Current Art program:	
<ol style="list-style-type: none"> <li>1. Delete TECH 1001 and replace with a new art course ART 1001 Introduction to Art</li> <li>2. Add new ART course ART 3001 Sophomore Review as a requirement</li> <li>3. Delete one hour of elective</li> </ol>	
What impact will the change have on staffing, on other programs and space allocation?	
ART 1001 is a one credit course that will be team taught by current faculty; the sophomore review is already conducted, it will become a formal course. So none of these courses require any additional staffing or space allocation.	
Assessment attached	
Does not affect other departments	

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

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

**Arkansas Tech University**  
**Proposal for Change in Program**  
**Fine Art & Graphic Design & Art Education**  
**Assessment Form**

**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? **This course is specifically targeted to improve student performance that directly relate to the University's Mission of nurturing scholastic development, integrity, and professionalism.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not applicable**
- c. How will the program change impact learning for students enrolled in this program? **Through assessment measures we have identified a need for an introductory course in art to provide a set of criteria and instruction that would help students 1. Improve their art vocabulary 2. Exhibit and participate in the departmental opportunities, 3. Identify career goals and prepare artist's materials.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? **Students will demonstrate: a basic understanding of the vocabulary of art for their sophomore review, the ability to discuss, identify and prepare artist's materials to exhibit their work, develop and prepare artist's statements and to identify art careers.**
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Sophomore review assessments have also indicated a lack of skills appropriate to their fields of study including: writing an artist's statement, caring for and presenting their work, use of art vocabulary and understanding of expectations of upper division course work and senior exhibitions. These are the content areas that this course will provide to improve student success. These program changes address recent findings from Senior Exit survey's that indicate that student's would like preparation for Sophomore Review and their Portfolio classes to be introduced earlier in the curriculum.**
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **University of**

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

g.

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

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

Course Assessment Plan

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

**Rubric for ART 1001 Introduction to Art**

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

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

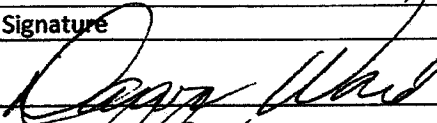
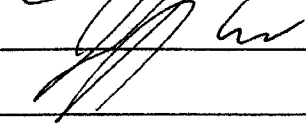

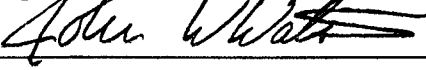
### Rubric for ART 3001 Sophomore Review

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

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

CC appx 9/23/14 JW  
FS appx 10/14/14 JW  
Catalog 10-2714 KR

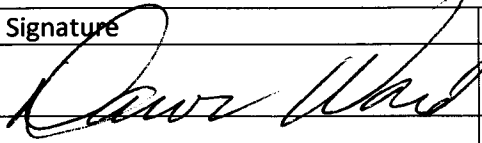
TO:	Select Appropriate Committee
FROM (Initiating Department):	Department of Art
DATE SUBMITTED:	06/23/2014

Title	Signature	Date
Department Head		6/24/14
Dean		9/12/14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		9/12/14
Vice President for Academic Affairs		10/15/14

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

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

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

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

Program Title: Graphic Design	Requested changes will be effective Summer I for next catalog year
<p>Outline change in program:</p> <p>Modification to Current Art program:</p> <ol style="list-style-type: none"> <li>1. Delete TECH 1001 and replace with a new art course ART 1001 Introduction to Art</li> <li>2. Add new ART course ART 3001 Sophomore Review as a requirement</li> <li>3. Delete one hour of elective</li> </ol>	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>ART 1001 is a one credit course that will be team taught by current faculty; the sophomore review is already conducted, it will become a formal course. So none of these courses require any additional staffing or space allocation.</p>	
Assessment attached	
Does not affect other departments	



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

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

**Arkansas Tech University**  
**Proposal for Change in Program**  
**Fine Art & Graphic Design & Art Education**  
**Assessment Form**

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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 course is specifically targeted to improve student performance that directly relate to the University's Mission of nurturing scholastic development, integrity, and professionalism.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not applicable**
- c. How will the program change impact learning for students enrolled in this program? **Through assessment measures we have identified a need for an introductory course in art to provide a set of criteria and instruction that would help students 1. Improve their art vocabulary 2. Exhibit and participate in the departmental opportunities, 3. Identify career goals and prepare artist's materials.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? **Students will demonstrate: a basic understanding of the vocabulary of art for their sophomore review, the ability to discuss, identify and prepare artist's materials to exhibit their work, develop and prepare artist's statements and to identify art careers.**
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Sophomore review assessments have also indicated a lack of skills appropriate to their fields of study including: writing an artist's statement, caring for and presenting their work, use of art vocabulary and understanding of expectations of upper division course work and senior exhibitions. These are the content areas that this course will provide to improve student success. These program changes address recent findings from Senior Exit survey's that indicate that student's would like preparation for Sophomore Review and their Portfolio classes to be introduced earlier in the curriculum.**
- f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **University of**

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

**g-**

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

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

**Course Assessment Plan**

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

**Rubric for ART 1001 Introduction to Art**

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

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

### Rubric for ART 3001 Sophomore Review

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

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**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

*CC app  
9/23/14 JW  
FS app  
10/14/14 JR*

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

Request to Add ENGL 3183: Studies in Television

Title	Signature	Date
Department Head	<i>Craig Zinke</i>	5-27-14
Dean	<i>[Signature]</i>	5-27-14
Registrar	<i>[Signature]</i>	6/20/14
Vice President for Academic Affairs	<i>John White</i>	10/15/14

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

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## Registrar's Office

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

Registrar's Office

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

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

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

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

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

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

MAY 29 2014

Registrar's Office

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

**CATALOG DESCRIPTION**

~~A focused study of selected films.~~

Prerequisite: ENGL1023

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

d. **COURSE DESCRIPTION**

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

NOTE: May be repeated for credit if content differs.

f. **REQUIRED TEXTS AND MATERIALS**

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

g. **VIEWING ASSIGNED EPISODES**

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

k. **GRADING**

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

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

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

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



**MAY 29 2014****Registrar's Office****BLACKBOARD**

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

**ABSENCE POLICY**

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

**LATE WORK**

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

**ACADEMIC DISHONESTY**

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

**DISABILITY STATEMENT**

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

**Contact Information:**

University Testing and Disability Services

Doc Bryan, Suite 171

(479) 968-0302

Web Site: <http://www.atu.edu/testing/> Email: [emeans@atu.edu](mailto:emeans@atu.edu)

**SEMESTER SCHEDULE<sup>1</sup>**

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

<sup>1</sup> The schedule is subject to change. Any changes will be announced in advance.

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

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

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

T	MAR 25	SPRING BREAK
R	MAR 27	SPRING BREAK

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

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

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	<b>Watch:</b> <i>Vampire Diaries</i> —"History Repeating" and "Blood Brothers" <b>Write:</b> Respond to Questions posted in Blackboard
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Writing 101		
T	APR 29	READING DAY
F	MAY 2	FINAL EXAM—1:00-3:00—Dialogue Essay Due/Exam

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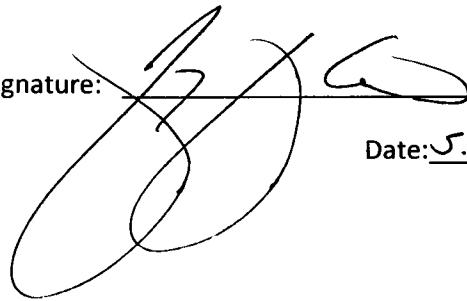
Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM

Request to add ENGL 3183 Studies in Television

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

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

Department Head Signature:



Date: 5.22.14

MAY 29 2014

Registrar's Office

## Arkansas Tech University

## PROPOSAL FOR CHANGE IN PROGRAM

CC APPR  
9/23/14 JW

TO: Curriculum Committee

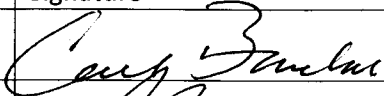
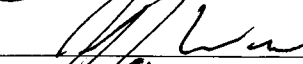


FROM: English and World Languages

DATE SUBMITTED: May 27, 2014

FS APPR  
10/14/14 JWC

Catalog 10-27-14 KR

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

Title	Signature	Date
Department Head		5-27-14
Dean		5-27-14
Registrar		6/20/14
Vice President for Academic Affairs		10/15/14

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

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Registrar's Office

instruction.
If this course will affect other departments a Departmental Support Form for each affected department must be attached.  These changes do not impact any other program.
In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)



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B.A. SPAN, page 3

## Registrar's Office

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

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## Arkansas Tech University

## Proposal for Change in Program

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

## Assessment Form

**Our Mission**

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

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

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

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

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

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

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

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

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

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

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

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

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

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## Registrar's Office

- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome.

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

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Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM

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

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

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

Department Head Signature: David Bell

Date: 5-21-2014

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Arkansas Tech University  
PROPOSAL FOR CHANGE IN PROGRAM

Teacher Ed  
appr 9/11/14 JW

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

CC appr  
9/23/14 JW  
FS appr 10/14/14

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

Catalog 10-27-14  
PR  
KR

Title	Signature	Date
Department Head	<i>Carl Zuehlke</i>	5-27-14
Dean	<i>[Signature]</i>	5-27-14
Teacher Education Council	<i>[Signature]</i>	6/20/14
Registrar		
Vice President for Academic Affairs	<i>John Watts</i>	10/15/14

Foreign Language with Concentration in Spanish for Teacher Licensure

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

MAY 29 2014

B.A. SPAE, page 2

Registrar's Office

before their student teaching internship.

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

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

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

Registrar's Office

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

Arkansas Tech University

MAY 29 2014

Proposal for Change in Program

Registrar's Office

Curriculum in World Languages with Concentration in Spanish for Teacher Licensure

Assessment Form

**Our Mission**

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

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

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

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

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

Our Spanish Education program is nationally recognized through ACTFL/NCATE

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

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

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

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

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

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



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## Registrar's Office

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

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

- g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome.

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

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Registrar's Office

Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM

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

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

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

Department Head Signature:

David Bell

Date:

5-21-2014

RECEIVED

MAY 29 2014

Registrar's Office

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

CO appr  
9/23/14 JW

TO: Curriculum Committee

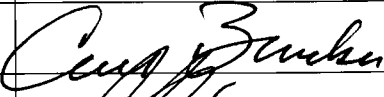
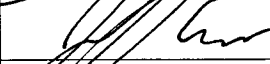
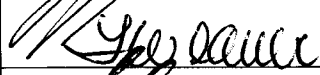
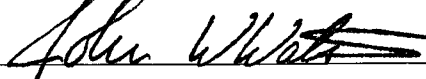
FROM: English and World Languages

DATE SUBMITTED: May 27, 2014

Request to Change Minor in Film Studies

FS appr  
10/14/14  
JK

Catalog 10-27-14 KR

Title	Signature	Date
Department Head		5-27-14
Dean		5-27-14
Registrar		6/20/14
Vice President for Academic Affairs		10/15/14

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

RECEIVED

MAY 29 2014

Registrar's Office

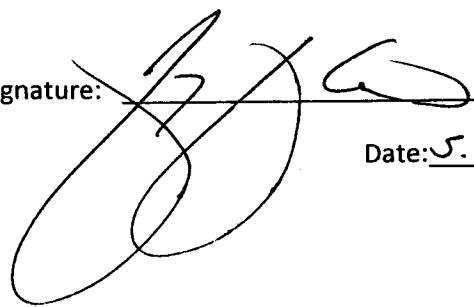
Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM

Request to add ENGL 3183 Studies in Television

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

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

Department Head Signature:



Date: 5.22.14

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

CC app 9/23/14 JW  
ES app 10/14/14 jec

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

Title	Signature	Date
Department Head Malcolm Rainey Jr	<i>Malcolm R. Rainey</i>	6-20-14
Dean Dr. Willy Hoefler	<i>Willy Hoefler</i>	6-20-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	6-30-14
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	10/15/14

Course Subject: (e.g., ACCT, ENGL) <b>AGBU</b>	Course Number: (e.g., 1003) <b>4973</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>Senior Seminar in Agriculture Business</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>Senior Seminar in Ag-Business</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 type="radio"/> Standard Letter <input checked="" type="radio"/> <b>P/F</b> <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 <input type="radio"/> 98 Other
Does this course require a fee? <input checked="" type="radio"/> Yes <input type="radio"/> No How Much? <input checked="" type="text" value="\$20.00"/> Lab Fee-Agriculture		

If selected other list fee type:

Elective

Major

Minor

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

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

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

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

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Each student will be required to participate in the on-line business simulation game *The Business Strategy Game: A Global Industry Simulation*.

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

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

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

Senior Seminar in Ag-Business  
AGBU 4993 4973

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

Lectures: TBD

Office Hours: See individual professor

Course Designation: Required

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

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

Justification/Rational for the course:

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

Course Text:

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

Course Outcomes:

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

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

Topics Covered:

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

Class/laboratory schedule:

Equivalent to 150 minutes of lecture per week

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

Relationship of course to program outcomes:

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

S – Strong

M – Medium

W – Weak

Course Content:

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



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

Evaluation Method / Course grading:

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

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

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

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

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

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

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

5-8  
8-12  
More than 12

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

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

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

**Arkansas Tech University**

**Course Addition**

**Assessment Form**

AGBU 4973

**Our Mission**

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

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

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

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

- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. University of Missouri, AGEC 4990 Agriculture Economics Capstone Seminar; Oklahoma State University, AGEC 4423 Advanced Agribusiness Management; Purdue University, AGEC 41100 Farm Management, AGEC 42900 Agribusiness Marketing and AGEC 43000 Agricultural and Food Business Strategy; Delaware State University, 29-404 Sustainable Agriculture (Senior Capstone Course)

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

CC appl 9/23/14 JLO  
FS appl 10/14/14 pcc  
Catalog 10-27-14 KR

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

Title	Signature	Date
Department Head Malcolm R. Rainey, Ph.D.	<i>Malcolm R. Rainey</i>	6-20-14
Dean Dr. Willy Hoefler	<i>Willy Hoefler</i>	6-20-14
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	6/30/14
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	10/15/14

*Pre-veterinary Medicine Option*

Program Title:	Requested changes will be effective Summer I for next catalog year
Agriculture Business General, Animal Science Option, Feed Mill Ma <i>Horticulture Option, Public Relations Option, and</i>	
Outline change in program: (1) Delete 3 hours of electives and (2) add 3 hours (AGBU 4973 Senior Seminar) of required course work for the Agriculture Business major. <i>Agri</i>	
<i>Pre-veterinary Medicine Option (1) Delete 1 hr of <sup>Agri</sup>elective (2) add AGBU 4973 (program will require 122 hrs)</i>	
What impact will the change have on staffing, on other programs and space allocation? None	
Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <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 Agriculture Business

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p><b>Add</b> Change: 3 hrs. AGBU 4973 Senior Seminar</p> <p>Delete: 3 hrs. Agriculture Electives<sup>2</sup></p> <p>Total Hours: 15</p>

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

<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p><b>Add</b>/Change: 3 hrs. AGBU 4973 Senior Seminar</p> <p>Delete: 3 hrs. Agriculture Electives<sup>2</sup></p> <p>Total Hours: 12</p>

Total Program Hours \_\_\_\_\_ 120 \_\_\_\_\_

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

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete: 3 hrs. Agriculture Electives<sup>2</sup></p> <p>Total Hours: 12</p>	<p>Senior Spring Semester</p> <p><b>Add</b>/Change: 3 hrs. AGBU 4973 Senior Seminar</p> <p>Delete:</p> <p>Total Hours: 16</p>



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

<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p><b>Add</b> Change: 3 hrs. AGBU 4973 Senior Seminar</p> <p>Delete: 3 hrs. Agriculture Electives<sup>2</sup></p> <p>Total Hours: 13</p>	<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Total Program Hours 120

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

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p><b>4973</b> Add/Change: 3 hrs. AGBU <del>4973</del> Senior Seminar</p> <p>Delete: 3 hrs. Agriculture Electives2</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Spring Start (If applicable) Curriculum Matrix for Catalog  
Curriculum in Agriculture Business/Feed Mill Management

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

Total Program Hours 120

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

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete: 3 hrs. Agriculture Electives<sup>2</sup></p> <p>Total Hours: 13</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p><b>Add</b> Change: 3 hrs. AGBU 4973 Senior Seminar</p> <p>Delete:</p> <p>Total Hours: 15</p>

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

<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p><b>Add</b> Change: 3 hrs. AGBU 4973 Senior Seminar</p> <p>Delete: 3 hrs. Agriculture Electives<sup>2</sup></p> <p>Total Hours: 13</p>

Total Program Hours     120

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

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p><b>4973</b>  <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">Add</span> Change: 3 hrs. AGBU <del>4993</del> Senior Seminar</p> <p>Delete: 3 hrs. Agriculture Electives<sup>2</sup></p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

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

<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete: 3hrs. Ag Electives</p> <p>Total Hours: 12</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p><b>4993</b> Add/Change: 3 hrs. AGBU <del>4993</del> Senior Seminar</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p style="text-align: center;">Total Program Hours _____ 120 _____</p>	

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

<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p><b>Add</b> Change: 3 hrs. AGBU 4973 Senior Seminar</p> <p>Delete: 1 hr. Agriculture Elective<sup>2</sup></p> <p>Total Hours: 13</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



Spring Start (If applicable) Curriculum Matrix for Catalog  
Curriculum in Agriculture Business/ Pre-Veterinary Medicine

<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete: 1 hr. Agriculture Elective<sup>2</sup></p> <p>Total Hours: 12</p>
<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Fall Semester</p> <p><b>Add</b> Change: 3 hrs. AGBU 4973 Senior Seminar</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p style="text-align: center;">Total Program Hours <u>122</u></p>	

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

*Agriculture*

**Our Mission**

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does the program change fit with the university mission? The curricular changes to the major in Agriculture Business will provide students the opportunity to enhance their scholastic development and advance professionalism in Agricultural Business while developing a solid educational foundation agriculture.
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
c. How will the program change impact learning for students enrolled in this program? Students will complete 49 hours of core agriculture courses which include 12 hours of plant animal and soil sciences, 24 hours of agriculture business courses and 3 hours of Ag electives and 10 hours of upper level Ag electives. The directed use of 3 hours of upper level Ag electives will allow students to integrate and apply functional knowledge of animal and plant agriculture and management, marketing, finance and policy to solve management problems and develop and improve team working, written and oral communication skills.
d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will obtain advanced knowledge in Agriculture business management which provides sufficient breadth and depth to function in a variety of professional agricultural environments. Students will emphasize skills in management, marketing, finance and policy and competency in decision making.
e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Review of assessment data of core agriculture business courses indicated that 17% of the students were performing below the minimum bench mark in the area of management. The addition AGBU 4993 Senior Seminar (Capstone Course) will enhance management skills and knowledge by having students implement theory into real world practice. Students will have the opportunity to work with a faculty team to advance their management skills and integrate cumulative knowledge of marketing, finance and policy. Faculty believe that students' should be able to apply their knowledge beyond comprehension and understanding which demonstrates higher level learning. Approximately 67% of students are transfer students. This new course allows these students

a greater opportunity to engage with the faculty team to develop the enhanced learning and professionalism expected of students graduating from this program.

f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. University of Missouri, AGEC 4990 Agriculture Economics Capstone Seminar; Oklahoma State University, AGEC 4423 Advanced Agribusiness Management; Purdue University, AGEC 41100 Farm Management, AGEC 42900 Agribusiness Marketing and AGEC 43000 Agricultural and Food Business Strategy; Delaware State University, 29-404 Sustainable Agriculture (Senior Capstone Course)

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 TracDat Four Column report for complete assessment plan, AGBU 4993 will be added to the assessment plan upon approval.

**Arkansas Tech University  
REQUEST FOR COURSE CHANGE**

Entered in INB 12/15/14

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

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

Course Subject: (e.g., ACCT, ENGL) <b>EAM</b>	Course Number: (e.g., 1003) <b>3206</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>Externship</b>	
Request to change: (check appropriate box):	
<input type="checkbox"/> Course Number	<input type="checkbox"/> Title
<input type="checkbox"/> Cross-Listing	<input 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)

**Externship**

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

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

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

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

# Course Description Checklist

Date: 12/8/2014

Course: EAM 3206

## SCADETL:

Subject ✓

Number ✓

Effective Term ✓

New Course Description (new format) including how often offered if unusual ✓

Course Description content: prerequisite, co-requisite, fees, or repeatable different from proposal? No Yes

Comment: \_\_\_\_\_

New lab fee? Board of Trustee's decision: Fee approved n/a Fee denied \_\_\_\_\_

If approved, add note '\*Fee effective Fall 20XX'. E.g., Lecture 3 hours, laboratory 3 hours. \$20 laboratory fee\*

\*Fee effective Fall 2013

Fee approved note added: n/a

Fee denied, removed from Course Descriptions: n/a

Course Text ✓

Appearance in online catalog checked ✓

To consider:

## SCADETL, Equivalent Course (Crosslisted)

Should course description of cross-listed class be changed? n/a

11/30/15  
KS

**Arkansas Tech University  
REQUEST FOR COURSE ADDITION**

RECEIVED

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Registrar's Office

*ACTS Course*

TO:	Curriculum Committee	<i>CC appx 9/23/14 ES appx 10/14/14 JW pc</i>
FROM (Initiating Department):	Department of Biological Sciences	
DATE SUBMITTED:	6/27/14	

Title	Signature	Date
Department Head	<i>Charlie Jagan</i>	6-27-14
Dean	<i>Jeff W. Kark</i>	2014 Jun 30
Registrar	<i>Johnny Weaver</i>	7/25/14
Vice President for Academic Affairs	<i>John White</i>	10/15/14

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
BIOL	2054	<input checked="" type="radio"/> Spring <input type="radio"/> Summer I

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

**Microbiology for Health Sciences**

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

**MICROBIOLOGY FOR HEALTH SCI.**

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

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

Does this course require a fee?  Yes  No How Much? 20 Select Fee Type

If selected other list fee type: Lab fee

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?

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

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

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

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? **Not past the lab aspects below.**

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

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

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

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Registrar's Office



✓  
**Microbiology for Health Sciences (BIOL 2054)** ✓

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

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

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

This section reserved for instructor contact information and office hours:

**Required Texts:**

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

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

**Bibliography (supplemental reading list):**

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

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

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

**Assessment methods:**

Weighting percentages for assessment methods contribution to final grade:

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

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

JUL 01 2014

Registrar's Office

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

**Lab notebooks:** Throughout the semester, you will be required to maintain a legible, handwritten (in ink) notebook describing techniques you learn, experiments you perform, and including a table of contents. Answers for unknowns (quantitative enumeration and mixed unknowns) should be "boxed" in red. For each experiment, your notebook entries should include these sections:

1. Rationale - Why you ran the experiment;
2. Materials - What you used to run the experiment;
3. Methods - What you did;
4. Results - What happened;
5. Conclusions - Inferences from results

**Attendance and participation policies:** Complete Blackboard quizzes well before the deadlines! Attend all classes! You will be dropped from the course for 2 absences. Tardiness and leaving early are disruptive "academic misconduct", thus, three occurrences will equal one absence.

**Academic honesty policies:** Cheating will result in a grade of zero for the first offense and a letter written to the chairman for administrative actions. Examples of cheating include actions such as copying from notes, the text, or other students' tests or quizzes during tests; copying labs, blackboard, and other assignments and presenting them as your own work; falsely claiming illness or computer malfunction(s); using a cell phone or any electronic device during any quiz, test, or during class for anything unrelated to learning microbiology, etc. Maintenance of academic integrity is the shared responsibility of administrators, teachers, and students. If you observe cheating, you should confront the suspect. If they don't quit, you are expected to inform the instructor and be willing to repeat your report to responsible administrators.

**"Professional commitment"** opportunities such as donating blood, taking notes on an extracurricular lecture presentation, or other evidences of commitment, volunteerism and good citizenship may affect grades up to 1.0%. This is a very important course, especially for students planning medical careers that will require substantial amounts of effort EVERY DAY! Learning, lifestyle, and cognition enhancing techniques mastered in this course will enable success in your other courses. Prepare to learn and implement success strategies.

**Course objectives:** In addition to demonstrating proficiency on laboratory techniques outlined in the lab schedule, students are expected to explain, describe, discuss, recognize, and/or apply knowledge and understanding of the topics outlined in the Lecture Content outlined on the following page.

**Microbiology for Health Sciences Lecture Content**

Presented as lecture number, content topic, and assigned chapter, and pages to read in required text (Tortora et al. 2013)

<b>Lecture Number</b>	<b>Topic</b>	<b>Reading</b>
1	How to study and enhance brain functioning. Overview of microbiology	C1 p.1-24
2	Chemical principles	C2 p.25-52
3	Microscopy and other techniques	C3 p.53-74
4	Procaryotes and eucaryotes	C4 p.75-110
5	Quiz (including infectious agents, IA through cholera). Microbial metabolism	C5 p.111-152
6	Microbial growth	C6 p.153-180
7	Control of microbial growth	C7 p.181-206
8	Microbial genetics	C8 p.207-243
9	Quiz (including IA through erysipeloid) Biotechnology and recombinant DNA	C9 p.246-272
10	Microbial classification	C10 p.271-298
11	Procaryotes: Bacteria and Archaea domains	C11 p. 299-302; 326-329
12	Eucaryotes: Fungi, algae, protozoans, helminths	C12 p.330-368
13	Quiz 3 (IA through lyme disease) Viruses, viroids, and prions	C13 p.369-400
14	Principles of disease and epidemiology	C14 p.401-428
15	Microbial mechanisms of pathogenicity	C15 p.429-450
16	Innate immunity: Nonspecific defenses of the host	C16 p.451-477
17	Quiz (IA through <i>Pseudomem enterocolitis</i> ) Adaptive immunity	C17 p.478-503
18	Applications of immunology	C18 p.504-526
19	Disorders associated with the immune system	C19 p.527-557
20	Antimicrobial drugs	C20 p.553-583
21	Quiz (IA through syphilis) microbial diseases of skin and eyes	C21 p.589-614
22	Microbial diseases of the nervous system	C22 p.615-642
23	Microbial diseases of the cardiovascular and lymphatic systems	C23 p.643-679
24	Microbial diseases of the respiratory system	C24 p.680-710
25	Quiz 6 (IA through yaws) Microbial diseases of the digestive system	C25 p.711-748
26	Microbial diseases of the urinary and reproductive systems	C26 p.749-771
27	Environmental microbiology	C27 p.772-798
28	Applied and Industrial Microbiology	C28 p.799-818
29	Comprehensive 100 question final exam, including all infectious agents and viruses.	

**Microbiology for Health Sciences Lab Schedule**

**Instructions:** Read the exercises shown in brackets below (in the lab manual) as well as pages in the required text (shown in parentheses) before lab and complete Blackboard assignments relevant to respective lab numbers as they are posted.

<b>Lab #</b>	<b>Topics [Exercise #] (text readings)</b>
1	Microscopy [12] (2, 54-75). Aseptic transfer and streak plate of stock cultures to be maintained all semester and handed in during last labs [3] (8,186, 413, 416, 170).
2	Stock culture slants, simple stain, microscopy <b>practicals</b> [2] (165). Gram stain [4] (69-70, 88). Wet mount, hanging drop [5].
3	Gram reaction, cell morphology, colonial morphology, motility of unknown mixed cultures [6] (76-79, 156, 82, 83). Aseptic transfer and complete microscopy <b>practicals</b> .
4	Complete mixed culture analysis/aseptic transfer practicals. Aseptic pipetting [7,8] Nigrosin negative stain, complete streak plate practicals [9]. Acid fast stain; motility agar [10]. Use required text index to find associated readings for this lab (Tortora).
5	Preparation of media [11-13]. Aseptic pipetting <b>practicals</b> . Quantitative enumeration problems and discussion of bacterial growth curves.
6	Quantitative enumeration of unknown bacteria [14]. Complete media preparation lab.
7	Bacterial growth, food testing using selective and differential media [15, 16] Complete quantitative enumeration unknown.
8	Minimum Inhibitory Concentration of an antibiotic. Effect of U.V. light on bacteria/photoreactivation. Kirby/Bauer technique [19, 20] Complete bacterial growth/food testing.
9	Interpret previous labs' results. Use of Triple sugar iron agar and enterotubes for bacterial identifications. Enrichments for antibiotic producers and nitrogen fixers from soil [21].
10	Continue enrichments labs. Clean up lab (antibiotics video).
11	Start water analysis [22-26] including Most Probable Number (MPN) determination; Presumptive, confirmed, and completed tests for coliforms (finish antibiotics video and <i>Alliance for the Prudent Use of Antibiotics</i> information).
12	Review lab notebooks, continue water analysis.
13	Complete water analysis. Streak stock cultures. Complete all unfinished practicals.
14	Clean up entire lab, discarding all plates and unlabeled tubes. All students hand in completed lab notebooks at start of last lecture date.

## Arkansas Tech University

## Course Addition

## Assessment Form

*Add BIOL 2054, Microbiology for Health Sciences*

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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 is designed specifically to offer an appropriate foundation in knowledge of microbiology to students of nursing and other health-related fields.**
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The Arkansas State Board of Nursing Standards, Section II Program Requirements; Item I. Educational Program, number 3.b. under "Course Content" specifies that educational programs leading to nursing licensure include "...C. Microbiology;..."**
- c. Provide up to three student learning outcomes students will achieve after completing this course?  
**1-Demonstrate use of triple sugar iron agar and enterotubes for bacterial identifications.  
 2-Show presumptive, confirmed, and Most Probable Number tests for coliform bacteria.  
 3-Match causative agents and characteristics of over 80 infectious diseases.  
 and many more...**
- d. What assessment tool or measure will you use to assess student learning? **Students who complete the B.S. Degree in nursing sit for the "National Council Licensure Exam-Registered Nursing" which, assesses content knowledge including microbiology. TECH students perform very well on this assessment exam; however, nursing faculty tell us that their students who take a lower level microbiology course at various community colleges (especially UACCM) also perform well. Thus, it seems likely that our NUR students do not need the upper level one that we have traditionally offered and originally designed for biology majors.**
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? **During the course, microbiology content knowledge will be evaluated using daily lecture, laboratory, and textbook-based quizzes as well as tests every two weeks and a comprehensive final exam. A more specific listing of topic coverage is provided in the attached syllabus.**
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. **Our assessment data supporting the need for this 2000-level**

JUL 01 2014

Registrar's Office

course is primarily the low success rate in our upper-level microbiology course, especially for students of nursing and other allied health sciences. For example, results of an ARGOS (OLAP) report on student success for this course from 2010 through 2013, we learned that 52% of the 363 students to enroll in this course were nursing majors and their non-success rate (D, F, or W) was 25%. Thus, success for this population is lower than one typically sees in an upper level course. We suspect that one of the most important contributing factors is that most of these students do not have junior standing, nor the level of academic experience that we typically see in upper-level biology majors. As a group, they may also realize that the material in the upper level course is presented at a higher level than what nursing students generally are expected to complete.

- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **Our university is one of the few in the state to not offer a 2000-level microbiology course for health-sciences (non-biology majors). By adding this offering, we will have a match for the statewide transfer program (ACTS) which will facilitate transfer of students among state-supported universities which is consistent with current ADHE and the State legislature initiatives. We are not proposing any curricular changes to the existing upper-level microbiology course designed for biology and other science majors; however, we suspect that content will become more focused on this population's needs.**

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**Arkansas Tech University  
DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

**Regarding proposed new microbiology course BIOL 2054.**

Department Affected: <b>Nursing</b>	This department XX supports <input checked="" type="checkbox"/> does not support the change. <input type="checkbox"/>
Comments:	

Department Head Signature: Rebecca Burris

Date: 6/27/2014

JUN 23 2014

Arkansas Tech University  
**PROPOSAL FOR CHANGE IN PROGRAM**

CC @PRR 9/23/14 JW  
 FS app 10/14/14  
 Catalog 10-28-14 per KR

TO:	Curriculum Committee
FROM (Initiating Department):	Biological Sciences - Health Information Management
DATE SUBMITTED:	June 12, 2014

Title	Signature	Date
Department Head	<i>Cheryl Jager</i>	6-19-14
Dean	<i>Jeff W. Rafter</i>	2014 June 20
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	<i>Jimmy Weaver</i>	6/20/14
Vice President for Academic Affairs	<i>John White</i>	10/15/14

Program Title: <u>Health Information Management (HIM)</u>	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>Delete ACCT 2003 Accounting I and add three hours of electives. The accreditation body for the HIM program (CAHIIM) has implemented new accreditation standards. Among the changes in these standards is less of a financial focus for the program. HIM students presently receive the information needed to meet the new standards in existing HIM courses. Therefore, there will no longer be a need for them to complete an additional accounting course.</p>	
<p>What impact will the change have on staffing, on other programs and space allocation?</p> <p>There will be no impact on HIM staffing. The HIM program has less than 20 students each year so these students would not be enrolling in the ACCT 2003 course.</p>	
<p>Attach the Change in Program Assessment Form. The form is located on the Assessment &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>	



Fall Start Curriculum Matrix for Catalog  
Curriculum in Health Information Management

<p><b>Freshman Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Freshman Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Sophomore Fall Semester</b></p> <p>Change: AHS 2013 or ACCT 2003 to AHS 2013 or Electives (3 hours)</p> <p>Delete:</p> <p>Total Hours: 13</p>	<p><b>Sophomore Spring Semester</b></p> <p>Change: AHS 2013 or ACCT 2003 to AHS 2013 or Electives (3 hours)</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p><b>Junior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Junior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Senior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Senior Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

**Arkansas Tech University**

**Course Deletion**

**Assessment Form**

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Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) Domain VI. Leadership – Subdomain VI.G. Financial Management. 1. Evaluate capital, operating and/or projects using basic accounting principles. 2. Perform cost-benefit analysis for resource planning and allocation 3. Evaluate the stages of the procurement process.
- b. Explain the rationale for the course deletion. The new standards are currently covered in another course in the HIM program (HIM 4063 Organization and Administration). The additional elective hours will allow the student to choose another course in which they may add to their particular area of interest. For example, some students are interested in the information technology role of HIM. They may choose an additional information technology course to better prepare for their chosen career area. It is felt this will better serve the needs of the student while still providing the course information needed.

**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

This form must be completed for every department affected by the course change.

Department Affected: Accounting and Economics	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:  This is the proposed program change to eliminate ACCT 2003 from the HIM major. This change will not significantly negatively affect the ACCT/ECON department nor the College of Business.	

Department Head Signature: \_\_\_\_\_



Date: 6/12/14

**Arkansas Tech University  
PROPOSAL FOR NEW PROGRAM**

Teacher Ed  
appx 9/11/14 JW  
CC appx 9/23/14 JW  
FS appx 10/14/14 jcc

TO: Curriculum Committee  
FROM: Curriculum and Instruction, Mathematics and Physical Sciences  
DATE SUBMITTED:  
REQUEST FOR: Addition of Major in MATH/PHYSICS Education

Title	Signature	Date
Department Head Dr. David Bell (Curriculum & Instruction)	<i>David Bell</i>	6/26/14
Department Head Dr. Tom Limperis (Mathematics)	<i>Tom Limperis</i>	6/26/14
Department Head Dr. Jim Musser (Physical Sciences)	<i>Jim Musser</i>	6/26/2014
Dean Dr. Jeff Robertson	<i>Jeff Robertson</i>	2014 Jun 30
Teacher Education Council Dr. Sherry Field		
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	9/18/14
Vice President for Academic Affairs Dr. John Watson	<i>John Watson</i>	10/15/14

13.1329 Physics Education

Program Title: MATH/PHYSICS Education	CIP Code: <del>13.1311 (Mathematics Teacher Education)</del> <del>13.1329 (Physics Teacher Education)</del>
Contact Persons: Dr. Jim Musser (jmusser@atu.edu) Dr. Linda Kondrick (lkondrick@atu.edu)  Arkansas Tech University 1701 North Boulder Avenue Russellville, AR 72801  (479)968-0293	Proposed Date:  Fall <del>2014</del> 2015
Program Summary:  The program is the result of changes in licensure options from the Arkansas Department of Education. As such, it does not represent new elements, but rather a new arrangement of elements from existing programs. The program does not require additional facilities, resources, costs, equipment, faculty or courses.	

List existing degree programs that support the proposed program:

*Mathematics for Teacher Licensure*  
*Physical Science and Earth Science for Teacher Licensure*

Need for the Program:

The degree is in response to changes in licensure instituted by the Arkansas Department of Education. Previously, physical sciences and mathematics had two licensure options, *Physical and Earth Science* and *Mathematics*. ADE has now created three licensure options, *Physical Science*, *Physics/Math* and *Mathematics*. This proposal in conjunction with a proposal to modify the *Physical and Earth Science* option will bring ATU's degrees in line with the current ADE licensure options.

Curriculum Outline by Semester

See the attached matrix.

Total number of Semester Hours Required for Graduation:

124 hours

Courses currently offered via distance technology:

List New Courses (Please attach New Course Proposals):

None

Identify General Education Courses, Core Courses, and Major Courses:

See the attached Degree Audit Checklist.

Program Admission Requirements:

How does this proposal support the University Mission or University Strategic Planning Goals? Attach a detailed assessment plan including specific learning objectives and means to assess each objective.

List the names and credentials of all faculty teaching courses in the proposed program.

Total number of faculty required (existing and new)

For new faculty members include expected credentials/experience and hire date

The program requires no new faculty.

**Description of Resources**

No additional resources or costs are required.

Fall Start Curriculum Matrix for Catalog  
Curriculum in **MATH/PHYSICS Education**

<p>Freshman Fall Semester</p> <p>ENGL 1013<sup>T</sup> PHSC 1001<sup>T</sup> MATH 2914<sup>T</sup> PHSC 1053<sup>T</sup> BIOL 1014/1114<sup>T</sup> ↑ or Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>ENGL 1023<sup>T</sup> MATH 2924<sup>T</sup> CHEM 2124<sup>T</sup> COMS 2803<sup>T</sup> 3 hours from ANTH 2003/SPH 2003/Gen Ed<sup>T</sup> ↑ US HIST/POLS or Soc Sci or FAH Total Hours: 17</p>
<p>Sophomore Fall Semester</p> <p>MATH 2934<sup>T</sup> MATH 2703<sup>T</sup> PHYS 2114<sup>T</sup> SEED 2002<sup>T</sup> 3 hours from ANTH 2003/SPH 2003/Gen Ed<sup>T</sup> ↑ US HIST/POLS or Soc Sci or FAH Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>MATH 3123 MATH 3243 PHYS 2124<sup>T</sup> PHSC 3033 3 hours from ANTH 2003/SPH 2003/Gen Ed<sup>T</sup> ↑ US HIST/POLS or Soc Sci or FAH Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>MATH 3153 or MATH 3203/4033/<del>3003</del> 4123 PHYS 3213/3 hours UD physics SEED 3552 SEED 4052 3 hours from ANTH 2003/SPH 2003/Gen Ed<sup>T</sup> ↑ US HIST/POLS or Soc Sci or FAH Total Hours: 16</p>	<p>Junior Spring Semester</p> <p>MATH 4703 3 hours UD physics PHSC 3252 SEED 3702 6 hours from ANTH 2003/SPH 2003/Gen Ed<sup>T</sup> ↑ US HIST/POLS or Soc Sci or FAH Total Hours:</p>
<p>Senior Fall Semester</p> <p>MATH 4113 PHYS 3213/3 hours UD physics PHSC 3233 SEED 4556 Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>SEED 4503 SEED 4909 MATH 4772/PHSC 4701 ↑ or Total Hours: 13</p>

Total Program Hours: 124/125

**Arkansas Tech University  
Academic Program  
Criteria for CPGE Assessment**

Complete Sections A through E, complete form for each course in program assessment plan.

- A. List Degree Program, level of degree, degree title and academic department.  
(Example, BS Professional Studies, Department of Professional Studies)

**Degree Program:**

Program Student Learning Objectives: add additional rows if needed.
1.
2.
3.
4.
5.
6.
7.

- B. List the Course, Course Objectives and CPGE related assessment objectives, add rows if needed.

**Program Course:**

Course Objectives	CPGE Objectives

- C. Describe the Criteria for Success preferred scale to be used to record results in the CPGE's, i.e., grades (A, B, C, D, or F), categories (Exemplary, Satisfactory, Unsatisfactory, and so on), likert scale (1, 2, 3, 4, and 5). Note: The scale can be different for different objectives, just note which scale is to be used for which course objective if there are differences.

--

- D. List Course Objective (same as in B.) and correlating Means of Assessment (Direct and Indirect Measures- exams, exam questions, essays, survey, presentation, etc.)

Course Objective	Means of Assessment

- E. What year/semester do you want to activate this course in the CPGE system?

--

For assistance with CPGE, contact Mr. Wyatt Watson, Director of Institutional Research.  
If you are needing assistance with program and course objectives, grading rubrics, and/or assessment measures contact Dr. Monica Varner, Director of Assessment and Institutional Effectiveness.

# Competencies for Secondary Teachers: Physics/Math, Grades 7-12

2014

In addition to the Arkansas Teaching Standards, the teacher of Physics/Math, grades 7-12, shall demonstrate knowledge and competencies in the following areas:

<p><b>1. Central concepts or current theories of Physics</b></p> <p>NRC Framework</p>	<p>1.1 Ability to demonstrate a knowledge of mechanics</p> <p>1.2 Ability to demonstrate a knowledge of electricity and magnetism</p> <p>1.3 Ability to demonstrate a knowledge of optics and waves</p> <p>1.4 Ability to demonstrate a knowledge of heat and thermodynamics</p> <p>1.5 Ability to demonstrate a knowledge of modern physics, atomic and nuclear structure</p>
<p><b>2. Principles of Physics</b></p> <p>NRC Framework</p> <p>CCSS - English/Language Arts: English Language Arts &amp; Literacy in Science, and Technical Subjects, grades 7-12</p> <p>CCSS – Mathematics, grades 7-12</p>	<p>2.1 Ability to demonstrate a deep understanding following active investigations in mechanics including</p> <ul style="list-style-type: none"> <li>• Vectors and Scalars</li> <li>• Kinematics</li> <li>• Dynamics and Fluid Mechanics</li> </ul> <p>2.2 Ability to demonstrate a deep understanding following active investigations in the principles of electricity and magnetism including</p> <ul style="list-style-type: none"> <li>• Electrostatics</li> <li>• Electrical properties of Conductors, Insulators, and Semiconductors</li> <li>• Capacitance and Inductance</li> <li>• Differences between Alternating and Direct Current Simple Series, Parallel, and Combination Circuits</li> <li>• Magnetic fields, Magnetism forces, and Properties of Magnetic Materials</li> </ul> <p>2.3 Ability to demonstrate a deep understanding following active investigations in the principles of optics and waves including</p> <ul style="list-style-type: none"> <li>• Wave Phenomena</li> <li>• Fundamentals of the Doppler Effect</li> <li>• Characteristics of Sound</li> <li>• Electromagnetic Waves and the Electromagnetic Spectrum</li> <li>• Geometric Optics</li> </ul> <p>2.4 Ability to demonstrate a deep understanding following active investigations in the principles of heat and thermodynamics including</p> <ul style="list-style-type: none"> <li>• Temperature, Temperature scales, Heat, and Heat capacity</li> <li>• Mechanics of Heat Transfer</li> <li>• Different forms of Energy and Transformations between them</li> <li>• Energy involved in Phase Transitions between various States of Matter</li> <li>• Kinetic Molecular Theory and the Ideal Gas Laws</li> <li>• Laws of Thermodynamics</li> </ul> <p>2.5 Ability to demonstrate a deep understanding following active investigations in the principles of modern physics, atomic, and nuclear structure including</p>

ATS (InTASC) = 2011 Arkansas Teaching Standards (Interstate Teacher Assessment and Support consortium)

CCSS = 2010 Common Core State Standards

NRC Framework = National Research Council. *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, DC: The National Academies Press, 2012

Praxis II (5265) = Praxis II Physics: Content Knowledge; Praxis II (5161) Mathematics: Content Knowledge

Revised 8/6/2014



	<ul style="list-style-type: none"> <li>• Organization, Structure, and States of Matter</li> <li>• Nature of Atomic and Subatomic Structure</li> <li>• Relationship of Atomic Spectra to Electron Energy Levels</li> <li>• Characteristics, Processes, and Effects of Radioactivity</li> <li>• Topics in Modern Physics</li> </ul>
<p><b>3. Incorporate Crosscutting Concepts</b></p> <p>NRC Framework</p>	<p>3.1 Ability to understand and exhibit knowledge of patterns</p> <p>3.2 Ability to understand and exhibit knowledge of cause and effect</p> <p>3.3 Ability to understand and exhibit knowledge of scale, proportion, and quantity</p> <p>3.4 Ability to understand and exhibit knowledge of systems and system models</p> <p>3.5 Ability to understand and exhibit knowledge of energy and matter, flows, cycles, and conservation</p> <p>3.6 Ability to understand and exhibit knowledge of structure and function</p> <p>3.7 Ability to understand and exhibit knowledge of stability and change</p>
<p><b>4. Incorporate Science and Engineering Practices</b></p> <p>NRC Framework</p>	<p>4.1 Knowledge and practice of the eight practices of science and engineering that the NRC Framework identifies as essential for all students to learn science and engineering are listed below:</p> <ul style="list-style-type: none"> <li>• Asking questions (for science) and defining problems (for engineering)</li> <li>• Developing and using models</li> <li>• Planning and carrying out investigations</li> <li>• Analyzing and interpreting data</li> <li>• Using mathematics and computational thinking</li> <li>• Constructing explanations (for science) and designing solutions (for engineering)</li> <li>• Engaging in argument from evidence</li> <li>• Obtaining, evaluating, and communicating information</li> </ul>
<p><b>5. Incorporate History and Nature of Science</b></p> <p>NRC Framework</p>	<p>5.1 Ability to apply appropriate practices and knowledge to experimental design</p> <p>5.2 Ability to apply appropriate practices and knowledge to show scientific knowledge is based on empirical evidence</p> <p>5.3 Ability to apply appropriate practices and knowledge to show scientific knowledge is open to revision in light of new evidence</p> <p>5.4 Ability to apply appropriate practices and knowledge to scientific models, laws, mechanisms, and theories that explain natural phenomena</p> <p>5.5 Ability to collect, process, analyze, and report data including sources of error</p> <p>5.6 Ability to apply appropriate practices and knowledge to</p>

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Praxis II (5265) = Praxis II Physics: Content Knowledge; Praxis II (5161) Mathematics: Content Knowledge

Revised 8/6/2014

	<p>demonstrate scientific knowledge assumes an order and consistency in natural systems</p> <p>5.7 Ability to apply appropriate practices and knowledge to demonstrate science is a human endeavor</p> <p>5.8 Ability to demonstrate that science addresses questions about the natural and material world</p>
<p><b>6. Incorporate Safety</b></p>	<p>6.1 Ability to design activities in a grade 7-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction</p> <p>6.2 Ability to design and demonstrate activities in a grade 7-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines</p> <p>6.3 Ability to ensure safe science activities appropriate for the abilities of all students</p> <p>6.4 Ability to design and demonstrate activities in a 7-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom</p> <p>6.5 Ability to emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms</p>
<p><b>7. Integration of STEM (science, technology, engineering, and mathematics)</b></p> <p>CCSS - English/Language Arts: English Language Arts &amp; Literacy in Science, and Technical Subjects, grades 7-12</p> <p>CCSS – Mathematics, grades 7-12</p> <p>NRC Framework</p>	<p>7.1 Ability to understand and model key concepts of science, technology, engineering, and mathematics (STEM)</p> <p>7.2 Ability to develop and deliver STEM-integrated, student-centered lessons and lab investigations, taking into account factors such as safety measures, grades 7-12 classroom dynamics, problem solving, and project-based learning strategies, etc., which integrate grade-appropriate standards and practices</p> <p>7.3 Ability to understand and apply the engineering design process used to solve real-world problems in grades 7-12 lessons</p> <p>7.4 Ability to collect, evaluate, synthesize, and share real world data</p> <p>7.5 Ability to apply knowledge of STEM toward solving human and environmental problems</p> <p>7.6 Ability to utilize vocabulary, primary concepts, definitions, and models applicable to scientific investigations and engineering and design challenges</p> <p>7.7 Ability to develop and deliver STEM lesson assessments (formative and summative)</p> <p>7.8 Ability to recognize how an integrated approach can enrich the learning environment and build connections between STEM content areas</p>

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Praxis II (5265) = Praxis II Physics: Content Knowledge; Praxis II (5161) Mathematics: Content Knowledge

Revised 8/6/2014

	<p>7.9 Ability to appreciate the nature of science and scientific inquiry through solving real-world problems</p> <p>7.10 Ability to develop and implement grades 4-8 STEM units and lessons</p> <p>7.11 Ability to share, model, and practice strategies to support the integration of STEM areas with emphasis in the 4-8 classroom</p>
<p><b>8. Incorporate Principles of Engineering Design, Technology, and Applications of Science</b></p> <p>CCSS - English/Language Arts: English Language Arts &amp; Literacy in Science, and Technical Subjects, grades 7-12</p> <p>CCSS – Mathematics, grades 7-12</p> <p>NRC Framework</p>	<p>8.1 Ability to demonstrate a deep understanding following active investigations in the principles of the engineering design cycle in the context of grades 7-12 science including</p> <ul style="list-style-type: none"> <li>• Defining and Delimiting an Engineering Problem</li> <li>• Developing Possible Solutions</li> <li>• Optimizing the Design Solution</li> </ul> <p>8.2 Ability to demonstrate a deep understanding following active investigations in the principles of the links among engineering, technology, science, and society in the context of grades 7-12 science including</p> <ul style="list-style-type: none"> <li>• Interdependence of Science, Engineering, and Technology</li> <li>• Influence of Engineering, Technology, and Science on Society and the Natural World</li> </ul> <p>8.3 Ability to display and apply proper knowledge and practices of the impact of physics and technology on society and the environment</p> <p>8.4 Ability to display and apply proper knowledge and practices of major issues associated with energy use and production</p> <p>8.5 Ability to display and apply proper knowledge and practices of applications of physics in daily life</p>
<p><b>9. Disciplinary Literacy</b></p> <p>CCSS-ELA</p>	<p><u>Reading in Science and Technical Subjects, Grades 7-12</u></p> <p>Reading competencies for literacy in science and technical subjects for grades 7-12 include the ability to read informational texts in science and technical subjects closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <p>9.1 Citing specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p>9.2 Determining the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms</p> <p>9.3 Following precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, analyzing the specific results based on explanations in the text</p> <p>9.4 Determining the meaning of symbols, key terms, and other</p>

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	<p>domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 7-12 text and topics</p> <p>9.5 Analyzing how the text structures information or ideas are organized into categories or hierarchies, demonstrating understanding of the information or ideas</p> <p>9.6 Analyzing the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved</p> <p>9.7 Integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>9.8 Evaluating the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information</p> <p>9.9 Synthesizing information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible</p> <p>9.10 Reading and comprehending a variety of scientific and technical documents appropriate for instruction within the 7-12 text complexity band</p> <p><u>Writing in History/Social Studies, Science, and Technical Subjects, Grades 7-12</u></p> <p>Writing competencies for literacy in history/social studies, science, and technical subjects for grades 7-12 will be demonstrated by</p> <p>9.11 Writing arguments focused on discipline-specific content by</p> <ul style="list-style-type: none"> <li>• Introducing precise, knowledgeable claim(s), establishing the significance of the claim(s), distinguishing the claim(s) from alternate or opposing claims, and creating an organization that logically sequences the claim(s), counterclaims, reasons, and evidence</li> <li>• Developing claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>• Using words, phrases, and clauses as well as varied syntax</li> </ul>
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	<p>to link the major sections of the text, creating cohesion, and clarification of the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> <li>• Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• Providing a concluding statement or section that follows from or supports the argument presented</li> </ul> <p>9.12 Writing informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes by</p> <ul style="list-style-type: none"> <li>• Introducing a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</li> <li>• Developing the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic</li> <li>• Using varied transitions and sentence structures to link the major sections of the text, creating cohesion, and clarifying the relationships among complex ideas and concepts</li> <li>• Using precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; conveying a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers</li> <li>• Providing a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic)</li> </ul> <p>9.13 Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>9.14 Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p>
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	<p>9.15 Using technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>9.16 Conducting short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>9.17 Gathering relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assessing the strengths and limitations of each source in terms of the specific task, purpose, and audience, integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source, and following a standard format for citation</p> <p>9.18 Drawing evidence from informational texts to support analysis, reflection, and research</p> <p>9.19 Writing routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>
<p><b>10. Mathematical Practices</b></p> <p>CCSS-M Mathematical Practices 1-8</p>	<p>Standard 10: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know how to develop student expertise in the content area incorporating the following Standards for Mathematical Practice throughout all 7-12 mathematics by</p> <p>10.1 Making sense of problems and persevering in solving them</p> <p>10.2 Reasoning abstractly and quantitatively</p> <p>10.3 Constructing viable arguments and critiquing the reasoning of others</p> <p>10.4 Modeling with mathematics</p> <p>10.5 Using appropriate tools strategically</p> <p>10.6 Attending to precision</p> <p>10.7 Looking for and making use of structure</p> <p>10.8 Looking for and expressing regularity in repeated reasoning</p>
<p><b>11. Number and Quantity</b></p> <p>NCTM: A.1.1 - A.1.5</p> <p>CCSS: Math. Content. HSN</p>	<p>Standard 11: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to number and quantity with their content understanding and mathematical practices, supported by appropriate technology and varied representational tools, including</p>

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	<p>concrete models by</p> <p>11.1 Knowing structure, properties, relationships, operations, and representations including standard and non-standard algorithms, of numbers and number systems including integer, rational, irrational, real, and complex numbers</p> <p>11.2 Knowing fundamental ideas of number theory (divisors, factors and factorization, primes, composite numbers, greatest common factor, least common multiple, and modular arithmetic)</p> <p>11.3 Knowing quantitative reasoning and relationships that include ratio, rate, and proportion and the use of units in problem situations</p> <p>11.4 Knowing vector and matrix operations, modeling, and applications</p> <p>11.5 Knowing historical development and perspectives of number, number systems, and quantity including contributions of significant figures and diverse cultures</p>
<p><b>12. Algebra</b></p> <p>NCTM/NCATE: A.2.1 - A.2.5</p> <p>CCSS: Math. Content. HSA</p>	<p>Standard 12: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to algebra with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models by</p> <p>12.1 Knowing algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing, and justifying relationships and operations</p> <p>12.2 Knowing function classes including polynomial, exponential, and logarithmic, absolute value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations</p> <p>12.3 Knowing functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeroes, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and notations as a means to describe, reason, interpret, and analyze relationships and to build new functions</p> <p>12.4 Knowing patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and inversely proportional relationships and types of real-world relationships these functions can model</p> <p>12.5 Knowing linear algebra including vectors, matrices, and</p>

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	<p>transformations</p> <p>12.6 Knowing abstract algebra, including groups, rings, and fields, and the relationship between these structures and formal structures for number systems and numerical and symbolic calculations</p> <p>12.7 Knowing historical development and perspectives of algebra including contributions of significant figures and diverse cultures</p>
<p><b>13. Geometry and Trigonometry</b></p> <p>NCTM: A.4.1 - A.3.10</p> <p>CCSS: Math. Content. HSG</p> <p>CCSS: Math.Content.HSF.TF</p>	<p>Standard 13: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to geometry and trigonometry with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models by</p> <p>13.1 Knowing core concepts and principles of Euclidean geometry in two and three dimensions and two-dimensional non-Euclidean geometries</p> <p>13.2 Knowing transformations including dilations, translations, rotations, reflections, glide reflections, compositions of transformations, and the expression of symmetry in terms of transformations</p> <p>13.3 Knowing congruence, similarity and scaling, and their development and expression in terms of transformations</p> <p>13.4 Knowing right triangles and trigonometry</p> <p>13.5 Knowing application of periodic phenomena and trigonometric identities</p> <p>13.6 Knowing identification, classification into categories, visualization, and representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres)</p> <p>13.7 Knowing formula rationale and derivation (perimeter, area, surface area, and volume) of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements</p> <p>13.8 Knowing geometric constructions, axiomatic reasoning, and proof</p> <p>13.9 Knowing analytic and coordinate geometry including algebraic proofs (e.g., the Pythagorean Theorem and its converse) and equations of lines and planes, and expressing geometric properties of conic sections with equations</p>

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	<p>13.10 Knowing historical development and perspectives of geometry and trigonometry including contributions of significant figures and diverse cultures</p>
<p><b>14. Statistics and Probability</b> NCTM: A.4.1 - A.4.6 CCSS: Math. Content. HSS</p>	<p>Standard 14: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to statistics and probability with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models by</p> <p>14.1 Knowing statistical variability and its sources and the role of randomness in statistical inference</p> <p>14.2 Creating and implementing of surveys and investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results</p> <p>14.3 Knowing univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots), summary measures, and comparisons of distributions</p> <p>14.4 Knowing empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events</p> <p>14.5 Knowing random (chance) phenomena, simulations, and probability distributions and their application as models of real phenomena and to decision making</p> <p>14.6 Knowing historical development and perspectives of statistics and probability including contributions of significant figures and diverse cultures</p>
<p><b>15. Calculus</b> NCTM: A5.1-5.6</p>	<p>Standard 15: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to calculus with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models by</p> <p>15.1 Knowing limits, continuity, rates of change, the Fundamental Theorem of Calculus, and the meanings and techniques of differentiation and integration</p> <p>15.2 Knowing parametric, polar, and vector functions</p> <p>15.3 Knowing sequences and series</p> <p>15.4 Knowing multivariate functions</p>

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	<p>15.5 Knowing applications of function, geometry, and trigonometry concepts to solve problems involving calculus</p> <p>15.6 Knowing historical development and perspectives of calculus, including contributions of significant figures and diverse cultures</p>
<p><b>16. Discrete Mathematics</b></p> <p>NCTM: A.6.1 - A.6.5</p>	<p>Standard 16: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to discrete mathematics with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models by</p> <p>16.1 Knowing discrete structures including sets, relations, functions, graphs, trees, and networks</p> <p>16.2 Knowing enumeration including permutations, combinations, iteration, recursion, and finite differences</p> <p>16.3 Knowing propositional and predicate logic</p> <p>16.4 Knowing applications of discrete structures such as modeling and solving linear programming problems and designing data structures</p> <p>16.5 Knowing historical development and perspectives of discrete mathematics including contributions of significant figures and diverse cultures</p>

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Curriculum Committee  
AGENDA  
Tuesday, January 27, 2015  
RPL 325, 3 p.m.

- I. Call to Order and Approval of Minutes
- II. New Business
  - A. General Education Program Recommended Changes and Annual Report
- III. Curricular Items
  - A. Department of Nursing
    - 1. Delete NUR 3302, Health Assessment for Medical Interpreters, from the course descriptions.
  - B. Department of Management and Marketing
    - 1. Add the minor in Business and Entrepreneurship.
- IV. Adjournment

Arkansas Tech University  
Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, January 27, 2015, at 3 p.m. in RPL 325. The following are members of the committee:

Dr. Stan Lombardo (AH 2 year term)	Dr. Nina Goza (BA 1 year term)
Dr. Michael Benefield (BA 2 year term)	Dr. Mac Rainey (EAS 1 year term)
Dr. J. J. Mayo (ED 2 year term)	Dr. Shellie Hanna (ED 1 year term)
Dr. Cathi McMahan (EAS 2 year term)	Dr. Jackie Bowman (NH 1 year term)
Dr. Cathy Baker (NH 2 year term)	Dr. Jeremy Schwehm (PS 1 year term)
Ms. Jennifer Saxton (PS 2 year term)	Ms. Tammy Weaver (ex officio)
Dr. Stephanie Pepper (at large; 1 year term)	Ms. Katie Frazier SGA members (ex officio)
Dr. Diane Gleason (AH 1 year term)	Mr. Saul Pennington SGA members (ex officio)

Dr. Schwehm, Ms. Frazier, and Mr. Pennington were absent. The following guests were present to answer questions regarding curriculum proposals: Dr. Rebecca Burris, Dr. Ed Bashaw, and Dr. Stephen Jones. Ms. Brandi Tripp and Ms. Alexis Scrimshire from the Registrar's Office were present.

Dr. Rainey called the meeting to order and asked for approval of minutes. Motion by Dr. Lombardo, seconded by Dr. Gleason, to approve the minutes. Motion approved.

OLD BUSINESS: No old business

Motion by Dr. Mayo, seconded by Ms. Saxton to amend the order of the agenda to allow the curriculum proposals be moved to the first item of consideration. Motion approved.

NEW BUSINESS:

Curriculum Proposals

Motion by Dr. Benefield, seconded by Dr. Lombardo, to approve the proposal from the Department of Nursing to Delete NUR 3302, Health Assessment for Medical Interpreters, from the course descriptions. Motion approved.

Motion by Dr. Hanna, seconded by Ms. Saxton, to approve the proposal from the Department of Management and Marketing to Change the title of the Business minor to Business and Entrepreneurship and modify the curriculum. Motion approved.

Other Business:

Motion by Dr. Hanna, seconded by Dr. Lombardo, to table the approval of the General Education Program recommendation and Annual Report. Motion approved.

Meeting adjourned at 3:45 p.m.

Tammy Weaver, Recording Secretary

**AGENDA**  
**FACULTY SENATE**  
**Tuesday, February 10, 2015**  
**3:00 p.m., Rothwell 456**

- I. Call to Order
  - A. Approval of the minutes of the December 9, 2014, meeting
  
- II. New Business
  - A. Curricular items (see attached, page 2)
  - B. Report on online course evaluations
  - C. Changes to standing committee appointments
  - D. Adjunct representation on the Faculty Senate
  - E. Office hours requirement
  - F. Annual peer review for tenured faculty requirement
  - G. Annual evaluations for tenured faculty requirement
  - H. Handbook promotion and tenure considerations
  - I. Other handbook considerations
  - J. Proposal from Adjunct Support Committee (see attached, page 3)
  
- III. Old Business
  - A. Report from campus recreation subcommittee
  - B. Report from subcommittee collaborating with the administration
  - C. Honor Code University
  - D. University promotion and tenure procedure/Faculty Handbook
  
- IV. Open Forum
  
- V. Announcements and Information Items
  
- VI. Adjournment

Minutes of  
THE FACULTY SENATE  
OF  
ARKANSAS TECH UNIVERSITY

The Faculty Senate met Tuesday, February 10, 2015, at 3:00 p.m. in Rothwell 456.  
The following members were present:

Dr. Molly Brant	Dr. Timothy Leggett
Dr. Glen Bishop	Dr. Kevin Mason
Dr. Marcel Finan	Dr. Johnette Moody
Dr. Marc Fusaro	Dr. Jason Patton
Mr. Ken Futterer	Dr. Michael Rogers
Mr. Neal Harrington	Dr. Rebecca Shopfner
Dr. Annette Holeyfield	Dr. Jack Tucci
Dr. Sean Huss	Dr. Dana Ward
Dr. Chris Kellner	Dr. David Ward
Dr. Linda Kondrick	

Dr. Carey Bosold and Dr. Deborah Wilson were absent. Dr. AJ Anglin, Mr. Wyatt Watson and Ms. Pat Chronister were visitors.

CALL TO ORDER

President Ward called the meeting to order and asked for a motion in regard to the minutes of the December 9, 2014 meeting.

APPROVAL OF  
MINUTES

Motion by Dr. Kellner, seconded by Dr. Kondrick, to approve the minutes as distributed.  
Motion carried.

NEW BUSINESS:  
CURRICULAR  
ITEMS

President Ward called for a motion in regard to the curricular proposals from the Department of Nursing and the Department of Management and Marketing.

Motion by Mr. Futterer, seconded by Dr. Huss, to approve the curricular proposals as presented:

Department of Nursing

1. Delete NUR 3302, Health Assessment for Medical Interpreters, from the course descriptions

Department of Management and Marketing

1. Modify/retitle the minor in Business to the minor in Business and Entrepreneurship

Motion carried.

ONLINE COURSE  
EVALUATIONS

President Ward recognized Mr. Wyatt Watson, Director of Institutional Research, and invited him to address the Senate. Mr. Watson reported the pilot for online course evaluations had been extended in the fall 2014 term to all courses selected for evaluation, including face to face courses. He stated the response rate in the fall 2013 term, using both paper and online evaluations, was 64% participation, and the response rate for the fully online evaluations in the fall 2014 pilot was 54% participation. Mr. Watson was pleased with only a 10% decrease in participation, stating there had been little advertisement or promotion of the pilot. Mr. Futterer asked if the rate of comments had increased. Mr. Watson stated he could not perform a true comparison, but the comment response rate was 54% for the fully online evaluations and, based on feedback from faculty, the comments seemed to be more substantive and of higher quality.

Dr. Kondrick asked when online evaluations become available and how long they remain available to students. Mr. Watson responded the evaluation opens at 80% completion of the course and closes at 93% completion which, for a full term 15 week course, is Reading Day. Dr. Kondrick asked if that information could be provided to faculty. President Ward also asked for an average for all questions in the evaluations for all full-time faculty teaching face to face courses. Mr. Watson agreed to supply the requested information.

Dr. Mason asked what the cost saving benefit would be in moving to fully online evaluations. Mr. Watson estimated a savings of approximately \$15,000 each year in direct expenses for paper, equipment and software, but noted the greatest savings would be in the indirect cost associated with the work hours required to print, process, distribute, collect and scan the paper forms in both his office and the academic departments. He also indicated a transition to fully online course evaluations would permit the university to discontinue the use of the costly ClassClimate software, which was selected for the ability to integrate paper and online evaluations. He stated the software available for strictly online evaluations would not only be cheaper, but have the capability for additional features such as customized questions by the college, department, or even a faculty member.

Mr. Watson stated he had presented this information to the Deans' Council and wanted to also give the Senate an opportunity to provide feedback and ask questions. He indicated there would need to be a recommendation to either 1) extend the pilot to continue with online evaluations, 2) reject the pilot and revert to both paper and online evaluations, or 3) adopt a policy for fully online evaluations for the university. Dr. Finan emphasized the entire faculty body should be asked for input, and suggested sending an email poll. President Ward asked Mr. Watson to draft a preamble for the email, including statistics from the pilot and the benefits and disadvantages of transitioning to fully online evaluations.

#### STANDING COMMITTEE APPOINTMENTS

President Ward stated the changes to the Standing Committee appointments (Attachment A) had been tabled in December to allow the senators ample time for review. Dr. Fusaro raised the question of whether the Senate should consider following suit to eliminate successive appointments made by the Faculty Senate. President Ward indicated the appointments were made annually by a different Senate chair.

Motion by Dr. Kondrick, seconded by Dr. Rogers, to support the proposed changes to the Standing Committee appointments. Motion carried.

#### ADJUNCT REPRESENTATION ON THE SENATE

President Ward reported a proposal from the Committee on Adjunct Support (Attachment B) regarding representation on the Faculty Senate had been distributed with the agenda, and he asked for any comments or discussion. Mr. Futterer expressed concern with the added statement in Article II, Section 1: "One Senator shall be elected by the Committee on Adjunct Support." He questioned the proposed election by the members of the Committee on Adjunct Support, rather than by the adjunct faculty at large. Mr. Futterer also indicated a possible issue with the addition of Paragraph D to Article II, Section 3, in exempting adjunct faculty from restrictions in rank.

Dr. Fusaro asked if the proposal was intended to address a specific concern from the adjunct faculty. Mr. Futterer stated he believed the adjunct faculty were primarily seeking opportunities for involvement in governance and more representation. Mr. Harrington responded the chair and/or members of the Committee on Adjunct Support had a standing invitation to attend Faculty Senate meetings, and suggested the invitation alone may resolve the issue of communication and representation. President Ward reminded the senators these proposed changes would require a two-thirds majority vote by the Faculty Senate and approval by the faculty at large before they could go before the Board of Trustees for inclusion in the *Faculty Handbook*. Mr. Futterer volunteered to attend the next meeting of the Committee on Adjunct Support with Dr. Huss to gather additional information on the concerns of the adjunct faculty.

Motion by Mr. Futterer, seconded by Dr. Huss, to table further discussion until after the next meeting of the Committee on Adjunct Support. Motion carried.

#### OFFICE HOURS REQUIREMENT

President Ward reported it was his understanding the administration may be receptive to a proposal to lower the required number of office hours for full-time faculty, and called for a motion. Dr. Rogers expressed concern that some faculty may not be in favor of reducing office hours, stating availability to students could be a selling point for the university. Dr. Moody indicated many faculty who teach online are available to students well over the required ten hours per week, including nights and weekends. Dr. Tucci stated the general public would not likely have a positive response to a reduction in office hours. President Ward recognized Dr. AJ Anglin, Interim Vice President for Academic Affairs, and invited him to address the Senate. Dr. Anglin reported ten office hours was higher than the average and he and Dr. Bowen would be willing to consider a proposal to reduce that number. He then expressed concern in the number of days a faculty member is available, stating he would not be in favor of holding all office hours for the week over one or two days. He asked the Senate to consider a proposal that would hold the faculty accountable for being reasonably available to students.

Motion by Dr. Kondrick, seconded by Dr. Tucci, to increase the number of weekly office hours to twelve, including virtual hours.

Dr. Kondrick explained increasing office hours with the inclusion of virtual hours would not only be a positively received selling point for the general public, but would give faculty teaching online courses credit for the time spent outside of their office hours responding to students. Mr. Futterer stated the faculty in the Music department often have few or no online classes and this proposal would in effect increase their actual office hours.

The following discussion centered on the definition of virtual office hours and the parameters for departmental oversight. Dr. Anglin suggested the Senate investigate how other institutions are addressing office hours, including virtual hours.

Motion withdrawn by Dr. Kondrick.

President Ward asked for senators willing to serve on a subcommittee to research office hours. Dr. Moody, Dr. Huss and Dr. Patton agreed to serve.

#### ANNUAL PEER REVIEW FOR TENURED FACULTY

President Ward asked if the teaching evaluation performed by the peer review committee each year could be done less frequently for tenured faculty, such as every three years. Dr. Mason indicated the annual peer review evaluation was mandated by the state and asked Ms. Chronister for confirmation. Ms. Chronister confirmed the state required annual peer review evaluations for full-time faculty (ACA 6-63-104).

#### ANNUAL EVALUATION FOR TENURED FACULTY

President Ward asked if the annual evaluation of faculty was also mandated by the state. Ms. Chronister confirmed the state required annual evaluations for full-time faculty.

#### HANDBOOK PROMOTION AND TENURE CONSIDERATIONS

President Ward reported Dr. Bowen has asked Dr. Anglin to review and revise portions of the *Faculty Handbook*, focusing primarily on the Promotion and Tenure section. Dr. Anglin requested the Senate identify a group of faculty to review the existing Promotion and Tenure policy and procedure. He reported the Deans would also be reviewing the policy, and Dr. Anglin would then use the feedback from each group to determine the overlapping areas.

Dr. Rogers suggested using the existing subcommittee which was reviewing the promotion and tenure procedure. The subcommittee consisted of Mr. Futterer (chair), Dr. Rogers, Dr. Huss, and President Ward. Dr. Kellner, Dr. Fusaro and Dr. Bishop also agreed to serve.



President Ward stated this may be the most important task ever posed to the Faculty Senate. Dr. Mason suggested including faculty from each college who have served on the University Promotion and Tenure Committee (UPTC). President Ward noted the administration already has access to the current UPTC members, and stated he would accept nominations by email.

**OTHER HANDBOOK CONSIDERATIONS** President Ward reported Dr. Anglin had also invited the faculty to let him know of any other pressing issues within the *Faculty Handbook* that need to be addressed. Dr. Anglin stated the promotion and tenure review would be a substantial undertaking, but welcomed the faculty to submit other areas of concern in the handbook through President Ward.

Dr. Anglin thanked the Senate and excused himself from the meeting.

**OLD BUSINESS: REPORT ON CAMPUS RECREATION** President Ward reported Dr. Bowen had been working with Mr. David Moseley, Senior Vice President for Administration and Finance, to identify funding for a student recreation center. President Ward had suggested to Dr. Bowen to consider funding a portion of the center with student fees. He also reminded the senators that Dr. Bowen had mentioned in her open forum meeting in January the progress on connecting the Tech campus with the Bona Dea walking trails.

**REPORT ON COLLABORATION WITH ADMINISTRATION** Dr. Huss reported the subcommittee collaborating with the administration had served as a panel during the Vice President for Academic Affairs search process. Dr. Kellner suggested the subcommittee schedule a time to meet with Dr. Bowen.

**HONOR CODE** Item tabled for future discussion during strategic planning.

**PROMOTION AND TENURE** *See Handbook Promotion and Tenure Considerations section.*

**OPEN FORUM** Dr. Moody reported an issue in the Corley building in which a faculty member brings a large dog into the office regularly, making some faculty uncomfortable. Ms. Chronister offered to pass this along to Dr. Anglin for action.

Dr. Moody stated one row of a parking lot near the Corley building was recently changed to allow yellow hangtag parking. She suggested painting the parking spaces themselves to match the color of the permitted parking hangtags. The following discussion centered on the frequency of changes in parking access and the limited ability of the Senate to have input which would impact those changes.

**ANNOUNCEMENTS/ INFORMATION ITEMS** President Ward announced there would be three professional development days for faculty added to the academic calendar. He stated one date would be the Wednesday before the beginning of the fall semester; another would be the Monday or Tuesday before the beginning of the spring semester; and the last date would be the Thursday before graduation in the spring semester. Ms. Chronister specified there is a professional development day scheduled for the current spring semester on Thursday, May 7, 2015.

President Ward reported he was serving on the Budget Advisory Committee. He invited the senators to review the copy of the base budget, which would be available in Tomlinson, Suite 126.

President Ward encouraged the Senate to participate in the fitness challenge from Blue Cross Blue Shield. He stated Blue Cross Blue Shield could potentially reduce premiums if the health care claims from the Tech group were lowered.

President Ward announced Dr. Terrell Strayhorn would be the black history month keynote speaker on February 17 at 7:30 p.m. with an additional professional development session at 3:30 p.m.

Dr. Rogers reported the advisory council for the Center for Excellence in Teaching and Learning was developing a grant application process for faculty seeking funding to attend teaching and learning conferences. He asked the senators to send him information on opportunities for teaching and learning conferences for any and all disciplines.

ADJOURNMENT

The meeting adjourned at 4:55 p.m.

Respectfully submitted,



David W. Ward, Ph.D., President



Johnette Moody, DBA, Secretary

## Attachment A

ELECTED STANDING COMMITTEES WITH APPOINTMENTS  
(SUGGESTED ADDITIONAL STATEMENTS IN RED)

In the event that sufficient tenured *or* regular faculty are not available to fill positions on committees as defined below, the appropriate Dean will proceed with elections to fill those committee vacancies with available faculty.

### Faculty Senate (Committee on Committees)

*Membership:* Membership of the Faculty Senate will be established according to Article II, Section I of the Constitution of the Faculty Senate of Arkansas Tech University. That membership will be augmented by two additional Senators, one appointed by the President of the University and one by the Vice President for Academic Affairs. **Appointed members should not serve successive terms. A term equals three years.**

*Function:* Serve as a committee on committees and shall act for the faculty in all curricular matters other than those involving changes in general academic policies, and for the faculty or the administration on matters referred to it for action; serve as an advisory body to the faculty on matters involving academic policies and to the administration or the faculty, as appropriate, on any other matter of general concern to the University.

### Athletics Committee

*Membership:* Three faculty members elected at large, two faculty members and the **Great American** Conference representative appointed by the President, and two students selected by the Student Government Association. **The two appointed faculty members should serve no more than three successive terms as at large members. The Great American Conference representative may serve up to six consecutive terms. A term equals one year.**

*Function:* Promote and foster the athletics interests of Arkansas Tech University in a manner that is consistent with the educational standards of the institution, help provide additional oversight of the institution's intercollegiate athletics program, and serve as an advisory body for the faculty on matters concerning the intercollegiate athletics program.

### General Education Committee

*Membership:* One faculty member elected from each college including the supernumerary voting block, one from the Ozark Campus, one faculty member appointed by the Vice President for Academic Affairs, one faculty member appointed by the Chair of the Faculty Senate, one faculty member appointed by the Chair of the Assessment Committee, and one ex officio student member selected by the Student Government Association. Faculty membership restricted to regular faculty. **Administratively appointed members should not serve successive terms. A term equals three years.**

*Function:* Exercise oversight of general education: regularly assess the degree to which the University is meeting the stated general education goals, review general education goals and requirements, evaluate proposals that affect general education, and clearly and publicly articulate the purposes, content, and intended learning outcomes of general education.

## APPOINTED STANDING COMMITTEES

### Academic Appeals Committee

*Membership:* Eighteen members – Six faculty members, one appointed by the respective dean(s) from each college including the supernumerary voting block, six faculty members appointed by the Faculty Senate representing each college including the supernumerary voting block, and six students appoint by the Student Government Association. The faculty on the committee will elect a chair. **Administratively appointed members should not serve more than three successive terms. A term equals one year.**

*Function:* Formed each year as a pool of qualified faculty and students to hear student academic honesty and misconduct appeals.

### **Assessment Committee**

*Membership:* The Director of Assessment and Institutional Effectiveness who will serve as chairperson, one faculty member from each college appointed by the college dean, the graduate college dean, one undergraduate dean appointed by the Vice President for Academic Affairs, the Vice President for Student Services or his/her designated representative, the Vice President for Administration and Finance or his/her designated representative, the Assistant Vice President for Academic Affairs or his/her designated representative for e-Tech, the Assistant Vice President of Enrollment Management or his/her designated representative, the Director of Institutional Research or his/her designated representative, the Director of Information Systems or his/her designated representative, the Chancellor of Arkansas Tech University-Ozark or his/her designated representative, one member appointed by the Faculty Senate, and one student member appointed by the Vice President for Student Services. Other members may be added by the Director of Assessment and Institutional Effectiveness as their expertise and/or assistance is needed to meet the charge of the committee, subject to the approval of the Vice President for Academic Affairs. **Administratively appointed members can serve up to two successive terms. A term equals three years.**

*Function:* To develop, implement, oversee, and maintain assessment procedures in line with criteria set forth by the state, The Higher Learning Commission, and various specialized accrediting agencies.

### **Commencement Committee**

*Membership:* Representative of Student Services, registrar, head of music department, plant maintenance superintendent, two faculty members appointed by the President (one of whom serves as marshal of the University), president of the senior class or senior class senator, and manager of the coliseum. **Appointed faculty members should not serve more than three successive terms. A term equals one year.**

*Function:* Plan and coordinate commencement activities.

### **Committee on Adjunct Support**

*Membership:* Four full-time faculty members appointed by the Faculty Senate and four adjunct instructors elected by the adjunct faculty (visiting lecturers). **A term equals one year.**

*Function:* To provide support to adjunct faculty and to enhance the standing of such on faculty on campus. Recommendations will be presented to the Faculty Senate.

### **Equity and Diversity Committee**

*Membership:* Coordinator for Affirmative Action and Title IX (Chair), Deputy Title IX Coordinator (also serving athletics), Associate Dean For Student Wellness (or designee), Director of Health Services, Chief of Public Safety, Dean of Students (or designee), three students appointed by the Student Government Association, three faculty members appointed by the Vice President for Academic Affairs, and a Human Resources Representative. **Appointed faculty members should not serve more than three successive terms. A term equals one year.**

*Function:* Monitor and maintain compliance with all applicable federal and state laws that will foster Arkansas Tech University's commitment to building and sustaining an all-inclusive campus community. The committee will serve the campus by leading efforts to create an environment that respects, celebrates, and cultivates diversity and inclusion. This will be accomplished by formulating recommendations, reviewing policy, and identifying steps to implement recommendations.

### **Guidance and Counseling Committee**

*Membership:* Five faculty members and two staff counselors appointed by the Vice President for Student Services; three students appointed by the Student Government Association. **Appointed members should not serve more than three successive terms. A term equals one year.**

*Function:* Study and make recommendations concerning the total counseling program of the University.

### **Honors Council**

*Membership:* A director appointed by the Vice President for Academic Affairs, the Associate Vice President for Academic Affairs, the Assistant Vice President for Enrollment Management, the Director of Recruitment, one faculty member representing each of the colleges, including the supernumerary voting block, **appointed by the Vice President for Academic Affairs**, and two student representatives who are elected by the students in the University Honors program. **Appointed members should not serve successive terms. A term equals three years.**

*Function:* Responsible for development and revision of procedures and policies pertaining to the Honors Program.

### **Institutional Review Board (IRB)**

*Membership:* Seven members serving three year terms on a rotating basis. One member appointed from the following colleges appointed by the Dean: Arts and Humanities, Business, Education, Engineering and Applied Sciences, and Natural and Health Sciences; one member from the supernumerary group appointed by the Dean of the Graduate College and the Dean of the College of Professional Studies and Community Outreach; and one member appointed by the Vice President for Academic Affairs. The chair will be elected annually by the committee. **Appointed members should not serve more than two successive terms. A term equals three years.**

*Function:* Review requests on research involving human or animal subjects. Conduct periodic reviews of human or animal subject policy and procedures.

### **Pre-Medical Committee**

*Membership:* Six faculty members selected from biological and physical sciences.

*Function:* Assist students who wish to enter health science professional colleges.

### **Professional Development Committee**

*Membership:* Six faculty members, three appointed by the Vice President for Academic Affairs and three appointed by the Chair of the Faculty Senate, for three-year terms. **Administratively appointed members should not serve successive terms. A term equals three years.**

*Function:* To review and recommend Professional Development Grants for funding.

### **Student Aid Committee**

*Membership:* Director of Student Financial Aid and six faculty or staff representatives ~~selected~~ **appointed** by the Vice President for Student Services, who also serves as an ex officio member. **Appointed members should not serve more than three successive terms. A term equals one year.**

*Function:* Select scholarship recipients according to established criteria and recommend student aid policy and procedures.

### **Student Personnel Committee**

*Membership:* Five faculty ~~selected~~ **appointed** by the Vice President for Student Services and four students selected by the Student Government Association. **Appointed members should not serve more than three successive terms. A term equals one year.**

*Function:* Serve as the appellate body for student grievances and discipline.

### **Teacher Education Council**

*Membership:* Seventeen (17) members - Thirteen (13) appointed annually by the Vice President for Academic Affairs in consultation with the Dean of Education, who serves as chairperson, the head of the Department of Curriculum and Instruction, who serves as vice chairperson; and the Director of Teacher Education Student Services who serves as secretary. The thirteen (13) members appointed annually shall be comprised of seven (7) faculty representatives [three (3) from the College of Education and one (1) from each of the Colleges of Engineering and Applied Sciences, Natural and Health Sciences, Business, and Arts and Humanities]; a public school administrator; three (3) K-12 teachers; one (1) undergraduate student; and one (1) graduate student. The Dean of Graduate College serves as an ex-officio member.

*Function:* Serve as an advisory body to the Dean of Education; review and recommend changes in the teacher education programs; approve course additions and deletions; study and recommend changes related to policies and admission standards.

### **Ad Hoc Technology Committee**

*Membership:* The Associate Vice President for Academic Affairs, who serves as chair, the Dean of Graduate College, the Director of Information Services, the Assistant Director of Information Services for Networked Systems, the Director of the Technology Center, the Director of the Library, five faculty members appointed by the Vice President for Academic Affairs and submitted to the faculty senate for approval, and one faculty member from the Ozark campus appointed by the Chancellor.

*Function:* (1) To advise the Associate Vice President for Academic Affairs by recommending enhancements to the technology infrastructure for the improvement of teaching and learning, by reviewing proposed enhancements to the technology infrastructure for their impact on teaching and learning, and by assisting in the development and maintenance of a technology plan for the university that will provide continuing support for the teaching and learning mission. (2) To assist the Associate Vice President for Academic Affairs in proactively communicating the rationale for technological enhancements with the university community.

### **University Promotion and Tenure Committee**

- A. The University Promotion and Tenure Committee (UPTC) shall consist of six members. At least one member of the UPTC must come from each of five colleges (i.e., Arts and Humanities, Business, Education, Engineering and Applied Sciences, and Natural and Health Sciences). The sixth member will be selected on an at-large basis from the eligible faculty from the five colleges and the library.
- B. Members of the UPTC must be tenured full-time faculty that hold the rank of Associate Professor or Professor. Members will be serving on departmental peer review committees at the time of their appointment, but other qualified faculty may be appointed, with the approval of the President. Faculty serving as Department Heads or Deans are not eligible for appointment. Persons applying for promotion may not serve on the UPTC.
- C. Three members of the UPTC shall be appointed by the chair of the Faculty Senate with its advice and consent, and three members shall be appointed by the Vice President for Academic Affairs. Appointments shall be for three years. On initial appointment, the term of each member shall be designated as one, two, or three years. The Chair of the Faculty Senate and the Vice President shall each appoint one new member each year thereafter for a three year term. The Faculty Senate Chair shall have first choice in the appointment process. **Administratively appointed members should not serve successive terms.**

## Attachment B

In order to better serve the adjunct faculty on campus represented by the Committee on Adjunct Support the committee submits the following proposal for consideration by the Faculty Senate:

## 1. Faculty Senate Constitution:

### ARTICLE II: MEMBERSHIP AND TERMS OF OFFICE

#### Section 1: \*Elective Membership -

One Senator shall be elected by each of the Colleges of the University upon obtaining a minimum of fifteen full-time faculty members. A College shall be eligible for one additional Senator for each twenty full-time faculty members or additional portion thereof. A College entitled to multiple Senators may elect no more than two from any one department. Any College or independent Academic Unit that has less than fifteen full-time faculty members will be combined into a Supernumerary voting block operating under the above delineated rules.

One Senator shall be elected by the Committee on Adjunct Support.

#### Section 3: Restrictions upon Membership

Paragraph A: No staff member shall be eligible for elective or appointive membership in the Senate who does not hold the faculty rank of Assistant Professor or above.

Paragraph B: No Dean of a College shall be eligible for membership in the Senate.

Paragraph C: In the event that no member of a College is eligible for elective membership to the Senate under the restrictions imposed by Paragraphs A and B, then the College may elect a faculty member with the rank of Instructor to serve an "emergency" term of one year.

Paragraph D: Restriction A does not apply to the Adjunct Faculty member.

Paragraph E: The Adjunct Faculty member shall be eligible for elective or appointive membership in the Senate who has not taught in the classroom on campus for a minimum of 3 consecutive semesters.

## 2. Elected Standing Committees with Appointments

### Suggested Additional Statements

#### Committee on Adjunct Support

Membership: A term equals two years.

Approved by the Curriculum Committee on January 27, 2015  
[http://www.atu.edu/registrar/curriculum\\_proposals.php](http://www.atu.edu/registrar/curriculum_proposals.php)

Department of Nursing

1. Delete NUR 3302, Health Assessment for Medical Interpreters, from the course descriptions

Department of Management and Marketing

1. Modify/retitle the minor in Business to the minor in Business and Entrepreneurship



APP CC 1/27/15  
 APP FS 2/18/15  
 Received by the  
 Registrar's Office

DEC 04 2014

**Arkansas Tech University  
 REQUEST FOR COURSE DELETION**

TO:	Select Appropriate Committee
FROM (Initiating Department):	Nursing
DATE SUBMITTED:	12/1/14

Title	Signature	Date
Department Head	Rebecca Bunnis	12/1/14
Dean	Jeff W. Rater	2014 Dec 3
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	J Weaver	12/4/14
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) NUR	Course Number: (e.g., 1003) 3302
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: Health Assessment for Medical Interpreters	
<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> . No	
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**

**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.

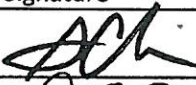

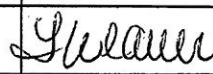
Provide an answer for each question. Your answers are to be typed single spaced.

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- b. Explain the rationale for the course deletion. This program was deleted in 2011. Due to an oversight, this course was not deleted at the time.

app CC 1/27/15  
 app FS 2/10/15  
 Catalog 2-12-15

**Arkansas Tech University  
 PROPOSAL FOR CHANGE IN PROGRAM**

TO:	Curriculum Committee
FROM (Initiating Department):	College of Business
DATE SUBMITTED:	01/12/2015

Title	Signature	Date
Department Head Stephen Jones		1/12/2015
Dean Ed Bashaw		1/12/2015
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		1/12/2015
Vice President for Academic Affairs		

Program Title: Minor in Business	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)	
Change title of minor to: <u>Minor in Business &amp; Entrepreneurship</u> Change courses required to: ACCT 2003, ECON 2013, MGMT 3003, MGMT 4053, MKT 3043 and one of the following: MGMT 4023, MGMT 4213, MGMT 4063, MKT 3163 or MKT 4053.	
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> See attachment.	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> . No impact on other departments is expected.	
In the attached matrix, include requested changes in the matrix and include course number and title. N/A	

DEC 04 2014

Arkansas Tech University  
REQUEST FOR COURSE DELETION

TO:	Select Appropriate Committee
FROM (Initiating Department):	Nursing
DATE SUBMITTED:	12/1/14

Title	Signature	Date
Department Head	Rebecca Burns	12/1/14
Dean	Jeff W. Ketur	2014 Dec 3
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	J. Weaver	12/4/14
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) NUR	Course Number: (e.g., 1003) 3302
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: Health Assessment for Medical Interpreters	
<b>(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)</b>	
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No	
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**

**Our Mission**

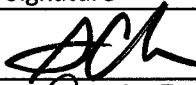


Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning 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. Explain the rationale for the course deletion. This program was deleted in 2011. Due to an oversight, this course was not deleted at the time.

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PROPOSAL FOR CHANGE IN PROGRAM**

TO:	Curriculum Committee
FROM (Initiating Department):	College of Business
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<p><b>Change title of minor to: <u>Minor in Business &amp; Entrepreneurship</u></b>  <b>Change courses required to: ACCT 2003, ECON 2013, MGMT 3003, MGMT 4053, MKT 3043 and one of the following: MGMT 4023, MGMT 4213, MGMT 4063, MKT 3163 or MKT 4053.</b></p>	
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 attachment.</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 is expected.</b>	
In the attached matrix, include requested changes in the matrix and include course number and title. <b>N/A</b>	

**Memorandum**

**To: Curriculum Committee**

**From: General Education Committee Chair, Dr. Joseph Swain and Dr. Monica Varner, Director of Assessment and Institutional Effectiveness**

**Topic: General Education Program Recommended Changes and Annual Report**

**Date: June 4, 2014**

---

Dear Curriculum Committee:

Please review the following proposed changes to the General Education Goals which have been approved by the General Education Committee. Every five years the General Education Committee is required to lead a focus review of the General Education Goals, and make necessary changes to the General Education Program Goals (General Education Committee Responsibilities, October 21, 2008). Please consider the following changes. At the completion of your review and approval, please forward this memo to the Faculty Senate for approval, who shall forward the recommendations to the Vice President of Academic Affairs for approval.

**General Education Committee: Recommendation 1**

On January 27, 2014, the General Education Committee unanimously approved the new criteria for the General Education Goal, Civic Involvement. The criteria sub-committee developed the following criteria.

Civic Involvement: New Criteria

1. Students will reflect on how their attitudes and beliefs are different from diverse others and what they have learned about self and diverse others from the service experience.
2. Students will identify and apply knowledge (concepts, facts, and theories) from the course to make relevant connections to civic engagement.
3. Students will provide evidence of experience in civic involvement activities.
4. Students will effectively communicate civic involvement experiences from an objective perspective.
5. Students will demonstrate leadership of civic action and achievement of civic purpose.

(Note: The Civic Involvement General Education Learning Outcome was approved during the 2012-2013 academic cycle. The General Education Committee postponed the development of specific criteria until they completed a review of civic learning best practices.

<http://www.aacu.org/value/rubrics/civicengagement.cfm>)

On February 27, 2014, the University Assessment Committee reviewed the criteria for Civic Involvement. The Assessment Committee supports the changes as proposed by the General Education Committee.

### **General Education Committee: Recommendation 2**

On March 19, 2014, the General Education Committee unanimously approved the revised criteria for the General Education Goal, Ethical Perspective. The criteria sub-committee developed the following revised criteria.

#### Demonstrate Ethical Perspective: New Criteria

1. Students will consider issues through well-established ethical and moral traditions.
2. Students will demonstrate ethical self-awareness.
3. Students will demonstrate an understanding of different ethical perspectives.
4. Students will recognize ethical issues.
5. Students will apply ethical perspectives.
6. Students will evaluate different ethical perspectives.

(<http://www.aacu.org/value/rubrics/ethicalreasoning.cfm> )

#### Demonstrate Ethical Perspective: Old Criteria (Report on General Education Assessment, February 2009)

1. Exhibit integrity and reliability in individual action and institutional activities.
2. Practice principle-centered leadership
3. Demonstrate responsibility when interacting with new technologies and information.

### **General Education Committee: Recommendation 3**

On April 24, 2014, the General Education Committee unanimously approved the recommendation to move Wellness Concepts to the University Strategic Plan, under the university value, “attention to individual students that nurtures personal growth and lifelong success.” In 2012-2013, the General Education Committee dropped courses related to wellness due to the 120 hour degree policy. The General Education Committee believes this goal will be addressed more effectively by the university as a whole including services offered by the university fitness center, intramural sports, nutritional choices in the cafeteria, and other fitness and wellness activities and courses which are provided for students by the university.

On April 30, 2014, the Director of Assessment and Institutional Effectiveness shared the following proposed changes with the Vice President of Academic Affairs. The General Education Committee exercises oversight for the general education program, while collaborating with administration, to assure the production of an effective General Education program. (General Education Committee Purpose, October 21, 2008).

### **General Education Committee: Annual Report**

The following is an annual summary/report of the General Education Committee action items and initiatives for academic cycle 2013-2014. On September 13, 2013, the committee approved adding AGBU 2063 and AGBU 2073 to the General Education curriculum, on November 19, 2013, the committee approved the Course Program General Education (CPGE) Assessment system form which was developed by the Office of Assessment and Institutional Effectiveness. The form is designed to assist



faculty with CPGE Assessment system set up, the form can be found on the General Education Committee webpage. On January 27, 2014, the committee approved the General Education Evaluation form developed by the Office of Assessment and Institutional Effectiveness. This form assists the General Education Committee with their oversight of the General Education Program. The form provides a General Education Program assessment process to help the committee determine the effectiveness of the program including the monitoring of the General Education Goals, the assessment of the General Education Program, review and or recommended proposals, the consideration of proposals for removal which no longer fit the General Education Goals and program, and the publically articulating the purpose, content, and intended learning outcomes of general education. (General Education Committee Responsibilities, October 21, 2008). On March 19, 2014, the committee approved an ETS Proficiency Profile Assessment Proposal from the Office of Assessment and Institutional Effectiveness. The proposal requested adding a global general education assessment instrument for future implementation. The university presently utilizes ETS for education majors/programs and other disciplines. No further plans or processes were discussed, the committee will revisit the ETS General Education Assessment global initiative during the next academic cycle. On April 24, 2014, the committee approved the revised General Education Evaluation form from the Office of Assessment and Institutional Effectiveness. The form was reduced to 11 criteria, includes specific assessment processes, and the types of general education and student learning evidence to be collected. A copy of the evaluation form can be found on the General Education Committee web page. This summary will be shared with the “Vice President of Academic Affairs, the Faculty Senate, the Curriculum Committee, and the Assessment Committee” (General Education Committee Purpose, October 21, 2008).

Please don't hesitate to contact Dr. J.J. Mayo, General Education Committee Chair for academic cycle 2014-2015 and Dr. Monica Varner, Director of Assessment and Institutional Effectiveness for additional information.

**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? **Provides a requested minor in entrepreneurship to bring us into alignment with the President's goal for the College of Business.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- c. How will the program change impact learning for students enrolled in this program? **This change provides a broad small business foundation for students with a general business interest and a small business focus for those with an entrepreneurial interest.**
- d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? **A completed and professional small business plan.**
- e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **N/A**
- 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. **It provides a broad experience in entrepreneurship and business. It also provides an applied learning path for students interested in entrepreneurial development.**
- 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.) **N/A**

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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? <b>Provides a requested minor in entrepreneurship to bring us into alignment with the President's goal for the College of Business.</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>N/A</b>
c. How will the program change impact learning for students enrolled in this program? <b>This change provides a broad small business foundation for students with a general business interest and a small business focus for those with an entrepreneurial interest.</b>
d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? <b>A completed and professional small business plan.</b>
e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. <b>N/A</b>
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. <b>It provides a broad experience in entrepreneurship and business. It also provides an applied learning path for students interested in entrepreneurial development.</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.) <b>N/A</b>